

MINUTES

Meeting of the Hunter College Senate

28 March 2018

- 1 The 611th meeting of the Hunter College Senate convened at 3:42 PM in HW room 714.
2
- 3 **Presiding:** Thomas DeGloma, 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 in accordance with the procedures approved by the Senate,
8 and clickers were distributed to them.
9
- 10 **Minutes:** The minutes of 14 February and 28 February were approved as distributed. The minutes of March 14
11 were circulated at the door and will be voted at the next meeting.
12
- 13 **Report by**
14 **the President:** **President Raab said the following:**
15
- 16 “Thank you so much, Tom. I’m going to give a brief report before the scheduled presentation of our
17 plans in an active shooter situation, but I will come back to that in a second. I want to touch on two
18 other items before we get to that. The first is that the State is moving ahead on passing a budget. It
19 looks like they will make the deadline at the end of the month. Right now we are looking at
20 reconciliation between those passed by the NY State Senate and the NY State Assembly, so we are
21 not sure exactly what the final outcome will be. I think it will be fair to say, for the first time in three
22 years, there are no cuts in either the assembly or the senate bills (for the last three years we had 3-5%
23 cuts). This is very good news. In various pockets of both bills, there is new investment in the CUNY
24 system. We have a level of cautious optimism going into this budget process. We will know more
25 soon, but it’s at least a little bit of a bright light. There will be more to discuss when we know more.
26
- 27 “The second issue I want to touch on is that there is an article in today’s *New York Times* about food
28 service at CUNY. The issues about working conditions that were raised in that article really did not
29 pertain to Hunter College. We have, at least in my tenure here, always had a unionized workforce.
30 We work very hard to maintain good conditions for our workers. We have very solid conversations
31 and relationships with our workforce and have always been very responsive. We have worked over
32 the years with the students who raised questions about workers’ conditions. CUNY makes the final
33 determination, and there was mention in the article, that they are most likely moving toward a system
34 where CUNY would put out a request for proposals from food vendors. CUNY would select a couple
35 of vendors that colleges will be able to choose from. I believe that is where the system is going which
36 is probably a good thing for us right now.
37
- 38 “Over the last few days, our food vendor, from whom we have received quality service in certain
39 ways, has determined that they do not want to renew their contract. We are parting ways with them.
40 We will have our own bidding process, and it looks like that will be superseded by the change in the
41 CUNY approach to food services. I know many of you have read the article, and I wanted to point
42 out that there is a reason why you don’t see us. Most of the food service companies that were
43 mentioned in that article, I believe are not unionized, and that’s why the issues that are mentioned in
44 that article have occurred. Many of you have worked to improve conditions in the faculty dining
45 room. I want to thank you for your effort and thank Rob Pignatello for his leadership.
46
- 47 “Related to both and on a bittersweet note, I am very, very proud and very happy to congratulate our
48 own Vice President Rob Pignatello who will soon be President Pignatello of Lock Haven University
49 in Pennsylvania. We should give him a round of applause. We are very excited for Rob. It was a great
50 wish of his, and we are very happy that we have been able to be a part of the talent development and
51

56 leadership in higher education in this country. We know he is going to do a very fine job at Lock
57 Haven. Fortunately, Rob will be with us to the end of the semester, and we will have time for a very
58 solid transition. We will be moving two of our strong leaders into Assistant Vice President positions
59 so that we are organized and taken care of over the summer. Livia Cangemi, who many of you have
60 worked with over the years and is the head of our Business Office and many other financial oversight
61 rules, will become Assistant Vice President for Budget and Planning. Lori Mazor, who is here today,
62 will be moving to the position of the Assistant Vice President for Facilities. Rob has assured us of a
63 very smooth transition, and while we are wishing him well, we are making sure that he is going to
64 leave us with everything in order, so we are very excited about that.
65

66 “I will now turn the floor over to Joe Foelsch who will be talking about the systems that we put in
67 place for, let’s pray it never happens, a situation of an active shooter at Hunter College. We have been
68 working on these procedures for quite a long time and continue to hone them. What we want to
69 present today is the plan that Joe has put in place. We are interested in your thoughts and comments.
70 We are also interested to know if you see any gaps, if you feel that there is more we should be doing,
71 or if you identify procedures we are putting in place that are not working. We really need to get your
72 thoughts, observations, and ideas about how to make sure that we are doing the best job possible. I
73 have great confidence in Joe’s work. We are devoting resources and attention to the safety of our
74 campus. We hope that this is absolutely never necessary, but we continue to think about it so that we
75 are prepared. It is a complex task. Hunter has numerous campuses: we are here at 68th Street, we
76 have 600 students’ rooms in the Brookdale Campus, we have a high school, we have an elementary
77 school, we have K-12 at the campus schools that we are responsible for, as well as the dorm, as well
78 as well as Silverman School, and then some of our smaller facilities. These are very complex tasks,
79 and as I said, we take it very seriously. I will turn the podium over to Joe. He is going to go through
80 the presentation. Feel free to interrupt him or wait until the end. We want to hear your reaction and
81 ideas now. Also, as I said, if you feel that something isn’t working or you are seeing in your classroom
82 that one of the safeguards Joe talks about has not been fulfilled, please let us know. This is a
83 partnership amongst all of us, and I ask everyone here to help make this work. This system relies on
84 faculty leadership, as all of us have seen in the recent news. As scenarios play out, students will look
85 to you for leadership in your individual classrooms. We need to give you support so you can provide
86 that leadership. Please let’s make this an ongoing conversation, so we can continue to improve and
87 get it right. I thank you very much for taking this very seriously. It is a serious issue. May we never
88 need to put these procedures in place but let’s make sure we have the best and most effective way to
89 handle a potentially terrible situation.
90

91 **Presentation**

Joseph Foelsch, Director of Public Safety gave a PowerPoint presentation on the Protocol for
92 Active Shooter Situations.
93 The presentation is attached in the Appendix II.
94

95 **Report by the**
96 **Administrative**
97 **Committee:**
98

Professor DeGloma presented the report as follows:

99 **a) Approved Curriculum Changes**

100 The following curriculum changes as listed in the attached Report dated 28 March 2018
101 have been approved as per Senate resolution and are submitted for the Senate’s information:
102 Items: US-2178 Dance (Change in courses), US-2179 Dance (New courses), US-2180 Dance
103 (Change in degree program), US-2176 Chemistry (Change in degree program), GS-1186 Art &
104 History (Change in degree program), GS-1187 Art & History (Change in course), GS-1188 Art &
105 History (New course), GS-1189 Geogaphy (Change in course), GS-1204 Nutrition (Change in
106 degree program), GS-1190 Educational Foundations (Change in course), GS-1191 Educational
107 Foundations (Change in degree program), GS-1193 Educational Foundations (New Course), GS-
108 1192 Special Education (Change in degree programs), GS-1194 Special Education (New degree
109 program), GS-1195 Special Education (New degree program), GS-1196 Special Education (New

110 **Minutes**
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113
 114 degree program), GS-1200 Special Education (New degree program), GS-1201 Special Education
 115 (New degree program), GS-1202 Special Education (New degree program), GS-1203 Special
 116 Education (Change in degree program), GS-1197 Curriculum & Teaching (New degree program),
 117 GS-1198 Curriculum & Teaching (New degree program), GS-1199 Curriculum & Teaching (New
 118 degree program).

119
 120 **b) Special Nominations for CUNY Common Core Committee**

121 The list of nominees was presented.

122
 123 Subcommittee One: “English Composition,” “Creative Expression,” “World Cultures and
 124 Global Issues,” and “U.S. Experience in its Diversity.”

- 125 • Prof. Wendy Hayden, English

126
 127 Subcommittee Two: “Mathematical and Quantitative Reasoning,” “Life and Physical
 128 Sciences,” and “Scientific World.”

- 129 • Prof. Sean Ahearn, Geography

130
 131 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.

132
 133 The motion carried by voice vote without dissent.

134
 135 **Committee**
 136 **Report:**

137 **Report by the Undergraduate Academic Requirements Committee**

138 Professor DeGloma called on Prof. Ian Blecher to present on behalf of the Undergraduate Academic
 139 Requirements Committee the *Revised WU Grade Definition*. The revised language is in Appendix
 140 III.

141 Question was called and carried.

142
 143 The motion to approve carried by voice with one abstention.

144
 145 **Committee**
 146 **Report:**

147 **Report by the Nominating Committee**

148 Professor Derrick Brazill presented the report on behalf of the Nominating Committee.
 149 The Nominating Committee is submitting the following nominations for seats currently vacant on
 150 Senate Committees:

151 **1. Committee on the Evaluation of Teaching:**

152 Faculty: Mark Halling (Sociology)
 153 Student Alternate: Maneka Phiri (Urban Policy and Planning)

154
 155 **2. General Education Requirements Appeals Committee**

156 Faculty: Virginia Gryta (Special Education)

157
 158 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees. The motion
 159 carried by voice vote without dissent.

160
 161
 162 **New Business** **Professor Jeremy Glick presented his remarks on Course Reduction Agreement.**

163 Professor Glick said the following:

164
 165 “My thanks to my friend Professor DeGloma, whom I’ve admired and sought his leadership since my late
 166 teens’ for the invitation to address this body today on the subject of the recent course-load reduction
 167 reached between PSC-CUNY and CUNY CENTRAL. And also gratitude to President Raab for

172 graciously meeting with us a few weeks back on this matter. I am going to today briefly outline the
173 contours and stakes of this agreement. The agreement establishes that by fall 2020 the contractual teaching
174 load for professors, associate professors, and assistant professors at the senior colleges will be 18 hours,
175 and the contractual teaching load for professors, associate professors, and assistant professors at the
176 community colleges, as well as for instructors and lecturers will be 24 hours. Colleagues will bank one
177 credit per each of the next three years it takes to implement this contractual change—allowing time for
178 CUNY CENTRAL to figure out funding for this contractually bound provision. The phase in period does
179 not start till next year.

180
181 “It is the PSC’s position that CUNY colleges like Hunter College that already make allowances for
182 research and therefore constitute an 18 hour course load for a majority of its fulltime faculty should still
183 implement the three-year plan of a three-credit course reduction. So that at the end of the three year period,
184 Hunter fulltime faculty should have a 3/2 workload. The key argument here is that colleges that already
185 give research re-assign time out of their own budget like Hunter should not be penalized. This 12/08/17
186 agreement is contractual and it is the union’s position that it should be implemented on top of any prior
187 arrangements specific colleges implement. It is CUNY CENTRAL’s responsibility to provide President
188 Raab’s office with swift guidance and (three years-time swift) funding so they can make do on their
189 contractual obligation. Queens College President Matos-Rodriguez has publicly committed to implement
190 the 3-2 course reduction; despite the fact that similar to Hunter College, Queens College grants research
191 re-assign time. This precedent with comparable CUNY schools is one that Hunter College will surely
192 follow. It is our position that Hunter should assume the actuality of this structural change in our contract
193 and assume that CUNY Central will not dishonor their agreement. The key issue is that Hunter, which
194 already gives release for research should not be left out of this gain. The course load has contractually
195 been reduced in three years-time. Funding solutions are immanent and Hunter’s existing generosity is an
196 internal matter and should be preserved on top of this in three years reduction. The new normal is 18
197 credits—Hunter’s investment in cultivating a competitive research profile is on top of this “new normal.”
198

199 “In the negotiations for this agreement, the language specifying that this reduction work time would be
200 spent to “advance the strategic priorities of the college” was struck. The consensus reached was that the
201 course reduction/repurposing constitute part of the autonomous aspects of our jobs as full time faculty.
202 Therefore, the college cannot reassign these hours in the service of work-related tasks. For the college to
203 eliminate the already sponsored research credits and maintain a 3/3 schedule and assign other work load
204 would be in violation of the agreement.
205

206 “Just a few related points on the budget and more history of the negotiations that preceded this agreement.
207 I had an hour phone meeting with Barbara Bowen on this matter last week in advanced of our canceled-
208 because-of-the-snow joint FDA-PSC meeting. In the last contract negotiations, the union leadership met
209 with the Mayor’s office on this question of course reduction. His position was to first come back with an
210 agreement on paper prior to the city considering funding this change. We will not fund it till we see an
211 agreement: This was the non-negotiable price for funding; hence, a signed agreement between CUNY
212 Central and the PSC prior to designated revenue stream in order to fund it. Last week PSC President
213 Bowen made it clear to Chancellor Milliken that increasing class sizes or cutting classes is not a viable or
214 accepted tactic/solution. The additional money the college will receive once this is funded has to be
215 designated to this initiative and not be appropriated somewhere else. The PSC Officers have been tirelessly
216 campaigning in Albany, meeting with legislators, to dramatically increase funding to CUNY for this
217 provision and current contract demands (as well as the Maintenance of Effort Bill). They have making
218 great advances on this front and there is great optimism, vis-à-vis city

223 legislators in terms of this increased investment in CUNY. The next step is to advocate on the state level.
224 I'll be joining our colleagues on April 24th in Albany to aggressively pursue discussion with legislatures
225 on the topic of robustly increasing revenue to CUNY.
226

227 "I encourage Hunter faculty and the Hunter Administration to treat this agreement as a *fait accompli* and
228 look forward to applying near future funding to realize this contractual change. The current iteration of
229 the CUNY Board of Trustees is a tepid placeholder for Governor Cuomo's opportunistic professional-
230 political ambitions. The real legwork in terms of increasing budgetary appropriation to CUNY is
231 happening due to the union's tireless advocacy and friendly, surprisingly optimistic city and state
232 legislators on both sides of the aisle. As far as I can tell, our esteemed colleague and union officer
233 Professor Mike Fabricant lives in the Albany legislature these days...
234

235 "In closing, as you know in light of the *Janus Supreme Court Case* and the recent appointment of Neil
236 Gorsuch, New York City it seems inevitably will become a "right to work" state. The task of re-
237 committing to the union is both timely and dire. In light of this, consider a reference from American
238 cinema. John Sayles's 1987 classic *Matewan*. The film dramatizes the 1920 coalminers strike in the hills
239 of West Virginia. My family is related (a distant cousin on my mother's side) to the sheriff of the town—
240 David Strathairn's character Sid Hatfield. In a famous scene, coal company hired guns of the Baldwin
241 Felts Agency evict tenants out of their dwellings, citing the claim that their action is beyond reproach
242 because it is outside of town jurisdiction. When Sheriff Hatfield confronts company agents and demands
243 an authenticated writ for eviction, as well as that they return the tenant's furnishings and belongings, the
244 agents taunt him to stop them by highlighting his unfavorable odds. Their threat is "You and whose
245 army?" Hatfield calmly and swiftly socializes the state's monopoly of violence enfranchising the
246 townspeople and making them deputies. One should be cautious to not stretch this allusion/comparison
247 too far. The only people who would think to romanticize the acute struggles fought and won to bring union
248 representation to West Virginia are those with no experiential or studied connection to such systemic
249 violence and counter-defense. Yet, in light of the continuous attack on public education, the unwillingness
250 of trustees to demonstrate principled trusteeship, the constant opportunist claim of austerity in a city
251 overflowing with wealth—my prayer for Hunter is that the administration takes a cue from Sheriff Sid
252 Hatfield and enfranchise and encourage, strive to *deputize* its faculty to struggle for increased, robust
253 investment in our shared institution and our ability to excel at our vocation. Administrators should not
254 interfere but rather administer and more importantly, advocate. Pedagogues and scholars should teach
255 with care and pursue with diligence their life-long intellectual projects. Neither faculty nor administration
256 should have to take it on themselves to do the job of trusteeship and state and city governance: the robust
257 funding of public higher education. In other words, everyone should play their position and be cool. This
258 will free up the actual time and libidinal energies to fight together for the CUNY we all want and our city
259 deserves. Thanks so much for your attention.
260

261
262 **Resolution The Administrative Committee introduced the Resolution on Gun Violence Research.**
263 Professor DeGloma read the Resolution into the record.
264 The resolution is attached in the Appendix IV.
265

266
267 The meeting was adjourned at 5:20 PM.
268

269 Respectfully submitted,
270 Dana G. Reimer
271 Secretary
272

APPENDIX I

The following attendance was noted from the meeting

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

Faculty	Name	Attendance	Department	Name	Attendance
AFPRL	Anthony Browne	A	Mathematics & Statistics	Sandra Clarkson	A
	Denis Milagros	(A) X		Bill Williams	A
	Edgardo Melendez	(A) X		Patrick Burke	(A) A
Anthropology	Jackie Brown	A	Medial Laboratory Sciences	Verna Segarra	(A) A
	David Hodges	(A) A		Chad Euler	E
	William Parry	(A) X		Robert Raffaniello	(A) X
Art & Art History	Daniel Bozhkov	E	Music	Muktar Mahajan	(A) X
	Lynda Klich	A		Jewel Thompson	A
	Susan Cole	(A) X		Michele Cabrini	(A) X
Biological Sciences	Susan Crile	(A) X	School of Nursing		(A) 0
	Derrick Brazill	A		Christine Ganzer	E
	Shirley Raps	E		Abigail Kotowski	A
Chemistry	Paul Feinstein	(A) X	Philosophy	Charles Reuter	(A) A
	Maria Pereira	(A) X		Omar Dabhour	E
	Akira Kawamura	A		Frank Kirkland	(A) X
Classical & Oriental Studies	Gabriela Smeureanu	(A) A	Physics & Astronomy	Christa Acampora	(A) X
	Nancy Greenbaum	(A) X			
	David Petrain	A			(A)
Computer Science	Dai Fang	(A) X	Political Science		(A)
	Shawna Leigh	(A) X		John Wallach	X
	Lei Xie	A		Jill Schwedler	(A) A
Curriculum & Teaching		(A)	Psychology	Michael Lee	(A) X
	Jason Writz	X		Roseann Flores	A
	Karen Koellner	X		Jonathan Rendina	A
Dance		(A)	Physical Therapy	Peter Moller	(A) X
	Maura Donohue	X		Chris Braun	(A) A
	Carol Walker	(A) X			
Economics		(A)	Romance Languages		(A)
	Avi Liveson	A		Monica Schinaider	X
	Tim Goodspeed	X		Julie Van Peteghem	(A) X
Educational Foundations & Cou	John Li	(A) X	School of Social Work		(A)
	Veronica Muller	A		Carolyn Gelman	X
	Alexander Fietzer	(A) A		Michael Lewis	X
English		(A)	Sociology	Adam Brown	(A) A
	Leigh Jones	X		Mark Halling	A
	Sarah Chinn	A			(A)
Film & Media Studies	Steven Wetta	X	Special Education	Michaela Soyer	(A) X
	Sissel McCarthy	(A) A		Elizabeth Klein	X
		(A)		Lauren Schnell	X
Geography		(A) A	Speech-Language Pathology and Audiolo	Virginia Gryta	(A) A
	Larry Shore	(A) X		Donald Vogel	(A) A
	Isabel Pinedo	(A) X		Michelle MacRoy-Higgins	E
German	Ines Miyares	A	Theatre	Carol Silverman	(A) X
	Shipeng Sun	(A) X			
		(A)		Jonathan Kalb	A
History	Elke Nicolai	A	Urban Policy and Planning	Claudia Orenstein	(A) X
	Eckhard Kuhn-Osius	(A) A		Victoria Johnson	A
	Ane Zmmeman	(A) A		William Milczarski	(A) A
Library		(A)	School of Urban Public Health		(A)
	Rick Belsky	A		Phil Alcabes	X
	Iryna Vushko	(A) A		Steven Trasino	(A) X
Women & Gender Studies	Jill Rosenthal	A	Women & Gender Studies	Khursheed Navder	(A) X
	Sarah Ward	E		Jennifer Gaboury	X
	Adina Milliken	A		Catherine Raissiguier	(A) X
	Mee' Len Hom	(A) A	Rupal Oza	(A) X	
	Danise Hoover	(A) A			

Students

Mila Adelman	A
Sarah Russo	A
Richard Lu	A
Alexa Michel	X
Sandra-May Flowers	X
Milana Khaitova	X
Polina Safovich	X
Sara Shanaj	X
Kendra Cornelis	X
Noam Sohn	A
Alfie Corteza	A
Lucien Formichella	X
Fatmata Barrie	X
Sohail Khan	A
Shannon O'Rourke	E
Asheley Siewnarine	X
Demi Moore	A
Saim Siddiqui	X
Linda Yohannes	A
Anam Khalid	X
Nicolas Fuchs	X
Nibras Karim	X
Jessica Flaherty	X
Jasmine Azeharie	X
Christoper Cantor	A
Ilya Geller	A
Maneka Phiri	X
Dine Butler	A
Michael Galka-Giaquinto	E
Hieu Dang	X
Cara Fitzgerald	X
Melanie Lozier	X
Darin Kalev	X
Leonid Prog	X
Kiran Javaid	X
Stephon Odom	A
Jacqueline Rozado	X
Zaiba Iqbal	A

At-Large, Lecturers and Part-Time Faculty

Student Services	Brian Maasjo	A
	Shannon Salinas	(A) X
Library	Jocelyn Berger-Barera	A
Geography	Dana Reimer	A
English	Meghann Williams	X
Library	Ajatshatru Pathak	A
Medical Lab Science	Hongxing Li	A
Philosophy	Ian Blecher	A
Sociology	Thomas DeGloma	A
Urban Affairs & Planning	Elaine Walsh	E
Economics	Randal Filer	X
History	Bernadette McCauley	A
THHP	Sarah Jeninsky	A
Psychology	Joseph Lao	X

Ex-Officio

President, USG		
Vice President, Graduate Student Association		
President Alumni Association	Kim Haffner	X
President, HEO Forum	Terry Wansart	X
President, CLT Council	Amy Jeu	X

ADMINISTRATION

Senators:		
HEO/CLA Representative	Brian Buckwald	A
Vice President for Student Affairs	Eija Ayravainen	A
Vice President for Administration	Robert Pignatello	A
Provost, Acting	Lon Kaufman	X
Dean, School of Arts & Sciences	Andrew Polsky	A
Alternate Senators (3):		
Dean of Education	Michael Middleton	X
Special Counsel to the President & Dean	Laura Hertzog	X
School of Nursing	Gail McCain	A

APPENDIX II



Protocol for Active Shooter Situations

Remember your ABCs:
Avoid - Barricade - Confront

Department of Public Safety
March 30, 2018



Definition: *Active Shooter*

- An **active shooter** is an armed person who has used deadly physical force on other persons, and continues to do so with unrestricted access to targets.

Characteristics of Active Shooter Situation

- Active shooter situations are **unpredictable** and **evolve quickly**.
- An active shooter's motivation is to injure as many people as possible. The shooter will not stop, and will not listen to reason.
- Active shooter situations are often over within **8 - 10 minutes**. Escape is not typically planned in advance.
- It is a good idea to have a plan in mind for active shooter situations.
"What would I do if..."

3

Active Shooter Emergency Notification

- Whenever anyone on campus becomes aware of an active shooter event, they should notify 911 or Public Safety (212) 772-4444 as soon as it is safe to do so.



4

Make a Plan

- These strategies are useful tools for ANY situation.
- Always have a plan!



5

Avoid - Barricade - Confront



6

Avoid - Barricade - Confront

- **Avoid:** If you are in imminent danger, run to a safe location, otherwise barricade.
- **Barricade:** In a locked room or any other location you can find quickly.
- **Confront:** ONLY do so as a last resort and ONLY when your life is in imminent danger.

7

Avoid - Barricade - Confront



- If you are in imminent danger, run to a safe location.
- Otherwise, stay in or move to a locked room.

8

Avoid - Barricade - Confront

- Warn others to move, but do not place yourself in danger by doing so.
- Avoid elevators and stairwells.
- If you must use a stairwell, stay to one side.



9

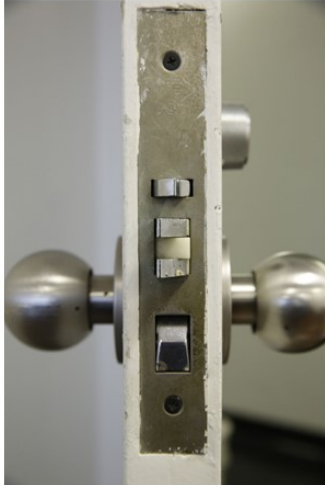
Avoid - Barricade - Confront

- Have a specific safety route in mind.
- Do not attempt to move wounded individuals.



10

Avoid - **Barricade** - Confront



- Lock all doors and cover all windows.
- Stay away from doors and windows, and turn off all lights.
- Get behind ballistic cover and stay low to the ground.
- If you cannot lock the doors, improvise.

11

Avoid - **Barricade** - Confront

- If you cannot lock the doors, improvise.
- If there are no shades on the windows, improvise.



12

Avoid - **Barricade** - Confront



- Do not make noise; silence cell phones and any other devices on-hand.
- Arm yourself with makeshift weapons.
- Calm others.

13

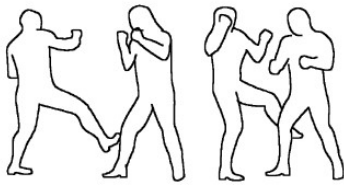
Avoid - **Barricade** - Confront

- Make a group plan of attack.
- Listen for Public Address announcements.
- Call 911 only when safe to do so.



14

Avoid - Barricade - **Confront**



- Confrontation is the last resort.
- Use only if you come face to face with the assailant.
- Using improvised weapons, quickly overpower the individual with violent force.
- If you are with other people, work as a group.

15

Avoid - Barricade - **Confront**

- Fight as if your life depends on it – because it does.
- Distract the attacker by throwing objects at them and yelling loudly.
- If fighting, fleeing, or hiding are impossible, remain quiet or “play dead.”



16

Avoid - Barricade - **Confront**

- You are **not** hopeless or helpless.
- You **CAN** make a difference.

17

Highlights: What We Can Do

- Quickly agree for someone to take charge.
- Give directions and assign tasks.
- Ensure all the Barricade procedures are followed.
- Remain calm and keep everyone calm.
- Come up with a plan to confront the assailant if necessary.
- Keep the room as quiet as possible.
- Direct someone to call 911 *only* when safe to do so.



18

Law Enforcement Response (First Responders)

- Once the all-clear is announced, do not leave the room. Wait for instructions.
- If you meet an officer, **keep your hands out, open, above your head and empty.**
- Do not carry any packages or items that could be confused for weapons – **do not carry cell phones/electronics visibly!**



19

Law Enforcement Response (First Responders)



- Do not attempt to run towards or grab onto officers.
- Resist the urge to make any **sudden movements.**
- Understand that the officers' primary mission is to neutralize the shooter.

20

Law Enforcement Response (First Responders)

- Even if you are injured, officers may initially pass you by in order to contain the threat. They will return.
- Once evacuated, be prepared for questioning.
- Recognize that depending upon the scene, threat, size of the facility, it may take several hours for law enforcement to clear the area and find you. Until contact is made, remain calm, quiet and alert.



21

Barricade, not Evacuate!

- Hunter College campuses are **vertical environments** with many floors to descend.

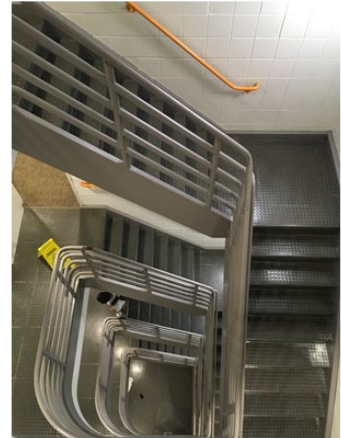


22

Barricade, not Evacuate!

If everyone tried to evacuate at the same time:

- Panic may ensue and people would be injured.
- In the confusion, people might run toward the shooter.
- Large numbers of people might become confined in the stairwells, giving the shooter many targets.
- Law enforcement's response would be slowed.



23

Active Shooter Emergency Notification

- Whenever anyone on campus becomes aware of an active shooter event, they should notify 911 or Public Safety (212) 772-4444 as soon as it is safe to do so.



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Contacting 911 Directly

Only contact 911 directly if it is expressly safe to do so. Give the following information, as is known, to the 911 operator as calmly as possible:

- Your name and exact location.
- Location of the incident (provide as many specific details as possible).
- Number of shooters, the location at which they were last seen, and the direction in which they were traveling.
- Physical description of the shooter(s) (sex, race, clothing, type of weapons).
- The number and locations of victims and a brief descriptions of their injuries.
- Explosions and/or gunfire.
- Description and location of any suspicious devices.
- The 911 operator will prompt you for information.



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Active Shooter Emergency Notification

- **Do not** pull a local fire alarm station. This will confuse the response teams and could cause a delay in the NYPD getting in the building.
- If an alarm sounds, people might exit their secure room which is what the shooter wants.



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Active Shooter Emergency Notification

Once Public Safety becomes aware of an active shooter event, they will:

- Contact 911.
- Notify the campus via the Public Address system to “Lock Down”.
- Move to issue a CUNY Alert.



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Active Shooter Announcement Protocol

- **In the unlikely event of an active shooter situation at Hunter College, the following script shall be read to alert the campus.**
- May I have your attention; this is an urgent Public Safety announcement. There is an Active Shooter in (location), initiate a lockdown of the campus. Take shelter in a room and lock the doors.
- I repeat, may I have your attention; this is an urgent Public Safety announcement. There is an Active Shooter in (location), initiate a lockdown of the campus. Take shelter in a room and lock the doors.
- Further information will be provided when appropriate.
- Do not open doors until you get the All Clear from Public Safety via this Public Address System.

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- During the event, announcements will be made as directed by Hunter College officials or law enforcement personnel.
- Once the threat has been resolved, the following announcements will be made:
 - May I have your attention, this is Public Safety. Law Enforcement has advised the immediate threat has been resolved.
 - Please remain where you are and await instructions from law enforcement.
 - For your own safety, do not leave your location.
 - Follow all instructions from law enforcement.
 - Please be patient.

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CUNY ALERT

- If a situation arises, on or off campus, that constitutes an ongoing threat, a campus wide "timely warning" will be issued to the Hunter Community via the CUNY ALERT System.
- Please sign up for CUNY ALERT.

CUNY Alert 

at Your Campus



Receive text or voice alerts of emergencies or weather related closings on your campus via cell or home phone and email.
**Stay Alert.
Sign up today.**

Sign up now at
WWW.CUNY.EDU/ALERT

**CU
NY**

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CUNY ALERT



- All students, faculty and staff are requested to sign up for CUNY Alert. Faculty and Staff may access CUNY Alert by signing in to CUNYfirst, clicking on **Self Service** in the CUNYfirst menu, selecting **Personal Information**, and then selecting the **CUNY Alert Preferences** link.
- You may access CUNY Alert and manage your preferences by logging in to CUNYfirst, clicking on the **Self Service** link, selecting **Student Center**, and then selecting **To Do**.
- Users should review the [CUNY Alert FAQs](#) for detailed access information.

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RAVE ALERT

- Emergency Notification System similar to CUNY Alert
- Allows for more flexibility & builds redundancy
- We have full control on how and when it is used
- Can develop pre-defined Emergency Notification Plans
- Trigger these plans to be sent to multiple platforms with the press of a button
- Target specific areas within the Hunter Community (Campus, Building, Floor)
- Platforms: eMail, Voice, Text, RSS Feed, Social Media (Twitter, Facebook), Digital Monitors
- Pilot: Summer 2018

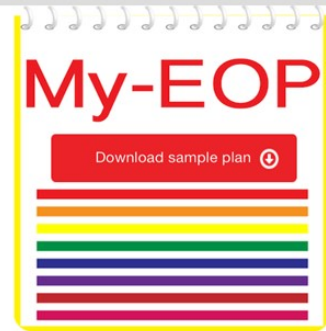
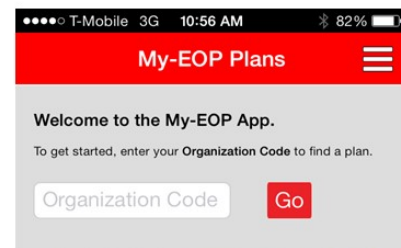


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My-EOP

- My-EOP is a static mobile application designed to help emergency managers, first responders and safety personnel with planning and response.



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My-EOP

My-EOP

Instructions to download the My-EOP™ mobile application:

If you already have My-EOP downloaded, skip to step 4.



1. Search for My-EOP (or myeop) in the “App Store” (Apple iOS) or the “Play Store” (Android devices).
Note for iPad users: Select “iPhone Only” as a search limit in the App Store.
2. Install My-EOP on your device. Accept app permissions.
3. Open My-EOP and accept the terms and conditions.
4. Click on the menu button (☰), find a plan.
5. Enter Your search term: **Hunter College**
6. Once your plan is displayed, click on the plan to download.
7. To gain access to the download, you’ll be asked for your password. Your password is **GOHAWKS**
(CASE SENSITIVE)

Once the file is downloaded, you may enter the plan. From that point forward, when you open My-EOP, you will see that plan on your available plan list.

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- **An Active Shooter scenario is an unlikely event and Hunter is a remarkably safe and street-smart urban college.**
- Public Safety, faculty, staff and students work hard to keep it that way. The NYPD is one of the finest police departments in the country.



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- The NYPD and Hunter's Public Safety team continue to work every day to ensure the safety of our city and community.
- If you have any questions, or would like additional information, please contact Public Safety at 212-722-4521 or, for 24 hour response, 212-772-4444.

APPENDIX III

Clarification of WU grade

Be it resolved that the WU grade definition be revised as follows:

FROM:

When a student ceases to participate in a course but has not withdrawn officially, the student shall be deemed to have withdrawn unofficially. Evidence of unofficial withdrawal shall include all of the following: failure to attend class for at least four weeks consecutively (or during the summer session, two weeks consecutively) through the end of the semester (the last day of classes); failure to attend the final exam; and failure over this period to meet any other course requirements (e.g., to submit paper assignments and take examinations). The unofficial withdrawal ("WU") by university regulations is equivalent to a grade of F. Cessation of attendance or unofficial withdrawal may also have negative financial aid consequences.

TO:

"As per CUNY, an Unofficial Withdraw (WU) is assigned to students who attended a minimum of one class. It is important to understand the definition of a WU and the difference between this grade and an F grade before assigning it to a student. Although a WU counts as an F in the student's academic record, the WU grade will negatively impact a student's financial aid award. We encourage faculty to include the class grading breakdown in their syllabus to further inform the student about how grades are decided. The conditions for assigning the WU grade include:

1. A student's enrollment has been verified by the course instructor, and
2. The student has severed all ties with the course at any time before the final exam week and, consequently, has failed to complete enough course work -- as specified in the course syllabus -- to earn a letter grade*, and
3. The student has not officially withdrawn from the course by completing the process for a W grade, or made arrangements to receive an INC."

*A WU grade should never be given in place of an F grade. The F grade is an earned grade based on poor performance and the student not meeting the learning objectives/outcomes of the course as defined in the syllabus.

Be it further resolved that the catalog be revised to reflect this change.

Rationale:

Full federal financial aid is provided only for courses a student completes. A course counts as completed if a student receives an "F"; but not if the student receives a "W", "WN" or "WU". In such cases, a portion of federal financial aid must be returned. This makes it especially important for the college and for individual instructors to distinguish an "F" from a "W", "WN" or "WU" as clearly as possible.

The following resolution addresses the specific conditions in which a WU is the appropriate grade to assign. This has practical implications for both the registrar and the office of financial aid, as they are periodically asked to provide documentation to support the assignment of "F" and "WU" grades.

The goal of revising the guidelines is thus to help faculty and students understand which grade may be appropriate.

APPENDIX IV

RESOLUTION on the EPIDEMIC of GUN VIOLENCE in the UNITED STATES

Be it resolved that the Hunter College Senate urges government leaders at local, state, and federal levels to take any and all measures, including but not limited to the enactment of sound gun control measures, to stop the public epidemic of gun violence that is plaguing families, communities, educational institutions, and workplaces across the United States.

Be it further resolved that the Hunter College Senate supports the March for Our Lives, #Neveragain, and Black Lives Matter movements in their efforts to address this issue and demand action from our political representatives.

Be it finally resolved that, and **not** to be taken as a prerequisite for the actions demanded above, or a temporary or permanent substitution for the clauses of resolution above, the Hunter College Senate endorses the March for Science petition to lift harmful restrictions on gun violence research, which hamper our efforts to study this important public health issue.