I. ACTION ITEMS

A. Approval of the Minutes of April 3, 2017

B. POLICY CALENDAR

1. Amendments to the Guidelines for Presidential Searches (I-B-1)
2. Amendments to the Charter for the Governance of Hunter College (I-B-2)
3. Amendment to the Governance Plan of Lehman College (I-B-3)
4. Naming of the Hannelore S. and Robert M. Bloch Commons at Hunter College (I-B-4)
5. Naming of the Elizabeth Hemmerdinger Screening Center at Hunter College (I-B-5)
6. Naming of the Dina Axelrad Perry Pool at Queens College (I-B-6)

C. CHANCELLOR’S UNIVERSITY REPORT

1. Appointment of Anne Lopes as Interim Provost and Senior Vice President of Academic Affairs at John Jay College of Criminal Justice (I-C-1)
2. Appointment of Reza Fakhari as Vice President for Workforce Development and Strategic Community Partnerships at Kingsborough Community College (I-C-2)
3. Appointment of Nireata Seals as Interim Vice President for Student Affairs at LaGuardia Community College (I-C-3)
4. Appointment of Gregory Mosher as Professor of Theatre at Hunter College with Waiver of §6.2.b. of the Bylaws (I-C-4)
5. Appointment of Carla Shedd as Associate Professor of Urban Education at the CUNY Graduate School and University Center with Waiver of §6.2.b. of the Bylaws (I-C-5)
6. Appointment of Jacqueline Clark as Vice President for Finance and Administration at Medgar Evers College (I-C-6)

II. INFORMATION ITEMS

Reappointments with Early Tenure pursuant to §6.2.b.(2) of the Bylaws.

<table>
<thead>
<tr>
<th>College</th>
<th>Name</th>
<th>Department</th>
<th>Rank</th>
<th>Justification</th>
<th>Effective</th>
</tr>
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<tbody>
<tr>
<td>City</td>
<td>Marit Dewhurst</td>
<td>Art</td>
<td>Associate Professor</td>
<td>Prolific author of multiple books and publications</td>
<td>9/1/2017</td>
</tr>
</tbody>
</table>

III. QUARTERLY FACULTY DIVERSITY REPORT
The meeting was called to order by Committee Chair Fernando Ferrer at 5:18 p.m.

The following people were present:

**Committee Members:**
- Hon. Fernando Ferrer, Chair
- Hon. Judah Gribetz, Vice Chair
- Hon. Rita DiMartino
- Hon. Ken Sunshine
- Prof. Kathleen Barker, faculty member
- Hon. Chika Onyijiukwa, student alternate
- President Marcia Keizs, COP member

**University Staff:**
- Chancellor James B. Milliken (arrived @ 5:52 p.m.)
- Vice Chancellor Gloriana Waters
- Vice Chancellor Pamela Silverblatt
- University Dean for Recruitment and Diversity
- Arlene Torres

**Trustee Staff:**
- Interim General Counsel and Vice Chancellor Jane Sovern (arrived @ 5:51 p.m.)
- Deputy to the Secretary Hourig Messerlian
- Ms. Doris Wang

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<th>Cal. No.</th>
<th>DISPOSITION</th>
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The agenda items were considered and acted upon in the following order:

**I. ACTION ITEMS:**

**A. APPROVAL OF THE MINUTES OF THE MEETING OF JANUARY 18, 2017 AND FEBRUARY 22, 2017.** The minutes were approved as submitted upon motion made by Trustee Rita DiMartino and seconded by Prof. Kathleen Barker.

**B. POLICY CALENDAR**

1. Approval of the 2011-2018 Agreement with the International Alliance of Theatrical Stage Employees Union (IATSE), Local One, Covering Employees at the Sylvia and Danny Kaye Playhouse at Hunter College, The Brooklyn Center for the Performing Arts at Brooklyn College, The Hostos Center for the Arts and Culture at Hostos Community College, and the Gerald W. Lynch Theatre at John Jay College of Criminal Justice. Vice Chancellor Pamela Silverblatt stated that the University has a group of theatrical and stagehand employees at four CUNY schools. There are about 130 employees altogether but the overwhelming majority of them are part-time. There are only a handful of full-time employees. Although this is a small group at CUNY, it is the same theatrical and stage union that represents employees at Broadway theaters, so they are a powerful group. When CUNY settled with all of the classified staff unions last spring, IATSE did not settle. They wanted to do something slightly different in terms of how they distributed the available money, so it took a certain amount of back and forth and the University has now settled with them, subject to the Board's approval. They are taking five percent in wages and five percent in welfare and annuity benefits. The economic package is consistent with PSC's and the other unions' contractual agreements. Senior Vice Chancellor and Chief Financial Officer Matthew Sapienza's office approved all the costs in advance and this resolution seeks the Board's approval for the Chancellor to execute IATSE's collective bargaining agreement.

In response to a question from Committee Chair Ferrer on whether the relative distribution is the same size pie:
Vice Chancellor Silverblatt confirmed that it was.

Following discussion the item was approved for submission to the Board as moved by Trustee Ken Sunshine and seconded by Prof. Baker.

4. Naming of the Molly Weinstein '77 Seminar Room at Queens College. Vice Chancellor Gloriana Waters stated that this resolution is a naming opportunity at Queens College that honors an alumna and former instructor, Molly Weinstein. Her son David Weinstein has previously established the Molly Weinstein Memorial Prize for graduating seniors who intend to pursue careers after college in teaching, which is funded annually in the amount of $136,900. In recognition of her contributions to the College and her son's continued generosity, Queens College wishes to name a seminar room in Powdermaker Hall in honor of Professor Weinstein. This matter has been approved and reviewed by the Offices of the General Counsel and Institutional Advancement.

Following discussion the item was approved for submission to the Board as moved by University Student Senate (USS) Chair and Trustee Chika Onyejiukwa and seconded by Trustee DiMartino.

C. CHANCELLOR'S UNIVERSITY REPORT

1. Appointment of Ronald C. Jackson as Vice President of Student Affairs at Brooklyn College.

2. Appointment of Howard Wach as Vice President for Academic Affairs and Provost at Guttman Community College.

3. Appointment of Dana R. Davies as Interim Vice President for Enrollment Management at John Jay College of Criminal Justice.

4. Appointment of Geoffrey Glick as Vice President for Institutional Advancement at Macaulay Honors College.

5. Appointment of Sherri L. Newcomb as Senior Vice President and Chief Operating Officer at Queensborough Community College.

6. Appointment of Timothy G. Lynch as Vice President for Academic Affairs at Queensborough Community College.

7. Appointment of Stephen Di Dio as Vice President and Chief Communication and Marketing Officer at Queensborough Community College.

Prof. Baker stated that as she mentioned to Vice Chancellor Waters last week, the faculty at Queensborough Community College were totally unaware of agenda item I.C.7. She thanked Vice Chancellor Waters for reaching out and providing the requested information; however, the members of the search committee were never announced, and in fact, requests from the University Faculty Senate (UFS) governance leader to the president about this position went unanswered. She added that if she had not contacted the Faculty Governance Leader, the faculty would not have known that this search was underway, nor who was on the search committee. For transparency purposes, the searches should be advertised properly to the community, including after the appointment is approved by the Board.
Vice Chancellor Waters stated that she and Prof. Barker did have a conversation regarding the search committee and she did provide the information on the members of the search committee, and the President assures her that all practices were consistent with what happens at Queensborough Community College, but to Prof. Barker’s point about making things more public and more transparent, she will certainly bring that to the President's attention.

Following discussion items I.C.1 through I.C.7 were approved for submission to the Board as moved by Trustee DiMartino and seconded by Trustee Sunshine.

II. INFORMATION ITEMS

Reappointments with Early Tenure pursuant to §6.2.b.(2) of the Bylaws.

<table>
<thead>
<tr>
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<th>Department</th>
<th>Rank</th>
<th>Justification</th>
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</tr>
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<tr>
<td>A. City</td>
<td>Sebastian Franco</td>
<td>Physics</td>
<td>Associate Professor</td>
<td>Internationally renowned reputation in String Theory NSF grant</td>
<td>9/1/2017</td>
</tr>
<tr>
<td>B. City</td>
<td>Maria Tzortziou</td>
<td>Earth and Atmospheric Sciences</td>
<td>Associate Professor</td>
<td>More than $8 million in grants from NASA, NSF and European Commission</td>
<td>9/1/2017</td>
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<td>C. Guttman</td>
<td>Nicola Blake</td>
<td>English</td>
<td>Associate Professor</td>
<td>ACE Fellowship and Fulbright Specialist</td>
<td>9/1/2017</td>
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<tr>
<td>D. Hunter</td>
<td>Nebahat Avcioglu</td>
<td>Art &amp; Art History</td>
<td>Associate Professor</td>
<td>Harvard post-doc and Oxford Fellowship</td>
<td>9/1/2017</td>
</tr>
<tr>
<td>E. Hunter</td>
<td>Carrie Meyer</td>
<td>Art &amp; Art History</td>
<td>Associate Professor</td>
<td>Four one-person art exhibits</td>
<td>9/1/2017</td>
</tr>
<tr>
<td>F. John Jay</td>
<td>Lawton Brian</td>
<td>Criminal Justice</td>
<td>Assistant Professor</td>
<td>$3 million grant from National Institute of Drugs</td>
<td>9/1/2017</td>
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<td>G. John Jay</td>
<td>Heath Brown</td>
<td>Public Management</td>
<td>Assistant Professor</td>
<td>Author of four books on federal elections and the U.S. Presidency</td>
<td>9/1/2017</td>
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<tr>
<td>H. John Jay</td>
<td>Marie-Helen Maras</td>
<td>Security, Fire &amp; Emergency Management</td>
<td>Associate Professor</td>
<td>Author of seven books on cybersecurity</td>
<td>9/1/2017</td>
</tr>
</tbody>
</table>

B. POLICY CALENDAR, continued

2. Amendments to Guidelines for Presidential Searches. Vice Chancellor Waters stated that this resolution is an amendment to the guidelines for presidential searches. The proposed amendments are designed to make the search process more flexible by allowing the participation of representatives of external constituencies. The amended guidelines permit appointment to the search committee of up to two senior administrators and/or members of external constituent groups so long as there are not more than a total of five appointed trustees and senior level administrators and/or members of external constituent groups. Faculty and student representation in the search process remains the same. The amendments also make clear that elected officials and/or their staff members
may not be appointed as representatives of external constituencies. In addition, these guidelines now cover the position of Dean at the CUNY Graduate School of Public Health and Health Policy.

Moved by Committee Chair Ferrer and seconded by Trustee Sunshine the item was opened for discussion.

Committee Vice Chair Gribetz stated that the Committee should be provided with a definition of external constituency.

At the suggestion of Committee Chair Ferrer further discussion was deferred until the arrival of Interim General Counsel and Vice Chancellor (IGC&VC) Jane Sovern.

3. Amendments to the Governance Plan of Brooklyn College. Vice Chancellor Waters stated that this resolution proposes that the amendments to the Governance Plan of Brooklyn College be adopted, effective May 2, 2017. The proposed amendments to the Governance Plan were approved by the College's Council on Administrative Policy on May 5, 2016 and by the College's Policy Council on December 9, 2016, and are recommended by the College President. The amendments revise language to make it clear that the schools' academic deans hold a “discussion” with potential candidates as part of the faculty promotion and tenure process, but the deans do not “interview” candidates. They also add an administrative title—associate vice president—to the Council of Administrative Policy (CAP) and Faculty Council to reflect the creation of this title and appointment of an administrative official to the position. Lastly, the proposed amendments incorporate minor editorial changes to clarify the Plan’s provision.

Prof. Barker stated that this plan came before the faculty last year and was modified slightly. The faculty fully supports this plan. The academic dean is not in the chain of command with making a decision about tenure and promotion, it is the department. The amendment is straightforward.

Vice Chancellor Waters stated that the academic deans are key, whether they are the chain of approval or not.

In response to a question from Trustee Ken Sunshine on whether this procedure is consistent with other colleges:

Vice Chancellor Waters stated that every college has a different procedure, and most do not include a Dean.

President Marcia Keizs added that most colleges have this embedded in their governance plan. As for York College, it is more of a practice, it is not part of its Governance Plan.

Prof. Barker stated that this is someone who is just an academic dean, not someone who is running say the CUNY Graduate School of Public Health and Health Policy in the position of Dean, similar to a President.

President Keizs stated that she certainly understands the use of the word “discussion” versus “interview” because the “discussion” obviously may come back to the person about worthiness. The “interview” suggests it is a back and forth dialogue. She added that it is a good idea to ask for the academic dean’s input, as he/she can provide advice to the decision-makers.
Committee Vice Chair Gribetz stated that he is not suggesting changing who has the power to vote, but somebody in the hierarchy might have to limit “discussion”.

President Keizs stated that there is a relatively new item in the contract that allows, in other situations, for an academic dean’s input at the third year of movement towards tenure, so this amendment merely follows in that vein. At some point later, should the person come up for tenure or promotion again, there is not a discussion. She added that she supports this resolution.

Vice Chancellor Waters stated that the reason for Brooklyn College’s amendment is to make it a little more consistent with other practices.

Following discussion the item was approved for submission to the Board as moved by Committee Chair Ferrer and seconded by Trustee DiMartino. Committee Vice Chair Gribetz abstained.

III. STAFF DIVERSITY REPORT

Vice Chancellor Waters stated that the last Staff Diversity Report which was reported to the Board in October 2016, was based on CUNY’s 2015 Affirmative Action Plan. Today's report will reflect data based on the 2016 Affirmative Action Plan.

See attached presentation on the Quarterly Report on Employee Diversity by University Dean Arlene Torres.

In response to a question from President Keizs on when does an individual have the opportunity to self-identify along ethnic groups:

University Dean Torres stated that when an individual applies for a position, they have an opportunity to select. They also have a second opportunity when they accept the position. They are able to go back, at any point, to change the status if they so desire, and the Office of Recruitment and Diversity (ORD) can track the changes through CUNYfirst.

In response to a question from Prof. Barker on which are the campuses that are not conducting exit surveys:

University Dean Torres stated that she would provide Prof. Barker with the campuses that do not conduct the exit surveys, but she noted that since the October 2016 report, a number of colleges have come on board. There are still a few outliers whose participation ORD wants to encourage.

In response to a question from Committee Chair Ferrer on what are the reasons for the outliers:

University Dean Torres stated that some of the campuses engage in their own exit surveys so they have opted not to participate in the exit surveys that ORD provides through ModernThink, and some other campuses have not given a particularly clear rationale as to why they would prefer not to participate.

In response to another question from Committee Chair Ferrer on whether there is anything that can be done to encourage participation:

University Dean Torres stated that in her role, she continues to encourage the campuses to participate in the exit surveys.
Vice Chancellor Waters added that the Office of Human Resources Management (OHRM) has been talking to the HR directors about mandating the campuses to participate in the exit surveys. As University Dean Torres pointed out, they are slowly realizing the value that the exit survey brings. OHRM will be working through campus HR directors and the vice presidents for administration to get them on board on this project.

Prof. Barker stated that encouraging them to adopt a systematic approach that a vendor provides rather than the anecdotal information would encourage some people to provide more data. She added that this is very important work.

In response to a question from USS Chair and Trustee Onyejiukwa on how was the diversity conference:

President Keizs stated that she was a participant, and the Diversity Conference was fantastic. She added that she wanted to congratulate University Dean Torres, Vice Chancellor Waters and all of those who attended for her exposure to some phenomenal faculty and external people.

University Dean Torres added that it was an extremely successful conference. Marybeth Gasman from the University of Pennsylvania gave a keynote address about some of the challenges that higher education faces when it comes to recruitment and retention of faculty. There was also a mid-day panel of black feminist scholars who engaged in critical thinking and commentary on their experiences in higher education, and shared from a very personal perspective and based on some of their own research and participation in committees as administrators in the university context about what it is that they experience as faculty of color. There were twenty-seven panels through concurrent sessions throughout the day composed of four to five CUNY faculty, some graduate students, as well as some undergraduate students, and then a poster session later in the evening. The conference revealed that ORD had, just in that small cohort—and never mind the 450 people who attended the conference—a series of experts in a room who can draw upon their research, scholarship, and experiences at CUNY to give some guidance on how diversity and inclusion might be improved. The conference also indicated that CUNY is engaged in critical conversations. ORD’s challenge is to listen to people who want action and have ideas, and to move forward, transforming their ideas into practices that can make a real positive impact at CUNY.

Committee Chair Ferrer stated that the reason he asked for this information to be presented to this Committee is that by measuring this in a systematic way, the Committee on Faculty, Staff and Administration (CFSA) can begin to see what the issues are and hold each other accountable for achieving goals. This cannot be done without a full discussion of the facts. Hopefully, the Committee will have an opportunity to examine the underlying assumptions of market availability calculations. He added that even though the Committee views these numbers as they are configured every two years, he would like to begin to examine the configurations and the assumptions that underlie them.

University Dean Torres stated that the final version of this report which will be provided to the CFSA will take into consideration the members’ comments and suggestions. It will also include detailed information on market availability as well as the methodology that is employed to come up with these percentages.

In response to a question from Committee Vice Chair Gribetz on whether papers given or notes taken during the Diversity Conference would be useful to the Committee:

University Dean Torres stated that ORD can send Committee Vice Chair Gribetz the program which includes all of the abstracts related to the presentations that were given by each of the faculty members. In addition, the mid-day panel is available for view online as it was live-streamed. Furthermore, ORD can provide him with a summary.
B. POLICY CALENDAR, continued

2. Amendments to Guidelines for Presidential Searches. IGC&VC Sovern stated that the proposed changes are principally designed to make the search process more flexible to allow the participation of representatives of external constituencies. This essentially means that in addition to the faculty, student, presidential, and alumni representation that remain the same, the group of additional trustees and senior level administrators could also include up to two members of external constituent groups. There are also additional editorial changes, in particular, more up-to-date diversity language was included in the proposed revised policy. Another substantive change was to include among the institutions that use this process, the CUNY Graduate School of Public Health and Health Policy, which had a different process, thus allowing for a more mature process as the School has matured to include the same kind of process as the School of Professional Studies, the CUNY School of Law, and the Graduate School of Journalism uses.

In response to a question from Committee Chair Ferrer on what are the proposed changes to the composition of the search committee:

IGC&VC Sovern stated that the change in the composition of the committee is the allowance of the external constituencies. Those are individuals, excluding elected officials or staff to elected officials, but who would constitute individuals who are outside of CUNY employment. In other words, they are not faculty, students, or trustees. They could be alumni, but they are not in the designative alumni position.

Chancellor James Milliken stated that in three years, this is the second proposed amendment that he has come forward with to propose modifications. The first amendment was a change to the composition of the committee, allowing for two internal senior officers, one from the college where the search is being conducted, and one from the outside. The reason for this was two-fold: the demand on trustee time, so it was decided that three trustees, including one who chaired the committee might be sufficient, but it also gave the administration the opportunity to get more senior University leadership involved. The Board adopted that resolution so that it could be five trustees but a minimum of three. This time, with more experience in these searches and dealing with the stakeholder groups at the colleges, alumni and others, it became clear, particularly when the City College search was done, that there were so many outstanding alumni, and the committee was limited to one alumni member and one external member, so in discussion with Board members and others, the chancellery thought why not expand the composition to provide the opportunity for additional external stakeholders. It provides flexibility and keeps the number of representatives other than faculty, students and the president the same, so that there is no shift in the balance.

Committee Vice Chair Gribetz stated that he is concerned with the phrase external constituency so it should be defined a little better.

Chancellor Milliken stated that since he was the one recommending the modifications, he did not give much thought to the definition, but he can suggest it says constituent or non-university employee.

Committee Vice Chair Gribetz stated that one could argue that when the next external constituent was selected it was done because they are a stakeholder. How do we define an external constituent to enlarge the group but also make sure they are a part of the family?
Chancellor Milliken stated that this was certainly his intent and that he likes Committee Vice Chair Gribetz’ suggestion.

In response to a question from USS Chair and Trustee Onyejiukwa on whether having a senior level administrator or an external constituent would not give the college a different college representation to take place in their own search:

Chancellor Milliken stated that the college could already have a situation where you did not have two colleges in representation because you could have five board members appointed under this policy and then there would be no space for the other two, or there could have been four board members appointed and there would be space for one more representative. It might be from the college for which the president is being selected or another one, so it really provides flexibility and a set of options from which two people would be chosen.

In response to a question from President Keizs on whether it was intentional to exclude Macaulay Honors College’s team:

IGC&VC Sovern stated that it was intentional as the other schools have practitioners. She added that these schools will include a member of the school's board of visitors or advisory council and up to two other outstanding figures in the relevant professional community, and Macaulay Honors College did not seem quite to fit with the original.

In response to a question from Prof. Barker on whether external constituents should come from entities where elected officials have the power to appoint officers or which are funded by annual government appropriations and government-backed bonds:

IGC&VC Sovern stated that it was certainly not intended necessarily to do that, but the Office of Legal Affairs will take a look at what the thought was.

Prof. Barker stated that the main concern was who these folks would be because the Chancellor has eliminated the obvious one, but could Chancellor Milliken expand on the inclusionary?

Chancellor Milliken stated that maybe there needs to be a better way to express this. Coming to mind is alumni and community leaders that are connected, and donors to the college that are of significance and who have demonstrated their strong support for the college.

Committee Vice Chair Gribetz stated that he wants to avoid open-ended external constituency. It should be laid out so that everyone is comfortable that the right people are on every search.

In response to a question from Trustee Sunshine to Committee Vice Chair Gribetz on whether he has any objection to the specific categories that were enumerated:

Committee Vice Chair Gribetz stated that he has no objections.

In response to a question from Committee Vice Chair Gribetz on who votes when the search committee makes the recommendation to the Chancellor:
Chancellor Milliken stated that as a general rule, the entire committee votes on the searches but there is a provision that if there is an impasse, the Board of Trustees can make a decision.

IGC&VC Sovern stated that the Board has the final say. She added that it sounds like there is a very helpful recommendation on the table to have a clearer definition that includes more specifics about the demonstrated commitment to the college and a suggestion of higher education experience.

Chancellor Milliken stated that he is going to object to that one, and that he will not recommend it.

President Keizs stated that if external constituency could be defined with examples without limiting them to alumni and community donors, it would begin to address the fact that the search committees can have external members.

Chancellor Milliken stated that if there is a general agreement with the principle of getting the language right, the Office of Legal Affairs will further work on the resolution and then re-circulate it to the Committee.

Prof. Barker stated that she is a little concerned with the word potential donor, in that the Committee is ushering them into a process where there is money on the line if things go their way.

Chancellor Milliken stated that he talked about people with a demonstrated commitment, and that he was not talking about potential.

Committee Vice Chair Gribetz stated that he does not quite agree with President Keizs' comment about examples.

President Keizs stated that the examples give the sense of spirit of what the University is trying to do; it is not the exact law. There may be some opportunity for interpretation, as we are always interpreting, and that even the laws that CUNY has, that seem to be so clear, continuously change.

Committee Chair Ferrer noted that Chancellor Milliken has indicated that he will offer more precise language.

After further discussion the item was tabled following a motion by Committee Chair Ferrer that was seconded by Trustee Gribetz.

Upon motion duly made by Committee Chair Ferrer and seconded by Trustee Sunshine, the meeting was adjourned at 6:30 p.m.
THE CITY UNIVERSITY OF NEW YORK

Amendments to the Guidelines for Presidential Searches

RESOLVED, That the Board of Trustees of The City University of New York approve the amended Guidelines for Presidential Searches.

EXPLANATION: The proposed amendments to the Guidelines for Presidential Searches are designed to make the search process more flexible by allowing the participation of representatives of external constituencies. The amended guidelines permit the appointment to the Search Committee of up to two senior administrators and/or members of external constituent groups so long as there are not more than a total of five appointed Trustees and senior level administrators and/or members of external constituent groups. The amendments ensure a minimum of three appointed Trustees. They also make clear that external constituent representatives must have a record of significant commitment to the campus, and may include alumni or donors, but may not be elected officials or their staff members.
THE CITY UNIVERSITY OF NEW YORK
GUIDELINES FOR PRESIDENTIAL SEARCHES
Amended 11-23-2015

NO. 9 [ADDED ITEM] THE CITY UNIVERSITY OF NEW YORK—AMENDMENTS TO GUIDELINES FOR PRESIDENTIAL SEARCHES:

RESOLVED, that the Board of Trustees of the City University of New York approved the amended Guidelines for Presidential Searches as set forth below. (A red-lined version of the changes may be obtained from the Office of the Secretary of the Board of Trustees upon request.)

THE CITY UNIVERSITY OF NEW YORK GUIDELINES FOR PRESIDENTIAL SEARCHES

INTRODUCTION

Section 11.4 of the Bylaws of the Board of Trustees of CUNY set forth the duties and qualifications of Presidents of the colleges. These guidelines address the process and procedures to be followed in searching for a President (including the Dean of CUNY School of Professional Studies, the CUNY School of Law, the CUNY Graduate School of Journalism and the CUNY Graduate School of Public Health and Health Policy).

THE PROCESS

When a vacancy occurs, or is certain to occur, the Chairperson of the Board of Trustees shall, after consultation with the Chancellor, establish a Search Committee to seek a new President.

In the case of an anticipated vacancy in the position of President, should circumstances warrant, the Chancellor shall recommend an individual to the Board for appointment as Interim President until such time as a President is appointed. The appointment of an interim President will typically be for a period of no more than one academic year. If an appointment exceeds this period, the Chancellor shall notify the Board Committee on Faculty, Staff and Administration of the reasons requiring an extension.

The primary responsibilities of the Search Committee are to recruit and screen highly qualified candidates. The Search Committee will accept nominations from individuals within and outside of the University community.

The Diversity and inclusion are core values of The City University of New York and as such we encourage applications from individuals with disabilities, veterans, women and those from traditionally underrepresented groups, including Italian Americans. We prohibit discrimination on the basis of any legally protected category, including sexual orientation and gender identity. City University of New York is an Affirmative Action-Equal Opportunity Employer and shall seek to identify qualified women and minorities for consideration by the Search Committee.

Composition of the Committee:

In order to provide for broad participation of the college and the University community, the Chairperson of the Board, after consultation with the Chancellor, shall establish a Presidential Search Committee and designate the Chairperson of the Search Committee. The Search Committee shall be composed of the following members:
Trustees: up to five Trustees, appointed by the Chairperson of the Board. The Chairperson, or the Vice Chairperson of the Board in the absence of the Chairperson, shall be an ex officio member of the Search Committee and accordingly shall be entitled to vote. Whenever possible, one Trustee appointed to a Search Committee should reside in the same borough as the College.

Faculty: three tenured faculty from the College (but not including the President, Vice Presidents, Provosts or Deans), elected as determined by the appropriate faculty governance body, or if there is no official faculty governance body established by the College’s approved governance plan, by the faculty members of the College governance body.

Senior level administrators and/or representatives of external constituencies: up to two senior level administrators, one who is affiliated with the college and one who is from a different college, and/or representatives of external constituencies recommended by the Chancellor and appointed by the Chairperson of the Board. The total number of appointed Trustees and senior level administrators shall not exceed five and/or external constituent representatives shall not exceed five. External constituent representatives shall have a record of significant commitment to the campus, and may include alumni or donors, but may not be elected officials or staff members of elected officials.

Students: two students from the College, recommended by the President and appointed by the Chairperson of the Board, generally, but not necessarily, the presidents of the student governments, or if there is only one student government, another elected student leader, provided, however, that the President shall consult the appropriate student government bodies on the selection.

Alumni: one alumnus/alumna from the College, generally, but not necessarily, the President of the alumni organization of the College, recommended by the Chancellor and appointed by the Chairperson of the Board.

President: the President of one of the Colleges of the University, recommended by the Chancellor and appointed by the Chairperson of the Board.

In addition, the Search Committee for the Dean of the Law School and the Graduate School of Journalism, and the Graduate School of Public Health and Health Policy shall include a member of the school’s Board of Visitors or Advisory Council and up to two other outstanding figures in the relevant professional community in New York City appointed by the Chairperson of the Board.

Notwithstanding any contrary provision of this section, the Dean of the CUNY School of Public Health shall be selected in accordance with the procedures set forth in the governance plan for that school.

Staffing and Outside Consultants:

Staff support, including outside consultants, shall be provided to the Search Committee by the Office of the Chancellor.

PROCEDURES

Analysis of College Needs and Priorities:

The Chancellor shall designate an individual(s) and/or consultant(s) to visit the College, confer with appropriate constituencies, including the elected faculty and other elected governance leaders, as well as department chairpersons, and prepare a report for the Search Committee and the Chancellor, indicating needs and priorities that will help to prepare a position description and an effective advertising and recruitment plan for the position.
Announcing the Vacancy and Processing the Applications:

Announcements of a presidential vacancy shall be placed in the appropriate media, and shall be communicated to educational and related institutions through correspondence and through targeted recruitment.

All applications, with supporting materials as requested in the job description, are to be sent to:

   Presidential Search Committee  
   The City University of New York  
   205 East 42nd Street, 11th Floor  
   New York, NY 10017

Screening of Applicants:

The Search Committee shall review the applicant pool and reduce it to a manageable number of candidates to be interviewed by the Search Committee. The Chancellor may place before the Search Committee, for additional review, the curricula vitae of a small number of individuals eliminated by the Committee or additional individuals.

At the conclusion of the preliminary interviews, the Search Committee shall select three or four finalists to visit the College.

The work and communications of the Search Committee shall be conducted confidentially, with the understanding that members of the Search Committee are not to reveal any information concerning the identity of candidates, the contents of its deliberations or any other aspect of its work to persons outside of the Search Committee.

College Consultation:

Subject to the exception set forth below, each finalist shall visit the College campus and meet with a group of representatives of College constituencies, including but not limited to elected faculty and student governance leaders and alumni, selected by the Chancellor. Following such meetings, those representatives shall meet and provide the Chancellor with a report on their views of each candidate.

After consultation with the Search Committee, if the Chancellor determines that campus visits would inhibit the generation of a suitable pool of excellent candidates, the Chancellor may, with the approval of the Chairperson of the Board, modify the college consultation process as follows: each finalist shall meet with a group of representatives of College constituencies, including but not limited to elected faculty and student governance leaders and alumni, selected by the Chancellor. Following such meetings, those representatives shall meet and provide the Chancellor with a report on their views of each candidate.

The work and communications of those groups shall be conducted confidentially, with the understanding that the members of each group are not to reveal any information concerning the identity of candidates, the contents of its deliberations or any other aspect of its work to persons outside of the group.

Chancellor's Recommendations:
The Chancellor, after considering the assessments of the Search Committee, the views of the representatives of the College constituencies, and such other information as may be necessary, shall prepare a recommendation for the Board.

**Appointment:**

As soon as possible after the Board has acted upon the recommendation of the Chancellor, the Chancellor shall notify the candidate of the Board’s decision. A formal letter of appointment, together with the Board resolution, which delineates the terms and conditions of employment, will be sent to the candidate as soon as he/she accepts the position.

**Exceptions to these Guidelines:**

In special situations, the Board Chairperson and the Chancellor, after full consultation with the Chair of the Board Committee on Faculty, Staff and Administration and leadership of College constituencies, including but not limited to elected faculty and student governance leaders, may decide to suspend these guidelines for a specific presidential search and substitute a shortened process. Such special situations may include, but are not limited to, the existence of a candidate of proven distinction from within the University, a former University executive, a candidate of national prominence from outside the University, or an exceptional candidate from a recent CUNY presidential search.

**EXPLANATION:** The proposed amendments to the Guidelines for Presidential Searches are designed to make the search process more effective. The principal substantive changes relate to the composition of the Search Committee and to process of campus consultation. Under the current guidelines, the Search Committee was required to have at least five Trustees; the amended guidelines permit up to five Trustees. That change is intended to reduce the burden on Trustees, especially when there are several simultaneous searches. In addition, the amended guidelines permit the appointment to the Search Committee of up to two senior administrators so long as there are not more than a total of five appointed Trustees and senior level administrators. They also make clear the President must consult with the student government bodies before recommending the student members of the Search Committee.

The amended guidelines also add flexibility to the college consultation process. Under the current guidelines campus visits by finalists were required, and the details of the meetings on the campus were set forth in some detail. The amended guidelines provide the Chancellor with more discretion in structuring meetings during campus visits by candidates with representatives of various constituencies, including but not limited to elected faculty and student governance leaders and alumni. Furthermore, the amended guidelines permit the Chancellor, after consultation with the Search Committee, to dispense with public campus visits and instead to obtain feedback from college representatives by means of confidential off-campus meetings between the finalists and college representatives. The latter option would be used only when the Chancellor, after consultation with the Search Committee, determines that campus visits would inhibit the generation of a suitable pool of excellent candidates.
THE CITY UNIVERSITY OF NEW YORK
GUIDELINES FOR PRESIDENTIAL SEARCHES

INTRODUCTION

Section 11.4 of the Bylaws of the Board of Trustees of CUNY set forth the duties and qualifications of Presidents of the colleges. These guidelines address the process and procedures to be followed in searching for a President (including the Dean of CUNY School of Professional Studies, the CUNY School of Law, the CUNY Graduate School of Journalism and the CUNY Graduate School of Public Health and Health Policy).

THE PROCESS

When a vacancy occurs, or is certain to occur, the Chairperson of the Board of Trustees shall, after consultation with the Chancellor, establish a Search Committee to seek a new President.

In the case of an anticipated vacancy in the position of President, should circumstances warrant, the Chancellor shall recommend an individual to the Board for appointment as Interim President until such time as a President is appointed. The appointment of an interim President will typically be for a period of no more than one academic year. If an appointment exceeds this period, the Chancellor shall notify the Board Committee on Faculty, Staff and Administration of the reasons requiring an extension.

The primary responsibilities of the Search Committee are to recruit and screen highly qualified candidates. The Search Committee will accept nominations from individuals within and outside of the University community.

Diversity and inclusion are core values of The City University of New York and as such we encourage applications from individuals with disabilities, veterans, women and those from traditionally underrepresented groups, including Italian Americans. We prohibit discrimination on the basis of any legally protected category, including sexual orientation and gender identity.

Composition of the Committee:

In order to provide for broad participation of the college and the University community, the Chairperson of the Board, after consultation with the Chancellor, shall establish a Presidential Search Committee and designate the Chairperson of the Search Committee. The Search Committee shall be composed of the following members:

**Trustees:** up to five Trustees, appointed by the Chairperson of the Board. The Chairperson, or the Vice Chairperson of the Board in the absence of the Chairperson, shall be an ex officio member of the Search Committee and accordingly shall be entitled to vote. Whenever possible, one Trustee appointed to a Search Committee should reside in the same borough as the College.

**Faculty:** three tenured faculty from the College (but not including the President, Vice Presidents, Provosts or Deans), elected as determined by the appropriate faculty governance body, or if there is no official faculty governance body established by the College’s approved governance plan, by the faculty members of the College governance body.

**Senior level administrators and/or representatives of external constituencies:** up to two senior level administrators, one who is affiliated with the college and one who is from a different college, and/or representatives of external constituencies recommended by the Chancellor and appointed by
the Chairperson of the Board. The total number of appointed Trustees and senior level administrators and/or external constituent representatives shall not exceed five. External constituent representatives shall have a record of significant commitment to the campus, and may include alumni or donors, but may not be elected officials or staff members of elected officials.

**Students**: two students from the College, recommended by the President and appointed by the Chairperson of the Board, generally, but not necessarily, the presidents of the student governments, or if there is only one student government, another elected student leader, provided, however, that the President shall consult the appropriate student government bodies on the selection.

**Alumni**: one alumnus/alumna from the College, generally, but not necessarily, the President of the alumni organization of the College, recommended by the Chancellor and appointed by the Chairperson of the Board.

**President**: the President of one of the Colleges of the University, recommended by the Chancellor and appointed by the Chairperson of the Board.

In addition, the Search Committee for the Dean of the Law School, the Graduate School of Journalism, and the Graduate School of Public Health and Health Policy shall include a member of the school’s Board of Visitors or Advisory Council and up to two other outstanding figures in the relevant professional community in New York City appointed by the Chairperson of the Board.

**Staffing and Outside Consultants**: Staff support, including outside consultants, shall be provided to the Search Committee by the Office of the Chancellor.

**PROCEDURES**

**Analysis of College Needs and Priorities**: The Chancellor shall designate an individual(s) and/or consultant(s) to visit the College, confer with appropriate constituencies, including the elected faculty and other elected governance leaders, as well as department chairpersons, and prepare a report for the Search Committee and the Chancellor, indicating needs and priorities that will help to prepare a position description and an effective advertising and recruitment plan for the position.

**Announcing the Vacancy and Processing the Applications**: Announcements of a presidential vacancy shall be placed in the appropriate media, and shall be communicated to educational and related institutions through correspondence and through targeted recruitment.

All applications, with supporting materials as requested in the job description, are to be sent to:

Presidential Search Committee
The City University of New York
205 East 42nd Street, 11th Floor
New York, NY 10017

**Screening of Applicants**: 

2
The Search Committee shall review the applicant pool and reduce it to a manageable number of candidates to be interviewed by the Search Committee. The Chancellor may place before the Search Committee, for additional review, the curricula vitae of a small number of individuals eliminated by the Committee or additional individuals.

At the conclusion of the preliminary interviews, the Search Committee shall select three or four finalists to visit the College.

The work and communications of the Search Committee shall be conducted confidentially, with the understanding that members of the Search Committee are not to reveal any information concerning the identity of candidates, the contents of its deliberations or any other aspect of its work to persons outside of the Search Committee.

College Consultation:

Subject to the exception set forth below, each finalist shall visit the College campus and meet with a group of representatives of College constituencies, including but not limited to elected faculty and student governance leaders and alumni, selected by the Chancellor. Following such meetings, those representatives shall meet and provide the Chancellor with a report on their views of each candidate.

After consultation with the Search Committee, if the Chancellor determines that campus visits would inhibit the generation of a suitable pool of excellent candidates, the Chancellor may, with the approval of the Chairperson of the Board, modify the college consultation process as follows: each finalist shall meet with a group of representatives of College constituencies, including but not limited to elected faculty and student governance leaders and alumni, selected by the Chancellor. Following such meetings, those representatives shall meet and provide the Chancellor with a report on their views of each candidate.

The work and communications of those groups shall be conducted confidentially, with the understanding that the members of each group are not to reveal any information concerning the identity of candidates, the contents of its deliberations or any other aspect of its work to persons outside of the group.

Chancellor's Recommendations:

The Chancellor, after considering the assessments of the Search Committee, the views of the representatives of the College constituencies, and such other information as may be necessary, shall prepare a recommendation for the Board.

Appointment:

As soon as possible after the Board has acted upon the recommendation of the Chancellor, the Chancellor shall notify the candidate of the Board’s decision. A formal letter of appointment, together with the Board resolution, which delineates the terms and conditions of employment, will be sent to the candidate as soon as he/she accepts the position.

Exceptions to these Guidelines:

In special situations, the Board Chairperson and the Chancellor, after full consultation with the Chair of the Board Committee on Faculty, Staff and Administration and leadership of College constituencies, including but not limited to elected faculty and student governance leaders, may decide to suspend these guidelines for a specific presidential search and substitute a shortened process. Such special situations may include, but are not limited to, the existence of a candidate of proven
distinction from within the University, a former University executive, a candidate of national
prominence from outside the University, or an exceptional candidate from a recent CUNY
presidential search.
HUNTER COLLEGE

Amendments to the Charter for Governance

RESOLVED, That the proposed amendments to the Charter for the Governance of Hunter College be adopted, effective June 27, 2017.

EXPLANATION: The proposed amendments to the Charter for the Governance of Hunter College (“Governance Plan”) were adopted by the Hunter College Senate on May 18, 2016 and are recommended by the College President.

The amendments would update Senate membership for both faculty and students. For faculty, Lecturers with full-time appointments would receive greater representation, and Clinical Professors and Distinguished Lecturers would achieve representation. Student representation would be modified in order to involve student government organizations, rather than only academic departments, in the student nomination process.

In addition, the amendments would memorialize the current practices and membership of various Senate committees. Notably, representatives from the School of Social Work are added to the membership of committees, along with alternates for each committee. Several new committees are described in the Governance Plan, including the Committee on Academic Freedom, Standing Committee on Academic Assessment and Evaluation, Committee on General Education, and Committee on Food Services and Facilities.

Finally, the proposed amendments correct grammatical errors and delete outdated language.
DRAFT
CHARTER FOR A-THE GOVERNANCE OF HUNTER COLLEGE
September 1970

ARTICLE I

Section 1

The Hunter College Senate shall be established as the legislative body of the College with authority to determine College policy on matters not reserved now or hereafter by Education Law or Board of Trustees Bylaws to the President of Hunter College, to other officers or duly constituted bodies of the College or the City University, or the Board of Trustees.

Section 2 (Initial Meeting)

Effective as of the first meeting of the Senate, the present Hunter College Faculty Council is considered dissolved and its powers assumed by the College Senate under terms of this Charter.

ARTICLE II

Section 1

As the College legislative agency, the Senate shall have policymaking powers in the following areas:

A. Curriculum and related education matters.
B. Academic requirements and standards of academic standing.
C. College development, review and forward planning of facilities, staff, and fiscal requirements.
D. Instruction and the evaluation of teaching.
E. Safeguarding the academic freedom of ALL members of the Hunter community.
F. Other matters which may be subsequently assigned to the legislative prerogatives of Hunter College.

Section 2

In addition to its legislative powers, the Senate shall have the right to express itself formally as an advisory body in any area it considers important, and to transmit its recommendations to the appropriate authorities.

Section 3

Ex officio nonvoting membership shall be extended to:

a. the Presidents of the Hunter College Undergraduate Student Government and the Graduate Student Association;

b. the President of the Hunter College Alumni Association;

c. the Presidents of the Hunter College HEO Forum and the College Laboratory Technician Council;

or designee of any of the preceding.

These members shall have full floor rights but no voting rights; they shall not be eligible to become officers of the Senate (Article V).

ARTICLE III

Section 1

The Hunter College Senate shall have 100 Senators and Alternates sufficient in number to provide one-to-two faculty alternates for each department, being composed of 57% faculty members, 38% students and 5% representatives of the administration, with seats reserved in the following proportions:

44% Professors, Associate Professors, Assistant Professors, and Instructors on full-time appointments, and Lecturers on full-time appointments.

13% Lecturers (full-time), Lecturers (part-time), Adjunct faculty, and all other part-time members of the teaching faculty who are not also serving in full-time appointments, Clinical Professors, Distinguished Lecturers, and non-faculty department members in the title series College Laboratory Technician and Higher Education Officer.

14% Full-time Undergraduate students, other than students in the SEEK Department Program.

11% Part-time Undergraduate students.

2% Undergraduate students – SEEK Department Program.

11% Graduate students.

5% Administration.

Section 4

The College Senate shall schedule regular nominations and elections (other than the initial one – see Article X) once a year during the last four weeks of classes in the spring semester; and it shall convene following such elections no later than June 1. The faculty and the student bodies shall be responsible, through duly constituted organizations, for conducting the elections of their respective representatives in accordance with the terms of this Charter.
ARTICLE IV

Section 1

A. Hunter College is an institution organized into schools, divisions, and departments, the structure and titles of which may change as the needs of its students change. It also has an administrative structure and administrative officers which change in title and function as the college develops. Therefore, wherever the Charter refers to a specific administrative officer (e.g., Dean, Registrar, etc.), or academic unit (e.g. department, school, divisions, etc.), or academic position (e.g. instructor, lecturer, etc.), such language should be construed to include any equivalent officer, academic unit, or academic position regardless of the particular language that is currently in use. In all such instances not fixed by the Charter, the equivalencies shall be determined by the Administrative Committee of the Senate and approved by the Senate.

B. For the purposes of the Charter, the following equivalencies shall apply:

(i) The word "department" shall mean any unit of the college that elects members to its Personnel & Budget Committee, and shall include as well the School of Nursing, School of Urban Public Health, School of Social Work and the Library. In addition, for the purposes of Article IV, Student Services shall be included as a department.

(ii) The word "division" shall mean any unit of the college that has a P & B Committee consisting of representatives of more than one department but fewer than all the departments. They include Humanities and the Arts, Sciences and Mathematics, and Social Sciences (which form the School of Arts and Sciences), School of Education. Together, the Schools of Nursing, Health Professions, and Urban Public Health comprise a division.

Section 2

A. The 44 Senate seats reserved for representatives in the ranks of Professor, Associate Professor, Assistant Professor, and Instructors on full-time appointments, and Lecturers on full-time appointments shall be filled as follows:

(i) All departments shall be rank-ordered by the number of such faculty in the department. Each department shall be allocated 1 seat, and the remaining seats shall be allocated by assigning one additional seat to each department from the top of the list down, until the available number is exhausted.

(ii) Each department will fill its allocated seats by nominations from and elections by its faculty members in the ranks of Professor, Associate Professor, Assistant Professor, and Instructor on full-time appointments, and Lecturer on full-time appointment.

B. The 13 Senate seats reserved for representatives in the ranks of Lecturer (full-time), Lecturer (part-time), Adjunct faculty, any other part-time members of the teaching faculty who are not also serving in full-time appointments, Clinical Professor, Distinguished Lecturer, and department members in the title series College Laboratory Technician and Higher Education Officer shall be filled as follows:

(i) One seat shall be reserved for Student Services, and shall be filled by nomination and election among the department members in these ranks.

(ii) In each of the departments that include members in these ranks, the latter shall make a nomination for, and elect from among their number, one nominee for one of the 12 remaining Senate seats.

(iii) The remaining 12 seats shall then be filled by an at-large election from among the nominees selected according to paragraph B (ii) above. In this election, votes shall be cast only by the members of the departments to which B (ii) applies who are in the ranks of Lecturer (full-time), Lecturer (part-time), Adjunct faculty, any other part-time members of the teaching faculty who are not also serving in full-time appointments, or department members in the title series College Laboratory Technician and Higher Education Officer.

C. The 14 Senate seats reserved for Full-time undergraduate students, other than students in the SEEK Department Program, shall be filled as follows:

(i) Of these seats, 9 shall be reserved for Full-time department majors. Toward their election, each department will elect, from nominations made within its own ranks, 1 nominee for these seats. All Full-time Seniors, Juniors, and Sophomores who have declared their major will elect the required number of representatives by an at-large vote among these nominees.

(ii) The remaining 5 Senate seats shall be reserved for Full-time Freshmen and Sophomores who have not as yet declared their major. Candidacy at-large shall be declared by filing a petition meeting the requirements established by the Senate. From the pool of such candidates, the Full-time Freshmen and non-major Sophomores will elect the required number of representatives by an at-large election.

D. The 11 Senate seats reserved for Part-time undergraduate students shall be filled as follows:

Candidacy at-large shall be declared by filing a petition meeting the requirements established by the Senate. From the pool of such candidates, the Part-time undergraduate students will elect the required number of representatives by an at-large election.

E. All graduate student positions shall be filled by the Graduate Student Association of Hunter College (GSA) according to the representational requirements outlined below and in Article III.1 and Article IV.4.B.
Section 4

For each of the constituencies, defined by the election procedures of Article IV, Section 2, the eligibility to serve and the right to vote shall be based on the same qualifications:

A. For every such category, eligibility to be nominated or elected to the Senate, or to vote in Senate elections, shall require one full semester of service in the specified rank, position, and/or status preceding the semester in which such nominations are made or the elections take place.

B. Students shall be in good standing. Graduate students shall have completed at least 3 hours of credit. Part-time Undergraduate students shall have completed at least 6 hours of credit.

C. Those holding appointment to the instructional staff while enrolled in a graduate program at Hunter College under conditions that make them eligible to stand for election to the Senate and to vote in Senate elections as graduate students shall not be eligible for nominations or election to the senate or to vote in Senate elections as faculty members. If ineligible as graduate students, enrollment in graduate courses shall not affect eligibility as faculty members.

Section 5

In College-wide referenda and other votes conducted among all members of the instructional staff combined, a ballot cast by a faculty member in the rank of Professor, Associate Professor, Assistant Professor, Instructor, or Lecturer (full-time) on full-time annual appointment, or cast by department members in the title series College Laboratory Technician and Higher Education Officer, shall be tallied as a full vote. A ballot cast by a faculty member in the ranks of Lecturer (part-time), Adjunct Lecturer, or any other part-time member of the teaching faculty not also serving on a full-time appointment shall be tallied as a half vote.

Section 6

Certification as to class, status, and standing of students shall be made by the Registrar. Certification as to rank, position, and status of faculty shall be made by the Chief Academic Officer. Appointed representatives of the administration shall be certified to the Senate by name and administrative title.

ARTICLE V

Section 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. Their term of office shall be one year, and the Chair and Vice-Chair shall not serve in their respective offices for more than four consecutive terms.

Section 2

The Chair may, if he or she so desires, appoint a recording secretary with the responsibility for preparing the minutes and keeping the papers of the Senate in order.
Section 3

The Chair, Vice Chair, and Secretary of the Senate, together with the Chair of the Evening Council (Article VIII. Section 16) shall constitute the Administrative Committee of the Senate. The Chair of the Senate shall be the Chair of this Committee which will:

A. Prepare the agenda for regular and special meetings, causing it to be published in the College no less than 10 days before the meeting.

B. Be responsible for having prepared an Administrative Report, presenting the recommendations of the various Senate Committees that are considered routine, this report to be distributed to the representatives 10 days in advance of the meeting. Unless exceptions are taken, this Report will be handled as a single item on the Agenda.

C. Assure continuity of the Senate's business between meetings.

ARTICLE VI

Section 1

The regular term of office for representatives shall be 2 years, extending from May of the first year to just prior to the first meeting of the new Senate the following year, in keeping with the calendar approved by the Senate. From the members, elected in the initial election, however, one-half shall be selected by lot in each category to serve a single year only. Hence, in the future, one-half of the Senate seats will be filled by the annual elections. Unexpired terms shall be filled at the next scheduled elections.

Section 2

A vote for recall of a representative may be petitioned either by one-half or by 20 members of the representative's constituency, whichever is smaller. For this purpose, the constituency shall be defined as consisting of no less than the number of votes cast in the election of the representative. Seats vacated by recall shall be filled at the time of the next election for whatever portion may remain of the unexpired term.

ARTICLE VII

Section 1

The Senate shall be empowered to regulate the conduct of its business, including the establishment of a schedule for regular meetings and procedures for calling special meetings. The calendar of regular meetings shall be established sufficiently far in advance to permit its publication in the Registrar's annual College Calendar. The Senate shall develop practical election provisions with a view towards keeping itself as nearly as possible at full strength. It shall have the right to extend the mandated committee structure (Article VIII) by establishing additional standing, special or ad-hoc Committees; and it shall set its own rules of procedure and operation, being governed until it does so by Robert's Rules of Order, latest edition.

Section 2

The regular meetings of the Senate shall be open to all members of the Hunter College community, and all of such members shall have the right to be recognized under procedures to be established by the Senate.

Section 3

A quorum of the Senate and its Committees shall consist of no less than one-half of their voting membership plus one, unless otherwise prescribed in this Charter or specified under procedures established by the Senate.

ARTICLE VIII

Section 1

A. All committees of the Senate shall preserve the spirit of equity regarding sessional, divisional, and other representation of students and faculty, and in the scheduling of meetings. Committee membership shall be open to all members of the faculty and all students who are eligible for membership on the Senate. They shall be elected by the Senate from among nominations made by a Nominating Committee (Article IX) and/or nominations from the floor.

B. When a committee vacancy cannot be filled with a faculty member or student with specified qualifications that vacancy shall be first reported to the Senate and then may be filled by a faculty member or student, respectively, without regard to the qualification specified.

C. Senate committees report to the Senate

D. Alternate members on committees may only vote and be counted in the quorum when regular members are absent.

E. Each committee has two faculty alternates.

Section 2

In reorganizations of the Hunter College administration, Academic Administrators designated to serve ex-officio on standing committees of the Senate shall have responsibility, as nearly as possible, for the same functions as those who are currently designated to serve in such capacity.

Section 3

In the exercise of its responsibility for the design and modification of Hunter College curricula the Senate shall establish two Committees on Course of Study, one graduate and one undergraduate. These committees shall be constituted as follows:

A. The Graduate Course of Study and Academic Requirements Committee

Six faculty members who teach in the graduate program, at least one faculty member from each of the divisions (as defined in Article IV.1.B.ii); a faculty member from the School of Social Work; 2 graduate students and 2 graduate student alternates; and serving without vote the Registrar.
A. The Undergraduate Course of Study Committee shall have oversight authority on all undergraduate curricular matters. It shall also concern itself through study and research with policies relating to the undergraduate curricular organizations. All proposals pertaining to:

(i) General Education Requirements
(ii) New Majors.

B. The Undergraduate Course of Study Committee

One faculty representative from each of the divisions (as defined in Article IV.1.B.ii), a faculty member from the School of Social Work, and two from the divisions serving at-large; 3 students and 3 student alternates; and, serving without vote, the Chief Academic Officer or designee, the Deans of the divisions and/or schools including the Dean of the School of Arts and Sciences or designees, the Director of Evening—Student Services, and the Chief Librarian or designee.

C. Both of these Committees shall be chaired by faculty members elected by the voting members of the Committee.

D. Both of these Committees shall have Deputy Chairs, elected by the voting members of the Committee.

E. There shall also be Committees on Curriculum in the School of Arts and Sciences, the Division of the School of Health Professions, the and the School of Social Work. These committees shall be composed of the dean (with vote) and one faculty member —from each department in the school or division, elected by the department as it may decree in its By-laws (see Article XI), and 3 students and 3 student alternates. The School of Arts and Sciences Curriculum Committee shall also include one faculty and one student representative from two of the interdisciplinary programs. These Committees shall review proposals initiated by departments or programs or may initiate their own proposals for programs or curriculum changes, submitting such proposals for consideration to the appropriate Senate Committee on Course of Study.

In the area of undergraduate curriculum, the Curriculum Committees shall have the right to act on curriculum proposals, in accordance with the Procedures for Preparing and Submitting Curriculum Proposals for College Approval approved by the Hunter College Senate. Decisions by these Committees may be appealed by the departments or programs to the relevant Senate Committee on Undergraduate Course of Study. Matters on which appeals are pending shall not be forwarded to the Senate, and a two-thirds majority of the Senate Committee members present and voting shall be required to override such divisional decisions.

Section 4

A. The Undergraduate Course of Study Committee shall have oversight authority on all undergraduate curricular matters. It shall also concern itself through study and research with policies relating to the undergraduate curricular organizations. All proposals pertaining to:

(i) General Education Requirements
(ii) New Majors.

(iii) New Minors.
(iv) Credit and Major or Minor concentrations.
(v) Degree Requirements.
(vi) Interdisciplinary Program.
(vii) Experimental courses

shall be submitted to the Undergraduate Course of Study Committee for action.

Final decision on all curricular matters is to be made by the College Senate, except in cases where final authority is vested in the Undergraduate Course of Study Committee by the Senate.

B. The Graduate Course of Study and Academic Requirements Committee shall review all Master's and Doctoral Programs and graduate courses to be listed in the Hunter College Bulletin on graduate studies, whether on the Master's or the Doctoral level. Its functions shall also include the review and coordination of graduate academic requirements, the formulation of policy, for adoption by the Senate, regarding the methods of grading, admissions, attendance, withdrawal, maintenance of academic standards, accreditation of work done at other institutions. The Director of Admissions, Vice President for Student Affairs (or designee), and other resource persons as deemed necessary, are requested to attend all meetings of the committee concerning graduate academic requirements as non-voting members.

Section 5

There shall be a Committee on Undergraduate Academic Requirements consisting of one faculty member from each of the divisions (as defined in IV.1.B.ii), a faculty member from the School of Social Work, and two faculty members from the divisions serving at-large; 3 students and 3 student alternates. The Dean of Students, the Chief Academic Officer or designee, the Director of Assistant Dean for Advising, the Director of Evening Student Services, a representative of Student Services, and the Registrar shall serve without vote. The Chair shall be a faculty member elected by the voting membership of the Committee. Its functions shall include the formulation of policy regarding methods of grading, requirements of student attendance, regulations relating to withdrawal from courses, and admissions not specified by Board of Trustees By-laws.

Section 6

There shall be a Committee on Student Standing, consisting of 5 faculty members including a representative from the SEEK Department, Program. The Dean of Students or designee, the Director of Advising and a representative of Student Services, Evening Student Services, and the Assistant Dean for Advising and Counseling shall serve without vote. The Chair of the Committee shall be elected by its voting membership. The Committee shall be responsible for the evaluation of student records, for recommending to the Senate the award of degrees to qualified students, and for formulating policy, for adoption by the Senate, on the retention of students and the maintenance of academic standards.

Section 7
In order to insure effectiveness, compatible procedures and comparable standards in the evaluation of teaching and teachers by the students throughout the departments (Article XI), and to assure the formal consideration of the results of such appraisals in the professional evaluation of members of the teaching faculty, the Senate shall establish a **Committee on Evaluation of Teaching**. This Committee will, among other things, be responsible for: the preparation of standard guides for an evaluation questionnaire to provide opportunities, under its supervision, for some departmental variation in the details of the evaluation procedure; continuing review of the scope, validity, content, and efficacy of the questionnaires actually utilized; and the compilation, analysis, and publication of the data produced by such questionnaires in order to facilitate widespread understanding of the purposes and results of the evaluation procedure.

The Senate Committee on Evaluation of Teaching will consist of 12 members, all with vote: 7 students and 5 faculty members. If a student has been elected to the Administrative Committee of the Senate, that student will serve as a committee member, and chair the committee.

**Section 8**

There shall be established a **Master Plan Committee** of the Senate, consisting of one faculty member from each division (as defined in IV.1.B.ii), and the School of Social Work; 3 students and 3 student alternates, and a Chair, elected by the Senate without constraint as to category. In addition, the Chief Academic Officer and the Vice President for Administration or their designees will serve as non-voting members. This Committee will be the general College development planning group, concerning itself with the priorities that affect long term projections as regards programs and facilities. It will make policy recommendations on these matters for adoption by the Senate, and it will be responsible for drafting the annual revision of the Hunter College portion in the CUNY Master Plan, submitting such draft for approval to the Senate.

**Section 9**

There shall be a **Committee on the Budget**, consisting of one faculty member from each division (as defined in IV.1.B.ii) and the School of Social Work; the Director of SEEK; 2 students and 2 student alternates; and a Chair elected by the Senate without constraint as to category. The Chief Academic Officer, the Vice President for Administration and designee will serve ex-officio without vote.

The Committee on the Budget shall annually develop the guidelines which, on review by the Senate and approved by the President of Hunter College, will be followed by the departments in the preparation of their projected budgets. It will review the resulting consolidated annual budget of the College and report on it to the Senate.

In addition, it will advise the President, at the latter's discretion, on the apportionment of instructional resources, budget, and space allocated to the College.

**Section 10**

The Senate shall establish a **Committee on Grade Appeals**, consisting of 4 faculty members, and 3 students and 3 student alternates. The Committee on Grade Appeals will consider grade appeals in which the student or faculty member involved takes exception to the decision of the Departmental Grade Appeals Committee. The Committee on Grade Appeals shall establish guidelines for procedures to be followed in its review of grade appeals and will report its decisions in each case to the parties concerned, the Department Chair, and to the Registrar. The decision of the Grade Appeals Committee is final.

The Committee shall also make an annual statistical report to the Senate.

**Section 11**

There shall be a **Committee on the Calendar**, consisting of one faculty member from each of the divisions (as defined in IV.1.B.ii), a faculty member from School of Social Work; and 2 students and 2 student alternates. The Senate shall establish a Committee on the Calendar, consisting of one faculty member from each of the divisions (as defined in IV.1.B.ii), a faculty member from School of Social Work; 3 students and 3 student alternates, and a Chair, elected by the Senate without constraint as to category. In addition, the Chief Academic Officer and the Vice President for Administration or their designees will serve as non-voting members. This Committee will be the general College development planning group, concerning itself with the priorities that affect long term projections as regards programs and facilities. It will make policy recommendations on these matters for adoption by the Senate, and it will be responsible for drafting the annual revision of the Hunter College portion in the CUNY Master Plan, submitting such draft for approval to the Senate.

**Section 12**

There shall be a **Committee on Departmental Governance**, consisting of one faculty member from each division (as defined in IV.1.B.ii), a faculty member from School of Social Work, 2 students and 2 student alternates, and one member of the administration (all with vote). The Committee on Departmental Governance shall: (a) make recommendations to the Senate on standards for Departmental By-laws; (b) review Departmental By-laws and Amendments approved by departments and make recommendations for Senate action; (c) make recommendations to the Senate on alleged infractions of Departmental By-laws.

**Section 13**

Administrative Search Committees shall be constituted for all administrators (full deans and above) who, because of the nature of their policy making, have a significant impact on academic affairs and on the rights and welfare of the students and the faculty. The proceedings of search committees shall be confidential.

Different search committee staffing procedures may be appropriate for administrators who have college-wide impact and those who affect primarily only their divisions (as defined in IV.1.B.ii). In any procedure adopted, the Senate shall be responsible for nominating the panel of search committee candidates and search committee Chairs from whom the College President or the CUNY Board of Trustees, as appropriate, will select the search committee and the search committee Chair. This section shall be read consistent with applicable CUNY Board of Trustees policy on presidential search committees.
The search committee shall have the responsibility of nominating candidates for administrative positions to the College President who shall have the final authority to make recommendations to the CUNY Board of Trustees.

Section 14

The Senate shall establish a Committee on Computing and Technology, consisting of one faculty member from each division (as defined in IV.1.B.ii); a faculty member from the School of Social Work; 3 students and 3 student alternates; one member of the Administration to be designated by the President who shall serve ex-officio; and a Chair elected by the Senate.

The Committee shall be empowered to review the composition, structure and functions of the Hunter College Senate and to propose to the Senate amendments to the Governance Plan in accordance with the provisions of Article XIII, Section 2.

Section 15

The Senate shall establish a Committee on Computing and Technology, consisting of one faculty member from each of the divisions (as defined in IV.1.B.ii), the School of Social Work, the Library, and one faculty member at-large who conducts research that depends on computers and who complements and diversifies the knowledge base of the committee; and 2 students and 2 student alternates. Two members of the staff, the Director of ICIT, and the Provost (or designee) shall serve without vote.

The committee shall both propose and review computing technology plans and strategies as they impact on the instructional, research, and administrative functions at the College. The committee will consult with all affected communities before issuing proposals or review documents. Goals of this committee would include using technology to improve all aspects of the College functioning in a manner which enhances productivity for all members of the College community and spreads both the benefits and costs of these technologies equitably among the members of the community.

Specifically, this committee shall be asked to address strategies to assure appropriate hardware and software access for students, faculty, and staff including part-time faculty and staff both on campus and remote locations; the use of computing to enhance the instructional mission of the College; the means to provide computer-based student services and administrative functions; allocations and expenditures of college resources intended for computing and technology; college efforts to obtain external resources for enhancing the college's capabilities in the area.

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.

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.

Section 17

The Senate shall establish a Committee on the Library, consisting of one faculty member from each of the divisions (as defined in Article IV. 1. B. ii), the School of Social Work, Main Library, Branch Library, 2 students and two student alternates, and the Chief Librarian who shall serve ex-officio without vote.

The Committee shall function in an advisory capacity to the Chief Librarian and as a liaison between the Library and the College community. It shall encourage periodic review of immediate and long-term needs of the Library and library needs of individual departments and disciplines. The committee shall review an annual summary of the status of library resources and services to be provided by the Chief Librarian, and report on it to the Senate in the Fall semester.

Section 18

There shall be a Committee on Academic Freedom consisting of one faculty member from each of the divisions (as defined in Charter IV.1.B.ii), the School of Social Work, the Library, and one faculty member at-large, one member of the HEO staff, two students, and two faculty alternates, one HEO alternate, and two student alternates. The Provost (or designee) shall serve ex-officio without vote. The chair shall be a faculty member elected by the voting membership of the committee.

The charge of the committee shall include: to monitor, examine and report annually to the Senate on the status of academic freedom at the college; to make appropriate recommendations regarding academic freedom policies and practices to the college’s governance bodies and, as appropriate, through those bodies to the University Faculty Senate; to investigate possible violations of academic freedom.

In order to ensure a secure and protected environment for individuals who wish to bring cases of abridgement of academic freedom before the committee, such charges will be examined by a subcommittee of two members chosen by the committee chair in consultation with the rest of the committee. In addition, the committee chair shall be recused from serving on the subcommittee.

Section 19
There shall be a Standing Committee on Academic Assessment and Evaluation, consisting of one full-time faculty member from each division of the School of Arts and Sciences, three full-time faculty members at-large from the School of Arts and Sciences, one faculty member from each of the Schools of Education, Social Work, Nursing and Health Professions, two students-at-large from the School of Arts and Sciences, the Director of Assessment, a HEO representative and a HEO Alternate, and, serving ex-officio without vote the Deans of the schools of Arts and Sciences, Social Work, Nursing and Health Professions, Education (or their respective designees); the Chief Academic Officer and the Vice President of Student Affairs (or their respective designees); and the Director of Institutional Research. The Chair shall be a faculty member elected by the voting membership of the Committee, the Deputy Chair shall be a voting member elected by the voting membership of the Committee.

The specific charges to the committee shall include to develop, implement, review, and approve all college policies and procedures related to academic assessment; to seek necessary support (logistical and otherwise) for the proper implementation of approved college assessment processes and policies; to coordinate with other Senate committees to ensure that all policies and procedures related to academic assessment are faculty-driven; to serve as an assessment advisory committee for academic departments and programs, and work with all relevant constituencies as needed; to inform the academic community about accreditation standards as presented by the Middle States Commission on Higher Education; and to deliver regular reports to the Hunter Senate.

Section 20

There shall be a Committee on General Education, consisting of one full-time faculty member from each division of the School of Arts and Sciences, three full-time faculty members at-large from the School of Arts and Sciences, one full-time faculty member from each of the professional schools with undergraduate degree programs, two students-at-large, the Chair, who shall be a full-time faculty member elected by the voting membership of the Senate, and, serving ex-officio without vote: Dean of the School of Arts and Sciences (or designee), the Provost (or designee), the Director of Assessment, the Chair of the Undergraduate Course of Study Committee (or designee), the Chair of the Committee on Academic Assessment and Evaluation (or designee), the Registrar (or designee), and the Director of Advising Services (or designee).

The specific charges to the committee shall include: Develop, review, and approve all college policies and procedures pertaining to the general education program (including related graduation requirements) and curriculum; determine course approval guidelines for courses to be included in general education; review and make recommendations about such proposals; lead and coordinate periodic review of courses in general education; devise programmatic assessment for general education; receive and review programmatic assessment data and make recommendations on the basis thereof; encourage and facilitate faculty participation in general education curriculum development and teaching; advise the administration on matters of implementation of general education requirements as passed by the Senate; collaborate with other Senate committees, especially Undergraduate Course of Study and the Committee on Academic Assessment and Evaluation, to ensure that all policies and procedures related to general education are faculty-driven; and deliver regular reports to the Hunter Senate.

Section 21

There shall be a Committee on Food Services and Facilities, consisting of three faculty members, three students, and the College Business Manager to serve as a Chairperson ex-officio, all Committee members to have a vote. The Committee shall be responsible for advising the administration concerning all food services at the College, including the quality, variety, prices, and presentation of the food, as well as dining facilities. An annual review of all contracted food services shall be part of the Committee’s responsibility.

ARTICLE IX

The Founding of the Hunter College Senate in 1970

Section 1

It shall be the responsibility of the President of Hunter College to set the place and time of the first election within thirty days of the ratification (Article XIV) of this Charter, to convene the newly elected Senate for its first meeting, and to function as its Chair until the first slate of officers has been elected.

Section 2

The next order of business shall be the review and adoption of the Evening Session Council By-laws and the seating of the student representatives at-large, elected by the electoral college of Evening Session Council student members, provided such elections are found to have taken place in consonance with the approved By-laws.

Section 3

The Senate shall then proceed with the election of a Nominating Committee, so that nominations for membership on the standing committees can be made. This committee shall be composed of 4 faculty representatives, 4 student representatives, and one Chair without vote. Ties shall be reported to the Senate.

ARTICLE X

Nothing in the terms of this Charter shall be construed to prevent the continuation, or the establishment in the future, of student government and faculty organizations under instruments of governance which do not arrogate onto such bodies the exercise of functions properly mandated by this Charter to the College Senate, or any body or committee thereof.

ARTICLE XI

Section 1

It shall be the responsibility of individual departments to devise, to change as required, and – after approval by the Senate – to publish their own Bylaws, providing for a departmental policy committee or committees, a Committee on the Evaluation of
Teaching, and such other committees as College and Board of Trustee By-laws may require or departmental preference may indicate.

Section 2

It is the intent that departments, given the differences in their size and variations in their programs, shall have and exercise substantial latitude in devising their policy making structures, provided that they assure by representation and schedule opportunity for participation of day, evening, and graduate students and faculty. Large departments may find it expedient to have separate departmental policy committees for undergraduate and graduate sessions, capped by an appropriate arrangement for coordination between them. Departmental policy bodies shall include equal numbers of voting faculty and student members, and there shall be one among them whose duties include that of reviewing the adequacy of departmental governance and to initiate proposals for change if deemed necessary.

Departmental By-laws shall also provide for the review of curriculum proposals. In small departments, this may be assigned as one of its duties to the Departmental Policy Committee. In larger departments, a distinct curriculum committee, or even separate committees on the graduate and the undergraduate curriculum, may be specified.

Section 3

An important departmental function is the evaluation of faculty course work, to be governed by the following basic considerations:

A. Student evaluation of faculty teaching and course handling is to be a significant factor in the professional appraisal of faculty performance for purposes of reappointment, promotion, and tenure.

B. Student evaluations of faculty should be made routinely each semester in all college courses.

C. A standing Departmental Committee on the Evaluation of Teaching, composed almost entirely of student majors in the Department but including a single faculty member with an alternate to insure faculty/student liaison within the Department, shall be responsible for the distribution of the questionnaire and the management of the evaluation in each department. Its purview is to extend to all matters of administration and interpretation of the adopted teacher evaluation procedures.

D. Each semester's questionnaire results are to be submitted to the Department Chair by the Chair of the Committee on Evaluation of Teachers for use in the duly constituted procedures of professional appraisal.

E. There is also to be a faculty evaluation of course handling, based on observation and interview of all faculty members in the Department.

F. As to non-tenured faculty:

(i) A strongly negative student questionnaire response for a faculty member for a semester is to be the basis for discussion of the results by the Chair of the department or a designee with the faculty member before reappointment for a second year.

(ii) Strongly negative student questionnaire responses for a faculty member for 5 successive semesters are to be a strongly presumptive basis for a departmental recommendation of non-reappointment of this faculty member. Such a questionnaire response record shall be the basis for a detailed review of a faculty member's prospect for further appointment by the department after consultation with the department Teaching Evaluation Committee and the faculty member.

If after such consultation the Department Personnel & Budget Committee concludes that the questionnaire responses are a valid reflection of the level of classroom competence of the faculty member, it will not recommend reappointment. If a department decides to recommend the reappointment of a faculty member with such a negative response record, the department Student Evaluation Committee shall have the right immediately to appeal this recommendation to the appropriate Dean and if necessary to the President. Pending the outcome of such appeals, any action to reappoint will be held in abeyance.

(iii) The same procedures are to be applied to untenured faculty who are being considered for reappointment with tenure.

(iv) Strongly positive questionnaire responses for a faculty member during the time periods indicated in F. (i) and (ii) above, shall be a strongly presumptive basis for reappointment of the faculty member; such reappointment may be denied by the department if it concludes that the faculty member is not demonstrating prospects of achieving professional growth within the discipline.

(v) Reappointment with tenure shall also be based on other required and significant criteria of professional accomplishments and standing.

G. As to tenured faculty:

Strongly negative student questionnaire responses for a faculty member for 5 successive semesters can be assumed to have given ample opportunity for the kind of reviews, spelled out in the preceding paragraphs of this Article. They shall therefore be taken as a strongly presumptive basis for a departmental recommendation that the faculty member: (1) either be assigned to non-teaching duties he or she is demonstrably competent to perform; or (2) be brought up on charges of incompetence, with due recognition of all rights under law under applicable collectively negotiated contracts.

Section 4
The Procedure for Promotion to Full Professor

1. The Procedure for Promotion to Full Professor will begin with nominations and requests for consideration for promotion to full professor being directed to the President of Hunter College by the date announced by the President's Office. This date will be included in the Schedule of Promotions for Full Professors disseminated each year by the Provost's office to deans and department chairs. Nominations may be made by the Department Chair, the Department P&B, or any Full Professor. Copies of the nomination or request for consideration will be directed also to the Provost, the Dean of the candidate's respective school or division, and the Chairperson of his or her respective department.

2. When the chair of a department is a candidate for promotion to full professor, all of the chair's duties in the promotion process for all candidates for promotion to full professor shall be assumed by a chair pro tem. This includes having voice and vote on the departmental P&B, the appropriate divisional or school P&B, and the college-wide Committee on Faculty Personnel and Budget (FP&B) when such bodies consider the issue of promotion to full professor. For the purposes of this section, the Ancillary Units (including the Library), shall be regarded as a division, the FP&B Subcommittee on Personnel in Ancillary Units as the divisional P&B, and the chair of the Subcommittee on Personnel in Ancillary Units as the divisional dean. The chair will have neither voice nor vote on any P&B when it considers any aspect of the process for promotion to full professor. The chair pro tem shall be elected at the first departmental meeting after the deadline date announced by the President for receiving nominations and requests for consideration for promotion to full professor. The chair pro tem will be elected by the full time faculty of the department who would ordinarily be eligible to vote for department chair, and will need a majority vote of all such members of the department for election. Hereafter references to the chair will be understood to apply either to the department chair, if that person is not a candidate for promotion to full professor, or to the chair pro tem.

3. The departmental P&B committee will be responsible for reviewing the files, scholarship materials, and letters of outside evaluation for all the candidates for promotion to full professor within the department and to make a recommendation as to whether the candidate should be endorsed for promotion.

4. The departmental P&B committee shall compile the list of external evaluators. Although the candidate shall be invited to submit names for this list, the final determination of who shall be contacted is the responsibility of the departmental P&B committee and the department Chair.

5. The Chair of the candidate's department shall on behalf of the departmental P&B committee perform such administrative tasks as contacting outside evaluators, sending them the candidates' appropriate materials, receiving the evaluations, and transmitting them to the departmental P&B committee. The Chair shall write the Chair's report summarizing the candidate's record.

6. The departmental P&B committee shall make its recommendation to the respective school or divisional Personnel and Budget Committee via the office of the respective Dean. The candidate will be informed of the recommendation and, if negative, may elect to withdraw or to continue in the process.

7. The responsibilities of the Dean shall include, but not be limited to, scheduling meetings of the respective personnel and budget committee; scheduling interviews with candidates and the respective personnel and budget committee; duplicating the candidates' curriculum vitae, external evaluations, and any other pertinent materials; maintaining the files on the candidate; and placing candidates' publications in the Archives.

8. The appropriate divisional or school personnel and budget committee shall review all supporting documents for the candidate's promotion. An interview before this committee may be requested by the candidate or the committee. Refusal to meet with the committee shall not be prejudicial to the candidate. However, the committee shall not refuse to meet with the candidate once such a meeting is requested in writing by the candidate. The committee may ask any member of the full-time faculty to serve as a resource in gathering pertinent information on the candidate's relevant discipline, including members from the candidate's department and/or school or division.

9. The appropriate divisional or school personnel and budget committee will judge whether to recommend or not recommend each candidate falling within its purview. The committee will vote by secret ballot and minutes of the meeting shall be kept pursuant to Robert's Rules, newly revised. All affirmative recommendations must be by a majority of the committee. The Dean shall transmit a report of the committee's recommendations to the President's and Provost's Offices indicating those candidates recommended and those candidates not recommended. Each candidate will be informed of the recommendation and, if negative, may elect to withdraw or to continue in the process.

10. The Deans of each School or Division shall transmit to the President, Provost, and the Office of Personnel for duplication and distribution the curriculum vitae, chair's report, teaching evaluations, and external evaluations for each candidate. All members of the FP&B shall receive copies of the curriculum vitae, chair's report, and teaching evaluations. The Deans shall receive copies of the external evaluations for all candidates and shall make them available to members of the FP&B for review. The Deans shall place all other documents, including publications, in the Archives.

11. The President shall send a report of the recommendations to all members of the FP&B prior to the meeting designated to consider promotions to full professor. At that meeting, members of the FP&B shall deliberate and vote on the FP&B recommendation to the President concerning which candidates should be recommended to the Board of Trustees for promotion.

12. The President shall review the recommendations of the FP&B and notify the candidates, in writing, who the
ARTICLE XII

The Hunter College Ombuds Officer shall consider complaints and grievances that are brought by any member of the Hunter College community, concerning a condition or problem in the College, may investigate the conditions giving rise to such complaints and may refer cases to others when the usual appeals procedures seem adequate. The Ombuds Officer will undertake independent investigations, in general, only if the usual procedures have proved inadequate or have been exhausted, and shall be empowered to recommend action to any officer or to any committee or organization of the College. The Ombuds Officer shall from time to time report on his or her work to the Hunter College Senate; and may otherwise publicize the results of investigations.

Section 5

The Ombuds Officer shall be responsible for causing an impartial review to be conducted of the structure and the functioning of the College Senate at the end of two years of operation, with a view to recommending such changes in structure, functions, operations, by-laws and the like as this review of Senate experience may indicate.

ARTICLE XIII

Section 1

Amendments to the Charter may be proposed for referendum by a three-fourth majority of the Senate members present and voting at any meeting, regular or special, provided that the text of the proposed amendment has been submitted in writing to the Senate membership no less than ten days prior to such meeting. To be approved, amendments shall require a majority vote in each constituency, faculty and students, with no less than 30% of each voting.

Petition for amendment may be filed either by 20% of the Senate membership or by 10% of either the student or the faculty voting constituency.

Section 2

This section is an amendment to Section 1 of Article XIII and, preserving the spirit of equity regarding sessional representation of students and faculty, governs the possible amendment of all articles of the Charter except the total percentages of the faculty, student, and administration representation as set forth in Article III, Section 1.

A. An amendment may be proposed by the Charter Review Committee or by written petition to the Administrative Committee bearing the signatures of not less than 20% of the Senate members or 200 members of the Hunter College community.

B. Upon receipt, the Administrative Committee will schedule as the first order of business, a First Reading of the proposed amendment, not later than the second regular meeting following its submission date, for discussion without vote.

C. A Second Reading will take place at the next Senate meeting, at least 27 days later, the complete text having been mailed to all Senate members and to the chief officer of the faculty organizations and the student governments. At such meeting, the proposed Amendment shall be subject to amendment from the floor by a 3/4 vote of those present and voting. After debate on the proposed Amendment as submitted and amended, the Amendment will be formally proposed if it receives a 3/4 vote of all those present.

D. A Third Reading will be the first order of business after the election of Senate Officers at the first meeting of the new Senate (Article VI. Section 1). Approval by written ballot by 3/4 of all those present shall constitute adoption, which shall be certified by the Chairperson to the President.

ARTICLE XIV

Ratification of this Charter will be completed when it has been:

A. Accepted by a majority of all students and a majority of the instructional staff of Hunter College; provided that at least 30% of each constituency votes.

B. Recommended by the President of Hunter College to the CUNY Board of Higher Education Trustees.
C. Approved by the CUNY Board of Higher Education Trustees

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AMENDMENTS:

1979: ARTICLE XIV Section 2

1980: ARTICLE VIII Sections 10, 11

1981: ARTICLE III Section 1; ARTICLE IV Section 1. C (ii), E (i), H (i), (ii); ARTICLE VIII Section 8. A, B, Section 12

1985 ARTICLE VIII Section 5; Elimination of Sexist Language: ARTICLE IV Section 1. (iii), Section 2, C; ARTICLE V Sections 1, 2, 3; ARTICLE VIII Sections 3, 4, 6, 7, 10; ARTICLE X Sections 1, 3; ARTICLE XII Section 3. D, F (i), F (ii), F (iv), 3. G; ARTICLE XIII Sections 2, 4.

1987: ARTICLE I Section 1; ARTICLE II Section 3; ARTICLE XII Section 1; ARTICLE III Section 2; ARTICLE IV Section 1. A, B, Section 2. A (i), (ii), B (i), (ii), C (i), D (i), E (i), H (i); Sections 3, 4, 5; ARTICLE VIII Sections 1. B, Section 2, Section 3, A, B, D; Sections 4, 5, 6, 7, 8, 9, 11, 12, and 13.

1992: ARTICLE VIII Section 14; ARTICLE XIV Section 2. A.

1998: ARTICLE III, Section 1, new Section 2; ARTICLE IV Section 1 A, B, Section 2 A, B, C, D, F, G, H(ii); Section 3 B, Section 4; ARTICLE V, Sections 1 and 3; ARTICLE VII Section 2; ARTICLE VIII Section 3 A, B, D, Section 4 A, Sections 5, 6, 8, 9, 10, 11, new Sections 15 and 16; ARTICLE XI (XII)Section 2, new Section 4.

2006: ARTICLE III, Section 1, new Section 2; ARTICLE IV, Section 2 A, B, C, D, E, F, G, new Section 3; ARTICLE VIII, Section 1, new paragraph C and D, Section 3, 4, 5, 8, 9, 10, 11, 12, 14, 15, 16, new Section 17.

2015: ARTICLE IV, Section 1 B (i), (ii), Section 2. C; ARTICLE VIII, Section 3 D; ARTICLE V, Section 1; ARTICLE VI, Section 1; ARTICLE XIII, Section 2 D.

2016: Title; ARTICLE I; ARTICLE II Section 3; ARTICLE III Section 1, 3, 4; ARTICLE IV Section 2 A, B, C, E, F, G; ARTICLE VIII Section 1, 3 4 A, 4 B, 5, 6, 9, 11, 12, 14, 18, 19, 20, 21; ARTICLE XI Section 4; ARTICLE XII; ARTICLE XIV.

23 November 2015 [insert date approved by BoT]
ARTICLE I

Section 1

The Hunter College Senate was established as the legislative body of the College with authority to determine College policy on all matters not reserved now or hereafter by Education Law or Board of Trustees Bylaws to the President of Hunter College, to other officers or duly constituted bodies of the College or The City University, or the Board of Trustees.

Section 2 (Initial Meeting)

Effective as of the first meeting of the Senate, the present Hunter College Faculty Council was considered dissolved and its powers assumed by the College Senate under terms of this Charter.

ARTICLE II

Section 1

As the College legislative agency, the Senate shall have policy-making powers in the following areas:

A. Curriculum and related education matters.
B. Academic requirements and standards of academic standing.
C. College development, review and forward planning of facilities, staff, and fiscal requirements.
D. Instruction and the evaluation of teaching.
E. Safeguarding the academic freedom of ALL members of the Hunter community.
F. Other matters which may be subsequently assigned to the legislative prerogatives of Hunter College.

Section 2

In addition to its legislative powers, the Senate shall have the right to express itself formally as an advisory body in any area it considers important, and to transmit its recommendations to the appropriate authorities.

ARTICLE III

Section 1

The Hunter College Senate shall have 100 Senators and Alternates sufficient in number to provide two faculty alternates for each department, being composed of 57% faculty members, 38% students and 5% representatives of the administration, with seats reserved in the following proportions:

44% Professors, Associate Professors, Assistant Professors, Instructors on full-time appointments, and Lecturers on full-time appointments.
13% Lecturers (part-time), Adjunct faculty, and all other part-time members of the teaching faculty who are not also serving in full-time appointments, Clinical Professors, Distinguished Lecturers, and non-faculty department members in the title series College Laboratory Technician and Higher Education Officer.
14% Full-time Undergraduate students, other than students in the SEEK Program.
11% Part-time Undergraduate students.
2% Undergraduate students – SEEK Program.
11% Graduate students.
5% Administration.

Section 2

Senators shall have full voting rights in the Senate. Alternates may vote and be counted as part of the quorum only when properly seated according to Senate procedures.

Section 3

Ex officio nonvoting membership shall be extended to:

a. the Presidents of the Hunter College Undergraduate Student Government and the Graduate Student Association;
b. the President of the Hunter College Alumni Association;
c. the Presidents of the Hunter College HEO Forum and the College Laboratory Technician Council;
or designee of any of the preceding.

These members shall have full floor rights but no voting rights; they shall not be eligible to become officers of the Senate (Article V).

Section 4

The College Senate shall schedule regular nominations and elections once a year during the last four weeks of classes in the spring semester; and it shall convene following such elections no later than June 1. The faculty and the student bodies shall be responsible, through duly constituted organizations, for conducting the elections of their respective representatives in accordance with the terms of this Charter.

ARTICLE IV

Section 1

A. Hunter College is an institution organized into schools, divisions, and departments, the structure and titles of which may change as the needs of its students change. It also has an administrative structure and administrative officers which change in title and function as the college develops. Therefore, wherever the Charter refers to a specific administrative officer (e.g. Dean, Registrar, etc.), or academic unit (e.g. department, school, divisions, etc.), or academic position (e.g. instructor, lecturer, etc.), such language should be construed to include any equivalent officer, academic unit, or academic position regardless of the particular language that is currently in use. In all such instances not fixed by the Charter, the equivalencies shall be
determined by the Administrative Committee of the Senate and approved by the Senate.

B. For the purposes of the Charter, the following equivalencies shall apply:

(i) The word "department" shall mean any unit of the college that elects members to its Personnel & Budget Committee, and shall include as well the School of Nursing, School of Urban Public Health, School of Social Work and the Library. In addition, for the purposes of Article IV, Student Services shall be included as a department.

(ii) The word "division" shall mean any unit of the college that has a P & B Committee consisting of representatives of more than one department but fewer than all the departments. They include Humanities and the Arts, Sciences and Mathematics, and Social Sciences (which form the School of Arts and Sciences), School of Education. Together, the Schools of Nursing, Health Professions, and Urban Public Health comprise a division.

Section 2

A. The 44 Senate seats reserved for representatives in the ranks of Professor, Associate Professor, Assistant Professor, Instructors on full-time appointments, and Lecturers on full-time appointments shall be filled as follows:

(i) All departments shall be rank-ordered by the number of such faculty in the department. Each department shall be allocated 1 seat, and the remaining seats shall be allocated by assigning one additional seat to each department from the top of the list down, until the available number is exhausted.

(ii) Each department will fill its allocated seats by nominations from and elections by its faculty members in the ranks of Professor, Associate Professor, Assistant Professor, Instructor on full-time appointment, and Lecturer on full-time appointment.

B. The 13 Senate seats reserved for representatives in the ranks of Lecturer (part-time), Adjunct faculty, any other part-time members of the teaching faculty who are not also serving in full-time appointments, Clinical Professor, Distinguished Lecturer, and department members in the title series College Laboratory Technician and Higher Education Officer shall be filled as follows:

(i) One seat shall be reserved for Student Services, and shall be filled by nomination and election among the department members in these ranks.

(ii) Each of the departments that include members in these ranks may elect from among their number one nominee for one of the 12 remaining Senate seats.

(iii) The remaining 12 seats shall then be filled by an at-large election from among the nominees selected according to paragraph B (ii) above. In this election, votes shall be cast only by the members of the departments to which B (ii) applies who are in the ranks of Lecturer (part-time), Adjunct faculty, any other part-time members of the teaching faculty who are not also serving in full-time appointments, or department members in the title series College Laboratory Technician and Higher Education Officer.

C. The 14 Senate seats reserved for Full-time undergraduate students, other than students in the SEEK Program, shall be filled as follows:

(i) Of these seats, 9 shall be reserved for Full-time department majors. Toward their election, each department will elect, from nominations made within its own ranks, 1 nominee for these seats. All Full-time Seniors, Juniors, and Sophomores who have declared their major will elect the required number of representatives by an at-large vote among these nominees.

(ii) The remaining 5 Senate seats shall be reserved for Full-time Freshmen and Sophomores who have not as yet declared their major. Candidacy at-large shall be declared by filing a petition meeting the requirements established by the Senate. From the pool of such candidates, the Full-time Freshmen and non-major Sophomores will elect the required number of representatives by an at-large election.

D. The 11 Senate seats reserved for Part-time undergraduate students shall be filled as follows:

Candidacy at-large shall be declared by filing a petition meeting the requirements established by the Senate. From the pool of such candidates, the Part-time undergraduate students will elect the required number of representatives by an at-large election.

E. All graduate student positions shall be filled by the Graduate Student Association of Hunter College (GSA) according to the representational requirements outlined below and in Article III.1 and Article IV.4.B.

In the event that the GSA decides not to put forth a sufficient number of students to fulfill the representational requirements outlined in Article III.1 and Article IV, Section 2.E of the College Charter, or fails to do so by the first regularly scheduled meeting of a new Senate (at the end of the spring semester), nominations can be made by the Senate Administrative Committee or any seated Senator during a regular Senate meeting. In addition, candidacy at-large can be declared by filing a petition meeting the requirements established by the Senate. From the pool of such candidates, graduate student representatives shall be elected by a vote of the full Senate during a regular meeting.

The 11 Senate seats reserved for graduate students shall be filled as follows:

(i) 6 seats shall be filled by graduate students matriculated in programs offered in the various divisions (as defined
in Article IV.1.B.ii) and the School of Social Work; one seat to each division and the School of Social Work.

(ii) There shall be 4 representatives who are matriculated graduate students and are elected by the matriculated graduate students in an at-large election.

(iii) There shall also be 1 non-matriculated graduate student representative.

F. Two Senate seats shall be filled by nominations and elections from among and by the students in the SEEK Program.

G. 5 representatives of the administration, one of whom shall be in the title series HEO or CLT, shall be appointed by the President of Hunter College.

H. (i) A Senate seat reserved for faculty members with specific rank, or other qualifications (as outlined in Article IV, Sections 2A and B), that remains vacant after the elections scheduled for such seats, shall be filled for the remainder of the regular term by a faculty election conducted by a process approved by the Senate.

(ii) A Senate seat reserved for students with specific major-non-major, graduate-undergraduate or other qualifications (as outlined in Article IV, Sections C, D, E, and F) that remains vacant after the elections scheduled for such seats, shall be filled for the remainder of the regular term by a student election conducted by a process approved by the Senate.

Section 3

Each department shall be allocated one seat for a faculty alternate. The faculty alternates shall be elected in accordance with the specified nomination and election procedures of Article IV. The student alternates shall be elected by a process approved by the Senate. The administration alternates shall be appointed by the President.

Section 4

For each of the constituencies, defined by the election procedures of Article IV, Section 2, the eligibility to serve and the right to vote shall be based on the same qualifications:

A. For every such category, eligibility to be nominated or elected to the Senate, or to vote in Senate elections, shall require one full semester of service in the specified rank, position, and/or status preceding the semester in which such nominations are made or the elections take place.

B. Students shall be in good standing. Graduate students shall have completed at least 3 hours of credit. Part-time Undergraduate students shall have completed at least 6 hours of credit.

C. Those holding appointment to the instructional staff while enrolled in a graduate program at Hunter College under conditions that make them eligible to stand for election to the Senate and to vote in Senate elections as graduate students shall not be eligible for nominations or election to the senate or to vote in Senate elections as faculty members. If ineligible as graduate students, enrollment in graduate courses shall not affect eligibility as faculty members.

Section 5

In College-wide referenda and other votes conducted among all members of the instructional staff combined, a ballot cast by a faculty member in the rank of Professor, Associate Professor, Assistant Professor, Instructor, or Lecturer (full-time) on full-time annual appointment, or cast by department members in the title series College Laboratory Technician and Higher Education Officer, shall be tallied as a full vote. A ballot cast by a faculty member in the ranks of Lecturer (part-time), Adjunct Lecturer, or any other part-time member of the teaching faculty not also serving on a full-time appointment shall be tallied as a half vote.

Section 6

Certification as to class, status, and standing of students shall be made by the Registrar. Certification as to rank, position, and status of faculty shall be made by the Chief Academic Officer. Appointed representatives of the administration shall be certified to the Senate by name and administrative title.

ARTICLE V

Section 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. Their term of office shall be one year, and the Chair and Vice-Chair shall not serve in their respective offices for more than four consecutive terms.

Section 2

The Chair may, if he or she so desires, appoint a recording secretary with the responsibility for preparing the minutes and keeping the papers of the Senate in order.

Section 3

The Chair, Vice Chair, and Secretary of the Senate, together with the Chair of the Evening Council (Article VIII. Section 16) shall constitute the Administrative Committee of the Senate. The Chair of the Senate shall be the Chair of this Committee which will:

A. Prepare the agenda for regular and special meetings, causing it to be published in the College no less than 10 days before the meeting.

B. Be responsible for having prepared an Administrative Report, presenting the recommendations of the various Senate Committees that are considered routine, this report to be distributed to the representatives 10 days in advance of the meeting. Unless exceptions are taken, this Report will be handled as a single item on the Agenda.
C. Assure continuity of the Senate's business between meetings.

**ARTICLE VI**

**Section 1**

The regular term of office for representatives shall be 2 years, extending from May of the first year to just prior to the first meeting of the new Senate the following year, in keeping with the calendar approved by the Senate. From the members, elected in the initial election, however, one-half shall be selected by lot in each category to serve a single year only. Hence, in the future, one-half of the Senate seats will be filled by the annual elections. Unexpired terms shall be filled at the next scheduled elections.

**Section 2**

A vote for recall of a representative may be petitioned either by one-half or by 20 members of the representative's constituency, whichever is smaller. For this purpose, the constituency shall be defined as consisting of no less than the number of votes cast in the election of the representative. Seats vacated by recall shall be filled at the time of the next election for whatever portion may remain of the unexpired term.

**ARTICLE VII**

**Section 1**

The Senate shall be empowered to regulate the conduct of its business, including the establishment of a schedule for regular meetings and procedures for calling special meetings. The calendar of regular meetings shall be established sufficiently far in advance to permit its publication in the Registrar's annual College Calendar. The Senate shall develop practical election provisions with a view towards keeping itself as nearly as possible at full strength. It shall have the right to extend the mandated committee structure (Article VIII) by establishing additional standing, special or ad-hoc Committees; and it shall set its own rules of procedure and operation, being governed until it does so by Robert's Rules of Order, latest edition.

**Section 2**

The regular meetings of the Senate shall be open to all members of the Hunter College community, and all of such members shall have the right to be recognized under procedures to be established by the Senate.

**Section 3**

A quorum of the Senate and its Committees shall consist of no less than one-half of their voting membership plus one, unless otherwise prescribed in this Charter or specified under procedures established by the Senate.

**ARTICLE VIII**

**Section 1**

A. All committees of the Senate shall preserve the spirit of equity regarding sessional, divisional, and other representation of students and faculty, and in the scheduling of meetings. Committee membership shall be open to all members of the faculty and to all students who are eligible for membership on the Senate. They shall be elected by the Senate from among nominations made by a Nominating Committee (Article IX) and/or nominations from the floor.

B. When a committee vacancy cannot be filled with a faculty member or student with specified qualifications that vacancy shall be first reported to the Senate and then may be filled by a faculty member or student, respectively, without regard to the qualification specified.

C. Senate committees report to the Senate

D. Alternate members on committees may only vote and be counted in the quorum when regular members are absent.

E. Each committee has two faculty alternates.

**Section 2**

In reorganizations of the Hunter College administration, Academic Administrators designated to serve ex-officio on standing committees of the Senate shall have responsibility, as nearly as possible, for the same functions as those who are currently designated to serve in such capacity.

**Section 3**

In the exercise of its responsibility for the design and modification of Hunter College curricula the Senate shall establish two Committees on Course of Study, one graduate and one undergraduate. These committees shall be constituted as follows:

A. **The Graduate Course of Study and Academic Requirements Committee**

Six faculty members who teach in the graduate program, at least one faculty member from each of the divisions (as defined in Article IV.1.B.ii); a faculty member from the School of Social Work; 2 graduate students and 2 graduate student alternates; and serving without vote the Registrar, the Deans of the divisions and/or schools or designees, the Chief Academic Officer or designee, and the Chief Librarian or designee.

B. **The Undergraduate Course of Study Committee**

One faculty representative from each of the divisions (as defined in Article IV.1.B.ii), a faculty member from the School of Social Work, and two from the divisions serving at-large; 3 students and 3 student alternates; and, serving without vote the Chief Academic Officer or designee, the Deans of the divisions and/or schools or designees, the Director of Student Services, and the Chief Librarian or designee.

C. Both of these Committees shall be chaired by faculty members elected by the voting members of the Committee.

D. Both of these Committees shall have Deputy Chairs elected by the voting members of the Committee.
E. There shall also be Committees on Curriculum in the School of Arts and Sciences, the Division of the School of Health Professions, the School of Education, and the School of Social Work. These committees shall be composed of the dean (with vote) and one faculty member from each department in the school or division, elected by the department as it may decree in its By-laws (see Article XI), and 3 students and 3 student alternates. The School of Arts and Sciences Curriculum Committee shall also include one faculty and one student representative from two of the interdisciplinary programs. These Committees shall review proposals initiated by departments or programs or may initiate their own proposals for programs or curriculum changes, submitting such proposals for consideration to the appropriate Senate Committee on Course of Study.

The Curriculum Committees shall have the right to act on curriculum proposals, in accordance with the Procedures for Preparing and Submitting Curriculum Proposals for College Approval approved by the Hunter College Senate. Decisions by these Committees may be appealed by the departments or programs to the relevant Senate Committee on Course of Study. Matters on which appeals are pending shall not be forwarded to the Senate, and a two-thirds majority of the Senate Committee members present and voting shall be required to override such divisional decisions.

Section 4

A. The Undergraduate Course of Study Committee shall have oversight authority on all undergraduate curricular matters. It shall also concern itself through study and research with policies relating to the undergraduate curricular organizations. All proposals pertaining to:

(i) General Education Requirements.
(ii) New Majors.
(iii) New Minors.
(iv) Credit and Major or Minor concentrations.
(v) Degree Requirements.
(vi) Interdisciplinary Program.
(vii) Experimental courses

shall be submitted to the Undergraduate Course of Study Committee for action.

Final decision on all curricular matters is to be made by the College Senate, except in cases where final authority is vested in the Undergraduate Course of Study Committee by the Senate.

B. The Graduate Course of Study and Academic Requirements Committee shall review all Master's and Doctoral Programs and graduate courses to be listed in the Hunter College Bulletin on graduate studies, whether on the Master's or the Doctoral level. Its functions shall also include the review and coordination of graduate academic requirements, the formulation of policy, for adoption by the Senate, regarding the methods of grading, admissions, attendance, withdrawal, maintenance of academic standards, accreditation of work done at other institutions. The Director of Admissions, Vice President for Student Affairs (or designee), and other resource persons as deemed necessary, are requested to attend all meetings of the committee concerning graduate academic requirements as non-voting members.

Section 5

There shall be a Committee on Undergraduate Academic Requirements consisting of one faculty member from each of the divisions (as defined in IV.1.B.ii), a faculty member from the School of Social Work, and two faculty members from the divisions serving at-large; 3 students and 3 student alternates. The Dean of Students, the Chief Academic Officer or designee, a Director of Advising, a representative of Student Services, and the Registrar shall serve without vote. The Chair shall be a faculty member elected by the voting membership of the Committee. Its functions shall include the formulation of policy regarding methods of grading, requirements of student attendance, regulations relating to withdrawal from courses, and admissions not specified by Board of Trustees By-laws.

Section 6

There shall be a Committee on Student Standing, consisting of 5 faculty members including a representative from the SEEK Program. The Dean of Students or designee, the Director of Advising and a representative of Student Services shall serve without vote. The Chair of the Committee shall be elected by its voting membership. The Committee shall be responsible for the evaluation of student records, for recommending to the Senate the award of degrees to qualified students, and for formulating policy, for adoption by the Senate, on the retention of students and the maintenance of academic standards.

Section 7

In order to insure effectiveness, compatible procedures and comparable standards in the evaluation of teaching and teachers by the students throughout the departments (Article XI), and to assure the formal consideration of the results of such appraisals in the professional evaluation of members of the teaching faculty, the Senate shall establish a Committee on Evaluation of Teaching. This Committee will, among other things, be responsible for: the preparation of standard guides for an evaluation questionnaire to provide opportunities, under its supervision, for some departmental variation in the details of the evaluation procedure; continuing review of the scope, validity, content, and efficacy of the questionnaires actually utilized; and the compilation, analysis, and publication of the data produced by such questionnaires in order to facilitate widespread understanding of the purposes and results of the evaluation procedure.

The Senate Committee on Evaluation of Teaching will consist of 12 members, all with vote: 7 students and 5 faculty members. If a student has been elected to the Administrative Committee of the Senate, that student will serve as a committee member, and chair the committee.

Section 8

There shall be established a Master Plan Committee of the Senate, consisting of one faculty member from each division (as defined in IV.1.B.ii), and the School of Social Work; 3 students and 3 student alternates, and a Chair, elected by the Senate.
without constraint as to category. In addition, the Chief Academic Officer and the Vice President for Administration or their designees shall serve as non-voting members. This Committee will be the general College development planning group, concerning itself with the priorities that affect long term projections as regards programs and facilities. It will make policy recommendations on these matters for adoption by the Senate, and it will be responsible for drafting the annual revision of the Hunter College portion of the CUNY Master Plan, submitting such draft for approval to the Senate.

Section 9

There shall be a Committee on the Budget, consisting of one faculty member from each division (as defined in IV.1.B.ii) and the School of Social Work; the Director of SEEK; 2 students and 2 student alternates; and a Chair elected by the Senate without constraint as to category. The Chief Academic Officer, the Vice President for Administration and designee will serve ex-officio without vote.

The Committee on the Budget shall annually develop the guidelines which, on review by the Senate and approved by the President of Hunter College, will be followed by the departments in the preparation of their projected budgets. It will review the resulting consolidated annual budget of the College and report on it to the Senate.

In addition, it will advise the President, at the latter's discretion, on the apportionment of instructional resources, budget, and space allocated to the College.

Section 10

The Senate shall establish a Committee on Grade Appeals, consisting of 4 faculty members, and 3 students and 3 student alternates. The Committee on Grade Appeals will consider grade appeals in which the student or faculty member involved takes exception to the decision of the Departmental Grade Appeals Committee. The Committee on Grade Appeals shall establish guidelines for procedures to be followed in its review of grade appeals and will report its decisions in each case to the parties concerned, the Department Chair, and to the Registrar. The decision of the Grade Appeals Committee is final.

The Committee shall also make an annual statistical report to the Senate.

Section 11

There shall be a Committee on the Calendar, consisting of one faculty member from each of the divisions (as defined in IV.1.B.ii), a faculty member from School of Social Work, and 2 students and 2 student alternates. The Dean of Students or designee, the Director of Advising, the Registrar, and the Director of Financial Aid shall serve without vote. The Committee on the Calendar will make recommendations on the College Calendar, and, in consultation with the Faculty Personnel & Budget Committee, on the Bell Schedule. The Committee will also evaluate existing registration procedures and make recommendations regarding changes in registration procedures.

Section 12

There shall be a Committee on Departmental Governance, consisting of one faculty member from each division (as defined in IV.1.B.ii), a faculty member from the School of Social Work, 2 students and 2 student alternates, and one member of the administration (all with vote). The Committee on Departmental Governance shall: (a) make recommendations to the Senate on standards for Departmental By-laws; (b) review Departmental By-laws and Amendments approved by departments and make recommendations for Senate action; (c) make recommendations to the Senate on alleged infractions of Departmental By-laws.

Section 13

Administrative Search Committees shall be constituted for all administrators (full deans and above) who, because of the nature of their policy making, have a significant impact on academic affairs and on the rights and welfare of the students and the faculty. The proceedings of search committees shall be confidential.

Different search committee staffing procedures may be appropriate for administrators who have college-wide impact and those who affect primarily only their divisions (as defined in IV.1.B.ii). In any procedure adopted, the Senate shall be responsible for nominating the panel of search committee candidates and search committee Chairs from whom the College President or the CUNY Board of Trustees, as appropriate, will select the search committee and the search committee Chair. This section shall be read consistent with applicable CUNY Board of Trustees policy on presidential search committees.

The search committee shall have the responsibility of nominating candidates for administrative positions to the College President who shall have the final authority to make recommendations to the CUNY Board of Trustees.

Section 14

There shall be a Committee on Charter Review, consisting of one faculty member from each division (as defined in IV.1.B.ii); a faculty member from the School of Social Work; 3 students and 3 student alternates; one member of the Administration to be designated by the President who shall serve ex-officio; and a Chair elected by the Senate.

The Committee shall be empowered to review the composition, structure and functions of the Hunter College Senate and to propose to the Senate amendments to the Governance Plan in accordance with the provisions of Article XIII, Section 2.

Section 15

The Senate shall establish a Committee on Computing and Technology, consisting of one faculty member from each of the divisions (as defined in IV.1.B.ii), the School of Social Work, the Library, and one faculty member at-large who conducts research that depends on computers and who complements and diversifies the knowledge base of the committee; and 2 students and 2 student alternates. Two members of the staff, the Director of ICIT, and the Provost (or designee) shall serve without vote.
The committee shall both propose and review computing technology plans and strategies as they impact on the instructional, research, and administrative functions at the College. The committee will consult with all affected communities before issuing proposals or review documents. Goals of this committee would include using technology to improve all aspects of the College functioning in a manner which enhances productivity for all members of the College community and spreads both the benefits and costs of these technologies equitably among the members of the community.

Specifically, this committee shall be asked to address strategies to assure appropriate hardware and software access for students, faculty, and staff including part-time faculty and staff both on campus and remote locations; the use of computing to enhance the instructional mission of the College; the means to provide computer-based student services and administrative functions; allocations and expenditures of college resources intended for computing and technology; college efforts to obtain external resources for enhancing the college's capabilities in the area.

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.

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.

Section 17

The Senate shall establish a Committee on the Library, consisting of one faculty member from each of the divisions (as defined in Article IV. 1. B. ii), the School of Social Work, Main Library, Branch Library, 2 students and two student alternates, and the Chief Librarian who shall serve ex-officio without vote.

The Committee shall function in an advisory capacity to the Chief Librarian and as a liaison between the Library and the College community. It shall encourage periodic review of immediate and long-term needs of the Library and library needs of individual departments and disciplines. The committee shall review an annual summary of the status of library resources and services to be provided by the Chief Librarian, and report on it to the Senate in the Fall semester.

Section 18

There shall be a Committee on Academic Freedom consisting of one faculty member from each of the divisions (as defined in the Charter IV. 1.B.ii), the School of Social Work, the Library, and one faculty member at-large, one member of the HEO staff, two students, and two faculty alternates, one HEO alternate, and two student alternates. The Provost (or designee) shall serve ex-officio without vote. The chair shall be a faculty member elected by the voting membership of the committee.

The charge of the committee shall include: to monitor, examine and report annually to the Senate on the status of academic freedom at the college; to make appropriate recommendations regarding academic freedom policies and practices to the college’s governance bodies and, as appropriate, through those bodies to the University Faculty Senate; to investigate possible violations of academic freedom.

In order to ensure a secure and protected environment for individuals who wish to bring cases of abridgement of academic freedom before the committee, such charges will be examined by a subcommittee of two members chosen by the committee chair in consultation with the rest of the committee. In addition, the committee chair shall be recused from serving on the subcommittee.

Section 19

There shall be a Standing Committee on Academic Assessment and Evaluation, consisting of one full-time faculty from each division of the School of Arts and Sciences, three full-time faculty members at-large from the School of Arts and Sciences, one faculty from each of the Schools of Education, Social Work, Nursing and Health Professions, two students-at-large from the School of Arts and Sciences, the Director of Assessment, a HEO representative and a HEO Alternate, and, serving ex-officio without vote the Deans of the schools of Arts and Sciences, Social Work, Nursing and Health Professions, Education (or their respective designees); the Chief Academic Officer and the Vice President of Student Affairs (or their respective designees); and the Director of Institutional Research. The Chair shall be a faculty member elected by the voting membership of the Committee, the Deputy Chair shall be a voting member elected by the voting membership of the Committee.

The specific charges to the committee shall include to develop, implement, review, and approve all college policies and procedures related to academic assessment; to seek necessary support (logistical and otherwise) for the proper implementation of approved college assessment processes and policies; to coordinate with other Senate committees to ensure that all policies and procedures related to academic assessment are faculty-driven; to serve as an assessment advisory committee for academic departments and programs, and work with all relevant constituencies as needed; to inform the academic community about accreditation standards as presented by the Middle States Commission on Higher Education; and to deliver regular reports to the Hunter Senate.
Section 20

There shall be a Committee on General Education, consisting of one full-time faculty member from each division of the School of Arts and Sciences, three full-time faculty members at-large from the School of Arts and Sciences, one full-time faculty member from each of the professional schools with undergraduate degree programs, two students-at-large, the Chair, who shall be a full-time faculty member elected by the voting membership of the Senate, and, serving ex-officio without vote: Dean of the School of Arts and Sciences (or designee), the Provost (or designee), the Director of Assessment, the Chair of the Undergraduate Course of Study Committee (or designee), the Chair of the Committee on Academic Assessment and Evaluation (or designee), the Registrar (or designee), and the Director of Advising Services (or designee).

The specific charges to the committee shall include: Develop, review, and approve all college policies and procedures pertaining to the general education program (including related graduation requirements) and curriculum; determine course approval guidelines for courses to be included in general education; receive and review programmatic assessment data and make recommendations about such proposals; lead and coordinate periodic review of courses in general education; devise programmatic assessment for general education; develop, review, and approve all college policies and procedures related to general education are faculty-driven; and deliver regular reports to the Hunter Senate.

Section 21

There shall be a Committee on Food Services and Facilities, consisting of three full faculty members, three students, and the College Business Manager to serve as a Chairperson ex-officio, all Committee members to have a vote. The Committee shall be responsible for advising the administration concerning all food services at the College, including the quality, variety, prices, and presentation of the food, as well as dining facilities. An annual review of all contracted food services shall be part of the Committee’s responsibility.

ARTICLE IX

The Founding of the Hunter College Senate in 1970

Section 1

It shall be the responsibility of the President of Hunter College to set the place and time of the first election within thirty days of the ratification (Article XIV) of this Charter, to convene the newly elected Senate for its first meeting, and to function as its Chair until the first slate of officers has been elected.

Section 2

The next order of business shall be the review and adoption of the Evening Session Council By-laws and the seating of the student representatives at-large, elected by the electoral college of Evening Session Council student members, provided such elections are found to have taken place in consonance with the approved By-laws.

Section 3

The Senate shall then proceed with the election of a Nominating Committee, so that nominations for membership on the standing committees can be made. This committee shall be composed of 4 faculty representatives, 4 student representatives, and one Chair without vote. Ties shall be reported to the Senate.

ARTICLE X

Nothing in the terms of this Charter shall be construed to prevent the continuation, or the establishment in the future, of student government and faculty organizations under instruments of governance which do not arrogate unto such bodies the exercise of functions properly mandated by this Charter to the College Senate, or any body or committee thereof.

ARTICLE XI

Section 1

It shall be the responsibility of individual departments to devise, to change as required, and – after approval by the Senate – to publish their own Bylaws, providing for a departmental policy committee or committees, a Committee on the Evaluation of Teaching, and such other committees as College and Board of Trustee By-laws may require or departmental preference may indicate.

Section 2

It is the intent that departments, given the differences in their size and variations in their programs, shall have and exercise substantial latitude in devising their policy making structures, provided that they assure by representation and schedule opportunity for participation of day, evening, and graduate students and faculty. Large departments may find it expedient to have separate departmental policy committees for undergraduate and graduate sessions, capped by an appropriate arrangement for coordination between them. Departmental policy bodies shall include equal numbers of voting faculty and student members, and there shall be one among them whose duties include that of reviewing the adequacy of departmental governance and to initiate proposals for change if deemed necessary.

Departmental By-laws shall also provide for the review of curriculum proposals. In small departments, this may be assigned as one of its duties to the Departmental Policy Committee. In larger departments, a distinct curriculum committee, or even separate committees on the graduate and the undergraduate curriculum, may be specified.

Section 3
Section 4

1. **The Procedure for Promotion to Full Professor** will begin with nominations and requests for consideration for promotion to full professor being directed to the President of Hunter College by the date announced by the President's Office. This date will be included in the Schedule of Promotions for Full Professors disseminated each year by the Provost's office to deans and department chairs. Nominations may be made by the Department Chair, the Department P&B, or any Full Professor. Copies of the nomination or request for consideration will be directed also to the Provost, the Dean of the candidate's respective school or division, and the Chairperson of his or her respective department.

2. When the chair of a department is a candidate for promotion to full professor, all of the chair's duties in the promotion process for all candidates for promotion to full professor shall be assumed by a chair pro tem. This includes having voice and vote on the departmental P&B, the appropriate divisional or school P&B, and the college-wide Committee on Faculty Personnel and Budget (FP&B) when such bodies consider the issue of promotion to full professor. For the purposes of this section, the Ancillary Units (including the Library), shall be regarded as a division, the FP&B Subcommittee on Personnel in Ancillary Units as the divisional P&B, and the chair of the Subcommittee on Personnel in Ancillary Units as the divisional dean. The chair will have neither voice nor vote on any P&B when it considers any aspect of the process for promotion to full professor. The chair pro tem shall be elected at the first departmental
meeting after the deadline date announced by the President for receiving nominations and requests for consideration for promotion to full professor. The chair pro tem will be elected by the full time faculty of the department who would ordinarily be eligible to vote for department chair, and will need a majority vote of all such members of the department for election. Hereafter references to the chair will be understood to apply either to the department chair, if that person is not a candidate for promotion to full professor, or to the chair pro tem.

3. The departmental P&B committee will be responsible for reviewing the files, scholarship materials, and letters of outside evaluation for all the candidates for promotion to full professor within the department and to make a recommendation as to whether the candidate should be endorsed for promotion.

4. The departmental P&B committee shall compile the list of external evaluators. Although the candidate shall be invited to submit names for this list, the final determination of who shall be contacted is the responsibility of the departmental P&B committee and the department Chair.

5. The Chair of the candidate's department shall on behalf of the departmental P&B committee perform such administrative tasks as contacting outside evaluators, sending them the candidates' appropriate materials, receiving the evaluations, and transmitting them to the departmental P&B committee. The Chair shall write the Chair's report summarizing the candidate's record.

6. The departmental P&B committee shall make its recommendation to the respective school or divisional Personnel and Budget Committee via the office of the respective Dean. The candidate will be informed of the recommendation and, if negative, may elect to withdraw or to continue in the process.

7. The responsibilities of the Dean shall include, but not be limited to, scheduling meetings of the respective personnel and budget committee; scheduling interviews with candidates and the respective personnel and budget committee; duplicating the candidates' curriculum vitae, external evaluations, and any other pertinent materials; maintaining the files on the candidate; and placing candidates' publications in the Archives.

8. The appropriate divisional or school personnel and budget committee shall review all supporting documents for the candidate's promotion. An interview before this committee may be requested by the candidate or the committee. Refusal to meet with the committee shall not be prejudicial to the candidate. However, the committee shall not refuse to meet with the candidate once such a meeting is requested in writing by the candidate. The committee may ask any member of the full-time faculty to serve as a resource in gathering pertinent information on the candidate's relevant discipline, including members from the candidate's department and/or school or division.

9. The appropriate divisional or school personnel and budget committee will judge whether to recommend or not recommend each candidate falling within its purview. The committee will vote by secret ballot and minutes of the meeting shall be kept pursuant to Robert's Rules, newly revised. All affirmative recommendations must be by a majority of the committee. The Dean shall transmit a report of the committee's recommendations to the President and Provost's Offices indicating those candidates recommended and those candidates not recommended. Each candidate will be informed of the recommendation and, if negative, may elect to withdraw or to continue in the process.

10. The Deans of each School or Division shall transmit to the President, Provost, and the Office of Personnel for duplication and distribution the curriculum vitae, chair's report, teaching evaluations, and external evaluations for each candidate. All members of the FP&B shall receive copies of the curriculum vitae, chair's report, and teaching evaluations. The Deans shall receive copies of the external evaluations for all candidates and shall make them available to members of the FP&B for review. The Deans shall place all other documents, including publications, in the Archives.

11. The President shall send a report of the recommendations to all members of the FP&B prior to the meeting designated to consider promotions to full professor. At that meeting, members of the FP&B shall deliberate and vote on the FP&B recommendation to the President concerning which candidates should be recommended to the Board of Trustees for promotion.

12. The President shall review the recommendations of the FP&B and notify the candidates, in writing, who the President will recommend to the CUNY Board of Trustees for promotion to full professor. The President also has the authority to make an independent recommendation for promotion after consultation with the appropriate departmental P&B Committee and with the FP&B.

13. The President shall notify in writing those candidates who will not be recommended to the Board of Trustees for promotion. After receipt of this notification, candidates not recommended for promotion to full professor may appeal, writing directly to the President.

ARTICLE XII

Section 1

The College shall establish the office of Hunter College Ombuds Officer, providing a full-time secretary and such assistants as the incumbent may choose to staff the operation.

Section 2

Any member of the College community eligible to serve on the Senate may be nominated or may nominate herself or himself for the position of Hunter College Ombuds Officer. Such nominations shall be addressed to the Nominations Committee of the Senate which may make its own nominations as well as soliciting them from the floor of the Senate. Each candidate shall be voted on individually by a for-or-against vote, the appointment going to the candidate with the highest plurality of “for” votes, provided their number exceeds two-thirds of the number of representatives present and voting.
Section 3
The appointment shall be for a term of three years, removal from office to occur only as the result of demonstrated inability to perform the duties of the office.

Section 4
The Hunter College Ombuds Officer shall consider complaints and grievances that are brought by any member of the Hunter College community, concerning a condition or problem in the College, may investigate the conditions giving rise to such complaints and may refer cases to others when the usual appeals procedures seem adequate. The Ombuds Officer will undertake independent investigations, in general, only if the usual procedures have proved inadequate or have been exhausted, and shall be empowered to recommend action to any officer or to any committee or organization of the College. The Ombuds Officer shall from time to time report on his or her work to the Hunter College Senate, and may otherwise publicize the results of investigations.

Section 5
The Ombuds Officer shall be responsible for causing an impartial review to be conducted of the structure and the functioning of the College Senate at the end of two years of operation, with a view to recommending such changes in structure, functions, operations, by-laws and the like as this review of Senate experience may indicate.

ARTICLE XIII
Section 1
Amendments to the Charter may be proposed for referendum by a three-fourth majority of the Senate members present and voting at any meeting, regular or special, provided that the text of the proposed amendment has been submitted in writing to the Senate membership no less than ten days prior to such meeting. To be approved, amendments shall require a majority vote in each constituency, faculty and students, with no less than 30% of each voting.

Petition for amendment may be filed either by 20% of the Senate membership or by 10% of either the student or the faculty voting constituency.

Section 2
This section is an amendment to Section 1 of Article XIII and, preserving the spirit of equity regarding sessional representation of students and faculty, governs the possible amendment of all articles of the Charter except the total percentages of the faculty, student, and administration representation as set forth in Article III, Section 1.

A. An amendment may be proposed by the Charter Review Committee or by written petition to the Administrative Committee bearing the signatures of not less than 20% of the Senate members or 200 members of the Hunter College community.

B. Upon receipt, the Administrative Committee will schedule as the first order of business, a First Reading of the proposed amendment, not later than the second regular meeting following its submission date, for discussion without vote.

C. A Second Reading will take place at the next Senate meeting, at least 27 days later, the complete text having been mailed to all Senate members and to the chief officer of the faculty organizations and the student governments. At such meeting, the proposed Amendment shall be subject to amendment from the floor by a 3/4 vote of those present and voting. After debate on the proposed Amendment as submitted and amended, the Amendment will be formally proposed if it receives a 3/4 vote of all those present.

D. A Third Reading will be the first order of business after the election of Senate Officers at the first meeting of the new Senate (Article VI, Section 1). Approval by written ballot by 3/4 of all those present shall constitute adoption, which shall be certified by the Chairperson to the President.

ARTICLE XIV
Ratification of this Charter will be completed when it has been:

A. Accepted by a majority of all students and a majority of the instructional staff of Hunter College; provided that at least 30% of each constituency votes.

B. Recommended by the President of Hunter College to the CUNY Board of Trustees.

C. Approved by the CUNY Board of Trustees

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AMENDMENTS:
1979: ARTICLE XIV Section 2
1980: ARTICLE VIII Sections 10, 11
1981: ARTICLE III Section 1; ARTICLE IV Section 1. C (ii), E (i), H (i), (ii); ARTICLE VIII Section 8. A, B, Section 12
1985 ARTICLE VIII Section 5; Elimination of Sexist Language: ARTICLE IV Section 1. (iii), Section 2. C; ARTICLE V Sections 1, 2, 3; ARTICLE VIII Sections 3, 4, 6, 7, 10; ARTICLE X Sections 1, 3; ARTICLE XII Section 3. D, F (i), F (ii), F (iv), 3. G; ARTICLE XIII Sections 2, 4.
1987: ARTICLE I Section 1; ARTICLE II Section 3; ARTICLE XII Section 1; ARTICLE III Section2; ARTICLE IV Section 1. A, B, Section 2. A (i), (ii), B (i), (ii), C (i), D (i), E (i), H (i); Sections 3, 4, 5; ARTICLE VIII Sections 1. B, Section 2, Section 3, A, B, D; Sections 4,5, 6, 7, 8, 9, 11, 12, and 13.
1992: ARTICLE VIII Section 14; ARTICLE XIV Section 2. A.
1998: ARTICLE III, Section 1, new Section 2; ARTICLE IV Section 1 A, B, Section 2 A, B, C, D, F, G, H(ii); Section 3 B, Section 4; ARTICLE V, Sections 1 and 3; ARTICLE VII Section 2; ARTICLE VIII Section 3 A, B, D, Section 4 A, Sections 5, 6, 8, 9, 10, 11, new Sections 15 and 16; ARTICLE XI (XII) Section 2, new Section 4.

2006: ARTICLE III, Section 1, new Section 2; ARTICLE IV, Section 2 A, B, C, D, E, F, G, new Section 3; ARTICLE VIII, Section 1, new paragraph C and D, Section 3, 4, 5, 8, 9, 10, 11, 12, 14, 15, 16, new Section 17.

2015: ARTICLE IV, Section 1 B (i), (ii), Section 2. C; ARTICLE VIII, Section 3 D; ARTICLE V, Section 1; ARTICLE VI, Section 1; ARTICLE XIII, Section 2 D.

2016: Title; ARTICLE I; ARTICLE II Section 3; ARTICLE III Section 1, 3, 4; ARTICLE IV Section 2 A, B, C, E, F, G; ARTICLE VIII Section 1, 3 4 A, 4 B, 5, 6, 9, 11, 12, 14, 18, 19, 20, 21; ARTICLE XI Section 4; ARTICLE XII; ARTICLE XIV.

[insert date approved by BoT]
LEHMAN COLLEGE

Amendment to the Governance Plan

RESOLVED, That the proposed amendment to the Governance Plan of Lehman College be adopted, effective June 27, 2017.

EXPLANATION: The proposed amendment to the Governance Plan of Lehman College of The City University of New York was approved by the Lehman College Senate on February 8, 2017 and is recommended by the College President.

The amendment concerns administration representatives to the College Senate. The Plan calls for twelve administration representatives. The amendment provides that if the College’s President, Vice Presidents and Deans total more than twelve, the President will designate prior to the first Senate meeting of the academic year which twelve administrators will serve in the Senate for that year.
I. The Lehman College Senate

A. General Statement

The Lehman College Senate shall replace the existing Faculty Council. The Senate shall be a unicameral body, representing the faculty, students, administration, and non-teaching instructional staff (delineated in article 1.C.3) of the College, presided over by the President of the College.

B. Functions of the Senate

Subject to the authority and the Bylaws of the Board of Trustees, the College Senate shall be responsible for the formulation of academic policy and for legislative and advisory functions related to the programs, standards, and goals of the College.

1. Policy Functions

It shall have the power to formulate policy, to make policy recommendations, and to review the implementation of policy concerning

a) Academic affairs, including the development of curricula; degree requirements; inter-disciplinary programs; admission and grading practices and standards; and the awarding of credits, degrees and honors;

b) Long-range planning to achieve the overall goals of the College, within The City University and the College community, including responsibility for the continued development of the College;

c) Campus life and activities which promote the total educational program, including ancillary services within the College; student organizations; alumni and community relations;

d) Practices and procedures for protection of academic freedom, the rights and liberties of each member of the Lehman College community, and the equitable settlement of internal campus problems.
2. Advisory Functions

It shall have the following advisory functions:

a) To advise on the appointment of the President of the College and all Full Deans;

b) To propose amendments to, and revisions of, the Bylaws of the Board of Trustees, and to recommend action to other bodies with jurisdiction over The City University;

c) To assist the College Personnel and Budget Committee in the determination of budgetary priorities within the College;

d) To advise the President, Deans, and Department Chairs concerning the procedures for faculty appointments, reappointments, promotions, tenure awards, and dismissal.

3. Legislative Functions

It shall have the following legislative responsibilities:

a) To carry out by legislation the aforestated policy functions;

b) To take such other recommending actions as the Senate may wish.

C. Composition of the Senate

The Senate shall consist of representatives of the faculty, the students, the non-teaching instructional staff (delineated in article 1.C.3) and the administration of the College, with a total membership of 102 senators.

1. Representation of Faculty

a) Department Representation.
   One representative with at least two years of full-time service shall be elected from each department by and from those members eligible to vote in that department.

b) At-Large Representation.
   The number of faculty senators elected at-large shall be adjusted to maintain the total number of department representatives and at-large faculty senators at 51.

c) Apportionment of Faculty Elected At-Large.
Faculty Senators elected at-large shall be elected by and from the full-time members of the instructional staff acting as a single electorate. At-large Senators shall be apportioned in the following manner: Group A, consisting of all full professors, all associate professors, and all assistant professors with tenure; and Group B, consisting of all assistant professors without tenure, all instructors, and all lecturers full-time at the time of the election. At least one-third of the at-large seats shall be assigned to Group A faculty, and at least one-third to Group B faculty.

d) Representation of Part-Time Faculty
Three part-time faculty Senators shall be elected from those part-time members of the instructional staff who teach at least six semester hours per week. They shall be elected by all part-time members of the instructional staff.

e) Floor and Voting Rights
All faculty representatives in the Senate, whether departmental or at-large, part-time or full-time, shall have full floor rights and voting rights.

2. Administration Representatives

The President, Vice-Presidents, and Full Deans, shall be members of the Senate with full voting and floor rights. Prior to the first Senate meeting of the academic year, the President shall appoint additional administration representatives for one year terms with full voting and floor rights so that the total number of administrators in the Senate, including ex-officio representatives, shall equal twelve. If the President, the Vice Presidents, and the Full Deans total more than twelve, the President shall designate prior to the first Senate meeting of the academic year which twelve of them shall serve as administration representatives for the year.

3. Non-Teaching Instructional Staff Representatives

There shall be five representatives, elected by and from the Higher Education Officer and College Laboratory Technician series. They shall serve with full voting and floor rights.

4. Student Representatives

For purposes of Senate composition "student" shall be defined as matriculated students.

a) Number of Students.
There shall be 34 students comprising the total student membership of the Senate.
b) Election of Students.

Student Senators shall be elected at-large. Graduate students shall receive at least one guaranteed seat.

D. Length of Service in the Senate

1. At-large Faculty and Non-Teaching Instructional Staff Representatives. All full-time and part-time faculty elected at-large, and non-teaching instructional staff representatives elected to the Senate shall serve two-year terms and shall be eligible for re-election.

2. Departmental Representatives.
Departmental Representatives shall be elected at times coinciding with regular departmental elections for Chair and departmental Personnel & Budget committees, shall serve for a term of three years, and shall be eligible for re-election.

3. Student Representatives.
Students shall be elected annually, shall serve for a term of one year, and shall be eligible for re-election.

4. Vacancies.

(a) Senate seats shall be considered vacant when a senator is no longer employed by or matriculated at the College, or when a senator resigns from the Senate.

(b) Vacancies in seats designated for Faculty at-large, Non-Teaching Instructional Staff, and Student Representatives shall be filled by the person who received the next highest vote total in the most recent election for such seats. If there are no eligible individuals remaining on the list from the previous election, a special election shall be held.

E. Organization of the Senate

The Senate shall establish the necessary offices, committees, and procedures to carry out its responsibilities, and take other necessary actions for the implementation of its aforesaid powers, with the following qualifications:

1. A joint faculty/student/administration committee shall establish procedures and mechanisms for the first election of the Senate, in conformity with the provisions stated under “Composition of the Senate.” The faculty and administration members of the committee shall be chosen by Faculty Council. Student members shall be chosen by the student legislature. The committee shall provide for election of at-large student members proportional to the full-time equivalent registration of the Undergraduate and
Graduate sessions. Thereafter the Senate itself shall establish procedures and mechanisms for its own elections.

2. As a general policy, membership in committees of the Senate shall include Faculty, students, and administrators, and shall be open to nonmembers of the Senate.

3. Meetings of the Lehman College Senate shall be open to all members of the Lehman College community. Floor rights may be granted to nonmembers by vote of the Senate at the request of a member of the Senate.

II. Nullification of Senate Action

Enactment of Legislation By Referendum

A. Nullification of Senate Action

The General Faculty and the Student Body shall have the power to nullify any Senate decision or action in the following manner:

1. Initiation of an action to nullify a Senate decision or action shall be by petition of 20 percent of the faculty or 10 percent of the student body. The petition shall be directed to the Senate.

2. The Senate shall conduct separate referenda of the General Faculty and the Student Body within 20 class days of submission of a petition to nullify a decision or action, except that when the summer interim intervenes, the referenda shall be conducted within 20 class days of the commencement of the fall semester. Such actions to nullify must be completed by the conclusion of the first full semester following the Senate decision or action in question.

3. Nullification of a Senate decision or action shall require a two-thirds majority vote of both the General Faculty and the Student Body in the separate referenda, provided that 60 percent of the faculty and 30 percent of the student body vote in such referenda.

4. In any action to nullify, should a simple majority of either 60 percent of the faculty or 30 percent of the student body approve the proposal to nullify, the Senate will automatically reconsider the decision or action in question.

B. Enactment of Legislation By Referendum

The General Faculty and the Student Body shall have the power to enact legislation in the following manner:
1. Initiation of legislation shall be by petition of 20 percent of the faculty or 10 percent of the student body. The petition, stating the proposed legislation, shall be directed to the President of Lehman College.

2. The President shall submit the proposed legislation to separate referenda of the General Faculty and the Student Body within 20 class days of submission of petition to enact legislation, except that when the summer interim intervenes, the referenda shall be conducted within 20 class days of the commencement of the fall semester.

3. Enactment of legislation shall require a 75 percent majority vote of both the General Faculty and the Student Body in the separate referenda, provided that 60 percent of the faculty and 30 percent of the student body shall vote in such referenda.

III. Departments

Department functions and structures shall be retained with the following qualifications:

A. The Department Chair shall be elected except as otherwise specified in the Bylaws of the Board of Trustees, for a period of three years by members of the instructional staff of the department who hold faculty rank or faculty status.

B. Student participation on department committees shall be as follows:

1. Personnel and Budget Committees. Subject to the authority of the Professional Staff Congress/CUNY contract with the Board of Trustees: Students shall serve the departmental Personnel and Budget Committees in advisory capacity, with the method of service and number of students to be determined by the respective departments.

2. Other Standing Committees. Students shall have full voting rights on all departmental standing committees, other than Personnel and Budget Committees, with the number of students and the method of election to be determined by the respective departments.

IV. Personnel and Budget

The current Personnel and Budget Committee structures and functions on both the department and college-wide levels shall be retained, with the following qualifications:
A. Departments

1. Eligibility to Serve
Members of the instructional staff with full-time appointments in titles of Professor, Associate Professor and Assistant Professor may serve as members of the Personnel and Budget Committees of their departments; four of the five members of the committee must be tenured, unless there are fewer than four tenured faculty members in the department.

2. Eligibility to Vote
All full-time members of the instructional staff may vote for members of the Personnel and Budget Committees of their departments.

3. Promotion to Full Professor
Nominations for promotion to full professor shall be forwarded to the College Committee on Faculty Personnel and Budget by the chairperson of the department when there is a positive recommendation of the departmental Committee on Personnel and Budget.

B. College-wide Personnel and Budget Committee

1. Student Representation
Subject to the authority of the Professional Staff Congress/CUNY contract with the Board of Trustees: Students shall serve the College-wide Personnel and Budget Committee in an advisory capacity, with the method of service and number of students to be determined by the Committee.

V. General Faculty

A. Composition of the General Faculty

The General Faculty of Lehman College shall be composed of all full-time members of the instructional staff, and all others who teach at least six semester hours per week. All such members shall be entitled to full voting and floor rights at any meeting of the General Faculty, and may vote in any election or referendum in which the General Faculty participates. Other members of the instructional staff shall have full floor rights in meetings of the General Faculty.

B. Functions of the General Faculty

The General Faculty may:

1. consider any matter related to the interests or welfare of Lehman College;

2. take positions on College issues;
3. deal with any matter related exclusively to faculty interests or welfare, not specifically assigned to another body;

4. make recommendations to the Lehman College Senate and to any agent, department, committee, or organization of the College, and review actions taken in pursuance to its recommendations;

5. elect at-large Senators to the Lehman College Senate, as provided in appropriate sections of Article I;

6. elect by secret ballot faculty representatives to the University Faculty Senate, and other bodies or committees as requested;

7. and shall act through referendum in the process of Nullification of Senate Actions, in the procedure for Enactment of Legislation By Referendum.

VI. Student Body

A. Composition

The Student Body of Lehman College shall consist of all matriculated students, and all non-matriculated students.

B. Functions

The Student Body shall:

1. elect student representatives to the Lehman College Senate and, upon request, to other bodies and committees;

2. act through referendum in the process of Nullification of Senate Actions and in the procedure for Enactment of Legislation By Referendum.

3. Any student or group of students may make recommendations to the Senate and to any agent, department, committee, or organization of the College.

C. Student Conference

1. Composition

The student members of the Senate shall constitute the Student Conference.
2. Functions

a) Shall provide a forum for discussion of, and taking positions on, College issues;

b) Shall hold monthly meetings, open to the Lehman College community, to ascertain opinion on matters which are the concern of the Senate.

c) After consideration by the Student Conference, any item may be placed on the Agenda of the Senate.

D. Student Governance

An organization to administer student affairs shall be established by student referendum.

VII. Amendment Procedure

This document may be amended in the following manner:

A. Proposal of an Amendment

1. Proposal of an amendment to this document shall be in the following method:

A written proposal signed by 25 faculty and students, including at least 10 from each group, shall be considered as a proposed amendment to this governance document. All such proposed amendments shall be referred to the Senate Governance Committee. The Governance Committee will review the proposed amendment and recommend an appropriate course of action to the Senate.

B. Adoption of an Amendment

1. Procedure for adoption of amendments to this document shall be as follows: A 75% affirmative vote of Senators present shall be required to adopt an amendment to this governance document, provided that at least 2/3 of all Senators are present for such vote.

2. Amendments adopted by the procedure above shall be presented for approval to the Board of Trustees.

I. The Lehman College Senate

A. General Statement

The Lehman College Senate shall replace the existing Faculty Council. The Senate shall be a unicameral body, representing the faculty, students, administration, and non-teaching instructional staff (delineated in article 1.C.3) of the College, presided over by the President of the College.

B. Functions of the Senate

Subject to the authority and the Bylaws of the Board of Trustees, the College Senate shall be responsible for the formulation of academic policy and for legislative and advisory functions related to the programs, standards, and goals of the College.

1. Policy Functions

It shall have the power to formulate policy, to make policy recommendations, and to review the implementation of policy concerning

a) Academic affairs, including the development of curricula; degree requirements; inter-disciplinary programs; admission and grading practices and standards; and the awarding of credits, degrees and honors;

b) Long-range planning to achieve the overall goals of the College, within The City University and the College community, including responsibility for the continued development of the College;

c) Campus life and activities which promote the total educational program, including ancillary services within the College; student organizations; alumni and community relations;

d) Practices and procedures for protection of academic freedom, the rights and liberties of each member of the Lehman College community, and the equitable settlement of internal campus problems.
2. Advisory Functions

It shall have the following advisory functions:

a) To advise on the appointment of the President of the College and all Full Deans;

b) To propose amendments to, and revisions of, the Bylaws of the Board of Trustees, and to recommend action to other bodies with jurisdiction over The City University;

c) To assist the College Personnel and Budget Committee in the determination of budgetary priorities within the College;

d) To advise the President, Deans, and Department Chairs concerning the procedures for faculty appointments, reappointments, promotions, tenure awards, and dismissal.

3. Legislative Functions

It shall have the following legislative responsibilities:

a) To carry out by legislation the aforestated policy functions;

b) To take such other recommending actions as the Senate may wish.

C. Composition of the Senate

The Senate shall consist of representatives of the faculty, the students, the non-teaching instructional staff (delineated in article 1.C.3) and the administration of the College, with a total membership of 102 senators.

1. Representation of Faculty

a) Department Representation.

One representative with at least two years of full-time service shall be elected from each department by and from those members eligible to vote in that department.

b) At-Large Representation.

The number of faculty senators elected at-large shall be adjusted to maintain the total number of department representatives and at-large faculty senators at 51.
c) Apportionment of Faculty Elected At-Large.

Faculty Senators elected at-large shall be elected by and from the full-time members of the instructional staff acting as a single electorate. At-large Senators shall be apportioned in the following manner: Group A, consisting of all full professors, all associate professors, and all assistant professors with tenure; and Group B, consisting of all assistant professors without tenure, all instructors, and all lecturers full-time at the time of the election. At least one-third of the at-large seats shall be assigned to Group A faculty, and at least one-third to Group B faculty.

d) Representation of Part-Time Faculty

Three part-time faculty Senators shall be elected from those part-time members of the instructional staff who teach at least six semester hours per week. They shall be elected by all part-time members of the instructional staff.

e) Floor and Voting Rights

All faculty representatives in the Senate, whether departmental or at-large, part-time or full-time, shall have full floor rights and voting rights.

2. Administration Representatives

The President, Vice-Presidents, and Full Deans, shall be members of the Senate with full voting and floor rights. Prior to the first Senate meeting of the academic year, the President shall appoint additional administration representatives for one year terms with full voting and floor rights so that the total number of administrators in the Senate, including ex-officio representatives, shall equal twelve. If the President, the Vice Presidents, and the Full Deans total more than twelve, the President shall designate prior to the first Senate meeting of the academic year which twelve of them shall serve as administration representatives for the year.

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There shall be five representatives, elected by and from the Higher Education Officer and College Laboratory Technician series. They shall serve with full voting and floor rights.

4. Student Representatives

For purposes of Senate composition "student" shall be defined as matriculated students.
a) Number of Students.

There shall be 34 students comprising the total student membership of the Senate.

b) Election of Students.

Student Senators shall be elected at-large. Graduate students shall receive at least one guaranteed seat.

D. Length of Service in the Senate

1. At-large Faculty and Non-Teaching Instructional Staff Representatives. All full-time and part-time faculty elected at-large, and non-teaching instructional staff representatives elected to the Senate shall serve two-year terms and shall be eligible for re-election.

2. Departmental Representatives. Departmental Representatives shall be elected at times coinciding with regular departmental elections for Chair and departmental Personnel & Budget committees, shall serve for a term of three years, and shall be eligible for re-election.

3. Student Representatives. Students shall be elected annually, shall serve for a term of one year, and shall be eligible for re-election.

4. Vacancies.

(a) Senate seats shall be considered vacant when a senator is no longer employed by or matriculated at the College, or when a senator resigns from the Senate.

(b) Vacancies in seats designated for Faculty at-large, Non-Teaching Instructional Staff, and Student Representatives shall be filled by the person who received the next highest vote total in the most recent election for such seats. If there are no eligible individuals remaining on the list from the previous election, a special election shall be held.

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The Senate shall establish the necessary offices, committees, and procedures to carry out its responsibilities, and take other necessary actions for the implementation of its aforesaid powers, with the following qualifications:

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under “Composition of the Senate.” The faculty and administration members of the committee shall be chosen by Faculty Council. Student members shall be chosen by the student legislature. The committee shall provide for election of at-large student members proportional to the full-time equivalent registration of the Undergraduate and Graduate sessions. Thereafter the Senate itself shall establish procedures and mechanisms for its own elections.

2. As a general policy, membership in committees of the Senate shall include faculty, students, and administrators, and shall be open to nonmembers of the Senate.

3. Meetings of the Lehman College Senate shall be open to all members of the Lehman College community. Floor rights may be granted to nonmembers by vote of the Senate at the request of a member of the Senate.

II. Nullification of Senate Action

Enactment of Legislation By Referendum

A. Nullification of Senate Action

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1. Initiation of an action to nullify a Senate decision or action shall be by petition of 20 percent of the faculty or 10 percent of the student body. The petition shall be directed to the Senate.

2. The Senate shall conduct separate referenda of the General Faculty and the Student Body within 20 class days of submission of a petition to nullify a decision or action, except that when the summer interim intervenes, the referenda shall be conducted within 20 class days of the commencement of the fall semester. Such actions to nullify must be completed by the conclusion of the first full semester following the Senate decision or action in question.

3. Nullification of a Senate decision or action shall require a two-thirds majority vote of both the General Faculty and the Student Body in the separate referenda, provided that 60 percent of the faculty and 30 percent of the student body vote in such referenda.

4. In any action to nullify, should a simple majority of either 60 percent of the faculty or 30 percent of the student body approve the proposal to nullify, the Senate will automatically reconsider the decision or action in question.

B. Enactment of Legislation By Referendum
The General Faculty and the Student Body shall have the power to enact legislation in the following manner:

1. Initiation of legislation shall be by petition of 20 percent of the faculty or 10 percent of the student body. The petition, stating the proposed legislation, shall be directed to the President of Lehman College.

2. The President shall submit the proposed legislation to separate referenda of the General Faculty and the Student Body within 20 class days of submission of petition to enact legislation, except that when the summer interim intervenes, the referenda shall be conducted within 20 class days of the commencement of the fall semester.

3. Enactment of legislation shall require a 75 percent majority vote of both the General Faculty and the Student Body in the separate referenda, provided that 60 percent of the faculty and 30 percent of the student body shall vote in such referenda.

III. Departments

Department functions and structures shall be retained with the following qualifications:

A. The Department Chair shall be elected except as otherwise specified in the Bylaws of the Board of Trustees, for a period of three years by members of the instructional staff of the department who hold faculty rank or faculty status.

B. Student participation on department committees shall be as follows:

1. Personnel and Budget Committees.
   Subject to the authority of the Professional Staff Congress/CUNY contract with the Board of Trustees: Students shall serve the departmental Personnel and Budget Committees in advisory capacity, with the method of service and number of students to be determined by the respective departments.

2. Other Standing Committees.
   Students shall have full voting rights on all departmental standing committees, other than Personnel and Budget Committees, with the number of students and the method of election to be determined by the respective departments.

IV. Personnel and Budget

The current Personnel and Budget Committee structures and functions on both the department and college-wide levels shall be retained, with the following qualifications:
A. Departments

1. Eligibility to Serve
   Members of the instructional staff with full-time appointments in titles of Professor, Associate Professor and Assistant Professor may serve as members of the Personnel and Budget Committees of their departments; four of the five members of the committee must be tenured, unless there are fewer than four tenured faculty members in the department.

2. Eligibility to Vote
   All full-time members of the instructional staff may vote for members of the Personnel and Budget Committees of their departments.

3. Promotion to Full Professor
   Nominations for promotion to full professor shall be forwarded to the College Committee on Faculty Personnel and Budget by the chairperson of the department when there is a positive recommendation of the departmental Committee on Personnel and Budget.

B. College-wide Personnel and Budget Committee

1. Student Representation
   Subject to the authority of the Professional Staff Congress/CUNY contract with the Board of Trustees: Students shall serve the College-wide Personnel and Budget Committee in an advisory capacity, with the method of service and number of students to be determined by the Committee.

V. General Faculty

A. Composition of the General Faculty
   The General Faculty of Lehman College shall be composed of all full-time members of the instructional staff, and all others who teach at least six semester hours per week. All such members shall be entitled to full voting and floor rights at any meeting of the General Faculty, and may vote in any election or referendum in which the General Faculty participates. Other members of the instructional staff shall have full floor rights in meetings of the General Faculty.

B. Functions of the General Faculty
   The General Faculty may:

1. consider any matter related to the interests or welfare of Lehman College;

2. take positions on College issues;
3. deal with any matter related exclusively to faculty interests or welfare, not specifically assigned to another body;

4. make recommendations to the Lehman College Senate and to any agent, department, committee, or organization of the College, and review actions taken in pursuance to its recommendations;

5. elect at-large Senators to the Lehman College Senate, as provided in appropriate sections of Article I;

6. elect by secret ballot faculty representatives to the University Faculty Senate, and other bodies or committees as requested;

7. and shall act through referendum in the process of Nullification of Senate Actions, in the procedure for Enactment of Legislation By Referendum.

VI. Student Body

A. Composition
   The Student Body of Lehman College shall consist of all matriculated students, and all non-matriculated students.

B. Functions
   The Student Body shall:

1. elect student representatives to the Lehman College Senate and, upon request, to other bodies and committees;

2. act through referendum in the process of Nullification of Senate Actions and in the procedure for Enactment of Legislation By Referendum.

3. Any student or group of students may make recommendations to the Senate and to any agent, department, committee, or organization of the College.

C. Student Conference

1. Composition
   The student members of the Senate shall constitute the Student Conference.

2. Functions
   a) Shall provide a forum for discussion of, and taking positions on, College issues;
b) Shall hold monthly meetings, open to the Lehman College community, to ascertain opinion on matters which are the concern of the Senate.

c) After consideration by the Student Conference, any item may be placed on the Agenda of the Senate.

D. Student Governance

An organization to administer student affairs shall be established by student referendum.

VII. Amendment Procedure
This document may be amended in the following manner:

A. Proposal of an Amendment

1. Proposal of an amendment to this document shall be in the following method:

   A written proposal signed by 25 faculty and students, including at least 10 from each group, shall be considered as a proposed amendment to this governance document. All such proposed amendments shall be referred to the Senate Governance Committee. The Governance Committee will review the proposed amendment and recommend an appropriate course of action to the Senate.

B. Adoption of an Amendment

1. Procedure for adoption of amendments to this document shall be as follows: A 75% affirmative vote of Senators present shall be required to adopt an amendment to this governance document, provided that at least 2/3 of all Senators are present for such vote.

2. Amendments adopted by the procedure above shall be presented for approval to the Board of Trustees.

HUNTER COLLEGE

Naming of the Hannelore S. and Robert M. Bloch Commons

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of a student study area, located within the Silverstein Success Center on the 6th floor of Hunter College’s Cooperman Library, the “Hannelore S. and Robert M. Bloch Commons” in memory of Hannelore Stern Bloch and Robert M. Bloch.

EXPLANATION:  Linda S. Bloch and Sandra A. Bloch, as Trustees of The Robert M. Bloch Trust, have contributed $500,000 to name the student study area on the newly renovated 6th floor of Hunter College’s Library as part of a $750,000 gift to The Hunter College Foundation.

Linda Bloch is the owner of Riverside Travel Service, founded by her grandmother in 1925, and run for many years by her father, Robert Bloch. The Bloch family is a longtime supporter of Hunter College and was one of the earliest donors to the Hunter College Mother’s Day Fund. Robert Bloch visited the College with his family many times to meet the Mother’s Day scholars.

In recognition of the generosity of Mr. Bloch through his trust, the College wishes to name the student study area the “Hannelore S. and Robert M. Bloch Commons.”
HUNTER COLLEGE

Naming of the Elizabeth Hemmerdinger Screening Center

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of a screening room within the Silverstein Success Center of the Hunter College Library the “Elizabeth Hemmerdinger Screening Center.”

EXPLANATION: H. Dale Hemmerdinger has contributed $100,000 to The Hunter College Foundation to name the lecture/events/screening hall on the newly renovated seventh floor of Hunter College’s Library the “Elizabeth Hemmerdinger Screening Center,” in honor of his wife.

Elizabeth Hemmerdinger, a graduate of Hunter College Elementary School, is on the Board of Trustees of the Hunter College Foundation. She is an award-winning playwright, screenwriter, and producer. She is the founder and CEO of Providence Productions LLC, a film company she created in 2009 to “capture…extraordinary and complex stories about women.” A tireless advocate for women, Ms. Hemmerdinger is also a member of the Board of Directors of *Women’s Voices for Change*, a board member of PEN America, and a founding board member of *Dancing Dreams*, a non-profit organization that uses dance to allow high school girls and children with severe physical disabilities to reach their full potential.

H. Dale Hemmerdinger oversees the ATCO family of companies, as well as its parent company, The Hemmerdinger Corporation, and The Hemmerdinger Foundation. He is a board member of HCF Renovation Foundation, Inc. He previously served as Chairman of New York City’s Metropolitan Transportation Authority and as Commissioner of the New York City Conciliation and Appeals Board. He is active in many public and private organizations, including as Chair of the New York City Police Foundation.

In recognition of Mr. Hemmerdinger’s generosity, the College wishes to name the screening room within the Silverstein Success Center the “Elizabeth Hemmerdinger Screening Center.”
QUEENS COLLEGE

Naming of the Dina Axelrad Perry Pool

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Dina Axelrad Perry Pool” at Queens College.

EXPLANATION: Dina Axelrad Perry graduated from Queens College with a Bachelor’s degree in Economics in 1967 and earned her Master’s degree, also in Economics, in 1971. Mrs. Perry has had a long career as a senior portfolio manager, working at Chase and Neuberger Berman before joining Capital Research and Management Company, located in Washington, D.C. She is currently a Senior Vice President with the firm, which is internationally recognized in the field of portfolio management.

Dina Axelrad Perry is a member of the Board of Trustees of the Queens College Foundation and also serves on its Investment Committee. Mrs. Perry has pledged $1,000,000 to the Queens College Foundation, to be fulfilled in two $500,000 installments in May 2017 and September 2017. The Foundation will use $700,000 to establish a fund for pool renovations to include facility upgrades in aquatic areas and locker room upgrades. The remaining balance of $300,000 will establish an endowment fund for pool-related maintenance of the Dina Axelrad Perry Pool.

In recognition and honor of Mrs. Perry’s ongoing commitment and generosity to Queens College, the College recommends the naming of the “The Dina Axelrad Perry Pool.”
RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Dr. Anne Lopes as Interim Provost and Senior Vice President of Academic Affairs at John Jay College of Criminal Justice, effective August 1, 2017.

EXPLANATION: Dr. Anne Lopes has agreed to assume an instrumental position at the College with a vision to execute and implement the President's strategy for improving academic success. This appointment reflects the College's commitment to strong leadership in support of administrative excellence.

Dr. Lopes brings to this position a wealth of experience that encompasses more than twenty-five years of professional experience in higher education administration. She is a visionary executive with a distinguished career path who is recognized for transforming and strengthening all facets of academic life. Her core competencies include strategic planning, graduate and professional studies, and she has significant experience with international studies and programs.

Dr. Lopes holds a Ph.D. in Political Science from Freie Universität in Berlin, Germany, a Master’s in Political Theory from Goddard College in Cambridge, Massachusetts, and a B.A. in Political Science (American Studies) from Ramapo College.

The President strongly recommends her appointment.
ANNE LOPES

Education

1982 Freie Universität, Berlin, Germany
Dr. phil. in Political Science, summa cum laude
1979 Goddard-Cambridge, Goddard College, Cambridge, MA.
Master of Arts in Political Theory
1976 Ramapo College, Mahwah, NJ
Bachelor of Arts in Political Science with honors, concentration in American Studies, minor in Women's Studies

Executive Academic Leadership

2009- John Jay College of Criminal Justice—City University of New York
New York, New York
Underlying tenured appointment - Professor, Department of Political Science

2013- Associate Provost for Strategic Initiatives, Dean of Graduate Studies

Oversee Office of Strategic Initiatives, Office of Graduate Studies, John Jay Online, the Office of Professional Studies, and the Office of International Studies and Programs. Responsible for approximately 70 full-and part-time employees. Direct strategic planning and program development for all areas to increase synergies, expand offerings and revenue. Develop strategic partnerships and negotiate contracts with public sector agencies and private sector organizations in the U.S. and abroad. Conduct fundraising, working in close collaboration with the college’s president. Oversee program review and assessment. Supervise approximately $7,000,000 in budgets for all reporting areas. Establish yearly Performance Measurement Plan targets and assessment plans for all areas and programs.

Act as the chief academic administrator for all graduate programs on campus. Plan and promote academic success and retention initiatives related to the graduate programs serving approximately 1700 students face-to-face and online. Oversee program review and assessment. Collaborate with faculty to plan and meet strategic priorities, improve academic outcomes, ensure rigor and promote new program development. Oversee graduate program directors. Manage program review and assessment. Conduct faculty reviews in the personnel process. Collaborate with faculty, executive and administrative staff across the college and university to plan and implement programs and to achieve goals. Provide academic services to students through collaborations with graduate faculty and oversight of associate dean and directors.
Selected Accomplishments

- Conducted comprehensive strategic planning for all areas to increase revenue, promote rigor, advance excellence, and maximize resources.

- Reorganized Graduate Studies, Professional Studies and John Jay Online; launched Office of Strategic Initiatives and Office of International Studies and Programs. Hired directors of Professional Studies, Strategic Initiatives, International Studies and Programs and Associate Dean of Graduate Studies. Streamlined administrative processes and moved offices to research and evidence-based decision-making processes. Doubled staffing in administrative areas in two years to meet rapid expansion in programming and services.

- Increased revenue by over 100% in Professional Studies over two years by diversifying contracts and offerings in mission-related areas. Initiated the development of six online professional certification programs: Investigative Psychology (Spring 2016); ADA Compliance (Fall 2016); Law Enforcement Leadership (Fall 2016), Writing Across the Professions, Corporate Social Responsibility, and Cybersecurity (2016-2017).

- Planned and established comprehensive set of public-private partnerships (CUNY, John Jay College, six community colleges, the NYC Department of Education, law enforcement agencies, financial services industry leaders, technology firms, and non-profits).

- Planned and authored multiple, successful grant proposals to support strategic initiatives.

  - NSA-NSF GenCyber Student Summer Program, funded April 2016, $100,000.
  - The Price Family Foundation, “The Price Family Foundation Cyber Scholars Program at John Jay College,” funded January 2016, $100,000.
  - The Carrol and Milton Petrie Foundation, “The CUNY Justice Academy: Expanding the Pipeline in Computer Science and information Security, funded May 2016, $301,222
  - CUNY Workforce Development Initiative, “Education to Employment (E2E),” funded October 2016, $20,000

  **Co-authored**
  - Tides Foundation (Google), Faculty Development in Computer Science, funded April 2016, $35,000.
  - DANY, The Institute for Innovation in Prosecution, funded fall 2015, $3,000,000
Pending
- New York State Challenge Grant Program, CUNY 2020, “The Center for Applied Cyber Studies at John Jay College,” submitted September 2015, $7,000,000.

- Developed and implemented comprehensive five-year academic plan to significantly increase the number of masters and advanced certificate programs.


The following programs are currently under review at NYSED, in governance or under development: Human Rights MA; Development Studies MA; Immigration/Migration MA; Advanced Certificate in Victimology.

- Initiated comprehensive review and revision of graduate academic policies and guidelines in collaboration with faculty to promote achievement and completion, including policies on incompletes, grade appeals, and the thesis. Established a series of co-curricular workshops with micro-credentialing to improve academic outcomes. Developed and piloted virtual internship and career passport technologies.

- Expanded academic and career advisement; introduced technological tools to advisors. Launched Race and Justice initiative to provide a regular forum to discuss issues of concern to the community.

- Increased compensation to academic program directors and reallocated administrative resources to bolster support to directors and students. Established calendar of community events for faculty, students and staff to promote a culture of community for graduate students, faculty and staff.

- Developed and implemented a recruitment communications and marketing plan to increase student yield in graduate programs based on SEM principles. Designed degree plus program. Launched high school to professional education pipeline program in TECH and cybersecurity.

- Promoted curricular revision to update all offerings using community of practice model. Worked with graduate program directors for successful accreditation of Forensic Science MS by FEPAC and reaccreditation of the MPA by NASPAA. Updated and regularized academic program review for all offerings and integrated outcomes assessment.
• Increased faculty-led study abroad offerings by 200%; instituted services targeted to international students, including orientation, advisement and mentoring.

• Developed Latin America Initiative to advance institutional collaborations, faculty research, and technical assistance projects. Expanded scope of international technical assistance projects related to college mission to Guatemala and Mexico.

• Initiated and negotiated faculty license agreement for online course development. Initiated incentive program for faculty online course development.

2009 - 2013  Dean, Undergraduate Studies

Chief academic administrator of Undergraduate Studies (UGS). Directed UGS’ strategic planning and led programmatic innovations and initiatives to increase student retention and academic success for approximately 13,000 undergraduates. Collaborated with faculty to improve outcomes and enhance curriculum. Oversaw expansion of liberal arts offerings. Oversaw program review and outcomes assessment. Worked closely with administrators and staff across the college and collaborated with university staff to facilitate student academic attainment. Managed all UGS budgets.

Oversaw the general education program, Honors Program, CUNY Macaulay Honors College at John Jay, Office of Academic Advisement, Foundational Math and Quantitative Reasoning, SEEK, Writing Intensives, Office of Student Academic Success Programs, Office of Undergraduate Research, Pre Law Institute and Office of Fellowship and Scholarship Opportunities, International Studies and Programs, Pre College Programs, and Academic Planning. Conducted faculty reviews in the personnel process.

Selected Accomplishments

Academic Program Development

• Led the development of a new all campus general education curriculum consistent with the faculty’s vision and university-wide Pathways Program through extensive consultation and collaboration with faculty and CUNY’s central administration.

• Launched the John Jay College Honors Program, with a focus on retention and diversity. Expanded scope of faculty oversight and participation. Improved entrance scores and rates of academic success.

• Implemented a comprehensive academic and recruitment plan to launch the Macaulay Honors College at John Jay College.

• Established the Office for Undergraduate Research. Expanded the day-long administrator-led research showcase into a week-long faculty-led program. Instituted undergraduate research course options.

• Initiated Prior Learning Assessment (PLA) to increase adult population.
• Introduced a community of practice approach for new majors in Fraud & Forensics and Human Services & Community Justice.

• Formed a planning subcommittee for new liberal arts majors in the Undergraduate Curriculum and Academic Standards Committee (UCASC) and created an academic planning function to support faculty.

• Worked with major coordinators and UGS directors to introduce a culture of assessment (2009-10). Expanded program assessment to minors (2012-3). Developed feedback mechanisms for program improvements.

**Academic Success Outcomes**

Implemented plans to improve undergraduate academic success, with significant results for First Year Experience (FYE), student retention, credit accumulation, and GPAs (2011-2). General undergraduate outcomes include the following.

- One-year retention rate increased by 1.7%
- Two-year transfer retention rate increased by 1.7%
- Four-year graduation rate increased by 4.3% (second highest in the university)
- Six-year graduation rate for transfers increased by 4.5%
- LSAT scores increased from 141.1 to 142.81

• Improved SEEK outcomes significantly by reorganizing office and staff. Summer 2012 outcomes include the following.
  - The Math 1 pass rate increased by 9% (from 86% to 95%)
  - The Math 2 pass rate increased by 15% (from 61% to 76%)
  - The Reading pass rate increased by 9% (from 72% to 81%)

• Established a Math Foundations and Quantitative Reasoning Program and a comprehensive plan for the hiring of math educators. Outcomes include > 6% increase in the pass rate for Math 104 in the program’s first semester.

• Initiated a Latina/o retention initiative that led to a college-wide work group, new first year academic programming, and UGS faculty development activities.

• Initiated comprehensive review of undergraduate academic policies and guidelines to promote student achievement, including policies on incompletes and grade appeals, and guidelines on academic internships, the model syllabus, curriculum scaffolding, and capstones.

**Academic Services**

• Academic services were rated more highly at John Jay by undergraduates in 2011 than were services by students at all other CUNY campuses.

• Reorganized Undergraduate Studies to expand services despite budget cuts by streamlining costs (22% budget cut 2009-2011). Created Student Academic Success Programs (SASP) to expand high impact practices and promote synergy between programs and services.
• Improved faculty and staff morale in the SEEK Program through reorganization and more efficient and effective student academic support services.

• Expanded tutoring services through formal staff training programs, academic professional oversight, and standardized tracking and scheduling systems.

• Developed pilot with major coordinators for faculty advisement in the majors; over 80% of targeted faculty participated.

• Initiated Early Warning programming in the Honors Program and for selected subgroups in gateway math, composition, and science courses.

• Established Transfer Central, a comprehensive website to facilitate Justice Academy student transfer.

**Personnel**

• Collaborated with major coordinators to define roles and establish regularly scheduled training in student information systems. Coordinated resources with the Provost to support major coordinators’ assessment activities.

• Instituted a UGS directors’ team for planning and decision-making. Initiated systematic UGS staff development and staff recognition activities (topics included: accelerated learning; grant writing; project management; Latina/o retention).

• Improved communication by establishing *Undergraduate Studies News*, a monthly UGS newsletter. Updated all UGS websites.

• Increased staffing for math education, academic advisement, transfer academic transition programming, first year experience, sophomores programming, the CUNY Justice Academy, academic internships, International Studies and Programs, the honors programs, and the Pre Law Institute & Fellowship and Scholarship Opportunities, and the Office of Undergraduate Research.

**Grant Funding**

Successfully competed for CUNY funding for special undergraduate initiatives, including:


• Office of Academic Affairs, CUNY General Education Implementation Grant 2011-2012, $147,793.


• Office of Special Programs, Achieving Program Goals Program, “Toward a Comprehensive Learning Community for SEEK Students: Faculty and Tutor Development,” 2010-2011, $32,854.

• Office of Academic Affairs, Improving Undergraduate Learning Outcomes Program 2010-2011,
“Improving Undergraduate Learning Outcomes in Writing and Mathematics through Early Start and Passport Programming,” $40,000.

- Office of Academic Affairs, Innovation Grant Program 2009-2010, “Teacher Scholar Model,” $70,000.

In addition:

- UGS, FYE, multi-year joint grant with Department of Sciences, Title V, approximately $221,000 yearly.
- UGS, Justice Academy, Cooperative Title V multi-year grant with Bronx Community College, Secondary Partner (2012-2015), approximately $140, 000 yearly.
- Solicited university funding for extensive summer immersion programming and student recruitment to meet enrollment targets 2009-2010, $95,000.

Selected Committees

Chair, Provost’s Working Group on Adult Program Development, 2016-
Chair, Search Committee for Dean of Undergraduate Studies, 2016
Chair, Search Committee for Director of Admissions, 2015
Chair, Search Committee for the Director of Special Academic Sessions, 2014
Chair, Committee on Graduate Studies, 2013-
Chair, UCASC; Chair, Principles, Policies and Procedures Subcommittee; Co-chair Academic Standards Subcommittee, 2010 -2013
Chair, Council of Major Coordinators, 2009-2013
Chair, ad hoc Council of Minor Coordinators, 2012-2013
Chair, Director of Online Learning Search Committee 2011
Chair, Director of Development Search Committee 2011
Chair, John Jay Online Task Force, 2010-2011
Co-chair, Middle States Self Study Work Group Six 2011-2013
Member, Strategic Enrollment Workgroup, 2016-
Member, International Advisory Board (college-wide) 2014 –
Member, Strategic Positioning Group, 2011-2014
Member, Pathways Steering Committee (university-wide), 2011-2012
Member, Strategic Positioning Group, 2011-2013
Member, Retention Workgroup (college-wide) 2011-2013
Member, Middle States Steering Committee 2010-2013
Member, President’s Cabinet, 2009-
Member, Faculty Personnel Committee, 2009-
Member, Budget and Planning Committee, 2009-

2007- 2009 Empire State College—State University of New York. Metropolitan Center, New York, New York, with units in Staten Island and Brooklyn

Associate Dean and Professor, Political Science
Responsible for academic leadership and oversight of curriculum. Oversaw faculty development and support for individual faculty scholarly and creative work. Chaired faculty searches. Managed the center-wide accessory instruction budget. Hired and supervised all adjunct faculty. Provided leadership on academic review, prior learning assessment, curricular and cultural diversity initiatives, blended learning and teaching and mentoring innovations. Directly supervised the Director of Academic Support Services, Director of Academic Review, Director of Partnership Programs, Coordinator of Student Services, Documents Specialist, and Assistant to the Dean. Oversaw all student waivers, grievances, appeals, academic standing, conduct and disciplinary cases. Selected to participate in SUNY-wide residential, week-long Leadership Development Program, summer 2008.

**Selected Accomplishments**

- Conducted an assessment of curricular offerings that led to the development of systems and processes to improve the scope and depth of offerings.
- Established administrative and faculty review structures for center-wide academic planning.
- Co-led center’s 2008 Middle States Self-Study and authored final report
- Established an *ad hoc* faculty committee to develop transparent student portfolio assessment guidelines for academic review.
- Designed and implemented a comprehensive program of faculty development opportunities that included monthly workshops, short courses, writing groups, a resource “library” and individual consultations.
- Chaired nine national faculty searches.
- Instituted a systematic adjunct hiring process and development plan.
- Designed and authored a grant proposal for an e-portfolio faculty development initiative--successfully funded (externally).
- Initiated, developed and wrote grant proposal for the design of a virtual mentoring site--successfully funded (internally).
- Initiated, developed and wrote grant proposal for the retention of African-American male students--successfully funded (internally).
- Initiated and organized four conference panels on academic quality.
- Developed a faculty scholarship and teaching directory in order to foster collaborations among faculty.
- Reviewed and improved educational service agreements with external institutions.

**Student Academic and Support Services**

- Instituted a center-wide academic and administrative calendar.
- Established bi-monthly group supervision to improve cooperation and communication among departments.
- Moved graduation to the Jacob K. Javits Convention Center and managed the graduation planning and implementation team.
- Expanded tutoring services and initiated planning for in-class tutoring and supplemental instruction.
- Updated and expanded the adjunct and tutor database.
- Initiated the redesign of student orientation, transforming it from a two-hour event to an ongoing process based on student need.
• Initiated a center-wide bi-monthly newsletter to improve communication across the center.

Selected Committees
Co-chair, Metropolitan Center Middle States Self-Study Steering Committee, 2007–2009
Chair, Middle States Self-Study Student Learning Assessment Committee, 2008-2009
Co-convener, Associate Provost and Associate Dean Working Group, 2007-2009
Convener, Learning Resource Committee, 2007-2009
Member, Center for Mentoring and Learning Working Group on Program Priorities, 2009
Member, United University Professors (UUP) Individual Faculty Development Award Committee, 2008-2009
Member, Strategic Planning Advisory Committee, 2007-2009
Member, Faculty Development and Academic Issues Committee, 2007-2009

Teaching/Administration/Research

1987-2007 Metropolitan College of New York, New York, NY
Professor, 2003-2007
Chairperson (Team Leader), 1991-2002
Member of the Faculty, 1987-1991

Selected Accomplishments

Program Development
• Facilitated and coordinated the development of a college-wide 45-credit, liberal arts core curriculum.
• Proposed and coordinated the school's first computer-integrated curriculum.
• Initiated and launched an externally funded pilot online learning program.
• Founded, externally-funded and managed the college-wide “Mentor Program.”

Faculty
• Coordinated and administered the development of comprehensive processes for faculty development and assessment.
• Facilitated the work of the Faculty Status Committee for faculty rank, recommendations for promotion and contract renewal.
• Developed college-wide systems and processes for faculty peer observation. Conducted college-wide faculty development in peer observation.
• Planned and moderated an online pedagogical discussion group for part-time faculty.
• Developed faculty training in the integration of new media technologies.
• Initiated a system for faculty research sabbaticals.
• Authored a comprehensive adjunct faculty development plan.
• Conducted a college-wide faculty IT curriculum integration study.
• Conducted faculty workshops in portfolio development.

Conference and Workshop Coordination
• Developed and coordinated a national Education and Media Conference, March 5, 2004.
• Coordinated the American Association of Colleges and Universities, New York Regional Seminar on Integrative Learning, November 14, 2002.
• Coordinated the college’s first faculty convocation.
• Facilitated and managed semi-annual workshops with internship organizations for faculty team.
• Coordinated periodic faculty forums on research in progress.

Selected Courses Taught and Developed
(face-to-face, blended, and/or online; undergraduate and graduate)
Social Issues and Trends in Urban Education; History of Public Education in the U.S.; Developmental and Comparative Study of Educational Philosophies
History of Political Thought; Economic and Political Theory
Internship Seminar/Practicum
History of Public Welfare; Social Policy
U.S. History and Politics; Social Movements; Sex, Gender and Diversity

Selected Committees

Chairperson
Middle States Sub-Committee on Standards 11-13, 2005-2007
Core Curriculum Development Committee, 2005-2007
Faculty Convocation on Assessment, 2004
Faculty Assessment and Compensation Committee, 2003-2006
Faculty Status Committee, 2003-2005
Middle States Self-Study Sub-Committee on Educational Services, 1998
College-Wide Instructional Technology Committee, 2001-2003
Faculty Search Committee, 1999
Presidential Search Committee, 1998

Member
Middle States Self-Study Steering Committee, 2006-2007
Core Curriculum Academic Implementation Committee, 2006-2007
Middle States Self-Study Continuous Improvement Council, 2005-2007
Search Committee for the Vice President of Enrollment Management, 2005
Middle States Sub-Committee on Related Educational Programs. Wrote interim and final reports, 2004-2005.
College-Wide Strategic Planning Committee, 2001-2003 and 2006
Faculty Council Curriculum Review Committee, 2001
Faculty Assessment and Compensation Committee, 2000-2003
Search Committee for the Vice President of Academic Affairs, 1999
Editorial Committee, Reflections, 2004-2006
Curriculum Committee, School for Human Services and Education, 2002-2003
School for Human Services and Education Hiring Committee, 2002-2003
Faculty Search Committee, 2000
1985-2007 New York University, New York, NY

**Adjunct Professor of Social Sciences**, Liberal Arts B.A. Program, The Paul McGhee Division, School of Continuing and Professional Studies

**Selected Courses Taught and Developed** (face-to-face, blended, or online)
Modern Political Thought; The Nature of Knowledge: The Modern Age; Senior Seminar: Social Sciences.
Women and Work; Third World Women; Sex, Gender and Society; Women and Politics; Women's Health Care; Women in American and European History
Historical Methods; The Nineteenth Century; The American Family 1945-Present; Politics of Epidemics: Honors Course; Modernization and Social Change

**Faculty Development Activities**
Faculty training in evaluation, collaborative learning methodology, computer-assisted instruction, online course development and delivery. Conducted peer faculty observations and assessments.

**Selected Committees**
Core Curriculum Review Committee
Philosophy of Natural and Social Sciences
Women's Studies Curriculum Committee
Honors Thesis Selection Committees

**Other Grants**


Metropolitan College of New York, Faculty Development Research Award, 2000-2001.

National Endowment for the Humanities, American Social History Project, New Media Classroom, Faculty Development Institute, Summer 2000, New York City. (Proposal developer/author for participation of a faculty team).

National Endowment for the Humanities, American Social History Project, New Media Classroom, Faculty Development Institute, Summer 1999, New York City. (Proposal developer/author for participation of a faculty team).

Deutscher Akademischer Austausch Dienst (DAAD), Study Visit Grant for Archival Research on August Bebel in Amsterdam, Bonn, and Berlin, 1993.

Faculty Research Semester Grant, Metropolitan College of New York, 1993.

Faculty Research Mini-Grant, SCE/New York University, 1992/1993.


Publications


Conference Papers and Lectures (Selected)


Lopes, Anne. “Peer Learning from Theory to Practice” presented at the Graduate Division of Behavioral Sciences, Educational Psychology, Fordham University, New York, July 2, 2007.


Lopes, Anne. "The Overproduction of Intelligence and the Democratization of the University," presented at SCPS, Paul McGee Division, Faculty Symposium, "Nice Work (If You Can Get It)," New York University, April 21, 1999.


Lopes, Anne. "Diversity Engendered," presented at the Brooklyn College Humanities Symposium, the Wolfe Institute and the Women's Center, October 23, 1990.


**MCNY Presentations and Workshops: Selected (2000-2007)**


“Scholarship, Research, Development and Assessment,” New Faculty Orientation, School for Human Services and Education, August 12, 2005.


“The Integration of IT Resources,” Workshop on Integrating IT Resources into the Classroom, Sponsored by the Office of the Vice President for Academic Affairs, December 15, 2000.

**Current Professional Service**

Tech Talent Pipeline, Member, Advisory Board, 2015 -

Member, Board of Directors, CAI Global, New York, New York, 2014-

**Professional Honors and Awards**


Visionary Award, Mentor Program, Metropolitan College of New York, May 2003.

Outstanding Teaching/Service Award, Metropolitan College of New York, 1997.

Scholar/Participant Award, The Blanche, Edith, Irving Laurie Chair in Women's Studies, Rutgers University Seminar, Spring 1989.

KINGSBOROUGH COMMUNITY COLLEGE

Appointment of Reza Fakhari as Vice President for Workforce Development and Strategic Community Partnerships

RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Dr. Reza Fakhari as Vice President for Workforce Development and Strategic Community Partnerships at Kingsborough Community College, effective June 8, 2017.

EXPLANATION: Dr. Fakhari has spent more than 12 years at Kingsborough working in Academic Affairs as both Associate Dean of Academic Affairs and Associate Provost. In these roles he garnered national recognition for Kingsborough’s Honors Program and successfully grew the Phi Theta Kappa chapter to one of the largest in the country. Under his direction, the College created a new Student Union and Intercultural Center, for which he received grant funding for programming to support intercultural and interfaith dialogue. Dr. Fakhari also created Kingsborough’s Equity in the Borough Campaign, which engages industry and business partners to provide opportunities to reduce economic and educational disparities in underserved communities.

His new role will permit him to build upon these successes and utilize his innovative leadership as Kingsborough seeks to fulfill and expand the training and educational needs of business, industry and community members. This is a 21st century position that will forge relationships and partnerships with community agencies to support the College’s retention and degree completion agenda.

Dr. Fakhari holds a Doctorate in Political Science (International Relations) and an M.A. in Political Science from the New School for Social Research, and a B.A. from Winona State University.

The President strongly recommends his appointment.
EDUCATION

The New School for Social Research, New York, NY
Ph.D., Political Science (International Relations), May 1997.
Academic Distinction: Passed with honors both the Ph.D. Written Qualifying Examinations and the Ph.D. Oral Examinations.
Dissertation: Getting Gorbachev Wrong: American Scholarly Perceptions of Change in the Soviet Union.
M.A., Political Science, 1981.

Winona State University, Winona, MN
B.A., Chemistry (minor in Sociology), 1978.

LEADERSHIP TRAINING

SUNY Executive Leadership Academy, 2014
Selected to participate in a week-long workshop designed to provide academic leaders with the skills they need to advance to, and excel in, the most senior level positions in higher education.

The Aspen Institute, The Wye Dean’s Seminar, June 2013
Selected to participate in a week-long leadership training seminar entitled “Citizenship in the American and Global Policy” at the Aspen Institute—Wye River Campus, Queenstown, Maryland.

Invited to attend a full-day annual fundraising conference for CUNY University and college leaders. Key individual donors as well as corporate and foundation supporters shared their ideas for developing successful fundraising strategies. Leading grant-makers advised on their funding priorities and how best to approach them.

ACE 2011 Leadership Network for International Education
Appointed by the Kingsborough President to attend this annual meeting in November 2011 in Washington, DC, bringing together college and university presidents and chief academic officers to discuss leadership strategies for internationalizing campuses and curricula as well as new issues and developments in international education.

American Association of Community Colleges’ Future Leaders Institute Advanced (FLIA), 2009
Selected to participate in FLIA, an intensive five-day institute designed for senior level community college administrators on the path to vice presidency or higher.

The League for Innovation in the Community College’s Executive Leadership Institute (ELI), 2006
Selected to participate in the week-long ELI which provides the opportunity for potential community college vice presidents or presidents to analyze their abilities, reflect on their interests, refine their skills, and engage in leadership discussions with a faculty of community college leaders.
Kingsborough Community College
The City University of New York
Brooklyn, NY

Acting Vice President for Workforce Development and Strategic Community Partnerships 9/2016-Present
Tenured Full Professor of Political Science 8/2005-Present
Assistant Vice President for Academic Affairs/Associate Provost 11/2008-9/2016
Interim Chair of the Art Department 6/2012-9/2013
(As Acting Dean, in addition to the role of Associate Provost, served as the Acting Chair of the Art Department while the elected Chair was on sabbatical leave)

Associate Dean for Academic Affairs 8/2005-10/2008

As Acting Vice President, report directly to the President and serve on his Senior Staff. Provide vision and strategic leadership for a new division of the College composed of Continuing Education, Workforce Development, and Strategic Community Partnerships, which serves approximately 25,000 students annually and generates around $7.5 million in tuition and FTEs per year. Oversee a full dean, an executive director, 7 directors, and more than 500 indirect reports. Develop and lead innovative strategic initiatives in close working relationships with other senior staff, department chairs as well as industry, business, and community-based and non-profit organizations to address the education and workforce training needs of the changing Brooklyn borough and the City and create multiple pathways for student recruitment, retention, completion, and career success.

Strategic Community Partnerships
Envisioned the “Equity in the Borough Campaign” as a signature initiative of Kingsborough to engage with and serve the residents of the borough, especially those living in communities underserved by Kingsborough, and to increase College enrollment. Researched and identified three rather distant communities from KCC campus (“Focused Areas”) with high levels of poverty which we deemed as most underserved by Kingsborough: Canarsie, Cypress Hills and Sunset Park. Implementation plans underway to offer non-credit and credit programming at these partnerships sites, provide shuttle bus to KCC campus, and ultimately establish satellite campuses at the Focused Sites to serve the residents and adjoining neighborhoods. The Equity Campaign engages CBOs, Brooklyn Public Library branches, high schools, industry/business partners, hospitals, and local elected officials to create a coordinated synergy and secure funding sources.

Industry Partnerships & Articulated Career Pathways
Engage industry and business partners to ensure our workforce training programs and degree offerings provide knowledge and skills that lead to career-track jobs with opportunities for growth and advancement for our students. Oversee, and seek new industry partners, for our new Customer Experience Management (CXM) Academy, which is an innovative model of education and workforce development, with National Grid as the anchor partner and 8 more companies (as of today) as committed partners. The majority of our students come from disadvantaged communities in the Brooklyn borough and this
model serves as a career pathway to customer service jobs at these companies. The Academy is another equity initiative to eventually propel these residents to middle-income wages. Planning under way to create other articulated career pathways in Allied Health and Tourism and Hospitality.

External Funding
Closely collaborate with the VP for College Advancement to identify sources of public and private grant funding for the CXM Academy ($50,000 already raised), Equity in the Borough Campaign, and other researched and analyzed strategic priorities that recruit all segments of potential student populations into the College, and support expanded workforce training, stackable certificates, and guided career pathways that are aligned with transformative economic development of Brooklyn and the most job growth sectors.

As Associate Dean and then Associate Provost for 11 years, represented the College in a number of areas to the central CUNY office and handled an expansive portfolio of responsibilities in key areas of academic affairs. Developed and led many College initiatives in close working relationships with other departments, offices and programs.

Strategic Planning, Fiscal Management, Assessment, and Reaccreditation
Served on the President’s Senior Administrators Meetings (2006-2014), and was closely involved in developing the College’s annual strategic plan (Performance Management Plan with goals and targets aligned with the CUNY Master Plan) as well as the College’s year-end review and assessment, which are submitted to the University. Was a participant in the strategic decision-making process with regard to the budget, personnel, and resource allocation. Was involved in the Middle States Commission on Higher Education reaccreditation visit to Kingsborough in 2006 and 2016, which judged the College as meeting all 14 “Characteristics of Excellence.”

Program and Curriculum Development, Budgetary Planning, Implementation, and Assessment
Worked closely with faculty on programmatic, curricular, pedagogical, and assessment issues. Provided guidance and support for many of the College’s academic initiatives, including planning, implementing and assessing all aspects of the CUNY Coordinated Undergraduate Education (CUE) Initiative at Kingsborough including allocation and supervision of the CUE budget (about $1 million) and personnel working on the projects. Programs under CUE (with full or partial funding) have included Summer and Winter Immersion, Pre-CUNY Tests Workshops, Writing-Across-the-Curriculum, ACE (Accelerated College ESL) Learning Communities, Kingsborough Center for Teaching and Learning, Kingsborough Center for e-Learning (previously KCATT), online/hybrid instruction, innovative developmental and freshman English projects, Honors Program, Co-Curricular Programs, Study Abroad/International Program, National Model United Nations, Salzburg Global Seminar, KCC Reads/Common Reading, annual Eco-Festival, Reading and Writing Center, Help Center, Transfer-In Process, New Start Program, Men’s Resource Center, supplemental instruction, Accounting Lab tutoring, Louis Stokes Alliances for Minority Participation (LSAMP), and Safe Zone.
Academic Program Review, Academic Appeals, and Academic Interventions
Oversaw the director in my office responsible for periodic Academic Program Review process which reviews each academic program every 6 years through self-evaluation, external evaluator’s visit, evaluation report, and departmental action plan.
Served as the Chair of Committee on Academic Reviews and supervised the directors who handled academic and grade appeals as well as graduation course substitutions and waivers.
Met with students on a daily basis to resolve their pressing cases (in collaboration with Academic Chairpersons, Registrar, Financial Aid, Bursar, and Enrollment Management) and to put them back on track, thus retaining them at KCC.
Chairled the 15-45 Credits Initiative Taskforce, charged with ensuring that students in that credit range receive adequate attention and guidance to help them stay on course with their studies and progress.
Served as a member of the Enrollment Management Committee.

Faculty and Departmental Affairs
Addressed and resolved concerns and issues raised by chairpersons and faculty on a regular basis.
Planned and supervised faculty development and technology training. Oversaw Kingsborough Center for Teaching and Learning and Kingsborough Center for e-Learning (previously KCATT).
Chairled the Faculty Committee on Academic Technology and Hybrid/Online Instruction and supervised the faculty certification process for teaching hybrid/online courses.
Developed and implemented the grant-funded plan for the expansion of hybrid course offerings.
Conducted the New Faculty Orientation every year. Supervised revision and updating of the Faculty Handbook. Coordinated (with Student Affairs) faculty participation in the New Student Orientation each semester.
Planned and moderated Faculty Forum each semester and organize the Faculty Achievements Recognition Ceremony annually (in collaboration with College Advancement).
Developed the call for proposals for the annual President’s Faculty Innovation Awards, oversaw review of applications and recommendations by the Faculty Awards Committee, worked with the President to select the awardees, and administered the awards.
Oversaw (until 2016) the allocation of faculty offices and academic spaces, and worked closely with Building & Grounds and Campus Planning & Design to expand and/or redesign classroom and office spaces.
Oversaw (in collaboration with Enrollment Management) the implementation of eGrading and Verification of Attendance rosters through the CUNYfirst online system and managed training and support for faculty and support staff as well as monitor timely submissions of the rosters.
Chairled the College Bookstore Committee, resolved issues related to the operation of the store, participated in the process to renew the Bookstore contract, and worked with academic departments to ensure timely submission of textbook orders for each semester and compliance with the federal HEOA Act.
Worked with various academic departments in planning college course sections for the Kingsborough Early College Secondary School, resolved students’ academic and performance issues, and oversaw the budget for the college part of the Early College.

Honors, Awards, Co-Curricular Programs, Study Abroad, and Transfer Agreements
Established the flagship Honors environment at Kingsborough and hired director, associate director and support staff. Inaugurated the Dean’s Reading Circle, Distinctions Honors Journal (published each semester), and Honors Symposium.
Developed the Phi Theta Kappa Chapter into an award-winning, Five-Star chapter with an annual $45,000 organizational budget and expanded membership from 80 students to close to 450 each year. Served as the Contact Advisor for the Chapter and supervised the annual Induction Ceremony.
Chaired the Dean’s List Committee.
Chaired the Faculty Committee on Awards and planned and supervised the Annual Awards Ceremony (part of the two-day Commencement exercises) and the selection of the Valedictorian.
Planned, budgeted, and supervised the implementation of a rich menu of on- and off-campus co-curricular enrichment programs (cost almost fully covered by scholarship) for students such as the Vassar College Summer Exploring Transfer Program, the National Model United Nations, Salzburg Global Seminar, the Costa Rica Global College Summer Program, and other study abroad experiences.
Supervised the Louis Stokes Alliance for Minority Participation (LSAMP) undergraduate research program.
Developed over 100 transfer articulation agreements with public and private colleges and universities, regionally and nationally, which resulted in significant numbers of Kingsborough students transferring to top baccalaureate level colleges with scholarships, including the highly prestigious Jack Kent Cooke Undergraduate Transfer Scholarship (two in 2014; one in 2015; one in 2016; about $40,000 each year to complete Bachelor’s degree.)

Grants and Fundraising
Led efforts (in close collaboration with College Advancement) to seek out and apply for private and public grants. Awarded a $100,000 grant to establish The Gladys Brooks Foundation Scholarship Endowment for Student Leadership and Academic Excellence at Kingsborough. Awarded an NEH-supported 3-year curriculum and faculty development competitive grant in 2012 for the “Bridging Cultures to Form a Nation: Difference, Community, and Democratic Thinking” project by the Association of American Colleges and Universities (AAC&U) and The Democracy Commitment. Awarded an AAC&U “Bringing Theory to Practice” competitive 2-year grant in 2012 for a collaborative partnership between the Public Science Project of the CUNY Graduate Center and Kingsborough. Awarded an NEH-supported grant through AAC&U in 2015 for a public forum project called “Citizenship Under Siege: Promoting Religious Pluralism and Inclusive Citizenship.” Raised funds for Kingsborough from TD Bank, Con Edison, National Grid, The New York Times, Resources for Educational and Employment Opportunities (REEO), senior colleges/universities, and individual donors.
Reza Fakhari
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College-wide Diversity and Inclusion Projects
Led the effort to establish the International Hall of Flags in 2007 to celebrate and strengthen the global diversity at KCC.
Served as the Chair of the Presidential Task Force charged with establishing a Student Union & Intercultural Center which will further engage our diversity. The Concept Paper and Plan for SU&IC was drawn, received well by the College community, and is now being implemented.

Institutional Review Board, Faculty Integrity and Conflict of Interest, and Student Academic Honesty
Oversaw the functioning of the Institutional Review Board as well as served as the College’s Chief Integrity Officer, Chief Conflict of Interest Officer, and Export Control Administrator. Handled (in collaboration with Student Affairs) the initial phase (academic sanction) of all student academic dishonesty cases.

Art Department Chairperson
Served as the Interim Chairperson of the Art Department for a year and three months at the request of the former Provost. Hired new full- and part-time faculty and staff. Reviewed faculty and staff evaluations with the departmental Personnel and Budget (P&B) Committee for presentation to the College-wide P&B for reappointment, promotion, and tenure. Planned and scheduled departmental academic courses. Worked with faculty in assessing the learning outcomes for the programs and courses in the department. Handled the department’s budget, repair, space, and technology needs. Supervised the department on a daily basis and resolved problems. Represented the department at the Chairpersons meetings and on the College P&B Committee (responsible for reappointment, promotion, and tenure).

School of Professional and Continuing Studies
Bronx, NY
Adjunct Professor of Political Science

LaGuardia Community College 3/1987-7/2005
The City University of New York
Long Island City, NY

**Acting Assistant Dean for Academic Affairs** 9/2002-9/2004

**Director of the e-Transfer Program & Other Grant Funding** 7/2002-7/2005

**Director of the Honors Program** 8/2001-7/2005

**Director of the International Programs** 12/1999-7/2005

**Contact Advisor of the Phi Theta Kappa Chapter** 10/1999-7/2005

Was responsible for the development, supervision and evaluation of the e-Transfer Program, Honors Programs, International Programs, First Year Academies, First Year Experience, Mentoring Program, Transfer Services, as well as other related grant-funded projects. Appointed by President to lead a number of institutional projects.

**Strategic Enrollment Management, Diversity Project**

Co-Chaired (with the Vice President for Enrollment Management & Student Development) the President’s Taskforce on Strategic Enrollment Management (SEM), charged with developing a proactive and strategic approach to enrollment management. Coordinated work of eight subcommittees and 65 faculty, staff and administrators, resulting in the comprehensive report, “SEM Agenda: Shaping Our Future.” The report became the basis for institutional renewal and sustained growth in enrollment, enabling LaGuardia to reach and surpass the set enrollment targets for the succeeding years. Led a committee to establish the Hall of Flags at LaGuardia, celebrating the incredible diversity of the College represented by 150 different countries and 125 native languages.

**Coordinated Undergraduate Education Initiative (CUE)**

Assisted in the writing of the CUE proposals for LaGuardia and attended the CUE Council meetings at CUNY Central. Subsequently responsible for implementing the CUE Initiative at LaGuardia and aligning its goals with the College Strategic Plan and the CUNY Master Plan.

**First Year Experience**

Was responsible for reconceptualizing and developing a broad array of academic programs in an “integrative learning” fashion in the First and the Second Year designed to support student success, retention, and transfer. Was responsible for designing and implementing the new developmental academic advisement processes, structures and services in collaboration with the Enrollment Management and Student Development Division. Supervised the directors and staff of the First Year Experience and the Mentoring Program.

**e-Transfer Program/Other Grant Funding**

Principal Investigator/Director of the e-Transfer Program, a multi-year $600,000 FIPSE federal grant-funded project, integrating the latest educational technology, introducing innovative Virtual Interest Groups in various disciplines, designed to help students transfer to senior colleges. This included extensive faculty and student mentors training, integrating the e-Transfer Program with the work and resources of the Office for Transfer Services, developing new transfer articulation agreements with senior colleges and universities, and increasing transfer scholarships.
Project Director of NAFSA (Association of International Educators)-funded Global Civic Education Project at LaGuardia. Awarded this grant in April 2004 to establish a Model United Nations Club and develop a Model U.N. simulated online and videoconferencing activities module, linking LaGuardia students with other students nationally and internationally in a dialogue on pressing global issues. Successfully implemented the Project in a joint World Politics course with the International Pacific College in New Zealand in Fall 2004. Prepared students for participation in the National Model UN Conference in New York City in March 2005.

Coordinator of VATEA: a non-competitive grant. Was responsible for supervising and coordinating supplemental academic support services in seven activity areas.

**Honors Programs**

Responsible for designing, developing and expanding the Honors Program/courses in collaboration with various academic departments. Developed Honors degrees in additional disciplines, supervised the recruitment and advisement of students, and chaired the Honors Advisory Committee. Conceived and implemented Honors House and the Honors Reading Circle, increasing student participation in the Phi Theta Kappa Chapter and the Honors Program. Greatly expanded the Phi Theta Kappa Chapter’s membership and activities, converting it to an Organization status on campus with an annual $24,000 budget. The Chapter achieved top honors as one of the largest and best chapters nationally. Developed a comprehensive Honors Programs website and published Honors Program color brochure. Supervised the Dean’s List, Honors Night, Phi Theta Kappa, and Enriched Off-Campus Summer Programs at Vassar and Barnard. Articulated transfer agreements with scholarship with top senior colleges for Honors graduates.

**International Programs**

Developed the International Studies Option in Liberal Arts in 1999. Responsible for recruitment, advisement, transfer articulations, curricular development (more international courses, pairs, clusters, capstone seminar on “Understanding Globalization”), and co-curricular activities (Model UN Club, Amnesty International Chapter, International Studies Club, Student World Assembly Chapter). Expanded the Study Abroad Program by creating more international opportunities for students, such as the International Study Program at Salzburg Global Seminar in Austria and the International Pacific College (IPC) in New Zealand, allowing LaGuardia students to study there, and for the IPC students to study at LaGuardia. Appointed by LaGuardia President as the College representative to the CUNY committee on relations with the Dominican Republic, headed by the Executive Vice Chancellor for Academic Affairs.

**Professor/Division of Cooperative Education**

(On full release from 9/02; Full Professor 9/00-7/05; Associate Professor with tenure 9/96-8/00; Assistant Professor 9/92-8/96; Instructor 7/89-8/92)

Taught Co-op Gateway course and Seminars; advised and placed a diverse student population in various internship sites in the corporate and non-profit sectors; developed new internships and managed existing ones; counseled students with their academic, personal, career and educational concerns; developed the curriculum for the advanced

**Adjunct Professor/Social Science Department**  
(Adjunct Professor 9/00-7/05; Adjunct Associate Professor 9/96-8/00; Adjunct Assistant Professor 9/92-8/96; Adjunct Instructor 3/87-8/92)

Taught World Politics (co-taught to students at LaGuardia and at the International Pacific College in New Zealand, linked via online and videoconferencing, in Fall 2003 and Fall 2004; infused Model UN Online and Videoconferencing Simulated Activities into the joint course in Fall 2004), World Geography, Introduction to Sociology, and Introduction to Social Sciences.

**Yankelovich, Skelly & White, Inc.**  
New York, NY  
**Research Analyst**  
Performed all aspects of social/political/policy research including the analysis for Yankelovich Monitor, an annual survey of social, economic and political change in America and the world (subscribed by more than two-hundred Fortune 500 corporations), and TIME/Yankelovich polls, conducted periodically for the TIME magazine.

**RELATED PROFESSIONAL EXPERIENCE**

**Amnesty International, USA (AIUSA)**  
New York, NY  
**Vice Chair, Board of Directors**  
Elected by national grassroots membership to the Board of AIUSA, and then by the eighteen directors of the Board as the Vice Chair in 2014, 2015 and again in 2016. AIUSA is the largest grassroots human organization in the U.S. with 200,000 members and Amnesty International has over 6 million members and supporters around the world. Share responsibility for policy-making, oversight and fiduciary responsibility for a $40 million non-profit with 100 employees. As Chair of the Governance Committee, responsible for leading the effort to reform and strengthen shared governance/leadership of the organization, annual evaluation of the Executive Director, and the Board self-assessment.

7/2014-Present

**Global Citizenship Alliance (GCA)**  
Salzburg, Austria  
**Secretary, Board of Directors**  
Elected to the Board of GCA, an affiliate of the Salzburg Global Seminar, and then to the position of the Board’s Secretary. The GCA works with partners who are intentionally focused on infusing campuses with the relevant attitudes, knowledge, and strategies to prepare students to be global citizens. In partnership with a diverse group of higher education institutions (currently based primarily in the United States), the GCA offers two
interrelated kinds of intensive week-long sessions, one for faculty/administrators and the other for students.

PROFESSIONAL ACTIVITIES

Presentations in Conferences and Conventions:

Panel leader for a Policy Panel Session on “Improving College and Career Readiness through Policy” at GlobalMindEd Annual Conference, Denver, June 2016. Also panelist for a Higher Education Session on “Preparing and Shaping a True Global Citizen: Bringing the World to All Students.”


Co-presenter in a forum on “Community Colleges as Sites of Global Citizenship” at the 2015 American Association of Community Colleges (AACC) Annual Convention, San Antonio, TX, April 19, 2015.


Keynote speaker for the AAC&U Networking Luncheon for Faculty and Administrators of Color in the 2015 Annual Meeting of the Association of American Colleges and Universities, Washington, D.C., January 21-24. My presentation was titled “Globalization at Home.”


Led a team of seven Kingsborough faculty for participation and presentations in the NEH/AAC&U and The Democracy Commitment week-long “Bridging Cultures to Form a Nation” Summer Institute at the University of Vermont, Burlington, July 29-Aug. 3, 2012.

Co-presented with Scott Stimpfel, Executive Director of Resources for Educational and Employment Opportunities, and other panelists, a workshop on “Bridging the Divide: Opening Doors for Community College Students” at the College Board Forum 2010, Washington, DC, Oct. 27, 2010.


Presented LaGuardia’s First Year Experience and the e-Transfer Program in a panel discussion in the League for Innovation in Community College Annual Conference in San Francisco, February 2004.

Presented a lecture on “What is Next in the Middle East?,” co-sponsored by the International Pacific College and the New Zealand Institute for International Affairs, Palmerston North, New Zealand, May 1, 2003.

Organized the 28th Annual Conference of the Eastern Community College Social Science Association (ECCSSA) on the theme of “Challenges of the Social Sciences: Visions for the 21st Century,” held at LaGuardia Community College, April 5-6, 2002.

Hosted the Amnesty International USA Conference, “Teach Truth to Power,” attended by educators in the tri-state area, with the author Kerry Kennedy Cuomo as a keynote speaker, at LaGuardia Community College in July 2001.

Presented a workshop on “Globalization and Diversity in the 21st Century” at the 27th Annual Conference of the Eastern Community College Social Science Association (ECCSSA), Baltimore, April 2001.


Co-presented (with President Raymond C. Bowen of LaGuardia Community College and others) a workshop titled “Extending the Mission of the Community College Overseas: LaGuardia’s Success in Addressing Poverty and Empowering Communities in the Dominican Republic,” to the Ninth Annual Meeting of Hispanic Association of Colleges and Universities, New York City, Oct. 1995.


**International Programs:**

Presented workshops as a Visiting Faculty on “Promoting Globalism Among Community College Student” to the student and faculty participants of the Salzburg Global Seminar in July 2004 and April 2006, 2008 and 2010.

Invited in 2009 to visit the LIU’s Global College in Costa Rica and evaluate its summer “Peace and Reconciliation Program” where I have been sending 5-10 students annually for one-month, credit-bearing, study abroad experience.

Invited to visit the International Pacific College in Palmerston North, New Zealand, in April-May, 2003 and 2004 to develop a comprehensive exchange agreement and to give lectures to students, faculty, staff, and community.

Participant as a member of a team in the LaGuardia Community College Morocco Project. Traveled to Casablanca and Rabat in June 1999 to arrange for the mini-internships of the hotel and hospitality faculty in the U.S. as part of their certification by an American institute. Attended professional meetings with governmental officials, academic administrators and faculty, and private sector executives in Morocco during a one-week stay. Co-developed proposals for collaborations.

Faculty trainer/program evaluator for the LaGuardia Community College/Universidad Autonomo de Santo Domingo (UASD) newly established college in Barahona, the Dominican Republic. Visited the UASD and the Barahona College (Feb. 1995) to assess the Travel & Tourism Program and to develop its Co-op and Geography curricula and train the College’s faculty. Met with Vice-Rector of UASD and departmental Chairs to report the evaluation of the Barahona College and to recommend steps to improve it. Comprehensive assessment report submitted to the Dean of Cooperative Education and International Programs at LaGuardia and to the Vice-Rector of USAD.

**Community:**

Serve as the Kingsborough liaison for “The Jamaica Bay Science and Resilience Center,” a joint venture of the NYC Mayor’s Office and the National Park Service to support the development of strategies for the restoration and protection of Jamaica Bay’s ecology and the enhancement of its urban-ecological system and surrounding neighborhoods. Collaborated with CUNY and other universities and environmental organizations to submit a CUNY-led proposal in November 2012 in response to the RFP issued by the NYC Mayor’s Office, which was funded and is now being implemented.

Facilitated the faculty effort to hold “Dreamland Pavilion: Kingsborough Forum on Brooklyn and Development,” a conference and art exhibit in 2009 that brought together political officials,
community activists, and scholars to discuss important issues surrounding the development of Brooklyn and the central role Kingsborough can play in its educational, social, cultural, and political life.

Appointed by the President of the Borough of Queens to be the Chair of Volunteer Committee and Festival Planning Committee member for the “1995 I Love New York Queens Fall Festival,” held in Queens, Sept.-Nov. 1995. Recruited college, high school, and senior citizen volunteers for the Festival’s various events including the “50th Anniversary Celebration of the United Nations” and the “International Harvest Festival.”

DISTINCTIONS & AWARDS

**Special Faculty Award**
Honored by Sigma Lambda Honor Society at Fordham University for tremendous contribution made to adult and part-time learners, March 27, 2015.

**Distinguished College Administrator Award**
Among 25 Vice Presidents and Deans selected nationally for this international distinction by Phi Theta Kappa Honor Society, 2013.

**CUNY Sustainability Award**
For leading an outstanding campus educational campaign (the Kingsborough annual Eco-Festival) for environmental sustainability and stewardship, 2008.

**Bene Merenti Medal**
(Twenty Year Award) for excellence in teaching at Fordham University, 2008.

**Scholar-in-Residence**

**Alvin Johnson Fellowship for Outstanding Academic Achievement**
Awarded by the New School for Social Research, 1983.

SELECTED PUBLICATIONS/EDITORIAL BOARDS


Member of the Editorial Advisory Board of *Liberal Education*, the flagship journal of the Association of American Colleges and Universities.

Member of the Review and Selection Committee for The Frederic W. Ness Book Award, an annual recognition by the Association of American Colleges & Universities for a book that best contributes to the understanding and improvement of liberal education, 2015-2016.

PROFESSIONAL ORGANIZATIONS

Member of the Aspen Institute Wye Seminars Advisory Board 2016-Present
Member of the GlobalMindEd International Advisory Board 2016-Present
Member of the National Steering Committee, DREAM.US, a national scholarship organization for the Dreamers 2013-2015
Member of the National Steering Committee, The Democracy Commitment 2012-Present
Contact Advisor, Phi Theta Kappa International Honor Society 1999-2016
Member, Association of American Colleges and Universities 2005-Present
Member, Association of American Community Colleges 2002-Present
Member, The League for Innovation in Community College 2004-Present
Board Member, College Consortium for International Studies (CCIS) 2002-2005
Board Member, Eastern Community College Social Science Association (ECCSSA) 2002-2004
Member, National Society for Experiential Education 1999-2001
LAGUARDIA COMMUNITY COLLEGE

Appointment of Nireata Seals as Interim Vice President for Student Affairs

RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Dr. Nireata Seals as Interim Vice President for Student Affairs at LaGuardia Community College, effective July 3, 2017.

EXPLANATION: As Interim Vice President for Student Affairs, Dr. Seals will serve as the Chief Executive in the Division of Student Affairs with responsibility for providing significant assistance and guidance in the Division’s overall direction and management, serving an undergraduate population of 55,000 students—including nearly 20,000 degree-seeking students—from 160 different countries that speak 110 different native languages.

Dr. Seals has served as Associate Dean for Student Access and Achievement at LaGuardia Community College from November 1, 2016 to the present, and as Assistant Dean for Student Affairs from June 2015 to October 2016. As Associate Dean for Student Access and Achievement, her scope of responsibilities included all enrollment and advisement support services for students from the point of initial interest in the College through the completion of the student’s third semester. Additionally, she provides strategic consultation to the faculty on academic advisement, evaluates and formulates policies regarding advisement and registration and ensures engagement of advising representatives in the support of student success. Dr. Seals has consistently demonstrated sound leadership and exemplary management skills and has assumed increasingly complex and demanding responsibilities at LaGuardia Community College.

Dr. Seals has more than 15 years of experience in administrative executive positions in higher education including leadership positions at Silberman School of Social Work at Hunter College, Gateway Academy at The City College of New York, and DeVry Institute of Technology.

Dr. Seals’ educational background includes a Doctorate of Education in Executive Leadership from Saint John Fisher College, an M.A. in Student Personnel Administration from New York University, and a B.A. in Behavioral Science/Social Work from Concordia University.

The appointment of Dr. Seals as Interim Vice President of Student Affairs will ensure that the College has the leadership and guidance necessary to continue to provide superior educational services to its large and diverse student community.

The President strongly recommends her appointment.
Nireata D. Seals

EDUCATION

Doctorate of Education, Executive Leadership
SAINT JOHN FISHER COLLEGE
Rochester, New York August 2012

Masters of Arts, Student Personnel Administration
NEW YORK UNIVERSITY
New York, New York September 1994

Bachelors of Arts, Behavioral Science/Social Work
CONCORDIA UNIVERSITY (formally Christ College Irvine)
Irvine, California May 1990

PROFESSIONAL EXPERIENCE

LA GUARDIA COMMUNITY COLLEGE, CUNY
New York, New York

Associate Dean for Access and Achievement Dec., 2016-current

Increased responsibilities:
- Provide leadership and direct oversight of advisement, new student registration, international student services and veteran services.

Assistant Dean of Enrollment Services June 2015-Dec., 2016
- Provide leadership and direct oversight of admissions, records, transfer credit evaluation, testing, financial aid, the call and welcome centers.
- Implements, and assesses programs and services to produce high-quality results and meet strategic goals.
- Coordinates activities among different units, and with areas outside the College, and oversee staff, budget, operations, and facilities.
- Responsible for executing the College's strategic direction for enrollment management and the delivery of enrollment services.
- Work in collaboration with the College's senior leadership to develop, implement, and assess enrollment services activities, and provide oversight that ensures compliance with appropriate policies and regulations, including academic policy and education law.
- Develop a rational data-informed and systematic approach to determine, operationalize and meet/exceed enrollment targets.
- Implementation and oversight of a robust enrollment process, coordinating enrollment activities including: pre-enrollment and admissions activities, non-credit to credit initiatives, integrating e-tools (student portal, web and knowledge management activities) advisement and registration initiatives and co-curricular learning.
- Work collaboratively with colleagues across the institution to ensure marketing and recruitment strategies are seamless with retention and completion strategies, and assess outcomes of all aspects of the enrollment management program. This includes developing partnerships with Academic Affairs, Administration, Adult & Continuing Education and Information Technology.
- Serve as a member of the President's Cabinet.
SILBERMAN SCHOOL OF SOCIAL WORK at HUNTER COLLEGE, CUNY
New York, New York

Assistant Dean of Enrollment Management and Records 2011-2015
Increased responsibilities:
- Manage school website, design and publications, in addition to promoting the use of technology in all areas of the school.
- Manage transfer credit and evaluation process with faculty chairs.
- Implementation grade change process and procedures for faculty staff and students that comply with Hunter policy.

Directors of Enrollment Services September 2008-2011
- Plan, revise, the production of all recruitment and application materials and plans. Execute various recruitment and retention events and ensure that the Silberman School of Social Work is visible in community agencies and graduate college fairs.
- Direct and coordinate all aspects of recruitment, admissions, registration, scholarship and financial aid areas of the admission offices.
- Direct the oversight of the admissions group interview process and procedures. Promote and hire adjunct faculty and field advisors to review applications and conduct group discussions.
- Manage school website, design and publications, in addition to promoting the use of technology in all areas of the school.
- Oversee the production and dissemination of statistical reports to the Dean, faculty, and college community. Manage communication for the school, website, eNewsletter, and Facebook.
- Coordinate the planning and execution of pre-orientation and registration activities for entering students.
- Work as an ombudsman on student concerns after appropriate vetting from the Dean, Student Affairs and Field Education Departments.

THE CITY COLLEGE OF NEW YORK, CUNY
New York, New York

Assistant Director for Operations, Gateway Academy 2007-2008
- Supervised the office staff in the day-to-day operations of the Gateway Academy; including all personnel functions such as recruitment, hiring, scheduling, training, and maintenance of accurate and complete personnel records.
- Directed and coordinated the oversight of the University Skills Immersion Program (USIP). Promoted and hired faculty to teach Reading, Writing, Math 71, 80 and 81 workshops. Tracked student and instructor success rates in all programs. Developed interventions for repeat workshop participants.
- Developed the schedule of the New Student Seminar classes for new students. Developed outreach programs for new students prior to the start of classes.
- Developed the Gateway budget including analysis, forecasting, and resource allocations in the Adjunct, Temp and OTPS lines.
- Managed the transition of students between the City College and CUNY Language Immersion Program (CLIP).

DEVRY INSTITUTE OF TECHNOLOGY
Long Island City, New York

Dean of Student Affairs 1998-2007
• Member of the Executive Committee, provided leadership in addressing key issues related to the Institute’s student growth and retention, emphasis on quality, technology, profitability, and community involvement.
• Developed programs and services that responded to the needs and interest of a diverse student population, ensure student success, and develop initiatives to increase retention.
• Managed International Students’ SEVIS records, ADA regulations, and Campus Crime Reporting.

**Dean of Academic Operations/Student Affairs** 2003-2006
• Managed and coordinated the academic operational budget, capital expenditure authorizations, faculty development funds, and payroll for Academics Departments, Library, Academic Support Center, Registrar’s Office and the Testing Center.
• Managed and supervised the Student Services, Career Services and the Registrar’s Office.
• Worked in collaboration with Facilities and Information Technology Departments on the operational needs of all Full and Part-Time Faculty and all other Academic Departments.
• Managed and supervised the Academic Front Desk, and conducted training sessions for employees and student workers, and ensured administrative support for Program Deans and customer service for students. In addition to coordinating contracts for all Adjunct Faculty and Independent Contractors.

**Dean of Evening and Weekend Programs** 2001-2003
• Managed and coordinated outcomes associated with the evening and weekend program offerings.
• Hired, oriented, supervised, and reviewed the performance of Adjunct and Part-Time Faculty teaching in the evening and weekend programs.
• Facilitated and managed the orientation, training, and professional development activities for faculty teaching evenings and weekends.
• Worked in coordination with the Program Deans in the development and evaluation of the evening and weekend curricula.

**Dean of Student and Community Services** 2000 – 2001
• Coordinated all registration and orientation activities for new, continuing, and resume students three times a year.
• Investigated, reported and made recommendations to our corporate office on all third party customer service complaints.
• Ensured that expectations regarding student’s code of conduct were regularly communicated to both staff and students’, both verbally and in writing. Reviewed and analyzed student misconduct cases that required disciplinary action to ensure that recommendations conformed to DeVry policy.

**Director of Student Services** 1998 – 2000
• Established the Student Services Department during the Institute’s start-up.
• Developed programs and services that responded to the needs and interests of a diverse student population, ensured student success, and contributed to increased retention.
• Coordinated registration activities by conducting regular registration meetings, determining appropriate procedures, and distributing responsibilities.
• Acted as a member of the Executive Committee, provided leadership in addressing key issues related to the Institute’s start-up, student growth and development, retention, emphasis on quality, technology, profitability, and community involvement.
QUEENSBOROUGH COMMUNITY COLLEGE  
Bayside, New York  

**Director of Student Activities**  
1997 – 1998  
- Provided overall leadership of the Student Activities Office with emphasis on supervision and administration of student activities and extra curricular programs, including day and evening student governments, clubs, organizations, and media groups.  
- Supervised, trained and evaluated a full-time professional staff consisting of an Assistant Director, a full-time Campus Center Lounge Coordinator, a part-time CUNYCAP graduate intern, a part-time Radio Station Manager, a CUNY Office Assistant and a CUNY Secretary.

NEW YORK UNIVERSITY  
New York, New York  

**Residence Hall Manager**  
1995-1997  
- Supervised and maintained two off-campus leased properties housing 40 graduate students, a residence hall of 700 first year students and a dining hall.  
- Supervised, trained and evaluated a full-time professional staff consisting of an Administrative Assistant and two unionized Residence Hall Receptionists and a paraprofessional staff of 14 Resident Assistants.

COLLEGE OF NEW ROCHELLE  
New Rochelle, New York  

**Assistant Director of Campus Activities**  
1994-1995  
- Organized and conducted activities for the college campus that ranged from program implementation to professional and paraprofessional development.  
- Supervised 1 full-time professional staff, one New York University Intern, 24 student clubs, and 26 professional staff advisors.  
- Assisted college freshman in achieving a healthy transition into college by addressing such issues as: Self Esteem/Self Image, Conflict Resolution, Time Management, Family Dynamics, Understanding Diversity and AIDS Prevention.

**Computer Skills**  
Knowledge of both Macintosh, and IBM computers, experience with Microsoft Office, Dreamweaver, Quark, Illustrator, AS/400 (student database), TeleMagic (student database), Cognos (budgeting database), OSS (student database), SIMS (student database) and People Soft Oracle System (student database).

**Other Activities**  

<table>
<thead>
<tr>
<th>Adj. Faculty</th>
<th>Event</th>
<th>Year</th>
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<tbody>
<tr>
<td>New Student Seminar Courses-The City College of New York</td>
<td>2007-2008</td>
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<td>Career Development Courses, DeVry Institute</td>
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<td>Faculty Development Committee, DeVry Institute</td>
<td>2003-2004</td>
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<td>New Faculty Orientation Committee, DeVry Institute</td>
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<td>Registration Committee, DeVry Institute</td>
<td>1998-2001</td>
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<td>Customer Service Committee, DeVry Institute</td>
<td>2000-2001</td>
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<td>Women of Diversity, College of New Rochelle</td>
<td>1994-1995</td>
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<td>New Student Seminar Course-College of New Rochelle</td>
<td>1992</td>
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<td>SPECIAL PROJECTS</td>
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<tr>
<td>New Website Implementation (team)</td>
<td>2014</td>
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<td>Website Administrator</td>
<td>2011-2015</td>
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<td>Study Abroad Program</td>
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<td>New Website Implementation</td>
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<td>Academic Appeals Process</td>
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<td>Blackboard Administrator</td>
<td>2001-2002</td>
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<td>Established First Annual Technology</td>
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<td>Camp w/Lego Robotics</td>
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<td>NASAP Presentation: How Behavioral</td>
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<td>Economics and Technology Can Advance</td>
<td>2016</td>
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<td>Student Success</td>
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<td>Doctoral Team Leadership Award/</td>
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<tr>
<td>St. John Fisher College</td>
<td>2013</td>
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<td>Charles A. Frueauf Foundation:</td>
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<tr>
<td>Project IMPACT/Children’s Village</td>
<td>2013-2015</td>
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<td>Traineeship Program</td>
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<tr>
<td>ACS Employee Presentation: Your Next</td>
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<td>Steps: Preparing for Graduate School</td>
<td>2014</td>
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<th>CONSULTING</th>
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<td>The Silberman School of Social Work</td>
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<td>50 hours</td>
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<tr>
<td>Executive Mentor to Doctoral</td>
<td>2016-2017</td>
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<tr>
<td>Candidates-St. John Fisher College</td>
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HUNTER COLLEGE

Appointment of Gregory Mosher as Professor of Theatre with Waiver of §6.2.b. of the Bylaws

RESOLVED, That Gregory Mosher be appointed Professor of Theatre at Hunter College with immediate tenure effective August 25, 2017, waiving the previous tenure requirement in §6.2.b. of the Bylaws.

EXPLANATION: Gregory Mosher is an internationally acclaimed director and producer of more than 200 stage productions on and off Broadway, at Lincoln Center and Chicago’s Goodman Theatre, at Great Britain’s Royal National Theatre and in London’s West End. He has also produced and directed a number of film and television projects. In 1989 he won the Tony Award for Best Revival of a Play for his production of Our Town.

Since 2010, Mr. Mosher has been Professor of Professional Practice, a non-tenure track title, in the School of the Arts at Columbia University. Despite having guest-taught at other impressive institutions such as Yale, Julliard, the University of Pennsylvania, New York University, and Oberlin College, he has never had the opportunity to earn tenure. Mr. Mosher’s appointment represents a wonderful addition to Hunter’s College Theatre Department, where it is anticipated he will be designated Chair, and to CUNY in general. It is therefore in the best interests of the College and the University to waive §6.2.b of the Bylaws, granting Mr. Mosher immediate tenure without having been previously tenured at another institution.
Gregory Mosher

Curriculum Vitae

Born January 15, 1949, in New York, NY

EDUCATION

Oberlin College 1967-69

Ithaca College 1969-1971 BFA Theatre

The Juilliard School 1971-74, Theatre Division (first directing student)

TEACHING

Goodman School of Drama, Acting, 1974-76

Columbia University School of the Arts, Adjunct, Theatre Department, 2005-2007

Columbia University, School of the Arts, Professor of Professional Practice ≈2010 – current

Guest taught or lectured at Yale, Juilliard, Penn, NYU, Oberlin, others

HONORS AND AWARDS

Broadway: Antoinette Perry (Tony) and Drama Desk Awards and Nominations

2000 Tony Award® Best Musical
  James Joyce's The Dead [nominee]
  Produced by Gregory Mosher

2000 Drama Desk Award Outstanding New Musical
  James Joyce's The Dead [nominee]
  Produced by Gregory Mosher

1998 Tony Award® Best Play
  Freak [nominee]
  Produced by Gregory Mosher

1997 Tony Award® Best Play
  Stanley [nominee]
  Produced by Circle in the Square (Gregory Mosher: Producing Director; M. Edgar Rosenblum: Exe
1995 Drama Desk Award Outstanding Play
   Gregory Mosher [nominee] (for "The Cryptogram")

1992 Tony Award® Best Play
   Two Shakespearean Actors [nominee]
   Produced by Lincoln Center Theater (Gregory Mosher: Artistic Director; Bernard Gersten: Executive Producer)

1991 Tony Award® Best Play
   Six Degrees of Separation [nominee]
   Produced by Lincoln Center Theater (Gregory Mosher: Artistic Director; Bernard Gersten: Executive Producer)

1991 Drama Desk Award Outstanding New Play
   Six Degrees of Separation [nominee]
   Produced by Lincoln Center Theater (Gregory Mosher: Artistic Director; Bernard Gersten: Executive Producer)

1990 Drama Desk Award Outstanding New Play
   Some Americans Abroad [nominee]
   Produced by Lincoln Center Theater (Gregory Mosher: Artistic Director; Bernard Gersten: Executive Producer)

1989 Tony Award® Best Direction of a Play
   Our Town [nominee]

1989 Tony Award® Best Revival
   Our Town [winner]
   Produced by Lincoln Center Theater (Gregory Mosher: Artistic Director; Bernard Gersten: Executive Producer)

1989 Drama Desk Award Outstanding Revival
   Our Town [winner]
   Produced by Lincoln Center Theater (Gregory Mosher: Artistic Director; Bernard Gersten: Executive Producer)

1989 Drama Desk Award Special Award
   Gregory Mosher [winner]

1988 Tony Award® Best Direction of a Play
   Speed-the-Plow [nominee]

1988 Tony Award® Best Musical
   Sarafina! [nominee]
   Produced by Lincoln Center Theater (Gregory Mosher: Artistic Director; Bernard Gersten: Executive Producer)

1988 Tony Award® Best Play
   Speed-the-Plow [nominee]
   Produced by Lincoln Center Theater (Gregory Mosher: Artistic Director; Bernard Gersten: Executive Producer)

1988 Tony Award® Best Revival
**Anything Goes** [winner]  
Produced by Lincoln Center Theater (Gregory Mosher: Artistic Director; Bernard Gersten: Executive Producer)  

1988 Drama Desk Award Outstanding Director of a Play  
**Speed-the-Plow** [nominee]  

1988 Drama Desk Award Outstanding New Play  
**Lincoln Center Theater (Gregory Mosher: Artistic Director; Bernard Gersten: Executive Producer)**  

1988 Drama Desk Award Outstanding New Play  
**Speed-the-Plow** [nominee]  
Produced by Lincoln Center Theater (Gregory Mosher: Artistic Director; Bernard Gersten: Executive Producer)  

1988 Drama Desk Award Outstanding Revival  
**Anything Goes** [winner]  
Produced by Lincoln Center Theater (Gregory Mosher: Artistic Director; Bernard Gersten: Executive Producer)  

1987 Tony Award® Best Revival  
**The Front Page** [nominee]  
Produced by Lincoln Center Theater (Gregory Mosher: Artistic Director; Bernard Gersten: Executive Producer)  

1986 Tony Award® Best Play  
**The House of Blue Leaves** [nominee]  
Produced by Lincoln Center Theater (Gregory Mosher: Artistic Director; Bernard Gersten: Executive Producer)  

1986 Drama Desk Award Outstanding Revival  
**The House of Blue Leaves** [winner]  
Produced by Lincoln Center Theater (Gregory Mosher: Artistic Director; Bernard Gersten: Executive Producer)  

1984 Tony Award® Best Direction of a Play  
Glengarry Glen Ross (nominee)  

1984 Drama Desk Award Outstanding Director of a Play  
Glengary Glen Ross (nominee)  
**Glengarry Glen Ross** [nominee]  

1983 Drama Desk Award Outstanding New Play  
**The Goodman Theatre (Gregory Mosher: Artistic Director)** [nominee]  
( for "Edmond" )  

Off-Broadway and other:  
Joseph Jefferson Award (Chicago) Director, *Sizwe Bansi is Dead*, 1977  
Joseph Jefferson Award, Director, *Glengarry Glen Ross*, 1984  
Obie Award, Director, *Edmond*, 1983  
Margo Jones Award, 1984
Lucille Lortel Award, for *Woza Afrika!* Festival, Lincoln Center Theatre, 1986 (Inaugural Award)
Cable Ace Award, Best Drama, *A Life in the Theatre* (award to producers, directed by Gregory Mosher)

**PANELS AND COMMITTEES**
Gilman & Gonzalez-Falla Theater Foundation Musical Theatre Award 1990-2004 Board Member
National Endowment for the Arts Theatre Panelist c. 1983

**Goodman Theatre Stage Director/Producer**

*The Son* (Gert Hoffman, translated by Jon Swan), Stage 2, Goodman Theatre, Chicago, IL, 1974-1975 AP
*American Buffalo* (David Mamet), Stage 2, Goodman Theatre, 1975-1976 WP
*Statues/The Bridge at Belharbour* (Janet Neipris), Stage 2, Goodman Theatre, 1975-1976 WP
*Streamers* (David Rabe), Goodman Theatre, Mainstage, Chicago, IL, 1976-1977
*Sizwe Bansi Is Dead* (Kani, Ntshona, Fugard), Stage 2, Goodman Theatre, 1976-1977
*The Seagull* (trans van Itallie), Goodman Theatre, Mainstage, 1977-1978
*Battering Ram*, Stage 2, Goodman Theatre, 1977-1978 AP
*Native Son* (adapted Mosher and Mamet, credited to Paul Green), Goodman Theatre, Mainstage, 1978-1979 WP
*Lone Canoe; or, The Explorer* (David Mamet), Goodman Theatre, Mainstage, 1978-1979 WP
*Emigres*, Stage 2, Goodman Theatre, 1978-1979
*The Island* (Kani, Ntshona, Fugard), Stage 2, Goodman Theatre, 1978-1979
*Bal* (Richard Nelson), Mainstage, Goodman Theatre, 1979-1980
*Plenty* (David Hare), Mainstage, Goodman Theatre, 1980-1981
*Panto* (Derek Walcott), Mainstage, Goodman Theatre, 1981-1982
*Lakeboat* (Mamet), Mainstage, Goodman Theatre, 1981-1982
*Edmond* (Mamet), Mainstage, Goodman Theatre, 1981-1982
*Gardenia* (John Guare), Mainstage, Goodman Theatre, 1982-1983
*Disappearance of the Jews* (Mamet), Mainstage, Goodman Theatre, 1982-1983 WP
*Glengarry Glen Ross* (Mamet), Mainstage, Goodman Theatre, 1983-1984, then Broadway, 1986 WP
*Death and the King's Horseman* (Wole Soyinka), Lincoln Center Theatre, New York City, 1987 AP
*Road* (Jim Carthwright), Annex, La Mama Experimental Theatre Club, New York City, 1988
Our Town (Thornton Wilder), Lyceum Theatre, New York City, 1988-1989
The Tenth Man, Ethel Barrymore Theatre, New York City, 1990
Bobby Gould in Hell (Mamet), Mitzi E. Newhouse Theatre, 1990 WP
The Devil and Billy Markham (Shel Silverstein), Mitzi E. Newhouse Theatre WP
Six Degrees of Separation, Vivian Beaumont Theatre, Lincoln Center, New York City, 1990-1992
Monster in a Box (Spalding Gray), Lincoln Center Theatre, 1991
Mr. Gogol and Mr. Preen (Elaine May), Mitzi E. Newhouse WP Theatre, 1991
A Streetcar Named Desire (Tennessee Williams), Ethel Barrymore Theatre, 1992
The Cryptogram (Mamet), Ambassadors Theatre, London, 1994 WP
Freak, Cort Theatre, New York City, 1998

Stage Producer – Goodman Theatre, Lincoln Center Theatre, Broadway

Winnebago (Frank Galati), Stage 2, Goodman Theatre, Chicago, IL, 1974-1975 WP
Once and for All, Stage 2, Goodman Theatre, 1974-1975
Three Women, Stage 2, Goodman Theatre, 1974-1975 WP
Three Plays of the Yuan Dynasty, Stage 2, Goodman Theatre, 1975-1976
Chicago/The Local Stigmatic (Sam Shepard, Heathcote Williams), Stage 2, Goodman Theatre, 1975-1976
Dandelion Wine (Adaptation of Ray Bradbury), Stage 2, Goodman Theatre, 1975-1976
Kaspar, Stage 2, Goodman Theatre, 1976-1977
George Jean Nathan in Revue, Stage 2, Goodman Theatre, 1976-1977
Hail Scrawdyke, Stage 2, Goodman Theatre, 1977-1978
Annulla Allen (Emily Mann), Stage 2, Goodman Theatre, 1977-1978
A Christmas Carol, Mainstage, Goodman Theatre, 1978-1979
Two-Part Inventions (Richard Howard), Mainstage, Goodman Theatre, 1978-1979 WP (?)
Bosoms and Neglect (John Guare), Mainstage, Goodman Theatre, 1978-1979 WP
Holiday (Philip Barry), Mainstage, Goodman Theatre, 1978-1979
Curse of the Starving Class (Shepard), Stage 2, Goodman Theatre, 1978-1979
Scenes and Revelations, Stage 2, Goodman Theatre, 1978-1979
Death and the King's Horseman (Wole Soyinka) Mainstage, Goodman Theatre, 1979-1980
A Christmas Carol, Mainstage, Goodman Theatre, 1979-1980
An Enemy of the People (Ibsen, Miller adaptation), Mainstage, Goodman Theatre, 1979-1980
Talley's Folly (Lanford Wilson), Mainstage, Goodman Theatre, 1979-1980
Cyrano de Bergerac, Mainstage, Goodman Theatre, 1979-1980
Betrayal (Harold Pinter), Mainstage, Goodman Theatre, 1980-1981
Dwarfman, Master of a Million Shapes (Michael Weller), Mainstage, Goodman Theatre, 1980-1981 WP
Still Life (Emily Mann), Stage 2, Goodman Theatre, 1980-1981 WP (?)
The Frosted Glass Coffin/A Perfect Analysis Given by a Parrot/Some Problems for the
Moose Lodge (WP) (Tennessee Williams), Stage 2, Goodman Theatre, 1980-1981

Kukla and Ollie Live, Stage 2, Goodman Theatre, 1980-1981 WP

A House Not Meant to Stand ((Tennessee Williams), Stage 2, Goodman Theatre, 1980-1981 WP

The Front Page, Mainstage, Goodman Theatre, 1981-1982

A House Not Meant to Stand, Mainstage, Goodman Theatre, 1981-1982 Re-write of Stage 2 version

Sganarellla, Mainstage, Goodman Theatre, 1981-1982

Edmond (Mamet), New York City, 1982

The Man Who Had Three Arms (Edward Albee), Mainstage, Goodman Theatre, 1982-1983

The Comedy of Errors (with the Flying Karamoz Brothers), Mainstage, Goodman Theatre, 1982-1983

The Dining Room (A.R. Gurney), Mainstage, Goodman Theatre, 1982-1983

Red River (Pierre Laville, translation Mamet), Mainstage, Goodman Theatre, 1982-1983

A Soldier's Play (Charles Fuller), Mainstage, Goodman Theatre, 1982-1983

Kukla and Ollie Live/The Theatre of Burr Tillstrom, Stage 2, Goodman Theatre, 1982-1983

The Beckett Project: Ohio Impromptu, Stage 2, Goodman Theatre, 1982-1983

Eh, Joe, Stage 2, Goodman Theatre, 1982-1983

A Piece of Monologue, Stage 2, Goodman Theatre, 1982-1983

A Spalding Grey Retrospective, Stage 2, Goodman Theatre, 1982-1983

Jungle Coup (Nelson), Stage 2, Goodman Theatre, 1982-1983

Gorilla (Silverstein) Stage 2, Goodman Theatre, 1982-1983 WP

Hotline (Elaine May), Stage 2, Goodman Theatre, 1982-1983 WP

A Raisin in the Sun (Lorraine Hansberry), Mainstage, Goodman Theatre, 1983-1984

Candida (GB Shaw), Mainstage, Goodman Theatre, 1983-1984

The Road (Soyinka), Mainstage, Goodman Theatre, 1983-1984 AP

The Time of Your Life (William Saroyan), Mainstage, Goodman Theatre, 1983-1984

The Three Moskoweers (Flying Karamozov Brothers), Mainstage, Goodman Theatre, 1983-1984

Diagonal Man/Theory and Practice, Bread and Puppet Theatre, Stage2, Goodman Theatre, 1983-1984

The House of Blue Leaves (Guare), Lincoln Center Theatre, New York City, 1986

The Front Page (Hecht and MacArthur), Lincoln Center Theatre, 1987

Danger: Memory. (Miller) first produced in 1987 AP (?)

Anything Goes (adaptation Timothy Crouse and John Weidman), Lincoln Center Theatre, 1988 WP version

Sarafina! (Mbongnei Ngema), Lincoln Center Theatre, 1988 WP

Mule Bone (Zora Neale Hurston and Langston Hughes), Ethel Barrymore Theatre, 1991 WP (full production)

Six Degrees of Separation (Guare), Vivian Beaumont Theatre, Lincoln Center, New York City, 1990-1992 WP

Two Shakespearean Actors (Nelson), Lincoln Center Theatre, 1992 AP

James Joyce's The Dead (musical, Nelson and Shaun Davey), Playwrights Horizons, then Belasco Theatre, New York City, 2000
Freak (John Leguizamo), Cort Theater Broadway, 1998
Who’s Afraid of Virginia Woolf (Edward Albee), Copenhagen, 2004
The Glass Menagerie (Tennessee Williams, with Sally Field), Kennedy Center, 2004
A View from the Bridge (Arthur Miller) Cort Theater Broadway, 2010
That Championship Season (Jason Miller) Schoenfeld Theater Broadway, 2011
The Guardsman (Ference Molnar, new translation Richard Nelson), Eisenhower Theater/Kennedy Center, 2013
Love Letters (A.R Gurney), Nederlander Theater, Broadway, Fall 2014
Antigone (Sophocles, Mosher adaptation), tour of Nairbobi, Johnannesburg, Cape Town, Summer 2015. Upcoming partnership with Bard Prison Initiative
New musical (director, with Roseanne Cash, John Leventhal, John Weidman) in prep for 2017 Broadway
The Seagull (Chekhov, new translation by Richard Nelson, Richard Pevear, Larissa Volokhonsky) in prep for 2017

Television

The Comedy of Errors, 1985 WNET live presentation of Lincoln Center Theatre production
A Life in the Theatre, TNT, 1993, director. Screened at Deauville Film Festival.
Uncle Vanya, BBC, 1991 Director
Our Town, Great Performances, PBS, director of stage version taped
Freak, HBO, 1998, producer of stage version filmed
Speak Truth to Power, PBS, 2000, director of stage version in DC.

Movies

Producer, American Buffalo, Samuel Goldwyn Company, 1996
Screenwriter, The Golden Rule, unproduced
Screenwriter, Laughter in the Dark, unproduced

Writing

Introduction, American Buffalo (David Mamet), Grove/Atlantic, 1994
Introduction, A House Not Meant to Stand (Tennessee Williams), New Directions, 2008
Adaptation, Sophocles’ Antigone, 2015 (performed in Nairobi, Johannesburg, Cape Town)

Special Events

New Yorker Magazine 1995-2008: Numerous one-night events, including Parting the Waters (a benefit for Hurricane Katrina victims). Artists include: Woody Allen, Don DeLillo, John Updike, Seamus Heaney, Robert Pinsky, Ricky Moody, David Byrne, Elvis Costello, Lou Reed, Laurie Anderson, Tracy Chapman, Joan Didion, Henry Louis
Gates Jr., John Ashbury, Robin Williams, Simon Schama, Martin Amis, Janet Malcom, Jon Stewart, and many others.

*Speak Truth to Power* (Ariel Dorfman), Kennedy Center, 2000

*Arthur Miller at 75th Birthday Tribute*, Lincoln Center Theatre, 1990

Samuel Beckett memorial, Lincoln Center Theatre, 1990

Tina Brown’s Women for Women conference (director) 2015, London
THE GRADUATE SCHOOL AND UNIVERSITY CENTER

Appointment of Carla Shedd as Associate Professor with Waiver of §6.2.b. of the Bylaws

RESOLVED, That Carla Shedd be appointed Associate Professor of Urban Education at the CUNY Graduate School and University Center effective August 25, 2017, with a waiver of §6.2.b. of the Bylaws.

EXPLANATION: Dr. Carla Shedd is currently an assistant professor at Columbia University in the Departments of Sociology and African-American Studies. Dr. Shedd was recognized as a rising star in the early course of her career, receiving numerous doctoral and post-doctoral fellowships to support her research including awards from both the Ford and Mellon Foundations. She is also the author of the multi-award winning book, Unequal City: Race, Schools, and Perceptions of Injustice.

Dr. Shedd earned doctorate and Masters degrees in Sociology from Northwestern University, and holds an A.B. in Economics and Afro-American Studies from Smith College.

Dr. Shedd will add intellectual strength to GSUC’s Urban Education program, to the Sociology program (where it is anticipated that she will receive an affiliated appointment), and to the Graduate Center at large. The awarding of immediate tenure is integral to enticing her to leave Columbia, and therefore the Graduate Center requests a waiver of the previous tenure requirement in §6.2.b. of the Bylaws.
Carla Shedd

RESEARCH AND TEACHING AREAS OF INTEREST
Race and Ethnicity, Criminology and Criminal Justice, Social Inequality, Urban Sociology, Law and Society, Mixed Methodology

EMPLOYMENT
July 2007- present Columbia University, New York, NY
Assistant Professor of Sociology and African American Studies
Faculty Fellow, Institute for Social and Economic Research and Policy

EDUCATION
June 2006 Ph.D., Sociology, Northwestern University, Evanston, Illinois
Title: Integrating Race, Discriminating Place: Divergent Perceptions of Social and Criminal Injustice Among Chicago Youth
Committee: John Hagan (chair), Mary Pattillo, and Robert Nelson


June 2002 M.A., Sociology, Northwestern University

May 2000 A.B., Economics and Afro-American Studies, Smith College, Northampton, Massachusetts

BOOKS
October 2015 Unequal City: Race, Schools, and Perceptions of Injustice
Russell Sage Foundation Press
2015 C. Wright Mills Book Award Finalist*, Society for the Study of Social Problems (decision will be announced on August 20, 2016)
2016 Distinguished Book Award (co-winner) - Section on Race, Class, and Gender, American Sociological Association

States of Punishment: Reconciling the Peril and Promise of America’s Social Institutions (in preparation)

SCHOLARLY PUBLICATIONS

Page 1 of 11


RESEARCH IN PROGRESS

Tracking the Carceral Continuum: The Intersecting Home, School, & Juvenile Justice Experiences of New York City Youth (Principal Investigator)
PAPERS IN PROGRESS

“From Perceiving Injustice to Achieving Racial Justice: Interrogating the Impact of Racial Brokers on Racial Antagonism & Racial Reconciliation”

“Of Social Maladies & Legal Remedies: Identity & the Juvenile Justice Process”

“Crossing Contexts, Perceiving Injustice: A National & Longitudinal Comparison of Findings from Unequal City using the PSID” with Brittany Fox

“Strategies for a Mixed Method Study of the Juvenile Courtroom” with Brittany Fox

FELLOWSHIPS, ACADEMIC HONORS AND AWARDS

2016 C. Wright Mills Book Award Finalist
Society for the Study of Social Problems (decision will be announced on August 20, 2016)

2016 Distinguished Book Award (co-winner)
Section on Race, Class, and Gender, American Sociological Association

Fall 2016 Lenfest Junior Faculty Development Grant, Columbia University, $5000

Spring 2015 Scholar-in-Residence, Vera Institute of Justice, New York City

2013 Provost’s Junior Faculty Grant, Columbia University, $23,016

2010-2011 Ford Foundation Post-Doctoral Fellow

2010-2011 Visiting Scholar, Russell Sage Foundation, New York, New York

Summer 2010 MacDonald Fellow, Junior Faculty Summer Research Grant Competition, Faculty of the Arts & Sciences, Columbia University


2006- 2007 Andrew W. Mellon Foundation Post-Doctoral Fellow in the Social Sciences, Department of Sociology, Bryn Mawr College, Bryn Mawr, Pennsylvania

2005-2006 Andrew W. Mellon Foundation Pre-Doctoral Fellow in the Social Sciences, Department of Sociology, Bryn Mawr College, Bryn Mawr, Pennsylvania

Summer 2005 Visiting Fellow, Department of Criminology and Criminal Justice, University of Maryland-College Park, College Park, Maryland

2003- 2005  Graduate Teaching Fellowship, Center for Legal Studies, Northwestern University, Evanston, Illinois, under the direction of Robert Nelson

2002-2005  Pre-Doctoral Fellowship, National Consortium on Violence Research (NCOVR), under the direction of John Hagan and Mary Pattillo


2001-2002  Graduate Research Fellowship, Joint Center for Poverty Research, Northwestern University, Evanston, Illinois

May 2000  Highest Honors for Senior Thesis, Smith College, Northampton, Massachusetts

INVITED SCHOLARLY PRESENTATIONS

June 2016  “Unequal City: An Overview”
Lenses on Equity Speaker Series, NYC Department of Education, Office of Interschool Collaborative Learning
New York City, NY

May 2016  “Unequal City: An Overview”
Conversations in Black Freedom Studies, Schomburg Center
New York City, NY

May 2016  “Institutional Betrayal/Failure & the Carceral Continuum”
Research for Reform, Invited Symposium on Mass Incarceration Policy
Bruce Western (organizer) Wiener Center for Social Policy, Kennedy School of Government
Harvard University, Cambridge, MA

April 2016  “From Perceiving Injustice to Achieving Racial Justice”
Symposium organized by Charles Ogletree & Austin Sarat
Harvard University and Amherst College, Massachusetts

April 2016  “Policing the Public (Schools) in an Unequal City”
Conference on Education and Inequality, Sociology Department
Yale University, New Haven, CT

April 2016  “Policing the Public (Schools) in an Unequal City”
Goldkamp Lecture Series, Criminal Justice Department
Temple University, PA

April 2016
“When Protection Becomes the Punishment: The Case of Chicago Youth”
Colloquium Series, Old Dominion University, VA

March 2016
“When Protection Becomes the Punishment: Policing the Public Schools in an Unequal City”
Race & Inequality Seminar Series, Sociology Department
Princeton University, NJ

June 2015
“When Protection Becomes the Punishment: The Case of Chicago Youth”
Racial Democracy, Crime & Justice Network Symposium
Ohio State University, Ohio

May 2015:
“Geographies of Violence in Chicago”
Violence & the City Conference
Murphy Institute, CUNY, NYC

April 2015
Youth/Police Conference
University of Chicago Law School, Chicago, IL

April 2015
Paul Robeson Conference Panelist, “From Protest to Politics: The Future of the Civil Rights Movement”
Columbia University Law School, NYC

January 2015
“Tracking the Carceral Continuum: The Case of Urban Youth”
Vera Institute of Justice, NYC

September 2014
“Institutional Ensnarement: Documenting the Nexus of State-Based Interventions in the Lives of NYC Youth”
Workshop in Urban Ethnography, Sociology Dept., Yale University

March 2014
“Legacy: What Does It Mean To Be Young, Urban, & Black?”
Emerging Black Leaders Symposium, Tufts University, Massachusetts

March 2014
“Tracking the Carceral Continuum: The Case of Urban Youth”
Ivy Plus Symposium, Harvard University & MIT, Cambridge, MA

February 2014
“Legacy: What Does It Mean To Be Young, Urban, & Black?”
Black History Month Keynote, Columbia Secondary School, NYC

November 2013
“Tracking the Carceral Continuum: The Case of Urban Youth”
Sociology Department Colloquium Series, CUNY Graduate Center, NYC

November 2013
“Tracking the Carceral Continuum: The Case of Urban Youth”
Sociology Department Colloquium Series, Rutgers, New Brunswick
October 2013  “Tracking the Carceral Continuum: From Chicago to NYC”  
Challenging Punishment Conference, Institute for Research in African  
American Studies (IRAAS), Columbia University, NYC  

March 2013  “From Getting Schooled to Getting Booked: How Urban Youth Navigate  
America’s Geography of Opportunity”  
Reproducing Inequality: Connections Between the Educational and  
Criminal Justice Systems, Ramapo College, New Jersey  

February 2012  “Geographies of Exclusion” and Mechanisms of Social Control”  
A/ Social Space: System of Regulation and Innovation Conference,  
MIT SENSEable City Lab, Massachusetts Institute of Technology,  
Cambridge, MA  

February 2012  Race, Place, & Gender: Strategies and Consequences for Crossing Gender  
Lines among Urban Adolescents“  
Feminist and Legal Theory Workshop, School of Law, Columbia  
University, NYC  

October 2011  “New Pathways to Justice: Examining the Case of Urban American  
Youth”  
Kenneth Cole Community Engagement Forum, Advocating for a Just  
Community, Columbia University, NYC.  

March 2011  “Arresting Development: Navigating Race, Place, and the End of  
Adolescence”  
Colloquium Speaker Series, Department of Sociology, Northwestern  
University, IL.  

March 2011  “Countering the Carceral Continuum: When the Schoolhouse Resembles  
the Jailhouse” The Imprisonment of a Race Conference, Center for  
African American Studies, Princeton University, NJ.  

December 2010  “Navigating Urban America’s Geography of Opportunity”  
Poly Prep Country Day School, Diversity Day Keynote, NYC.  

February 2010  “Arresting Development: Urban Youth and the End of Adolescence.”  
Life Course Center Mini-Conference, University of Minnesota,  
Department of Sociology, MN.  

Incarceration”  
Inequality Seminar, Stanford University, Department of Sociology, CA.
March 2009  “Blurring the Boundaries: Cognitive Landscapes and Youth Perceptions of Injustice”
Culture and Inequality Seminar, Princeton University Department of Sociology, NJ.

April 2008  “Race, Place, and Perceptions of Injustice Among Chicago Youth”
Sociology of Law Workshop, New York University Department of Sociology, NY

January 2008  “Race, Place, and Perceptions of Injustice Among Chicago Youth”
Sociology of Law Workshop, Stanford University Law School, CA.

January 2007  “Exploring the Minds of Marginalized Minors: Race, Place, and Perceptions of Injustice Among Chicago Youth”
Department of Sociology, University of Chicago, IL.

October 2006  “Exploring the Minds of Marginalized Minors: Race, Place, and Perceptions of Injustice Among Chicago Youth”
Workshop on Psychology, Health, and the Life Course, University of Indiana-Bloomington

April 2005  “To Protect and Serve?: Chicago Youth Perspectives on Police in Public and Private Domains”
Department of Sociology, University of Iowa, IA.

AUTHOR MEETS CRITICS

Unequal City: Eastern Sociological Society (March 2016), New York University, Sociology Dept. (May 2016), Association of Black Sociologists (October 2016); American Sociological Association (August 2017- nominated)

PROFESSIONAL CONFERENCES (since 2006)

November 2016  “Going Upstream: Tracking the Carceral Continuum to and through the Juvenile Justice System”
American Society of Criminology, New Orleans, LA

Eastern Sociological Society Annual Meeting, Boston, MA

August 2015  “Of Social Maladies and Legal Remedies”
American Sociological Association Annual Meeting, Chicago, IL

February 2015  “Tracking the Carceral Continuum: The Case of NYC Youth”
Eastern Sociological Society, NYC
August 2013  “Tracking the Carceral Continuum: New Directions for Studying Juvenile Justice”
Association for Black Sociologists, New York, NY

August 2011  “Safe Passage?: Navigating Race, Place, and Adolescence in Chicago”
Association for Black Sociologists, Las Vegas, Nevada

November 2008  “Mapping the Terrain of Perceptions of Injustice: The Case of Chicago Youth”
American Society of Criminology, St. Louis, MO.

November 2006  “Complicating Contexts: The Convergence of Race and Place on Perceptions of Injustice”
American Society of Criminology, Los Angeles, CA

TEACHING
COLUMBIA UNIVERSITY
UNDERGRADUATE
Adolescent Society (seminar)
Exploring Black Chicago (seminar)
Methods/Statistics (lecture)
Race and Place in Urban America (lecture)
Race, Crime and Law—formerly Crime, Law, and Society (lecture)
Tracking the Carceral Continuum (research practicum)

GRADUATE SEMINARS
Racial and Ethnic Inequality
Racial Disparities: Causes and Consequences

Bryn Mawr College
Race and Place in Urban America
Crime, Law, and Society

Northwestern Univ.
Teaching Fellow, “Advanced Research Seminar,” Center for Legal Studies, Northwestern University, 2003-2005

ADVISING/COMMITTEES
DISSERTATION
Elizabeth Chu, Education Policy Ph.D., Teachers College
“Short- and Long-term Effects of Suspension on Student Outcomes,” Spring 2014, External Reader
Miya T. Warner, Sociology of Education Ph.D., Teachers College,
“Small High Schools and Big Inequalities: Course-taking and Curricular Rigor in New York City.” Spring 2013, External Reader
Vanessa Anderson, Psychology Ph.D., Columbia University
“Influence of Race-Based Rejection Sensitivity on College Choice and Freshman Year Transition on Black and Hispanic High School Students” Summer 2008, External Reader
D. Marie Louise Keem, Comparative Education & Sociology, Teacher’s College Ph.D., “Adaptation At and Through College” – Spring 2008, External Reader

PRE-DOCTORAL ADVISING
Brittany Fox, Bailey Brown, Devon Wade, Sandra Portocarrero (Sociology)
Richard Lofton, Allen White, Terrenda White (Sociology & Education, Teachers College)

MASTERS
Ashundria Oliver, Sociology, M.A., “Stigma, Violence, and Neighborhood Perceptions of Violence”
Naomi Salas-SantaCruz, Sociology, M.A., “Examining Orders of Protection through a Feminist Jurisprudence Lens”

UNDERGRADUATE
Isai Mays, B.A., African American Studies, Spring 2014, Advisor

PROFESSIONAL SERVICE
DEPARTMENT
Sociology
Colloquium Series Coordinator, Spring 2014, Spring 2010
Summer Course Coordinator, 2012-2014
Junior Faculty Search Committee, Fall 2015, Fall 2011, Fall 2007
Graduate Admissions Committee, Spring 2009
Graduate Placement Committee, 2007-2009

African American Studies
Colloquium Series Coordinator, Fall 2015 - Present
Chair, Zora Neale Hurston Lecture Committee, 2012- 2015
IRAAS’ 20th Anniversary Celebration Planning Committee, 2013
Undergraduate Education Committee, 2013-present, 2009-2010
Graduate Admissions Committee, Spring 2012-2014, 2008-2010

UNIVERSITY
Keynote Speaker, Columbia College Black Graduation Ceremony, 2016
Columbia Univ. Faculty Representative, Ivy Plus Symposium 2014
Keynote Speaker, Columbia College “Days on Campus” 2013 & 2009  
Dissertation and Summer Merit Fellowship Committee 2007-2009

**DISCIPLINE**

Conference Planning Committee, Black Girl Movement Conference, April 2016  
Area Chair, Conference Planning Committee, American Society of Criminology, Spring 2016  
Section Council (elected), Sociology of Law Section, American Sociological Association, 2011-2013  
Article Award Committee, Crime, Law, and Deviance Section, American Sociological Association, 2011-2012  
Mentoring Award Committee, Law and Society Association, 2011-2012  
Book Award Committee, Sociology of Law Section, American Sociological Association, 2009-2010  
Competitive Roundtables Organizer, Sociology of Law Section, American Sociological Association, 2009-2010  
Minority Affairs Committee, American Society of Criminology, 2008-2009  
Student Paper Award Committee, Crime, Law, and Deviance Section, American Sociological Association, 2008-2009

**COMMUNITY**

Young & Powerful Group, NYC 2013- present  
Piney Woods School, Mississippi 2011- present  
Columbia Literacy Advocacy Project (CLAP) 2012

**EDITORIAL BOARDS**


**PEER REVIEW**


**PROFESSIONAL MEMBERSHIPS**

American Sociological Association, Association of Black Sociologists, American Society of Criminology, Eastern Sociological Society, Law & Society Association

**BROADCAST MEDIA APPEARANCES**

Warren” (MSNBC), “The Big Picture with Thom Hartmann” (RT America)

PRINT MEDIA

ADVISORY SERVICES
Abyssinian Development Corporation (2011-2012)
*State Bar Association (2011-12)

REFERENCES
Upon request
MEDGAR EVERS COLLEGE

Appointment of Jacqueline Clark as Vice President for Finance and Administration

RESOLVED, That the Board of Trustees of the City University of New York approve the appointment of Jacqueline Clark as Vice President for Finance and Administration at Medgar Evers College, effective June 8, 2017.

EXPLANATION: After interviewing a number of qualified candidates, President Rudolph Crew selected Jacqueline Clark for this position following careful consideration and review of her work with the College in the past year as Interim Vice President for Finance and Administration, and her previous 25 years within the CUNY system. President Crew required a candidate with the background and experience necessary to enable the College to successfully meet its short term and long term fiscal goals and to provide leadership in several operational areas, including Facilities, Buildings & Grounds, which was added to this position’s portfolio in the past year. Ms. Clark’s extensive background in finance and administration within the CUNY system, her prior role as the College’s Assistant Vice President of Finance and Administration, and her continued achievements as Interim Vice President of Finance and Administration make her the best-qualified candidate for this important position.

Ms. Clark will report directly to the President and remain a member of the President’s Cabinet. Her extensive experience will provide important leadership in several critical areas including the offices of the Comptroller, Budget, Bursar, Student Financial Aid, Purchasing, Accounting, Accounts Payable, Public Safety, and Facilities, Buildings and Grounds, all of which will report directly to her.

The President strongly recommends her appointment.
PROFESSIONAL SUMMARY:
Positive, energetic, results-driven and innovative professional with proven ability to successfully analyze and re-engineer the college’s operations by formulating policies; developing and implementing new strategies and procedures to improve operational efficiency productivity and customer services. Take pride in ability to effectively combine the college objectives and values with personal and professional goals and work ethics. Employ proactive management and strong leadership techniques to generate accomplishment-driven workplace environment, resulting in employee loyalty. Build and foster strategic business relationship with department heads and chairs, maintaining customer satisfaction at all levels. Possess extraordinary capabilities in the areas of:

* Strategic Management Planning * Budgeting & Forecasting * Financial System Implementations
* Financial Reporting & Analysis * GAAP, FASB & Regulatory Compliance * Cash Flow Management
* Policy & Procedure Development * Financial Statement Preparation * Team Building & Leadership.

PROFESSIONAL EXPERIENCE:

Medgar Evers College
Interim Vice President for Administration and Finance Jan 2016–Present

- Provide strategic leadership direction and oversight the college’s financial operations including the general accounting for all related entities, such as the Foundation, Association, Auxiliary, Childcare Center, Adult Continuing Education, and Tuition and Fees
- Administer the College’s budget process and provide planning support for the college community
- Serve as the College’s budget liaison with University Budget Office
- Administer several college department’s operation – Accounting, Accounts Payable, Budget, Bursar, Purchasing, Property Management, Mail Services, Central Receiving, and Reprographics.
- Advise the VPs on matters related to the fiscal operations of the college, including the generation of cash flow, expenditures, revenue, and management information tools and reports
- Manage the preparation, accuracy and integrity of all financial statements to ensure compliance with GAAP and FASB accounting and regulatory policies
- Direct monthly meetings and preparation with department heads across the college to review projection issues and resolve conflicts
- Prepare financial overviews, explanations and forecasts for presentation to the Board of Directors
- Administer revenue management and forecast revenue to meet target
- Analyze monthly revenue and expenses for programs and make recommendations to program directors to correct negative variances
- Coordinates the banking relationship for all MEC entities and accounts and serves as treasury and investments manager
- Monitor departmental expenses to maintain fiscal spending discipline and advise department heads as to best practice methods to maintain budget levels and expenses
- Develop and revise policies and procedures to comply with University-wide guidelines and standards
- Direct the year end accounting close for the college and prepare financial statements for audit
- Coordinate the internal and external schedules related to annual financial and federal A-133 audits
- Serve as liaison to the internal and external auditors and coordinate audit responses.

Medgar Evers College
Interim Assistant Vice President for Administration  Jan 2015–Jan 2016

- Provided strategic leadership direction and oversight the college’s financial operations including the general accounting for all related entities, such as the Foundation, Association, Auxiliary, Childcare Center, Adult Continuing Education, and Tuition and Fees
- Administered the College’s budget process and provide planning support for the college community
- Served as the College’s budget liaison with University Budget Office
- Administered several college department’s operation – Accounting, Accounts Payable, Budget, Bursar, Purchasing, Property Management, Mail Services, Central Receiving, and Reprographics.
- Advised the VPs on matters related to the fiscal operations of the college, including the generation of cash flow, expenditures, revenue, and management information tools and reports
- Managed the preparation, accuracy and integrity of all financial statements to ensure compliance with GAAP and FASB accounting and regulatory policies
- Directed monthly meetings and preparation with department heads across the college to review projection issues and resolve conflicts
- Prepared financial overviews, explanations and forecasts for presentation to the Board of Directors
- Administered revenue management and forecast revenue to meet target
- Analyzed monthly revenue and expenses for programs and make recommendations to program directors to correct negative variances
- Coordinated the banking relationship for all MEC entities and accounts and serves as treasury and investments manager
- Monitored departmental expenses to maintain fiscal spending discipline and advise department heads as to best practice methods to maintain budget levels and expenses
- Developed and revise policies and procedures to comply with University-wide guidelines and standards
- Directed the year end accounting close for the college and prepare financial statements for audit
- Coordinated the internal and external schedules related to annual financial and federal A-133 audits
- Served as liaison to the internal and external auditors and coordinate audit responses.

York College  Aug 2009–Jan 2015

Finance Controller

- Provided strategic leadership direction and oversight the college’s financial operations including the general accounting for all related entities, such as the Foundation, Association, Auxiliary, Childcare Center, Adult Continuing Education, Tuition and Fees, and Queens EOC
- Administered several college department’s operation – Accounting, Accounts Payable, Bursar, Purchasing, Property Management, Mail Services, Central Receiving, and Reprographics
- Advised the VPs on matters related to the fiscal operations of the college, including the generation of cash flow, expenditures, revenue, and management information tools and reports
- Managed, supervised and train a team of 30 staff
- Managed the preparation, accuracy and integrity of all financial statements to ensure compliance with GAAP and FASB accounting and regulatory policies
- Directed monthly meetings and preparation with department heads across the college to review projection issues and resolve conflicts
- Prepared financial overviews, explanations and forecasts for presentation to the Board of Directors
- Analyzed monthly revenue and expenses for programs and make recommendations to program directors to correct negative variances
- Monitored departmental expenses to maintain fiscal spending discipline and advise department heads as to best practice methods to maintain budget levels and expenses
- Served as a key member of a team responsible for the conversion of CUNYFirst/PeopleSoft
- Instrumental in developing a strong and comprehensive internal control policy and procedures
- Developed and revised policies and procedures to comply with University-wide guidelines and standards
- Served as liaison to risk management committee
- Provided oversight for the annual risk and self-assessment and follow up on the ongoing corrective actions
- Directed the year end accounting close for the college and prepare financial statements for audit
- Coordinated the internal and external schedules related to annual financial and federal A-133 audits
- Served as liaison to the internal and external auditors and coordinate audit responses.

**York College**

**Assistant Business Manager**

- Managed the accounting operations for all revenue and expenses associated with tuition and fee, Auxiliary, Foundation, Association, Childcare Center and ACE
- Supervised, recruited and trained the accounting office professional and clerical personnel
- Ensured on-going staff development activity for both professional and support staff
- Prepared monthly financial statements for Auxiliary, Association, Foundation & Tuition and Fees
- Projected annual budget and maintain and update budget monthly for all related entities
- Managed the monthly projection process evaluating risk and operating margin
- Implemented “best accounting and business practices” for the college which resulted in an increase in productivity and efficiency by eliminating manual processes
- Prepared IFR quarterly journal entries
- Prepared Management’s Discussion and Analysis (MD&A) and implementation of GASB 34/35
- Prepared monthly comparative financial statements
- Prepared reconciliation and analyses of related balance sheet and expense accounts
- Restructured and implemented a new accounting system to accommodate all related entities
- Created a general ledger for the operating fund accounting and financial reporting system
- Audit liaison with internal and external auditors.

**Organic Capital Group**

**Controller**

- Implemented policies and procedures of internal control regarding accounting and budgeting
- Created a comprehensive accounting and financial reporting system
- Prepared monthly and annual comparative financial statements
- Reviewed the accurate, timely processing of accounts payable/receivable, general ledger, and budget and variance analysis
- Prepared reconciliation and analyses of related balance sheet and expense accounts
- Established and maintained banking relationships for daily business, negotiate and manage short and term credit facilities, and other types of financing
- Performed detailed financial audits of numerous businesses and recommended improvements in client’s system procedures, documentation and internal controls
- Conducted reviews and compilations
- Prepared corporate and individuals income tax returns, payroll and sales taxes
- Planned strategies for minimizing federal and state taxes.

**American Foundation for the Blind**

**Senior Accountant**

- May 1996 – May 2000

Feb 2003 - Aug 2009

June 2000 - Jan 2003

May 1996 – May 2000
• Analyzed and prepared investment-related journal entries for investment portfolios
• Reviewed A/P vouchers, cash receipts and bank deposit for proper documentation and accuracy
• Prepared and post accounts receivable and development income entries to general ledger
• Prepared financial statements and annual budget
• Developed and implemented a new Fixed Asset Module in American Fundware accounting system
• Redesigned department operating expenses report operations managers to analyze performance
• Maintained all bank records, including transferring of funds on 35 separate accounts, the borrowing of receivables, reconciliation, and daily cash position report
• Trained and supervised account payable clerks, billing clerks, and junior accountants.

Medgar Evers College  
Revenue Manager  
June 1993 – May 1996
• Restructured the cash management policy to ensure prompt recovery of all receivables to meet all cash requirements
• Prepared annual revenue budget based on enrollment projections and estimated collection rates
• Prepared monthly and year-end revenue closing, inclusive of bad debt write-offs
• Transferred fund to CUCF and IFR
• Prepared cash receipts and disbursements and monthly bank reconciliation
• Assisted in budget preparation and coordination
• Reviewed journal entries, account balance analyses, and general ledger account reconciliation
• Interacted with external auditors in conduct of annual audits.

Medgar Evers College  
College Accountant  
Sept 1990 – June 1993
• Closed Monthly Accounting Books
• Prepared Monthly Bank Reconciliation and monthly financial statements
• Prepared detailed analyses of general ledger balances
• Prepared and reconciled daily tally of cash and non-cash transactions
• Processed payment and collection of delinquent student’s accounts.

EDUCATION
• Bachelor of Science in Accounting - Medgar Evers College
• Master of Science in Accounting - Anticipating degree from Brooklyn College

KEY SKILLS and ABILITIES
• Proficient in MS Excel, Word, PowerPoint, Access, American Fundware, QuickBooks Pro, Peachtree Accounting, and PeopleSoft.

PROFESSIONAL AFFILIATIONS:
Member: American Institute of Certified Public Accountants (AICPA)
Member: New York State Society Certified Public Accountants (NYSSCPA)
Member: Foundation for Accounting Education (FAE)
Member: National Association of College and University Business Officers (NACUBO)
Member: National Association of Professional Women (Women of the Year Award 2011/2012)