

MINUTES

Meeting of the Hunter College Senate

10 March 2021

- 1 The 650th meeting of the Hunter College Senate convened at 3:36 PM via Zoom.
 2
 3 **Presiding:** Laura S. Keating, Chair
 4
 5 **Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.
 6
 7 Alternate Senators were formally seated consistent with the procedures approved by the Senate for in-
 8 person meetings, and they were enabled to vote using iClicker.
 9
 10 **Agenda** Chair Keating informed the body that there were no changes to the agenda. The agenda was adopted as
 11 circulated.
 12
 13 **Report by the**
 14 **President** President Raab's report is in Appendix II.
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 17 **Report by the**
 18 **Administrative**
 19 **Committee:** a) **Special Senate Election for Vacant At-large Seats**
 20 In accordance with Article IV, 2H i & ii of the Charter for a Governance of Hunter
 21 College, the Administrative Committee is presenting the names of all nominees
 22 received to date:
 23
 24 Student Senators: Ariel Glazman (Biology, Computer Science)
 25 Antonio Flores (Biochemistry)
 26 Saima Afrin (Human Biology)
 27 Chewon Lee (Human Biology)
 28 Seham Mubarez (Psychology, Political Science)
 29 Feda Hammood (Biology)
 30 Jackeline Palmer (Psychology)
 31 Omina Farukhzoda (Psychology, Pre-Med)
 32 Alia Isabekova (Human Biology)
 33 Patricia Ladyzhensky (Psychology)
 34 Tahsin Hossain (Biochemistry)
 35 Joanne Andre (Psychology)
 36 Afia Abida (Biology)
 37 Anum Jabeen (Computer Science)
 38 Pearl Gross (Biology)
 39 Betty Wu (Human Biology)
 40 Nicole Kuznetsov (Human Biology)
 41 Hunter Moran (Economics)
 42 Alia Codelia-Anjum (Biology)
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 44
 45 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.
 46 The motion carried by unanimous consent.
 47
 48 **b) Approved Curriculum Change**
 49 The following curriculum changes as listed in the attached Report dated 10 March 2021 have
 50 been approved as per Senate resolution and are submitted for the Senate's information: Items:
 51 US-2380 Art & Art History (Change in courses), US-2388 Classical & Oriental Studies/Hebrew
 52

53 **Minutes**
 54 **Meeting of the Hunter College Senate**
 55 **10 March 2021**

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 57 (Change in course), US-2389 Asian American Studies (Change in course), US-2390 History
 58 (New course), US-2391 History (Change in courses), US-2392 Political Science (Change in
 59 courses).

60
 61
 62 **Committee**
 63 **Report**

64 **Undergraduate Academic Requirement Committee**

65 Chair Keating called on Professor Kevin Sachs, Chair of the Undergraduate Academic Requirements
 66 Committee to present the Resolution on Hunter College Policy on Pass/No Credit (see Appendix III for
 67 the full policy changes). Discussion and debate followed.

68 **Resolution on Hunter College Policy on Pass/No Credit**

69
 70 **Resolved**, Hunter College shall have the following policy regarding selection of the option of Pass/No
 71 Credit in lieu of letter grades and also have the following changes to its grading definitions. The policy
 72 shall be included in the section on Pass/No Credit Policy for Undergraduate Courses and also the
 73 Grading Definitions in all future Hunter College catalogs and on the Hunter College website.

74
 75
 76 The iClicker voting produced the following results: 71 in favor, two against and three abstentions.
 77 The Resolution passed.

78
 79
 80 **Old Business**

81 **Senate Assembly Rules for Meetings Held Remotely**

82 Chair Keating reminded the body that the Senate would proceed in accordance with consideration by
 83 paragraph procedure. Chair Keating also reminded that at the last meeting the Senate considered all rules
 84 separately, and there were no debate or amendments except for Rule 10 Point b that failed. At today's
 85 meeting, the Senate would consider the document as a whole which could include revisiting any particular
 86 rules.

87 Debate on the set of rules followed.

88 **Resolved that the following Rules be adopted for Remote Senate Meetings**

89
 90 **1. Seating of attendees**

91 **a. Joining information:**

92 The Senate Office shall send by e-mail with the call of the meeting the Zoom log-
 93 information and meeting link and, as an alternative and backup to the audio
 94 connection included with Zoom, the phone number and access code(s) for the
 95 meeting.

96
 97 **b. Meeting availability time:**

98 The Senate Office shall schedule the Zoom meeting availability to begin at least 45 minutes
 99 before the start of each meeting.

100
 101 **c. Joining requirements for all Senate members:**

102 All Senate members must display first and last name when they join the Zoom meeting so that
 103 they may be identified and logged in by the Senate Office staff for the purpose of recording
 104 attendance.

105
 106 **2. Assigning a Senate member voting privileges at a meeting**

107 **a. To be able to vote and count toward a quorum, a Senate member must**

- 108 i. join with the ability to be viewed via video at the meeting if requested by the Senate
 109 staff or the chair; and
 110 ii. have an iClicker account and be able to access that account during the meeting via
 111 the iClicker app or on iClicker.com.

- 116
- 117 **b.** When Senate members join and are logged into the meeting, the Senate Office records the
118 order in which members arrive.
- 119
- 120 **c.** Senate members are given voting privileges at a meeting by means of the Senate Office staff
121 activating their iClicker account for that meeting.
- 122
- 123 **d.** Senators arriving prior to the scheduled start of the meeting are logged in as having voting
124 privileges at the meeting.
- 125
- 126 **e.** If fewer than 100 Senators have joined by the scheduled meeting time, Alternates are logged
127 in as having voting privileges in the order in which they arrived, up to a number of 100 total
128 voting members.
- 129
- 130 **f.** Once 100 is reached, Senate members shall still be logged into the meeting as they join for
131 the purpose of recording meeting attendance, but they will not be eligible to vote during the
132 meeting.
- 133
- 134 **g.** Senate members assigned voting privileges at a meeting shall maintain voting privileges
135 throughout the meeting, even if they are disconnected for some time during the meeting and
136 have to rejoin, but to participate in a vote, they must be present in the Zoom session while the
137 vote is going on.
- 138

139 **3. Announcing a Quorum & Quorum calls**

- 140 **a.** At the start of the meeting, the presence of a quorum shall be established by number of
141 iClickers activated.
- 142
- 143 **b.** Thereafter, if there is a call for a quorum count, it shall be ascertained by use of iClicker, or
144 if necessary, by a roll call carried out with voting members viewable by video.
- 145

146 **4. Technical requirements and malfunctions:**

147 Senate members are responsible for their own audio and Internet connections. No action of the
148 assembly shall be invalidated on the grounds that the loss of, or poor quality of, a Senate
149 member's individual connection prevented participation in the meeting, assuming a quorum is
150 maintained in the case of the loss of a member's connection.

151

152 **5. Forced removal or muting:**

- 153 **a.** The chair may cause or direct the removal of attendees to the waiting room or the muting of
154 their microphones if they are causing undue interference with the meeting. The chair's decision
155 to do so, which is subject to an undebatable appeal that can be made by any Senate member,
156 shall be announced during the meeting and recorded in the minutes.
- 157
- 158 **b.** Without direction from the chair, the Senate staff may mute attendees' microphones or turn
159 off their video if noise or visuals are disruptive to the meeting.
- 160

161 **6. Time management**

- 162 **a. When the meeting will be called to order:**
163 The chair shall call the meeting to order no later than 5 minutes after a quorum has been
164 achieved.
- 165
- 166 **b. Limitations on length of reports and presentations:**
167 Reports and presentations shall be limited to 25 minutes not including Q&A or debate on
168 resulting motions. Exceptions may be granted at a meeting by a 2/3 vote of voting members
169 present at the meeting.
- 170
- 171 **c. Extending time past the scheduled meeting end time:**
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Extensions may only be made for 10 minutes at a time and may only be made if a quorum is present and by a 2/3 vote of voting members present at the meeting.

7. Assignment of the floor

- a. To seek recognition by the chair, when not interrupting a person who has the floor, a member shall use the “Raise hand” function on Zoom.
- b. In the usual order of business, the chair will call upon members in the order in which their hands were raised. If a preference is to be given to those speaking to or for or against a point, the chair may recognize the member for the limited purpose of determining whether that member is entitled to preference in recognition.
- c. Once recognized by the chair, to speak, the person assigned the floor may unmute themselves or write in the Chat.

8. Interrupting a member

A member who intends to make a motion or a request that under the rules may interrupt a speaker shall use the Chat for so indicating and shall thereafter wait a reasonable time for the chair’s instructions before attempting to interrupt the speaker by voice or by writing further in the Chat.

9. Making motions in writing

The Zoom share screen function shall not be available to Senate members for the making of motions. A member intending to make a main motion, to offer an amendment, or to propose instructions to a committee that cannot be quickly transcribed by the Recording Secretary, should be prepared to post the motion in the Chat box when recognized by the Chair. Alternatively, the member should e-mail the motion to the Recording Secretary at least two days in advance of the meeting.

10. Voting

- a. means of voting:**
Votes shall occur using iClicker or, if necessary, by audible and viewable roll call. Business may also be conducted by unanimous consent.
- b. time limit:**
When voting using iClicker, after two minutes, the vote will be closed once a majority or 2/3 decision, as required, is obtained, or if that does not occur, after four minutes, by the direction of the chair.
- c. announcing the vote:**
The Recording Secretary will display the vote tally using the Zoom screen share function, and the chair shall announce the result.

The iClicker voting to adopt the Senate Assembly Rules for Meetings Held Remotely produced the following results: 73 in favor, one against and seven abstentions.
The Resolution passed.

Resolution on Shared Governance & Budgetary Impacts on Academic Policy & Practice
Chair Keating yielded the floor to Vice-Chair Nibras Ahmed to continue debating the Resolution.

236
237 **Resolution on Shared Governance & Budgetary Impacts on Academic Policy & Practice**
238

239 Whereas, the administration has been required to make adjustments in college budget allocations to enable
240 the college to fulfill its mission in the wake of the COVID 19 pandemic, and this involves prioritizing a
241 variety of academic and institutional goals, and
242

243 Whereas, student success is dependent on the effectiveness of faculty, departments, and programs in
244 carrying out their primary responsibility for academic matters¹, effectiveness that is sensitive to what is
245 prioritized in budgetary decision-making, and
246

247 Whereas, the practice of shared governance involves “communication and decision-making, which
248 permits each group of participants to feel that it can influence that institution as a matter of right and
249 responsibility” (CUNY Manual of General Policy, 2.08 Governance of the University), and
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251 Whereas, the Senate, as the legislative body of the college, has the responsibility to foster shared
252 governance at Hunter College, thus
253

254 Resolved that the Senate affirms

- 255 • That communications and negotiations between the administration and departments and
256 programs be timed so that the priorities of departments and programs inform budget and resource
257 allocation deliberations before final decisions are made by the administration;
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- 259 • That any accommodations in academic practices accepted by departments and programs to help
260 meet budget shortfalls which they believe are not in the best interests of their educational mission
261 be implemented only provisionally, on a semesterly basis, and so renegotiated each semester,
262 and
263
- 264 • That by the end of Fall 2021, the Senate Administrative Committee survey departments and
265 programs on what they take to be significant budget-related academic issues that have risen since
266 February 2020 and report that to the Senate and make any recommendations to the Senate as
267 appropriate.
268

269 ¹The CUNY Manual of General Policy (2.08, 3.2 The Faculty), states, “Subject to the Board of Trustees,
270 the faculty is primarily responsible for academic matters, including the criteria for admission and retention
271 of students, promulgation of rules concerning attendance, the awarding of credit and degrees, the quality
272 of teaching, research and the guidance of students, and the general quality and advancement of the
273 academic program of the college.” The CUNY Bylaws state that “Each college shall have a faculty or
274 academic council, which shall be the primary body responsible for formulating policy on academic
275 matters. The composition of a college’s faculty or academic council shall be set forth in its governance
276 plan approved by the board of trustees” (Art. 8.6); and that “Each department, subject to the approval of
277 the faculty or faculty council, where existent, and subject to the provisions of other sections of these
278 bylaws, shall have control of the educational policies of the department” (Art. 9.1.a).
279

280 ²Examples might include temporary changes in

- 281 • Course section enrollment caps or minimum enrollment levels,
- 282 • Grader or TA support for large lecture classes,
- 283 • Duties required for a grader or TA (e.g., to attend lecture or meet with faculty instructor),
- 284 • Number or type of course offerings (e.g. regular vs large lecture, major courses versus gen ed
285 and service courses, day vs evening/weekend, undergrad vs graduate courses),
- 286 • Advising practices,
- 287 • Release time for advising and department or program service,
- 288 • Support of library resources.

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291
292 There was a motion to remove Footnote 2 from the Resolution.

293 **Minutes**
294 **Meeting of the Hunter College Senate**
295 **10 March 2021**

296 The question was called and carried.
297
298 The iClicker voting produced the following results: 35 in favor, 39 against and eight abstentions.
299 The motion failed.

300
301 There was a motion to extend the meeting by 5 minutes until 5:36 PM. There was an objection.
302 The iClicker voting produced the following results: 56 in favor, 21 against and zero abstentions.
303 The motion carried.

304
305
306 There was a motion to call the question. There was an objection.
307 The iClicker voting produced the following results: 56 in favor, ten against and five abstentions.
308 The motion carried.

309
310 There was a motion to extend the meeting by 10 minutes until 5:46 PM.
311 The motion carried by unanimous consent.

312
313 The iClicker voting to adopt the Resolution produced the following results: 55 in favor, 13 against and
314 three abstentions.
315 The Resolution passed.

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319 Due to the late hour, the meeting was adjourned at 5:46 PM.

320
321 Respectfully submitted,

322
323
324 Sarah Jeninsky
325 Secretary

APPENDIX I

The following attendance was noted from the meeting

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

Faculty					
AFPRL	Anthony Browne	A	Mathematics & Statistics	Bill Williams	A
	Milagros Denis-Rosario	(A) A			0
	Lázaro Lima	(A) A		Robert Thompson	(A) A
Anthropology	Jackie Brown	X		Barry Cherkas	(A) A
	David Hodges	(A) A	Medical Laboratory Sciences	Abigail Morales	A
	Milena Shattuck	(A) A		Chad Euler	(A) A
Art & Art History	Harper Montgomery	A		Muktar Mahajan	(A) A
	Reiner Leist	X	Music	Jewel Thompson	A
	Emily Braun	(A) X		Michele Cabrini	(A) A
	A. K. Burns	(A) A			(A)
Biological Sciences	Ben Ortiz	A	School of Nursing		0
	Shirley Raps	A		Carolyn Sun	A
	Paul Feinstein	(A) X		Ellen McCabe	A
	Carmen Melendez	(A) X		Ah-Yun (Emily) Yeh	(A) A
Chemistry	Gabriela Smeureanu	A	Philosophy	Laura Keating	A
	Nancy Greenbaum	(A) X		Frank Kirkland	(A) A
	Manashi Chatterjee	(A) X		Omar Dahbour	(A) A
Classical & Oriental Studies	Graham Claytor	A	Physics & Astronomy	Kelle Cruz	A
	Lawrence Kowerski	(A) A		Yuhang Ren	(A) A
	Joanne Spurza	X			A
	Doron Friedman	(A) X		Leon Cohen	(A) A
Computer Science	Anita Raja	A	Political Science	Robert Thompson	A
	Felisa Vazquez-Abad	(A) A		Erin Mayo-Adam	(A) A
		(A)		Michael Lee	(A) A
Curriculum & Teaching	Lacey Peters	A	Psychology	Roseanne Flores	A
	Karen Koellner	X		Jonathon Rendina	A
	Debbie Sonu	(A) A		Darlene Defour	(A) A
	Jason Wirtz	X		Michael Lewis	(A) A
Dance	David Capps	X	Physical Therapy	Nicki Silberman	A
	Ana Nery Fragoso	(A) A		Thomas Holland	(A) A
	Lori Brungard	(A) X		Milo Lipovac	(A) A
Economics	Randall Filer	A	Romance Languages	Paolo Fasoli	A
	John Quiang Li	A		Magdalena Perkowska	(A) A
	Tim Goodspeed	(A) A		Julie Van Peteghem	(A) A
	Avi Liveson	(A) X	School of Social Work	Samuel Aymer	A
Educational Foundations & Counseling	Goeum Na	A		Anna Ortega-Willam	A
	Jeanne Weiler	(A) A		Jonathan Prince	(A) A
	Amanda Crowell	(A) A		Rong Zhao	(A) A
English	Sarah Chinn	A	Sociology	Mark Halling	A
	Amy Robbins	A		Mike Benediktsson	(A) A
	Nijah Cunningham	A		Michaela Soyer	(A) A
	Janet Neary	(A) A	Special Education	Virginia Gryta	A
Film & Media Studies	Tami Gold	A		Kristen Hodnett	(A) X
				William Longworth	(A) A
	Andrew Demirjian	(A) X	SLPA	Donald Vogel	A
	Larry Shore	(A) A		Nancy Eng	(A) X
Geography	Ines Miyares	A		JungMoon Hyun	(A) A
	Shipeng Sun	(A) X	Theatre	Louisa Thompson	X
	Allan Frei	(A) X			0
German	Elke Nicolai	A		Claudia Orenstein	(A) A
	Eckhard Kuhn-Osius	(A) A	Urban Policy and Planning	Lily Baum Pollans	A
	Lisa Marie Anderson	(A) A		Victoria Johnson	(A) X
History	Eduardo Contreras	A		Matthew Lasner	(A) X
	Manu Bhagavan	(A) X	School of Urban Public Health	Phil Alcabas	A
	Jill Rosenthal	A		Susan Cardenas	(A) A
Library	Sarah Ward	A		Victoria Fischer	(A) A
	Jennifer Newman	A	Women & Gender Studies	Jennifer Gaboury	X
	Mee' Len Hom	(A) A		Catherine Raissiguier	(A) X
		(A)		Rupal Oza	(A) X

Students

Nibras Ahmed	A
Aysheh Barqawi	A
Alexa Michel	A
Leon Sarpong	A
Aamna Arshad	X
Nafeeza Ali	A
Ariana Ahmed	A
Ariel Glazman	X
Antonio Flores	X
Saima Afrin	X
Fariha Uddin	E
Ketia Newell	A
Chewon Lee	X
Ayesha Qayyum	A
Seham Mubarez	X
Feda Hammood	A
Jackeline Palmer	X
Omina Farukhzoda	X
Alia Isabekova	X
Patricia Ladyzhensky	X
Junia Sharmin	X
Hardik Bhaskar	A
Jennifer Calderon	X
Tahsin Hossain	X
Afrin Ansary	A
Ariela Radonic	X
Luisais Taveras	A
Hunter Moran	A
Joanne Andre	X
Afia Abida	A
Manahil Jafri	X
Vinh Phan	X
Anum Jabeen	X
Pearl Gross	A
Tasneem Sultana	X
Jasmine Shaikh	X
Betty Wu	X
Nicole Kuznetsov	A
Pema Yuelden	X
Tanja Tane	X
Jeslyn Mei	A
Alia Codelia-Anjum	A
Erica Aguayza	A
Katherine Unite	X
Michelle Ma	X
Christopher Lee	A
Eleanor Sardarian	X
Avi Mikhaylov	A
Tabia Ahmed	A
Mahnoor Memon	A
Fayozjon Jamshidov	X
Haya Alkiswani	X
Christopher Orzech	A
Lauritta Gazaryan	A
Rabia Akram	A
Sara Khasib	X
Nicole Palmetto	A
Secura Morgan	A
Noa Hacker	A

At-Large, Lecturers and Part-Time Faculty

Student Services	Kevin Nesbitt	A
	Luis Roldan	(A) X
Library	Jocelyn Berger-Barera	A
Library	Tony Doyle	A
Psychology	Stefan Schlussman	A
Economics	Kevin Sachs	A
Medical Lab Science	Hongxing Li	A
Religion	Barbara Sproul	A
THHP	Jerry Press	X
Mathematics & Statistics	Sandra Clarkson	A
Special Education	Gina Clark	A
Sociol Work	James Mandiberg	E
THHP	Sarah Jeninsky	A
Art and Art History	P. Dudek	A

Ex-Officio

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

ADMINISTRATION

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

APPENDIX II

“Thank you so much Laura. Let me start, as I often do, by thanking you for your extraordinary leadership over this year. Thank you to the Senate Administrative Committee and to everyone here who is part of our shared governance and community group. It is hard to believe but tomorrow marks the one-year anniversary of when we were told that in one week we were going to move about 3000 classes online. I think it is important to mark that, but mostly to mark the extraordinary work of everybody on these Zoom screens today. What you were able to do as faculty, students, and administrators to make this possible never ceases to amaze me. I am grateful for what we were able to accomplish for our students. We all know nothing has been perfect, but as I said last time, to see 1900 students graduate in January, to know they have completed their work, to see our enrollment so strong, I am really grateful for everybody in this room and how you pulled through. I think it is wonderful as we celebrate and mark this one year to know there is a light at the end of the tunnel. That is pretty wonderful to know.

“Two short announcements before I talk a little bit about some of the reopening plans. We sent out memos, but I wanted to remind everybody. If there has ever been a time to celebrate the wonderful work of our faculty and staff, it is this year. Next Monday is the deadline to nominate people for the various HEO awards. We will put the memo up in the chat in a minute, so people know where to send them in. Please help us think about the extraordinary HEOs. They are really our unsung heroes. We often forget to say thank you to them, and this year is one of those great times when we recognize what the incredible team at Hunter has done. On Monday March 22nd we are asking for nominations for our faculty awards. Again, it is incredible that our faculty members continue to research, publish, get incredible grants, do creative activity, and of course do extraordinary teaching. This year appropriately we are adding a new award for excellence on online teaching. It is one of my favorite times to celebrate faculty and staff, so please help us find all the great candidates out there.

“Talking about reopening. First, let's talk a little bit about this semester. As I mentioned last time, about 8% of our classes are on campus. At 205 Hudson St., there is a buzz of our studio artists continuing to create their work. The thesis exhibits are being hung in our galleries, and faculty are teaching our artists there. On our main campus, a number of Biology and Chemistry labs are being taught in person. Our faculty are back in person in their research labs. At Brookdale we have our Medical Lab Science labs and Nursing and Physical Therapists in classrooms in clinical settings teaching safely. We are incredibly grateful for everyone participating, and we have a strong basis from those academic activities to begin to plan for the future. As another basis for planning for the future, we have a number of spaces open throughout the campus: the sixth and seventh floors of the Library, a number of large spaces at Brookdale for students to study socially distanced, our food pantries, and printing stations. So, we have a firm foundation of safe, on site, in person activities and classes to build on. One area we would like to ask students and faculty to think about is the types of extracurricular experiential activities you might want to bring back to campus or off site this semester. There is a form that goes through Jenny Tuten and Provost Dent's Office to review the safety protocols for taking students to a museum or having a voluntary small gathering in one of our spaces or terraces. We have a group of students, who are one of our special cohorts, that is privately funded for different team building activities. They bought Mets tickets last semester but the game was cancelled. Now, the Mets just called to asked if we want to bring the students this year. So, 10 to 20 students will go to a baseball game. What is more normal than that? Again, if any of you are thinking about special programs you have, your majors or anything that you think you would like to bring back to campus, please let Jenny know. Many of you have asked about exams, final exams and doing those in person. That is something that Jenny has been working on as well, so please start thinking if that is something that works in your classrooms and let us know. After much debate, CUNY has finally created and purchased a contract for all of us to have an online proctoring service for exams. I know for some people this is something they are not comfortable with and do not want to use but if anyone here is interested, Jenny's office will have more information about that as well. So, I would ask you all to start thinking about what, if anything, you might be comfortable to bring back this semester in terms of some of these extracurricular experiential activities.

“This summer, we hope to recreate our very robust summer school. Last summer was amazing. It was amazing because of all of you creating and making teaching possible. We had a 39% increase in undergraduate classes for summer school. It really helped students' progress towards their degree. Summer Pell will once again be available. That was a game changer for many of our students. Through fundraising we were able to match many of the Pell awards for students who were not eligible for Pell and provide them with a significant scholarship towards summer classes. Obviously, that was a great incentive for our students to take classes and move forward. As much as things are opening up, we know it is still going to be a challenge for our students to find paid internships and traditional part time summer jobs that students often get to help build up money for tuition. So, we believe that it will be helpful for our students to invest their time in classes this summer. We hope all of you will think about what can be taught this summer. Most of that will be online except for the labs and clinical experiences that we are thinking about offering on campus.

**Meeting of the Hunter College Senate
10 March 2021**

“We are beginning our planning for reopening in the Fall. The Chancellor made clear in his memo that CUNY is open, and that is the direction that we are moving in. Since then, CUNY started to have a more nuanced conversation with us about what it means and how it gets implemented on each campus. The direction from the Central Office is that we need to create our own individual experience on each of the campuses because each campus is different in terms of what we teach and physical location. At this point we are required to plan that we have the six-foot distance between everybody in rooms. That means that a campus like Hunter College cannot be 100% back in person. When you take an average room, you are talking about a deeply diminished amount of people who can be in a room. We may have a room for 100 people, and then we are looking at around 20 or 25 people being allowed in that room when you think about six feet in every direction. Now, we are looking at things to mitigate that. We are looking at protective barriers where that makes sense but in general that will really diminish the number of people we can have in rooms. We also have the challenge of as we call it our vertical campus, meaning we have to get in elevators. It is obviously a big challenge if you can only have four people in an elevator, and you are trying to get them to the 10th floor of a building in time for class. So, we are beginning to plan. We have our Fall Planning Committee which represents constituencies from all the schools, all the different subgroups across our campus as well as public health experts from the faculty. We have been talking with P&B, the deans and program heads. There are many people who are deeply eager and anxious to return, and they would come back tomorrow. Then, there are people who are very anxious to return, whether it is about health concerns, personal issues of childcare, family responsibilities or just getting themselves back into a different routine. We understand there are different approaches, and people are thinking about what this September will look like. We also have a level of uncertainty as I said from the Central Office. Right now, it is the six-foot distancing. Will that stay as access to vaccines open up? We are not sure. We are waiting to hear about requirements and policies, whether there will be telecommuting policies, etc. So, we are asked to plan knowing that there are vastly different approaches and reactions to what is going to happen in September, and there is significant uncertainty about what the final rules will be. We ask for your understanding and patience as we begin to plan this reopening. We assure you that we are really working on this 24/7, listening to as many voices as we can. Laura, if there is any time we want to have a bigger conversation within the Senate with this time at a meeting, I would be happy to do that as we move along. Again, let me give you the parameters that are informing this group conversation. First, as I said we have the rules in terms of space constraints. The first thing we are doing is working closely with the Department Chairs, program heads, Eija and the Registrar to get a coherent schedule ready to be posted in the time for students to register for the Fall. We have, as I said a good foundation to build on. This semester and even in the Fall semester we prioritized lab science labs, the arts, and the clinical professions training. We are going back to that framework. In addition to Chemistry, Biology, Lab Science, Computer Science, we are asking Anthropology, Geography and Psychology that also have hands on laboratory experiences to think about what to bring back into the on-site in person laboratory. There are challenges with this physical separation, the six feet, but with that is the first sort of overlay. The same thing in the Arts. We have been focused on Studio Arts at 205 Hudson and 68 Streets. We have asked Film, Theater and Dance to think about what makes sense. Some are harder than others. In Music we moved pianos into rooms so students can practice, but it is going to be harder to have a choral class. We know that type of thing was going to be harder in Dance and Film production classes. So, we are working closely with the Chairs, and we asked the Chairs to work with all of you to think through what makes sense to bring back that require the most in person and high hands on experience to learn in the best way. Then again, Physical Therapy and Nursing have been doing a great job with many of their classes on site. We have asked Speech Pathology and Nutrition to join them to expand what they have been doing. So, that is our first framework.

“The second call was to ask Chairs to look at classes that were most likely to fit into the majority of our spaces. Those are classes that probably have around a 30-person enrollment. We said under 50, but we think the standard for Hunter would be 25 to 30 students because we believe we have the most number of those rooms given this really dramatic decrease in the space. We have also tried to prioritize classes where we have a very high percentage of freshmen, and then after that sophomore enrollment. We are very concerned about all of our students, but I think you would all agree when you think about a high school student that was in the 11th grade and was put into remote learning and has not been back in a classroom. That student wants to and needs to come back into a more social learning environment. We are trying to find ways to make this work. We have been talking with the English department about English 120 and 220 courses and Math department about our large math sections. How can we make this work so that many of our freshmen and sophomores can have at least one experience on campus? We have not mentioned this last time, but we have this idea of using some of our large lecture spaces. Again, we are being careful. We are not going to have 500 people in a room, but we feel in some of the large spaces we can have 100, perhaps 150. That would allow some of our larger lecture classes to take place on campus. We are working with our health experts. Some of the technology has now become available, that has been approved, where faculty can teach to the room and to people at home. We are beginning to try to experiment with what that looks like. It is often a challenge. It is one of those things that is easier said than done, but we think some of these large lectures where there is less student participation and more listening may be a place where we can offer an option in person, or at home and use that equipment in our auditorium perhaps Kaye Playhouse, cafeteria or lobby - places where we can get a considerable number of people in - and do what they call a high flex option. We are optimistic that we will be able to accommodate many of our small, upper level seminars and graduate classes which tend to be under 20. Again, as you start talking about classrooms, you have this challenge of where they

**Meeting of the Hunter College Senate
10 March 2021**

are located. If they are on upper floors that can only be reached through an elevator, you have yet another challenge. So, we are really thinking strategically about what we can bring back with this 25% target in mind which is a sort of a composite of 25% of students, faculty, and staff back on campus. They project that that will equal that about 25% of our classes. Eija and I have not seen this math yet so we do not know that to be true but, it is that sort of the proposition CUNY has offered us. We are really trying to maximize within these constraints bringing back our students to campus. And I see Tami Gold here on my screen, and I remember having a conversation with Tami about becoming the University of Phoenix. So, that is where we are coming from. We are Hunter College. We teach in person, but we have to do it safely. I have emails from people who want to come back tomorrow. They want to know why classes are not back tomorrow, everyone is vaccinated. Then, I have people writing that they are worried because they have this condition, even if vaccinated, they do not feel safe. We have had some faculty who asked to have a requirement that students in classes be tested, particularly in the clinical spaces where people are very close to one another. So, we are working through all of these things. There is such a variety of emotional reactions to an emotional situation of coming out of what we got thrust into.

“As I said, the priority is the schedule for the Fall. We are working closely with the Chairs and departments on maximizing what we can bring back safely. We are also watching for various decisions about social distancing and vaccine requirements. As soon as the schedule is posted, we will start a conversation about what other types of student activities we will be able to bring back. Eija has already begun to work with her deans and directors on what type of financial aid, advising and counseling services makes sense to bring back. We are discussing staff work spaces, what is safe and how that will work. Nibras, I am glad you are here. I am going to ask you to help us and work with Miesha and Student Government on what students want to see come back. We have the sixth and seventh floors of the Library open for studying. A lot of spaces at Brookdale are open, too. We have opened music rooms, art studios and dance studios for students to practice. What is on the list? Some students requested opening the student union. I had one of the CUNY people with me on a walkthrough, and I asked if we can open ping pong because you can definitely stay six feet away from each other while playing. He pointed out to me that we can't use foosball, so I guess we have a lot of work to do. What is Thomas Hunter going to look like? Can student clubs come back in any safe form? We are talking a lot about bringing back athletics because there is a lot of interest from our athletes to return to practice their sports. At the same time, we are talking to faculty who have department offices, and other space for staff and HEOs throughout the college to see what makes sense and what is safe. I think Nibras and his colleagues were pushing for us to keep Brookdale open. We have about a third occupancy. We would like to see that dorm filled because we think there are many students who could benefit from having a place to study and live outside of crowded homes. So, that is really the hierarchy. Let's see what we can do for this Fall schedule. Then, we will start working on student and community spaces, then offices, and other types of activities. Faculty, please participate in your departmental meetings and speak with your Chairs because we ask the Chairs and Deans, the Provost Office to continually feed us concerns and questions. Obviously, there will be a fair amount of online learning continuing next semester. We want to thank Jenny Tuten, Shiao and the tech team for all of the work they have been doing. We are going to continue to work with faculty over the summer to offer programming and support, as we did last summer. We had faculty stipends for people to beef up and help support their teaching so that they were engaged in the best practices of remote teaching. We need to continue to do that because remote teaching will be a part of what we do in September. Again, both students and faculty, if you are concerned about your technology, if you need a place to study, if you need a place to teach outside of your home, we ask people to take advantage of our loan programs, support, teaching spaces and childcare that is now open to faculty. We will continue to update and keep talking with you.

“A few other points. I know there is a lot of news and reports about the stimulus bills. I want to raise the issue that while there is a lot of news about stimulus money coming into New York, we do not have any more definitive information about how that would be impacting CUNY and Hunter's budget. As soon as we have more information, we will share it. We are waiting to hear how we can use the money that was paid from the first stimulus package known as the CARES Act. \$9.5 million, as I have said before, has been distributed to students. For the other \$9.5 million we have submitted a plan for reimbursement for COVID related expenses. CUNY is supposed to review and approve that and also let us know if there is any discretionary use for general operating or other types of needs that we can use this money for. We are waiting to hear more. Right now, the budget is still on track in the Governor's office in the State for April 1st passage, so as soon as we have more information, we will share with the community but it has not trickled down yet. People see some good news and it looks like New York will be getting significant share of the stimulus package, but I want people to understand how it is going to impact Hunter before we exhale in terms of our financial challenges.

“Just a final note. I mentioned last time that we are excited that the 5th floor of the Library construction project has commenced. The link between the Baker Theatre building and the East building has started. The West Plaza renovation will start very soon. In addition to that, there was a need on all of our buildings, East, West, Thomas Hunter, North buildings and Roosevelt House for what we call local law 11 work. That is about the condition of exterior of buildings to make sure that they are safe, and that there are not any pieces of buildings that are loose and that all the facades are strengthened and strong. We also have a lot of work to do on our roofs to deal with the leaking problems. That work is underway. We were able to push to get things expedited to start getting it done. But

if you came to campus now, you would see a frightening amount of scaffolding everywhere. I am kind of glad that we are in a low density space right now. I do want to assure people that we are pushing to get that completed as fast as possible. We are also going to be working to see if we can do a better job and make the scaffolding less obtrusive so there are more places to walk and enter buildings. Good work is going on but I want to tell people not to be alarmed if they come when we do reopen in the Fall and see that we are working. We are not going to be able to have all of it removed. The work will not be all finished, but we will try to make it less obtrusive and less in the way of activity. Laura, thank you for this opportunity to update and talk a little bit about the future.

Appendix III

Resolution on Hunter College Policy on Pass/No Credit

Resolved, Hunter College shall have the following policy regarding selection of the option of Pass/No Credit in lieu of letter grades and also have the following changes to its grading definitions. The policy shall be included in the section on Pass/No Credit Policy for Undergraduate Courses and also the Grading Definitions in all future Hunter College catalogs and on the Hunter College website.

From:

Credit/No Credit Policy for Undergraduate Courses

In many courses, it is possible to obtain credit for the course without receiving a letter grade. If students decide to receive a grade based on this system, they will receive "Credit (CR)" instead of A, B, or C, and will receive "No Credit (NC)" instead of D or F. ~~Students can receive a grade of D instead of NC if they indicate this on their form requesting the CR/NC option.~~ Students requesting grading according to this system must satisfy all requirements regarding attendance, assignments, and examinations set by the instructor. Course requirements and standards are the same as in the letter grading system, but CR/NC grades are not counted when a student's GPA is calculated by Hunter College. Students can choose whether they want to take a course for a letter grade or CR/NC, but certain restrictions apply.

Restrictions for ~~Credit~~/No Credit Grades:

- ~~Some departments or programs restrict a student's choice in opting for Credit/No Credit. Several programs of study prohibit the use of Credit/No Credit grades in major courses.~~ This applies especially to programs of study leading to outside certification or post-graduate study. Students should check with their departmental advisers for specific policies. ~~On the other hand, there are some courses in which letter grades are not assigned.~~ Departments or majors that restrict student choice of the CR/NC option must have this policy approved by the Senate.
- ~~Credit/No Credit~~ grades are not allowed for students on academic probation.
- A maximum of four courses (including repeated courses) taken at Hunter College may be assigned a ~~Credit/No Credit~~ grade on the Hunter College transcript, excluding any courses with mandatory CR/NC grading. ~~(Students who obtain a D as the final grade and have asked to have this appear on their transcript instead of NC, will have a grade for this course, which will then not count towards the permitted maximum of four Credit/No Credit grades on the Hunter transcript.)~~
- The grade of CR shall be used to replace the academic grades of A, B, and C. The grade of NC shall be used to replace the academic ~~grades of D and F.~~ It shall not be used to replace the grade of WU.
- If (as a result of a student's request) a ~~CR/NC~~ grade is given where it is not an allowed grade according to existing college, departmental, or major regulations, it will be converted by the Registrar's office to the underlying grade entered by the instructor.
- If, after requesting ~~CR/NC~~ grading, a student receives an INC, the ~~CR/NC~~ grade is applied when and only when the instructor changes the INC (or FIN) to a letter grade. A student's request for ~~CR/NC~~ grading will remain in place until a letter grade is earned.

Alert

Other colleges, graduate and professional schools, services, and employers may not favor ~~credit/no credit~~ grades. They may convert "Credit" to "C" and "No Credit" to "F" for their purposes. ~~Such decision is done by the other institution.~~ Before opting for CR/NC grades, students should consult with advisors in the Office of Advising, in their academic program(s), and in the Office of Financial Aid. They should also check the policies of external financial-aid agencies.

How To Opt For Credit/No Credit

In order to select ~~CR/NC~~ for a course, a student must complete a form available from the Office of the Registrar. The student must submit the form to the Office of the Registrar by 5:00 pm (Eastern Time) ~~on the Monday two weeks prior to the first day of final exam week, as provided in the CUNY academic calendar in the fall and spring semesters. Exact dates are provided in the Hunter College academic calendar. The deadline for winter and summer sessions is 5:00 PM (Eastern Time) two class days before the scheduled last day of classes (or final exam day) as provided in the CUNY academic calendar. Exact dates are provided in the Hunter~~

~~College academic calendar.~~ Notification of the student's ~~CR/NC~~ choice will ~~also~~ be sent to the course instructor by the Office of the Registrar. Students may not elect the ~~CR/NC~~ grading option after these deadlines and there are no appeals allowed for late election. Please note, once a student chooses a ~~CR/NC~~ grade for a course, that choice is final and irrevocable. ~~Furthermore, the form is not valid if the student's election of the CR/NC grading option violates college-wide or program-specific restrictions.~~

NOTE: ~~In the Spring semester of 2020, some of the above policies were temporarily suspended by CUNY due to the COVID-19 pandemic. Selection of the CR/NC grading option for courses in the Spring 2020 semester do not count against college-wide or program-specific restrictions regarding (1) the number of CR/NC uses allowed per semester, (2) the maximum number of uses allowed of the CR/NC grading option in total, (3) the selection of the CR/NC grading option by students on academic probation and (4) certain other restrictions. Please see here for a complete list of the temporary policies that were in place at this time.~~

To:
Pass/No Credit Policy for Undergraduate Courses

In some courses, it may be possible to elect to receive credit for the course without receiving a letter grade. If students decide to receive a grade based on this system, they will receive "Pass (P)" instead of A, B, C, or D and will receive "No Credit (NC)" instead of F. Students requesting grading according to this system must satisfy all requirements regarding attendance, assignments, and examinations set by the instructor. Course requirements and standards are the same as in the letter grading system, but P/NC grades are not counted when a student's GPA is calculated by Hunter College. Students can choose whether they want to take a course for a letter grade or P/NC, but certain restrictions apply.

Restrictions for Pass/No Credit Grades:

1. Departments or programs may restrict a student's choice in opting for Pass/No Credit. Some programs of study prohibit the use of Pass/No Credit grades in major courses. This applies especially to programs of study leading to outside certification or post-graduate study. Students should check with their departmental advisers for specific policies. Departments or majors that restrict student choice of the P/NC option must have this policy approved by the Senate.
2. Pass/No Credit grades are not allowed for students on academic probation.
3. A maximum of four courses (including repeated courses) taken at Hunter College may be assigned a Pass/No Credit grade (and/or the previous designation of Credit/No Credit) on the Hunter College transcript, excluding any courses with mandatory CR/NC grading.
4. The grade of P shall be used to replace the academic grades of A, B, C and D. The grade of NC shall be used to replace the academic grade of F. It shall not be used to replace the grade of WU.
5. If (as a result of a student's request) a P/NC grade (and/or the previous designation of Credit/No Credit) is given where it is not an allowed grade according to existing college, departmental, or major regulations, it will be converted by the Registrar's office to the underlying grade entered by the instructor.
6. If, after requesting P/NC grading (and/or the previous designation of Credit/No Credit), a student receives an INC, the P/NC grade is applied when and only when the instructor changes the INC (or FIN) to a letter grade. A student's request for P/NC grading (and/or the previous designation of Credit/No Credit) will remain in place until a letter grade is earned.

Alert

Other colleges, graduate and professional schools, services, and employers may not favor Pass/No Credit grades. They may convert "Pass" to "D" and "No Credit" to "F" for their purposes. Such decisions are made by other institutions. Before opting for P/NC grades, students should consult with advisors in the Office of Advising, in their academic program(s), and in the Office of Financial Aid. They should also check the policies of external financial-aid agencies.

How To Opt For Pass/No Credit

In order to select P/NC for a course, a student must complete a form available from the Office of the Registrar. The student must submit the form to the Office of the Registrar by 5:00 pm (Eastern Time) on the last day of classes as indicated in the Hunter College academic calendar (the same day as the deadline to officially withdraw from a class with a grade of W). Notification of the student's P/NC choice will be sent to the course instructor by the Office of the Registrar. Students may not elect the P/NC grading option after these deadlines and there are no appeals allowed for late election.

Please note, once a student chooses a P/NC grade for a course, that choice is final and irrevocable. The form is not valid if the student's election of the P/NC grading option violates college-wide, departmental, or program-specific restrictions.

For information on whether a specific program or major restricts the use of the P/NC option, please read the program description of the program or major of interest in the Hunter College catalog or check with departmental or program advisers.

NOTE: In the Spring and Fall semesters of 2020, some of the above policies were temporarily suspended by CUNY due to the COVID-19 pandemic. Selection of the CR/NC grading option for courses in the Spring and/or Fall 2020 semester do not count against college-wide or program-specific restrictions regarding (1) the number of P/NC (previously CR/NC) uses allowed per semester, (2) the maximum number of uses allowed of the P/NC (previously CR/NC) grading option in total, (3) the selection of the P/NC (previously CR/NC) grading option by students on academic probation and (4) certain other restrictions. Please see here for a complete list of the temporary policies that were in place at these times.

From:

Grading Definition

Students are to be graded in courses according to the traditional system of letter grades (A, B, C, D and F) or may opt to take some courses for credit/no credit (CR/NC). For the latter option, see [Credit/No Credit Policy for Undergraduate Courses](#).

Student Credit Points Earned

Students who receive credit for a class by the end of the semester (or term) will have a grade ranging from A to D or CR on their transcript and the A-D grades will be entered into the calculation of the grade point average.

No Student Credit Points Earned

Students who will not receive credit points may have an F or an NC or an INC, or a grade beginning with “W”. See explanation after chart.

Retention Standards

CUNY mandates uniform student retention standards for all CUNY colleges. Decisions about whether or not students may continue in a CUNY college are made on the basis of a student’s grade point average (GPA). To determine GPA, course grades are assigned quality points (which count toward the GPA), as shown in the following table:

Grade	Definition	Quality Points (GPA Index)
A+	97.5 – 100%	4.0
A	92.5 – 97.4%	4.0
A-	90.0 – 92.4%	3.7
B+	87.5 – 89.9%	3.3
B	82.5 – 87.4%	3.0
B-	80.0 – 82.4%	2.7
C+	77.5 – 79.9%	2.3
C	70.0 – 77.4%	2.0
D	60.0 - 69.9%	1.0
F	0 – 59.9%	0

WU Unofficial withdrawal (assigned by instructor; counts zero quality points) See explanation after chart

~~CR~~ Credit Earned (equivalent to A, B, C)

NC No credit granted (equivalent to F)

INC Term’s work incomplete. This may include absence from final examination. See explanation after chart.

Note: When entering the final course grade, the instructor shall enter the underlying letter grade the student would have received had the student not chosen the ~~CR/NC~~ option. The Registrar will convert the underlying letter grade to a ~~CR/NC~~ grade unless the student’s request for ~~CR/NC~~ is in violation of college-wide or program-specific restrictions on the use of the ~~CR/NC~~ grade option.

Grades and Designations Assigned by College Administration

FIN F from incomplete; an administrative grade used when INC reverts to F; this occurs if grade is not made up by the end of the following semester.

AUD Auditor - No Credit (Undergraduate students only)

PEN A placeholder grade submitted by the Office of Student Conduct when a student is alleged to have committed a violation of the Policy on Academic Integrity and the student denies the allegation. The PEN grade is a placeholder during the pending resolution of the allegation and will be changed by the instructor following such resolution.

W Official withdrawal. Student initiated. See explanation after chart.

WA Administrative withdrawal. Proof of immunization not provided.

WD Withdraw Drop (Dropped after Financial Aid Certification date during the second or third week of classes. Indicates that student has attended at least one class session.

Y Year's course of study - must complete entire year of study. Students cannot graduate with a Y grade on record. See the instructor for department chair for a change of grade.

Z No grade submitted by instructor (an administrative grade which cannot be assigned by the instructor). Students cannot graduate with a Z grade on record. See the instructor or department chair for a change of grade.

Discontinued Grades and Designations (may appear on old transcripts)

* (preceding a letter grade): unauthorized course was repeated (discontinued spring 2013)

& (preceding a letter grade): authorized course was repeated (discontinued)

AB Absent from the final exam, discontinued fall 1988 #F, #FIN, #WU failing grade course repeated (discontinued spring 2013)

WN Never attended. (equivalent to F grade; fall 2008 through summer 2009 ONLY)

*WN Unofficial withdrawal (Student never attended) discontinued spring 2013)

INFORMATION ON GRADES AND DESIGNATIONS NOT RESULTING IN CREDIT:

W

A 'grade' of W is initiated by the student by "dropping" a course on CUNYfirst before the "W" deadline for withdrawal from courses. The deadline is announced every semester. The W does not affect the grade point average calculation and does not carry academic penalties. Withdrawing from a class may have serious implications for a student's financial aid eligibility.

WU

A 'grade' of WU is caused by student inaction. It is given by the instructor. The WU is given to students who

1. are on the class roster and have been verified by the instructor as having attended at least one class; and
2. have severed all ties with the course at any time during the semester, including failure to attend the final examination or other end-of-semester culminating academic assessment event (unless the syllabus explicitly states that the course requirements do not include participation in the final exam or other culminating academic assessment event); and
3. have not reached out to the instructor and been granted by the instructor alternative arrangements to complete work required for the course.

The assignment of the WU is not influenced by the question whether a student has done satisfactory or unsatisfactory work prior to severing ties with the course.

A 'grade' of WU is counted as a zero in the calculation of a student's GPA. Receiving a WU is likely to result in serious negative consequences for a student's financial aid award.

F

An F is given by the instructor for failing work by a student who has persisted in attending the class up to and including the final examination, even if the student's efforts were intermittent and/or earn 0 points on the grading scale. Unless the course syllabus explicitly states otherwise, participation in the final examination is required by the College.

INC

An INC grade is the result of student-instructor cooperation. It is given by the instructor. The student must confer with the instructor before the grades for the semester are submitted. The INC is given only if the instructor accepts a student's excuse for non-fulfillment of some course requirements as valid and if the instructor believes the student has a reasonable chance of passing the course. For details, see [Incomplete Work in a Course](#).

NOTE: A grade of INC will be automatically changed to FIN one semester after the INC was given, unless the instructor has assigned and recorded a different grade before then.

GENERAL NOTE: If a student feels that a grade has been assigned in error, the student may appeal the grading decision. All grade appeals should begin with a conversation with the course instructor, preferably within the first 3 weeks of the semester following the one when the grade was given. For details, see [Grade Appeals](#).

To:

Grading Definition

Students are to be graded in courses according to the traditional system of letter grades (A, B, C, D and F) or may opt to take some courses for Pass/No Credit (P/NC). For the latter option, see [Pass/No Credit Policy for Undergraduate Courses](#). Some courses require the grade of Credit (CR)/No Credit (NC).

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No Student Credit Points Earned

**Meeting of the Hunter College Senate
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CR Credit Earned

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INC Term’s work incomplete. This may include absence from final examination. See explanation after chart.

Note: When entering the final course grade, the instructor shall enter the underlying letter grade the student would have received had the student not chosen the P/NC option. The Registrar will convert the underlying letter grade to a P/NC grade unless the student’s request for P/NC is in violation of college-wide, departmental, or program-specific restrictions on the use of the P/NC grade option.

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A ‘grade’ of W is initiated by the student by “dropping” a course on CUNYfirst before the “W” deadline for withdrawal from courses. The deadline is announced every semester. The W does not affect the grade point average calculation and does not carry academic penalties. Withdrawing from a class may have serious implications for a student’s financial aid eligibility.

WU

A ‘grade’ of WU is caused by student inaction. It is given by the instructor. The WU is given to students who 1. are on the class roster and have been verified by the instructor as having attended at least one class; and

**Meeting of the Hunter College Senate
10 March 2021**

2. have severed all ties with the course at any time during the semester, including failure to attend the final examination or other end-of-semester culminating academic assessment event (unless the syllabus explicitly states that the course requirements do not include participation in the final exam or other culminating academic assessment event); and
3. have not reached out to the instructor and been granted by the instructor alternative arrangements to complete work required for the course.

The assignment of the WU is not influenced by the question whether a student has done satisfactory or unsatisfactory work prior to severing ties with the course.

A 'grade' of WU is counted as a zero in the calculation of a student's GPA. Receiving a WU is likely to result in serious negative consequences for a student's financial aid award.

F

An F is given by the instructor for failing work by a student who has persisted in attending the class up to and including the final examination, even if the student's efforts were intermittent and/or earn 0 points on the grading scale. Unless the course syllabus explicitly states otherwise, participation in the final examination is required by the College.

NC

No credit granted (see Pass/No Credit policy) (link)

INC

An INC grade is the result of student-instructor cooperation. It is given by the instructor. The student must confer with the instructor before the grades for the semester are submitted. The INC is given only if the instructor accepts a student's excuse for non-fulfillment of some course requirements as valid and if the instructor believes the student has a reasonable chance of passing the course. For details, see [Incomplete Work in a Course](#).

NOTE: A grade of INC will be automatically changed to FIN one semester after the INC was given, unless the instructor has assigned and recorded a different grade before then.

GENERAL NOTE: If a student feels that a grade has been assigned in error, the student may appeal the grading decision. All grade appeals should begin with a conversation with the course instructor, preferably within the first 3 weeks of the semester following the one when the grade was given. For details, see [Grade Appeals](#).

Rationale: This resolution revises Hunter's P/NC (previously CR/NC) policy and grading definitions in response to CUNY's directive that we 1) change CR to P; 2) change P to include D grades; and 3) change the deadline for P/NC selection to the last day of classes. The resolution also clarifies previous language.