

MINUTES

Meeting of the Hunter College Senate

11 May 2022

- 1 The 666th meeting of the Hunter College Senate convened at 3:38 PM via Zoom.
2
- 3 **Presiding:** Laura S. Keating, Chair
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- 5 **Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.
6
7 Alternate Senators were formally seated consistent with the procedures approved by the Senate for in-
8 person meetings, and they were enabled to vote using iClicker.
9
- 10
11 **Agenda:** Chair Keating informed the body that President Raab would not report today. The agenda was adopted as
12 revised.
13
14
- 15 **Report by the**
16 **Administrative**
17 **Committee:**
- 18 a) **Approved Curriculum Changes**
19 The following curriculum changes as listed in the attached reports Part I and Part II dated 11 May
20 2022 have been approved as per Senate resolution and are submitted for the Senate's information.
21 Items: GS-1418 Curriculum & Teaching (Change in degree program), GS-1421 Curriculum &
22 Teaching (Change in courses), GS-1437 Curriculum & Teaching (Change in degree program), GS-
23 1438 Curriculum & Teaching (Change in degree program), GS-1439 Curriculum & Teaching
24 (Change in degree program), GS-1440 Curriculum & Teaching (Change in degree program), GS-
25 1441 Curriculum & Teaching (Change in degree program), GS-1442 Curriculum & Teaching
26 (Change in degree program), GS-1443 Curriculum & Teaching (New course), GS-1447 Curriculum
27 & Teaching (Change in degree program), GS-1448 Curriculum & Teaching (Change in degree
28 program), GS-1449 Curriculum & Teaching (Change in degree program), GS-1450 Curriculum &
29 Teaching (Change in degree program), GS-1451 Curriculum & Teaching (Change in degree
30 program), GS-1452 Curriculum & Teaching (Change in degree program), GS-1454 Curriculum &
31 Teaching (New course), GS-1457 Curriculum & Teaching (New courses), GS-1458 Curriculum &
32 Teaching (Change in courses), GS-1472 Curriculum & Teaching (Change in degree program), GS-
33 1473 Curriculum & Teaching (Change in course), GS-1475 Curriculum & Teaching (Change in
34 degree program), GS-1507 Curriculum & Teaching (New course), GS-1455 English (New course),
35 GS-1456 Classical & Oriental Studies/Chinese (Change in courses), GS-1508 Classical & Oriental
36 Studies/Chinese (New course), GS-1459 Dance (Change in courses), GS-1469 Dance (Change in
37 degree program), GS-1464 Classical & Oriental Studies/Latin (Change in courses), GS-1466
38 Classical & Oriental Studies/Latin (Change in course), GS-1506 Classical & Oriental Studies/Latin
39 (New Course), GS-1465 Music (Change in course), GS-1467 Music (Change in course), GS-1468
40 Music (Change in degree program), GS-1444B Curriculum & Teaching (Change in courses), GS-
41 1474 Educational Foundations (Change in course), GS-1480 Special Education (New degree
42 program), GS-1481 Special Education (Change in degree program), GS-1489 Special Education
43 (Change in degree program), GS-1504 Special Education (New course), US-2474 Nursing (Change
44 in course), US-2462 Educational Foundations (New courses), US-2460B Curriculum & Teaching
45 (Change in courses), US-2464 Curriculum & Teaching (Change in degree program), US-2465
46 Curriculum & Teaching (Change in degree program), US-2466 Curriculum & Teaching (Change in
47 degree program), US-2467 Curriculum & Teaching (Change in degree program), US-2468
48 Curriculum & Teaching (Change in degree program), US-2469 Curriculum & Teaching (Change in
49 degree program), US-2470 Curriculum & Teaching (Change in degree program, US-2471 Curriculum
50 & Teaching (Change in degree program), US-2472 Curriculum & Teaching (Change in degree
51 program), and US-2473A Curriculum & Teaching (Change in course).
52

57 **b) Senate Meeting Schedule Fall 2022/Spring 2023**

58 The Fall 2022/Spring 2023 Senate meeting schedule was distributed by email for the following
59 Wednesdays from 3:50 to 5:20 PM:

60 Additional Spring 2022 meeting on 25 May, 3:30-5:25 PM via Zoom

<u>FALL 2022</u>	<u>SPRING 2023</u>
September 7 and 21	February 8 and 22
October 12 and 26	March 8 and 22
November 9 and 30	April 19
December 7	May 3 and 10

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62
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69 There was a motion to adopt the Senate Fall 2022/Spring 2023 schedule.
70 The motion carried by unanimous consent.

71
72 **c) College Calendar for Fall 2022/Spring 2023**

73 The attached university-wide College Calendar for 2022-2023, as issued by the CUNY Central
74 Administration, is submitted for your information as Appendix II.
75

76 **d) Update on the college Strategic Plan**

77 Chair Keating called on Professor James Mandiberg (Silberman School of Social Work) to report.
78 Professor Mandiberg said the following:
79

80 “The Strategic Plan is proceeding. We expect to have it up for approval in the next Senate Faculty
81 meeting which is on May 25th. We will distribute the plan about a week before that meeting, around
82 Wednesday of next week. I have gotten some feedback from individuals and groups, and I can
83 answer any questions. Hopefully, most of the people at this Senate meeting were also at the Town
84 Hall meeting that we had where it was more extensively presented, but I am happy to answer any
85 questions.”
86

87 **e) Honoring Senators: Phil Alcabes and Shirley Raps**

88 Chair Keating read the following resolution into the record:
89

90 **Honoring Senators: Phil Alcabes and Shirley Raps**

91
92 Whereas, Professor Shirley Raps and Professor Phil Alcabes have each been valued
93 and engaged members of the Hunter College Senate for many years, active in both
94 the assembly and several committees, including Undergraduate Course of Study, the
95 Calendar Committee, and Governance for Professor Raps, and Academic Freedom,
96 Charter Review and past Administrative Committees for Professor Alcabes;
97

98 Whereas, their substantial work in the Senate both helped to maintain and prove the
99 value of the Senate’s shared governance legislative activities in enabling and
100 supporting the academic mission of the college;
101

102 Whereas, most recently, over the past three years, both have provided essential
103 support and guidance to the Senate Administrative Committee as it faced the many
104 challenges that arose during the COVID-19 emergency;
105

106 Whereas, in almost weekly meetings through the Summer of 2020 into the Fall 2020,
107 till now, Professors Raps and Alcabes have been exemplars of rational discourse;
108

109 Whereas, the Hunter Senate has come through these 50 years and to the other side
110 of the pandemic thanks in part to their efforts in keeping shared governance relevant
111 and effective;
112

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117 **Be it Resolved**, that in recognition and gratitude for their exemplary service and
118 commitment to the mission of the Senate, the Hunter College Senate extends to
119 Professor Raps and to Professor Alcabas a heartfelt thanks and wishes them well
120 wherever their futures take them.
121

122 The resolution carried by unanimous consent.
123

124 **f) Ceremonial Adoption of Candidates for Graduation**

125 Chair Keating moved for the ceremonial adoption of the list of candidates for diplomas and degrees
126 to be awarded on 1 June, 2022. The motion carried by unanimous consent.
127

128 **g) Election of Officers**

129 Chair Keating yielded the floor to Vice Chair, Mr. Hunter Moran.
130

131 The floor was open for nominations for Chair of the Senate.
132

133 Professor Laura Keating (Philosophy) was nominated.
134

135 It was moved that the Secretary be instructed to cast a single ballot in favor of the
136 nominee. The motion carried by unanimous consent and Professor Keating was re-
137 elected.
138

139 Mr. Moran yielded the floor back to Chair Keating.
140

141 The floor was open for nominations for Vice Chair of the Senate.
142

143 Mr. Hunter Moran (Economics) was nominated.
144

145 It was moved that the Secretary be instructed to cast a single ballot in favor of the
146 nominee. The motion carried by unanimous consent and Mr. Moran was re-elected.
147

148 The floor was open for nominations for Secretary of the Senate.
149

150 Ms. Sarah Jeninsky (Thomas Hunter Honors Program) was nominated.
151

152 It was moved that the Secretary be instructed to cast a single ballot in favor of the
153 nominee. The motion carried by unanimous consent and Ms. Jeninsky was re-elected.
154

155 The floor was open for nominations for Chair of the Evening Council of the Senate.
156

157 Professor Janet Neary (English) was nominated.
158

159 It was moved that the Secretary be instructed to cast a single ballot in favor of the
160 nominee. The motion carried by unanimous consent and Professor Neary was re-
161 elected.
162

163 **Committee**
164 **Report:**

Committee on Charter Review

165 The Third Reading of the proposed amendments to the **Charter for the Governance of Hunter College**
166 (see Appendix III).
167

168 Chair Keating started by reminding the body that the Committee on Charter Review presented revisions
169 to the Charter during the First Reading on 16 March. On 13 April, during the Second Reading some of
170 the proposed revisions were amended and the Senate approved to forward the amended revisions for the
171 Third Reading for a vote. Today, during the Third Reading the Senate will decide whether to adopt the
172

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amendments to the Charter; no further amendments can be made. For adoption the vote in favor must be by $\frac{3}{4}$ of all members present.
Chair Keating asked for permission to proceed by voting on each proposed revision at a time. There was no objection.

AMENDMENT TO THE NUMBER OF FACULTY ALTERNATES PER DEPARTMENT

Article IV, Section 3

Each department shall be allocated two seats for faculty alternates.

Voting by iClicker produced the following results: 55 in favor, zero against, and one abstention.
The amendment was adopted.

AMENDMENTS TO THE COMPOSITION OF THE SENATE ADMINISTRATIVE COMMITTEE

Article V, Section 1

At each of its first annual meetings following the new elections, the Senate shall elect from among its elect voting members a Chair, a Vice-Chair, a Secretary, and such other officers as it deems necessary. The Chair shall be a full-time faculty with tenure or CCE. The Vice Chair shall be a matriculated full-time student.

Voting by iClicker produced the following results: 54 in favor, zero against, and one abstention.
The amendment was adopted.

Article V, Section 3

The Administrative Committee of the Senate shall consist of ~~the~~ Chair, Vice Chair, ~~and~~ the Secretary of the Senate, ~~together with the Chair of the Evening Council (Article VIII, Section 16) shall constitute the Administrative Committee of the Senate together with four at-large members elected from its voting members.~~ The election for the at-large seats on the Administrative Committee shall follow immediately after the elections of the Officers of the Senate (Article V, Section 1). The Administrative Committee shall reflect a diversity of representation. There shall be no more than one faculty member from one department and not more than two from a division as defined in Article IV, 1B.

Voting by iClicker produced the following results: 52 in favor, one against, and two abstentions.
The amendment was adopted.

AMENDMENTS TO THE EVENING COUNCIL

Article VIII, Section 16

~~The Senate shall establish an Evening Council, consisting of one faculty member from each of the divisions (as defined in Article IV, 1, B, ii) and two faculty members from the divisions serving at large who teach a course(s) in the evening; one faculty member from the Library; 2 students and 2 student alternates who take course(s) in the evening; and a Chair elected by the Senate. In addition the Director of Evening Student Services, the Registrar, the Director of Admissions, the Director of Financial Aid, and the Evening Affairs Commissioner of the Undergraduate Student Government, shall serve ex officio without vote.~~

~~The Evening Council shall have the following responsibilities:~~

~~A. To develop and recommend to the President of Hunter College required improvements in the supporting services (library, business office, registrar, etc.) during the evening hours.~~

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~~B. To provide the Administrative Committee of the College Senate with agenda items of concern to the Evening Council that are not the responsibility of other Senate committees.~~

~~C. To identify, review, and give focus to matters of interest to the evening students and faculty, with the right to express itself as an advisory body on these matters and to transmit its recommendations to the cognizant authorities.~~

Voting by iClicker produced the following results: 52 in favor, three against, and two abstentions. The amendment was adopted.

Old Business: Adding Online and Hybrid Modes of Instruction Course Approval Process

Chair Keating reminded the body that the Senate voted on the proposal at the last meeting. The proposal failed to pass (iClicker voting results: 44 in favor, three against and two abstentions). In such situations, Robert's Rules allows the motion to be made again at a following meeting. Chair Keating called on Professor Jeanne Weiler, co-Chair of the Undergraduate Course of Study Committee, to present Adding Online and Hybrid Modes of Instruction Course Approval Process. The proposal is in Appendix IV.

The proposal was adopted by unanimous consent.

Governance Committee

Chair Keating called on Professor Sarah Chinn, Chair of the Governance Committee, to report on the draft "Guidelines for By-laws for Non-Departmental Academic Units". The document is in Appendix V.

Professor Chinn said the following:

"I have a very short report. You will have received with your materials a draft of the guidelines for by-laws for non-departmental academic units - programs that are not housed in a department, programs that are independent of departments. A little while ago, in 2019, the Senate resolved that those programs should have by-laws. What we realized was that those programs would be starting from scratch because they are not controlled by the CUNY by-laws or by any other document. So, what the Governance Committee decided to do was put together a set of guidelines: suggestions and directions that non-departmental academic units might take in order to draft their by-laws. We spent quite a while crafting these. This is really our first attempt. We decided to take it out of Committee and send it to the Administrative Committee to have them bring it to the floor. What I invite all of you to do is get in touch directly with me. I will put my email address in the chat. We will not be taking this up in earnest until next semester, so there is not really a rush. I will be reaching out directly to the leadership of the programs themselves to get direct feedback from them on this draft, but obviously these guidelines are for everyone in that everyone in the college owns them. Obviously, there are faculty and students involved in non-departmental academic units who are not part of the leadership who also have an interest both academic and also administrative in one way or another in these units. So, this is all to say: please read this, send me whatever comments and feedback you have. I will then bring it back to the Committee. We will start first thing next year. I will be reporting on the revised draft sometime I am hoping in Fall of 2022. That is it. Thank you."

Committee**Report:****Committee on General Education**

Chair Keating called on Professor Lawrence Kowerski, Chair of the Committee on General Education, to introduce co-Chairs of the Curricular Enhancements Subcommittee of the Presidential Task Force on Racial Equity - Professor Anthony Browne (AFPRD Department) and Professor Janet Neary (English Department) and provide a background of their presentation. Professors Browne and Neary's presentation on recommended revisions to the Pluralism & Diversity requirement is in Appendix VI. Questions and discussion followed.

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297 The meeting was adjourned at 5:02 PM.

298
299 Respectfully submitted,

300
301
302 Sarah Jeninsky
303 Secretary

APPENDIX I

The following attendance was noted from the meeting

(A)=Alternate, A=Attended, X=Absent, E=Excused

Faculty						
AFPRL	Anthony Browne	A	Mathematics & Statistics	Sandra Clarkson	A	
	Milagros Denis-Rosario	(A) X				0
	Lázaro Lima	(A) A			Robert Thompson	(A) X
Anthropology	Jackie Brown	X		Barry Cherkas	(A) X	
	Stephanie Levy	(A) X	Medical Laboratory Sciences	Abigail Morales	A	
Art & Art History	Milena Shattuck	(A) A			Chad Euler	(A) X
	Harper Montgomery	X	Music	Muktar Mahajan	(A) X	
	Chitra Ganesh	X			Jewel Thompson	X
	Emily Braun	(A) X			Michele Cabrini	(A) X
A. K. Burns	(A) X				(A)	
Biological Sciences	Ben Ortiz	A	School of Nursing	Carolyn Sun	X	
	Jesus Angulo	X			William Samuels	X
	Paul Feinstein	(A) X			Stephen Yermal	A
	Carmen Melendez	(A) X			Ah-Yun (Emily) Yeh	(A) X
Chemistry	Gabriela Smeureanu	A	Philosophy	Laura Keating	A	
	Nancy Greenbaum	(A) X			Frank Kirkland	(A) X
	Brian Zeglis	(A) X			Omar Dahbour	(A) A
Classical & Oriental Studies	Yasha Klots	A	Physics & Astronomy	Kelle Cruz	E	
	Fang Dai	(A) X			Yuhang Ren	(A) X
	Doron Friedman	(A) A				(A)
Computer Science	Sven Dietrich	X	Political Science	Robert Jenkins	X	
	Felisa Vazquez-Abad	(A) X			Lina Newton	(A) A
		(A)			Michael Lee	(A) X
Curriculum & Teaching	Lacey Peters	A	Psychology	Roseanne Flores	A	
	Jason Wirtz	A			Michael Lewis	X
		0 (A)			Glenn E Schafe	(A) X
Dance	Tim Farnsworth	X	Physical Therapy	Peter Serrano	(A) X	
	David Capps	A			Milo Lipovac	X
	Maura Donohue	(A) X			Jaya Rachwani	(A) A
		(A)			(A)	
Economics	Tim Goodspeed	X	Romance Languages	Paolo Fasoli	X	
	Michelle Liu	A			Magdalena Perkowska	(A) X
	vacant	(A)				0 (A)
	Avi Liveson	(A) X		School of Social Work	Samuel Aymer	X
Sarah Bonner	X		George Patterson		A	
Jeanne Weiler	(A) A		Marina Lalayants		(A) X	
Educational Foundations & Couns	Markus Bidell	(A) X		Keith Chan	(A) X	
	Sarah Chinn	A	Sociology	Mark Halling	X	
	Amy Robbins	A			Mike Benediktsson	(A) X
	Collin Craig	X			Michaela Soyer	(A) X
Janet Neary	(A) A	Special Education		Imani Irving	X	
Film & Media Studies	Larry Shore		X		Elizabeth Klein	(A) A
					Kathryn Furlong	(A) A
				Donald Vogel	X	
Geography & Environmental Sci	Andrew Demirjian	(A) X	SLPA	Nancy Eng	(A) X	
	Ricardo Miranda	(A) X			JungMoon Hyun	(A) A
	Allen Frei	X		Theatre	Louisa Thompson	A
	William Solecki	(A) X				Jonathan Kalb
	(A)		Claudia Orenstein		(A) X	
			Lily Baum Pollans		A	
German	Elke Nicolai	A	Urban Policy and Planning	Victoria Johnson	(A) X	
	Eckhard Kuhn-Osius	(A) A			Matthew Lasner	(A) X
History	Aine Zimmerman	(A) A	School of Urban Public Health	Susan Cardenas	E	
	Daniel Hurewitz	A			Khursheed Navder	(A) X
	Manu Bhagavan	(A) X			May May Leung	(A) A
		0		Jennifer Gaboury	A	
Library	Sarah Ward	A	Women & Gender Studies	Catherine Raissiguier	(A) X	
	Iris Finkel	A			Rupal Oza	(A) X
	Mee' Len Hom	(A) A				
		(A)				

Students

Hunter Moran	A
Nafeeza Ali	A
Ariana Ahmed	X
Ariel Glazman	X
Fariha Uddin	A
Nicole Palmetto	A
Rida Akhlaq	X
Afrin Ansary	X
Jackson Rasenberger	A
Alia Codelia-Anjum	X
Amber Javenero	A
Tabia Ahmed	A
Auroa Hom	X
Christopher Orzech	X
Nicole Kuznetsov	X
Junia Sharmin	X
Noa Hacker	A
Umor Uddin	A
Viet Thanh Phan	A
Yamila Martinez	A
Nourhan Ibrahim	X
Anastasia Villarreal	A
Sultana Wahab	A
Luisais Taveras	A
Yostina Girgis	X
Julian Reich	X
Cade Terada	A
Andrew Ackroyd	E

At-Large, Lecturers and Part-Time Faculty

Student Services	Kevin Nesbitt	X
	Luis Roldan	(A) X
Library	Jocelyn Berger-Barera	A
Library	Tony Doyle	A
Psychology	Stefan Schlussman	A
English	Cary Fitzgerald	A
Medical Lab Science	Hongxing Li	A
Religion	Ron Long	X
Political Science	Rosa Squillacote	A
Special Education	Salvador Ruiz	A
Special Education	Gina Riley	A
Social Work	James Mandiberg	A
THHP	Sarah Jeninsky	A
Art and Art History	Peter Dudek	X

Ex-Officio

President, USG		
Vice President, GSA	Kamalpreet Kaur	X
President Alumni Association	Barbara Poseluzny	A
President, HEO Forum	Denise Lucena-Jerez	X
President, CLT Council	Amy Jeu	X

ADMINISTRATION

Senators:		
HEO/CLA Representative	Lori Janowski	A
Vice President for Student Affairs	Eija Ayraainen	A
Provost	Valeda Dent	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Dean of Education	Michael Middleton	A
Alternate Senators (3):		
Dean of Social Work	Mary Cavanaugh	X
General Counsel & Dean of Faculty	Suzanne Piper	A
	0 vacant	

APPENDIX II

**THE CITY UNIVERSITY OF NEW YORK
2022-2023 ACADEMIC CALENDARS**

SUMMER 2022

May 2022:

Tu 31 Start of Summer Term

June 2022:

M 20 College Closed

July 2022:

M 4 College Closed

August 2022:

M 22 End of Summer Term

FALL 2022

August 2022:

Th 25 Start of Fall Term

September 2022:

F 2 – M 5 No Classes Scheduled

M 5 COLLEGE IS CLOSED

M 26 - Tu 27 No classes scheduled

Th 29 Classes follow Monday schedule

October 2022:

Tu 4 – W 5 No Classes Scheduled

M 10 COLLEGE IS CLOSED

November 2022:

Th 24 – Su 27 COLLEGE IS CLOSED

December 2022:

W 14 Reading Day

Th 15 - W 21 Final Examinations

W 21 End of Fall Term

Sa 24 - Su 25 COLLEGE IS CLOSED

WINTER 2023

January 2023:

Tu 3 Start of Winter Term

M 16 COLLEGE IS CLOSED

Tu 24 End of Winter Session

SPRING 2023

January 2023:

W 25 Start of Spring Term

February 2023:

Su 12 – M 13 College Closed

M 20 College Closed

Tu 21 Classes follow a Monday schedule

April 2023:

W 5 – Th 13 Spring Recess – No Classes Scheduled

May 2023:

F 12- Sa 13 Reading Day

W 17 - Tu 23 Final Examinations

Tu 23 End of Spring Term

M 29 COLLEGE IS CLOSED

APPENDIX III

Article/ Section	Current	Proposed	Rationale
AMENDMENT TO THE NUMBER OF FACULTY ALTERNATES PER DEPARTMENT			
IV.3	Each department shall be allocated one seat for a faculty alternate.	Each department shall be allocated <u>two seats</u> for faculty alternates.	<p>The original addition of alternates was made for Art III.1 and Art IV.3 during Charter Revisions approved in 5-17-06. Here they both say ‘one’ alternate (approved by BOT at 6-26-06 meeting). In the BOT minutes, it is noted that the addition of provisions for alternates was the main change to the Charter to deal with Perez, along with reducing number of members from 202 to 100.</p> <p>Then in 2016, the number of faculty alternates in Art III.1 was changed to two but no corresponding change was made in the broader alternate statement in Art IV.3.</p> <p>This just seems to be an oversight and this revision makes that corresponding change.</p>

AMENDMENTS TO THE EVENING COUNCIL		
<p>VIII.16</p>	<p>The Senate shall establish an Evening Council, consisting of one faculty member from each of the divisions (as defined in Article IV. 1. B. ii) and two faculty members from the divisions serving at-large who teach a course(s) in the evening; one faculty member from the Library; 2 students and 2 student alternates who take course(s) in the evening; and a Chair elected by the Senate. In addition the Director of Evening Student Services, the Registrar, the Director of Admissions, the Director of Financial Aid, and the Evening Affairs Commissioner of the Undergraduate Student Government, shall serve ex-officio without vote.</p> <p>The Evening Council shall have the following responsibilities:</p> <p>A. To develop and recommend to the President of Hunter College required improvements in the supporting services (library, business office, registrar, etc.) during the evening hours.</p> <p>B. To provide the Administrative Committee of the College Senate with agenda items of concern to the Evening Council that are not the responsibility of other Senate committees.</p> <p>C. To identify, review, and give focus to matters of interest to the evening students and faculty, with the right to express itself as an advisory body on these matters and to transmit its recommendations to the cognizant authorities.</p>	<p>The Senate shall establish an Evening Council, consisting of one faculty member from each of the divisions (as defined in Article IV. 1. B. ii) and two faculty members from the divisions serving at-large who teach a course(s) in the evening; one faculty member from the Library; 2 students and 2 student alternates who take course(s) in the evening; and a Chair elected by the Senate. In addition the Director of Evening Student Services, the Registrar, the Director of Admissions, the Director of Financial Aid, and the Evening Affairs Commissioner of the Undergraduate Student Government, shall serve ex-officio without vote.</p> <p>-</p> <p>The Evening Council shall have the following responsibilities:</p> <p>A. To develop and recommend to the President of Hunter College required improvements in the supporting services (library, business office, registrar, etc.) during the evening hours.</p> <p>-</p> <p>B. To provide the Administrative Committee of the College Senate with agenda items of concern to the Evening Council that are not the responsibility of other Senate committees.</p> <p>-</p> <p>C. To identify, review, and give focus to matters of interest to the evening students and faculty, with the right to express itself as an advisory body on these matters and to transmit its recommendations to the cognizant authorities.</p>
		<p>The Evening Council became a standing committee of the Senate 1998. Prior to that there was an Evening Session Council, with its own committees, that operated independently of the Senate and which predated the establishment of the Senate in 1971.</p> <p>While the Evening Session Council used to address concerns and issues of students only attending night classes in the 70s and 80s when the student body was more clearly divided into day- and night-students, it lost its function over the decades, as did the Senate Evening Council with a changing student body adapting to a more flexible employment market.</p>

AMENDMENTS TO THE COMPOSITION OF THE SENATE ADMINISTRATIVE COMMITTEE			
V.1	At each of its first annual meetings following the new elections, the Senate shall elect from among its voting members a Chair, a Vice-Chair, a Secretary, and such other officers as it deems necessary.	At each of its first annual meetings following the new elections, the Senate shall elect from among its <u>elected</u> voting members a Chair, a Vice-Chair, a Secretary, and such other officers as it deems necessary. <u>The Chair shall be a full-time faculty with tenure or CCE. The Vice Chair shall be a matriculated full-time student.</u>	These changes reflect long-standing preferences of the Senate in the elections for Chair, Vice-Chair, and Secretary. First, these officer positions have been filled by faculty or student members of the Senate, that is, those elected to their seats rather than appointed, as are administrative members. Further, the Vice-Chair has been almost always, if not always, a student, and the Chair, a tenured faculty member. This revision still allows for a CCE-line faculty member to be elected as long as they have received the CCE, the equivalent of tenure for that position.
V.3	The Chair, Vice Chair, and the Secretary of the Senate, together with the Chair of the Evening Council (Article VIII. Section 16) shall constitute the Administrative Committee of the Senate.	<u>The Administrative Committee of the Senate shall consist of the Chair, Vice Chair, and the Secretary of the Senate, together with the Chair of the Evening Council (Article VIII. Section 16) shall constitute the Administrative Committee of the Senate together with four at-large members elected from its voting members. <u>The election for the at-large seats on the Administrative Committee shall follow immediately after the elections of the Officers of the Senate (Article V. Section 1). The Administrative Committee shall reflect a diversity of representation. There shall be no more than one faculty member from one department and not more than two from a division as defined in Article IV, 1B.</u></u>	Since the beginning of the Senate, the Senate Administrative Committee has consisted of four members: the Chair, Vice-Chair, Chair of the Evening Session Council (then Evening Council) and a Secretary. Since it is proposed that the Evening Council be dissolved, to stay with the long-standing practice, there is one seat to be filled on the Senate Administrative Committee. In addition, it has become practice that Senate chairs extended invitations to additional faculty members to make the administrative committee more representative of the college as a whole. These members have not been voted on by the Senate. The proposed revision – the expansion of the Senate Administrative Committee – will address this issue by electing four at-large members and thereby expanding the committee to seven members.

APPENDIX IV

Adding Online and Hybrid Modes of Instruction Course Approval Process

Summary

The Senate curriculum committees, the Undergraduate Course of Study (UCSC) and the Graduate Course of Study (GCSARC), will review **proposed new courses** with single or multiple modes of online delivery instruction and, for **existing courses**, the addition of modes of instructions (MOIs) to their originally approved or grandfathered-in modality. The review will be initiated in the department by completion of the relevant proposal review form (see attached), require approval by a School or Divisional Committee, and then sent on to the appropriate Senate curriculum committee for review. Thus, the review for MOIs will follow the normal curricular review process.¹

The decision to add an online or hybrid modality to a new or existing course begins at the departmental or program level. Departments/programs will have the option of adding more than one mode of instruction (MOI) to new or existing courses and have the ability to offer sections of a course with multiple modes of instruction during a single semester. Courses that were offered in either hybrid or online modalities prior to the emergency, that is, from Spring 2018 through Fall 2019, will be grandfathered in.

A grace period will take place for three semesters beginning Spring 2023 to allow departments the opportunity to offer courses in the mode(s) of instruction they deem most appropriate for their courses without having courses be formally approved by the Senate curriculum committees. This time will also allow for faculty discussions on what courses it makes sense to add mode(s) of instruction and provide sufficient time to prepare curriculum proposals to formalize their courses' modes of instruction.

General Principles Guiding the Offering of New and Existing Courses With Online or Hybrid Modalities

- The decision to offer an online or hybrid modality to a new or existing course originates in a department or academic program.
- A department or program offering a course using online or hybrid formats is consistent with their standards of academic quality, goals, and expectations.
- The use of online or hybrid modalities includes appropriate technology tools that promote engagement between instructors and students and foster student-student interactions.
- A course using online or hybrid formats to deliver instruction must be appropriate for the subject matter, the intended learning outcomes, and the needs and abilities of the students.
- Relative to the instructional formats of a course, students have the right to expect quality of instruction and access to their instructors, information about technology requirements prior to registration, and access to technology support services.
- The mode or modes of instruction for a new course or the addition of a new mode or modes of instruction to an existing course shall be approved using the normal curriculum processes of the department, School or Division, and College. (See Procedures Manual.)

Definitions

Synchronous: An instructional format where the Instructor and students meet virtually in real-time. There are scheduled class times and students must sign into a learning platform during required times. Students engage with instruction in online lessons and presentations and can have virtual class discussions.

¹ The policy of the Senate in the past has been “that the responsibility for ensuring the content, curriculum pedagogy, assessment, format, and delivery of all instruction rests with the academic departments or equivalent units of the College. All changes in an of the above-mentioned areas must, as a rule, be approved by a departmental curriculum committee or equivalent body. If such changes are substantive, a curriculum proposal going through the established approval process is required.” (Minutes of 4-21-2010, p. 5413) This policy establishes that adding a new mode of instruction to an existing course is now to be considered a substantive change.

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Asynchronous: An instructional format where the Instructor and students engage with online material at different times. Asynchronous class meetings do not require students to log in to a virtual classroom at a specified time.

Online: A course which requires all contact hours to be held on line through either synchronous or asynchronous formats or both. Contact includes instruction, learning activities, and interactions. All instructional and non-instructional aspects of the course are fully online including examinations, quizzes, writing assignments, etc. There are no requirements for students to visit campus for testing, in-person orientations, etc. related to the course.

Hybrid: A course in which *some portion of face-to-face instruction has been replaced with online teaching and learning formats*. The instructor purposefully uses online instructional methods for direct instruction in lieu of coming to the classroom each session. The online instructional method of the class can be synchronous, asynchronous or a combination of both. As defined by CUNY, a hybrid class is designed to integrate face-to-face and online activities so that they reinforce, complement, and elaborate one another, instead of treating the online component as an add-on or duplicate of what is taught in the classroom.

Hybrid/Testing: A course in which all direct instruction, learning activities and interactions are held on line with the exception of examinations or quizzes that are held in-person on campus.

Hybrid/HyFlex: A course in which online and face-to-face instruction occur at the same time in the same course section. Students have the option of physically sitting in the classroom, engaging in real-time synchronous learning through video streaming in the classroom, accessing class materials asynchronously any time, or participating as a flexible learner with a weekly choice of the instructional formats.

Traditional or In-Person: A course which direct instruction of curricular content is done on campus, in a designated space and, meets a fixed number of times per week. An In-Person class where material is provided online, via a learning management system or website, does not displace any of the required contact hours that would normally occur in a scheduled In-Person class.

Department/Program Roles and Responsibilities in Developing and Offering Online or Hybrid Course Modalities

There are a number of considerations that should guide departments/programs in planning for online or hybrid course modalities. These include:

- The addition of online formats to courses or the creation of new courses with online formats does not inadvertently make a major, certificate, or degree program violate the 50% NYSED ruling and become defined as an online or distance education program;²
- There are grounds for believing that students will benefit from online or hybrid formats and the flexibility they provide in the course;
- The provision of online or hybrid modalities for a course meets the department's goals, standards, and expectations for student learning and how learning outcomes will be assessed;
- The time commitment for faculty members to create and/or teach an online/hybrid course is balanced appropriately with their other responsibilities (teaching other courses, research and service);
- Instructors (full-time and adjuncts) are sufficiently trained to teach a course in any instructional modality;
- The addition of online or hybrid course offerings does not negatively affect a department's use of their classroom spaces.
- For a course with multiple sections, the department has criteria by which to determine the appropriate number of sections to be offered with which online modes of instruction.

² "Colleges and Universities located in or operating in New York State that offer degree or certificate programs in which a major portion (i.e., 50% or more) of the requirements can be completed through study delivered by distance education must have those programs registered in the distance education format with the [Office of College and University Evaluation \(OCUE\)](http://www.nysed.gov/college-university-evaluation/review-process-approval-programs-distance-education-format-0) of the State Education Department." (from <http://www.nysed.gov/college-university-evaluation/review-process-approval-programs-distance-education-format-0>).

Curriculum Review Process for the Approval of New or Existing Courses Adding Online or Hybrid Instructional Modalities

Grandfathering of Existing Courses Taught Hybrid or Online Spring 2018 – Fall 2019

Courses taught four semesters prior to the COVID emergency of Spring 2020 will be identified by the Registrar's office and lists of such courses provided to departments. A course will be grandfathered in as approved for a relevant online modality if it is identified as having been taught in at least one hybrid or online section during Spring 2018 through Fall 2019, and departments would like to continue offering the course in at least one section in that modality.

If a department would like to offer a course in a different online instructional modality from what was previously taught and grandfathered in, the department will need to go through the normal curricular approval process for that course after the grace period.

Departments would have the right to request a course be grandfathered in if it does not appear on the Registrar's list and was offered previously in a hybrid or online section. Such requests are to be submitted to the relevant Senate Curriculum committee by e-mail.

Adding Modes of Instruction to Courses During the Grace Period

All departments will have a three-semester grace period Spring 2023 - Spring 2024 to offer courses in any modality without having those courses go through the Senate curricular review process. Departments will have the option of offering existing courses in any mode of instruction during the grace period. The mode of instruction can differ between sections of courses and can change from one semester to the next during this period. Departments shall also have the option of offering new courses with an online or hybrid format during the grace period that shall be treated as "experimental courses" subject to the restrictions of regular experimental courses, including the two-semester limit on offering the course before formalizing it through the normal curricular process. (See Procedures Manual.)

However, during this grace period, departments will need to get started on submitting curriculum review proposals to formalize new courses or add instructional modalities to existing courses permanently in time for registration for Fall 2024. Typically, it takes two to three semesters before an approved course appears in CUNYFirst and is available for student registration.

Approval Process for New and Existing Courses in Adding Modes of Instruction After the Grace Period

The mode or modes of instruction options for a new or existing course shall become part of each new curriculum proposal. The instructional mode(s) for new and existing courses shall be approved under the normal curricular approval process.

New Courses: For new courses that were offered as "experimental" during the grace period (and only offered for a maximum of two semesters) the department shall put forward a new course proposal through the normal curriculum processes. ***Departments shall have the option of submitting a new course with multiple modes of instruction.*** The process for approving new courses with one or more modes of instruction shall be the same as the approval process that currently exists for new courses. However, for each mode of instruction proposed for the new course, a corresponding rationale and syllabus is required. (See attached New Course Proposal Form.)

Existing Courses: For existing courses, (except for those courses that have been grandfathered in) approval for adding a new instructional mode(s) shall be reviewed using the normal curriculum processes. The addition of one or more modes of instruction shall be treated as a substantive change and follow the existing curricular review process. The review will be initiated in the department by completion of the proposal review form (see attached), require approval by a School or Divisional Committee, and sent on to the appropriate curriculum committee for review. ***Note that this approval process will not require a departmental representative to present a proposal at the divisional/school or curriculum committee meetings as is usual practice. This is to help expedite the process.*** The committees will review the proposals and communicate with departments via email. A rationale and attached syllabus will be required for each mode of instruction being proposed.

The Senate curriculum committees shall institute several criteria in reviewing the proposed mode(s) of instruction for a course. As stated, the proposal requires a rationale for the change or addition of a mode of instruction. The rationale should be based on considerations of the principles set forth above. In addition, the curriculum committees shall review syllabi to ensure that students are able to understand the expectations and requirements of the course such as:

- **course information** (whether the class is online, hybrid, hybrid/testing or HyFlex, *synchronous, asynchronous* or *both* learning formats; class days, times and location of online and in-person meeting rooms); **if fieldwork is required, how this will be addressed.**
- **communication and instruction** (what online tools such as Blackboard, Zoom, Voicethread, Padlet, weekly modules, etc. will be used for instruction and how and where office hours will be held);
- **expectations for student participation** (what counts as student participation and how it will be graded; camera policy for synchronous classes; specific equipment/software required for student participation);
- **assessment** (how students will be assessed and cheating mitigated) and,
- **information on course accessibility** (video captioning, etc.).

Once a course is approved, the approved modes of instruction shall be recorded with the Registrar. This will allow a department/program in future semesters to schedule a course in sections with those approved modes of instruction according to the departments' needs.

Timeline

March 29, 2022: UCSC and GCSARC committees vote on revised Curriculum Approval Process for new and existing courses to add multiple or new modes of instruction.

April 13, 2022: Proposal for the Curriculum Approval Process for new and existing courses to add multiple or new modes of instruction presented to the Senate and voted on.

May 2022: Departments notified of steps moving forward to add modes of instruction to courses.

February 2023 – May 30, 2024: Grace period where new and existing courses may add online or hybrid modalities without going through the normal curricular review process.

Department/Program/School of
 New Course Proposal

This form should be used to propose a **new course**. If you are proposing a course with more than one modality (i.e., in-person, online, hybrid or hyflex you only need this one form. However, you must submit a rationale (#2 g below) and syllabus for each mode of instruction (MOI) proposed.)

Course Title	
Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Contact Hours (per week)	
Credits	
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable
Grading Scale: Undergraduate A-F; Graduate A-C, F; C/NC	
Core Requirement	<input type="checkbox"/> Not Applicable <input type="checkbox"/> English Composition <input type="checkbox"/> Math and Quantitative Reasoning <input type="checkbox"/> Life and Physical Science <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression <input type="checkbox"/> U.S. Experience in its Diversity <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society (Humanities or Social Sciences: _____)
List all attributes and requirements (W, P&D, STEM, GER, majors, minors, etc.)	
Mode(s) of instruction: (e.g. In-person (P) Hybrid (H) Hybrid/TEST (HT) Hybrid/Hyflex (HF) Online (O))	

- Course Description:
 - A. A brief description for the College Catalog.
 - B. Writing Requirement: the number of papers and their approximate length, the extent to which library or electronic research is expected, or a statement of other writing requirements. Any absence of a formal writing requirement must be specified.
- Rationale: (Justification)
 - A. Nature of the proposed course:
 1. If the proposed course is part of a new academic program, refer to the overall objectives of the program (i.e., on a cover sheet or Appendix)

1. Course information: Whether class is synchronous/asynchronous/hybrid/in-class learning; class days, times and location of online meeting room. If fieldwork is required for the course, how this will be addressed.
2. Communication and Instruction: The online tools (Blackboard, Zoom, VoiceThread, Padlet, weekly modules, etc.) that will be used for instruction; how office hours will be held.
3. Expectations for Student participation: What counts as student participation and how it will be graded; camera policy for synchronous classes; specific equipment/software required for student participation.
4. Assessment: How students will be assessed; (*how cheating will be mitigated.*)
5. Accessibility: Mark yes or no below.

Are video materials captioned? Yes ___ No ___

Is the syllabus available in an accessible format, such as an accessible Word document or HTML (e.g. directly on Blackboard)? Yes ___ No ___

Do documents from word processors, presentations and spreadsheets (e.g. Word, Powerpoint, Excel, GoogleDocs, etc.) follow common accessibility standards, such those from CUNY? (If alternatives to Microsoft or GoogleDocs are used, researching whether the application is capable of creating accessible documents is advised.)
Yes ___ No ___

Has an effort been made to understand accessibility of applications and educational technology, other than those mentioned above, that students are expected to use in the course? Suggested steps for faculty Yes ___ No ___

For more information on how to make this course accessible for students, see:
<https://www.cuny.edu/accessibility/content/>
<https://guides.cuny.edu/accessibility/powerpoint>

Additional support for online accommodations in the course is offered through the *Center for Online Learning* (<https://hunter.cuny.edu/center-for-online-learning/>)

Department/Program/School of
Addition of Mode of Instruction (MOI)
Substantive Change

This form is to be used for existing courses where a department wants to add a new mode or modes of instruction to a course. For example, if a course has been offered only In-Person (prior to the pandemic emergency in Spring 2020) and the department would like to add an Online or Hybrid modality, this form should be completed and a syllabus attached. If there is more than one modality being added, use a separate form and attach a syllabus for each mode.

Course Title	
Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Hours (per week)	
Credits	
Description	
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable
Grading Scale: Undergraduate A-F; Graduate A-C, F; C/NC	

Core Requirement	<input type="checkbox"/> Not Applicable <input type="checkbox"/> English Composition <input type="checkbox"/> Scientific World <input type="checkbox"/> Math and Quantitative Reasoning <input type="checkbox"/> Creative Expression <input type="checkbox"/> Life and Physical Science <input type="checkbox"/> U.S. Experience in its Diversity <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society (Humanities or Social Sciences: _____)
List all other designations (W, P&D, STEM, GER, Foreign Language, majors, minors, etc.)	
Mode of instruction: (see syllabus checklist, e.g. In-person (P) Hybrid (H) Hybrid/TEST (HT) Hybrid/HyFlex (HF) Online (O))	

Rationale: (Indicate reason(s) for adding a new mode of instruction, e.g., pedagogical, curricular, programmatic, resources, equity, etc.)

**Note once there is an Online/Hybrid/HyFlex format added to the course and the course is a major requirement, the major or program must be registered with NYSED in the distance education format if 50 % or more of the major requirements can be completed online, as stated below:*

“Colleges and Universities located in or operating in New York State that offer degree or certificate programs in which a major portion (i.e., 50% or more) of the requirements can be completed through study delivered by distance education must have those programs registered in the distance education format with the Office of College and University Evaluation (OCUE) of the State Education Department. ”

(from <http://www.nysed.gov/college-university-evaluation/review-process-approval-programs-distance-education-format-0>).

Consultation Statement:

- a) Is the proposed change likely to affect other Departments, units, or programs?
 NO YES – If yes, list department/program: _____

Specify the nature of the consultation:

- b) Is this course cross-listed? If so, please list all courses affected.
- c) Does this affect the Library? NO YES
Have you consulted the subject liaison? NO YES
For new courses or programs, please consult.

Syllabus (attach):

In addition to the recommendations on the Syllabus Checklist please make sure the following areas are addressed on the syllabus: (http://www.hunter.cuny.edu/provost/repository/files/Hunter%20College%20Syllabus%20Checklist_Aug2020%20-1.pdf)

6. Course information: Whether class is synchronous or asynchronous learning; class days, times and location of online meeting room. If fieldwork is required for the course, how this will be addressed.
1. Communication and Instruction: The online tools (Blackboard, zoom,voicethread, padlet, weekly modules, etc.) used for instruction; how office hours will be held.
2. Expectations for Student participation: What counts as student participation and how it will be graded; camera policy for synchronous classes; specific equipment/software required for student participation
3. Assessment: How students will be assessed; (*how cheating will be mitigated.*)
4. Accessibility: Mark yes or no below.

Are video materials captioned? Yes No

Is the syllabus available in an accessible format, such as an accessible Word document or HTML (e.g. directly on Blackboard)? Yes No

Do documents from word processors, presentations and spreadsheets (e.g. Word, Powerpoint, Excel, Googledocs, etc.) follow common accessibility standards, such those from CUNY? (If alternatives to Microsoft or Googledocs are used, researching whether the application is capable of creating accessible documents is advised.)
Yes No

Has an effort been made to understand accessibility of applications and educational technology, other than those mentioned above, that students are expected to use in the course? Suggested steps for faculty Yes No

For more information on how to make this course accessible for students, see:

<https://www.cuny.edu/accessibility/content/>
<https://guides.cuny.edu/accessibility/powerpoint>

Additional support for online accommodations in the course is offered through the *Center for Online Learning* (<https://hunter.cuny.edu/center>)

APPENDIX V

Guidelines for Non-Departmental Academic Unit Bylaws (DRAFT - Senate 4 May 2022)

At Hunter, as at many colleges, there are interdisciplinary academic units that are not connected to and operate independently of departments (non-departmental academic units or NDAUs). Such faculty units may develop, approve, and implement the offering of credit-bearing courses, minors, majors, certificates, and degrees using their own established committees and decision-making processes. In this document, “non-departmental academic units” refers only to those units. Unlike with departments, there are few guidelines for the formation or governance of NDAUs in the CUNY Bylaws or Hunter College Charter. There are two documents that do provide guidance: the Senate Resolution approved Feb 19, 2020, titled Ensuring Faculty Governance of Curricula Offered Independently of Departments (see Appendix A), and Article VIII.12 of the Hunter College Charter. The first lays out the minimum requirements for an NDAU, including faculty autonomy over the curriculum, and the second charges the Governance Committee to “make recommendations to the Senate on standards for By-laws for divisions, schools, departments, and all degree and/or certificate granting programs.”

Moreover, CUNY Policy 1.09 makes clear distinctions between centers, institutes, and the like and NDAUs. As this policy states: “centers, institutes, consortia, and special initiatives and the attendant personnel are explicitly debarred from: (1) offering regular courses, (2) conferring degrees.” In this document, we refer to all these initiatives as “Centers.”

The purpose of by-laws is to help ensure the transparent and effective operation of an organization and to support its continuity through change of membership. For an academic unit operating outside of departments, bylaws are especially important in providing the structure and roles that will ground the unit in fulfilling its academic mission over the long-term. While different programs may decide to organize themselves differently given the nature of their curriculum and faculty resources at Hunter, three main elements need to be specified:

- **Membership.** Lacking the automatic membership mechanism of departments – direct appointment to a faculty line in the department – program bylaws will enable a non-departmental unit to make clear how faculty from departments across the college may become and retain membership in the program.
- **Structures for faculty control of curriculum.** Program bylaws will set out the particular structures (e.g., committees and offices) through which the faculty unit will exercise its responsibility for credit-bearing curriculum and its implementation.
- **Unit leadership.** NDAUs are led by faculty with expertise relevant to the program’s curriculum. If leadership of the program is to be shared, then the bylaws need to make explicit how decision-making occurs in that arrangement. This is especially true where programs may have a curriculum whose subject matter is also the focus of a college Center’s public-facing activities and where a leader in the program may also have a role in the Center. In such cases, the bylaws should help in keeping distinct the faculty-directed decision-making processes relevant to the credit-bearing student activity and decision-making that concerns public-facing activities carried out via the Center.

What follows is a set of recommendations, grounded in the documents cited above and based in part on departmental bylaw structure, but allowing for the flexibility required by programs with diverse structures and needs. All bylaws must be reviewed and approved by the Governance Committee: these Guidelines are to help NDAUs draft appropriate documents.

Preamble

State the academic and scholarly goals of the NDAU. This may include but is not limited to: the academic mission of the unit’s focus; the interactions between the unit and the larger public; the responsibility of the unit in terms of developing, administering, and evaluating the unit’s curriculum; the departments that collaborate to form the unit. All NDAUs operate under the aegis of the Provost’s office.

I. Membership in the Unit

While a variety of constituencies are associated with a unit – central faculty, affiliated faculty, students, staff, and the like – membership brings with it certain rights and responsibilities: for example, the ability to vote on policy matters or elect committee members or the unit leadership. According to the Senate Resolution Ensuring Faculty Governance of Curricula of February 19, 2020, membership in and control of the unit is delegated to full-time teaching faculty with departmental appointments with

relevant expertise. At least three members of the NDAU must be on tenure-bearing and CCE-bearing lines (Assistant Professor, Associate Professor, Professor, Distinguished Professor, Lecturer, and Doctoral Lecturer); full-time faculty on non-tenure or non-CCE bearing lines (e.g., Distinguished Lecturer, Clinical Professor) may in part constitute the unit so long as the number of tenure- or CCE-line faculty members constitute at least two-thirds of the membership. If the membership of the NDAU is below three, the bylaws should clarify how the unit will resolve this question.

For NDAUs in which a large percentage of courses are taught by adjunct faculty, they might consider including some provision for representation of adjuncts in the membership.

Since faculty membership within an NDAU is voluntary and inter-departmental and/or inter-school, a unit must decide who qualifies for membership (for example, membership including all full-time faculty who have taught in the unit within the previous five years or who have served on a unit committee).

You will also have to decide how faculty gain voting membership in the NDAU, beyond teaching in or serving the unit. This could be initiated by the faculty member expressing interest to the NDAU leadership and being brought on that way or depending upon approval by the Policy Committee (see below). Units should also think about what would happen if a faculty member was not approved for membership: is there the ability to appeal this decision? For example, the faculty member could request that the decision be appealed to the larger membership of the unit to vote on.

The unit should also decide how often its membership needs to meet (we recommend at least once per semester), and conditions that must be met for calling and convening a meeting.

II. Committees

While much of the work of a unit is done by the NDAU leadership and unit staff, committees are crucial for achieving the policy and curricular goals of the unit.

Units would be advised to have committees dealing with these issues. Bylaws also determine how often committees meet: we recommend at least once a semester. The two primary committees we recommend are:

a. Policy Committee

The Policy Committee serves as the governing body of the NDAU. The responsibilities of the Policy Committee could be as follows:

- i. Establish criteria for approving faculty for membership
- ii. Advise the unit leadership
- iii. Schedule meetings of unit faculty as needed, but not less than once each semester.
- iv. Propose and implement other activities for the unit.
- v. Establish a protocol for handling student grade appeals.

In many ways, the Policy Committee most closely resembles a departmental P&B. We recommend that it consist of five faculty members, but it should have a minimum of three, as required by the February 19, 2020 Senate resolution: the leader of the NDAU (if no shared leadership) and four other faculty. If a unit does not have enough core or affiliated faculty to constitute a five-member Policy Committee, it may have to have fewer, but no less than three. Committee members would ideally be elected by the membership for three-year terms. When a new NDAU forms, members of the Policy Committee should have staggered terms of one, two, or three years, so that there isn't a complete turnover within the committee every three years. Units should also consider what makes an election valid – is the election a simple majority of those voting or must a majority of the membership participate so that committee members aren't elected by a small group of the membership? We recommend that there not be a majority of the Policy Committee from a single department, division, or school. If a majority of the membership doesn't participate in the vote, how will the election be resolved? One solution is to hold another election. If a majority does not participate in that election, the unit leadership and/or Policy Committee should go to the Provost to appoint committee members.

b. Curriculum Committee

The Curriculum Committee supervises the curriculum of the NDAU. The responsibilities of the Curriculum Committee could be as follows:

- i. Review and approve all unit-based courses.
- ii. Develop new course(s) as deemed necessary by the unit.
- iii. Advise the NDAU leadership on course scheduling
- iv. Oversee observation of adjunct faculty teaching within the unit.

In the case of a small NDAU, these committees may be combined into one Policy and Curriculum Committee.

Members of the Curriculum Committee will be selected in the same process as members of the Policy Committee.

III. NDAU Leadership

According to the Resolution Ensuring Faculty Governance of Curricula [passed by the Senate in February 2019], NDAU leadership is selected by the unit to carry out the policies approved by the unit and must be full-time member(s) of the faculty with relevant expertise and an appointment(s) in a department in the College (or in Schools that do not have departments, within a school). The Resolution does not require the leadership to have a specific title beyond those required to be a member of the unit. All NDAU Leaders report to the Provost and are evaluated by the Provost's office.

The responsibilities of the NDAU leadership may include but are not limited to:

- a. Supervising the day-to-day running of the unit
- b. Scheduling courses in the unit
- c. Supervising internship placements
- d. Communicating with departments to coordinate cross-listed courses
- e. Chairing the Policy Committee
- f. Hiring adjunct faculty when necessary
- g. Convening the meeting(s) of the membership

In specifying the responsibilities of the NDAU leadership, it should be made clear on which issues decision-making is at the leadership's discretion and which follow upon a vote of a unit's committee. This should be consistent with the purviews of the leadership and committees with regard to faculty control over credit-bearing curricula.

Some NDAUs may have two leadership tracks: a faculty member who also has been assigned duties by the administration in relation to a Center and a faculty member whose duties center around the curricular and instructional functions of the unit. NDAUs that follow that structure should clearly designate which responsibilities involving the unit's credit-bearing curricula and its implementation belong to each position. Since the Center-related duties assigned to faculty are determined by the College administration, they are not the purview of the unit's bylaws.

It's important to determine how the NDAU leadership is selected. There are several options:

1. Some units may select the Unit Director by a vote of the membership of the unit, under the same conditions as the Policy Committee, in collaboration with the Provost.
2. Some units may have the Director appointed by the Provost following upon recommendations from the faculty.
3. Some units hire a Director from outside the existing faculty. If leadership is to be hired from outside the College, what will the membership of the search committee be? In some NDAUs, that committee may be formed by the Provost comprising faculty with an investment in the unit. In others, the Policy Committee or some of its members or faculty members of the unit who teach in a relevant field may comprise the search committee. Sometimes an opportunity arises to hire a specific candidate who is not a member of the Hunter community to direct an NDAU. In that case, the provisions above are still observed.

Units may choose any of these options in their bylaws; however, they must make clear which process or possible combination of processes they are using in selection of leadership.

Bylaws should also have a provision for filling in for the leadership in their absence (fellowship leave, illness etc). A member of the Policy Committee may be someone appropriate here; in any case, the provision should ensure the continued well-functioning of the unit.

Finally, while the Resolution Ensuring Faculty Governance of Curricula requires that the leadership be selected for a set term, the program needs to decide whether the NDAU leader and Policy Committee should have term limits. Most often in that case, leaders serve for a three-year term, renewable for an additional term, and previous leaders are eligible for re-election after an interval of three years. Again, this is up to the unit's preference, but it must be stated in the bylaws.

APPENDIX VI

CURRICULAR ENHANCEMENTS

Presidential Task Force on Racial Justice
Hunter College, CUNY

Senate Presentation 5/11/2022

MEMBERSHIP:

Co-Chair: Anthony Browne - Chair Africana, Puerto Rican and Latino Studies
Co-Chair: Janet Neary - English, Senate Administrative Committee

Maura Zoeller - Office of Student Affairs
Abigail Rodriguez Morales - Medical Lab Sciences
Jackie Brown - Anthropology
Lisa Corinne Davis - Art
Maura Donohue - Dance
Calvin Smiley - Sociology
D'Weston Haywood - History
Phil Ewell - Music
Robert Cowan - School of Arts and Sciences
Ricardo Miranda - Film and Media Studies
Ramiro Campos - Geography
Sanford Schram - Political Science
Melissa M Boronkas - Education

Ariana Ahmed - Student
Austin Carvey - Student
Justin Gerald - Graduate Student
Nibras Ahmed - Student
Diana Kennedy - Student
Edwin Melendez - Director, CENTRO
Judith Aponte - Nursing
Jama Shelton - Social Work
Erica Pearson - Academic Advising
Jennifer Rothstein - Computer Science
Kelly Anderson - Film and Media Studies
Catherine Raissiguier - Women's Studies
Jillian Baez - AFPRL

Some overarching questions that emerged include:

- how to balance the need to address racial justice in curriculum across disciplines, while recognizing racial and ethnic studies as specialized fields of study
- how to think about the structure of our curriculum such that students think about racial justice in their fields of study rather than as a separate requirement disconnected from their primary academic work

We have determined that a scaffolded approach is necessary, taking into account course requirements within undergraduate students' academic trajectories from general education through their majors, graduate students' specialized curriculum, as well as addressing teaching methods, class examples, testing models. We have identified 4 interrelated but distinct areas for recommendations:

- General Education
- Racial Justice Across the Curriculum
- Graduate Education
- Incentives for Faculty and Students

General Education

We recommend:

- **Expanding and reconfiguring** the four existing P&D categories to provide students with a robust list of courses to fulfill each area.
- **Revising** the categories to have an emphasis on structural inequality, social justice, and inclusive epistemologies.
- **Forming** town-hall-style workshops aimed at updating the pluralism and diversity categories; an approval and expedited re-certification process with support from the Senate General Education Requirements (GER) Committee, in collaboration with the Undergraduate Course of Study Committee and Senate Leadership; and additional support from Dean's Offices, the Office of Assessment, the GER Committee, and the Undergraduate Course of Study Committee.

Hunter College Pluralism and Diversity

- Established in 1993 support general education of undergraduate students.
- These courses provide students the opportunity to study social structures, social organizations, and identity formation and to develop a more complex understanding of the myriad forces that shape attitudes, beliefs, policies, and various forms of inequity.

Current P&D categories focus on:

- (A) non-Western societies;
- (B) underrepresented groups in the US;
- (C) women, gender, and sexuality issues; and
- (D) Europe. Courses must address a series of questions in each category.

These categories reflect late-20th-century concerns and understandings. While those concerns are certainly still relevant, a more expansive and nuanced conception of such categories is overdue.

Revising the categories to include an emphasis on:

- structural inequality,
- social justice, and
- inclusive epistemologies.

We offer a tentative re-framing of these categories for the 21st century here, designed to be broad enough to include existing P&D courses:

- Race, Citizenship and Human Rights in the US
- Globalization, Culture, Migration, and Diasporas
- Gender, Sexuality, and Intersectionality
- Epistemologies, Power, and Knowledge Production
- Environment, Technology, and Social Justice

- Updating existing P&D categories will involve a recertification process.
- We expect these updated categories will allow departments and programs to conduct thorough reviews of all courses listed within the respective P&D categories to ensure that course offerings address social issues of import and provide students with a well-rounded education.



THANK YOU!