

MINUTES

Meeting of the Hunter College Senate

21 April 2021

- 1 The 652nd meeting of the Hunter College Senate convened at 3:37 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 the proposal regarding Reorganization of the Hunter College School
11 of Education would be postponed until the 5 May meeting.
12 There was a motion to move the Resolution on Procedure for the Suspension or Deregistration of
13 Academic Programs from Old Business to occur immediately after the Administrative Committee report.
14 There was an objection. The iClicker voting produced the following results: 57 in favor, 13 against and
15 17 abstentions. The motion carried.
16 The agenda was adopted as revised.
17
- 18 **Minutes** The minutes of 7 October and 21 October were posted on the Senate website and will be voted on at the
19 next meeting.
20
- 21 **Report by the**
22 **President** President Raab's report is in Appendix II.
23
24
- 25 **Report by the**
26 **Administrative**
27 **Committee:**
- 28 a) **Special Senate Election for Vacant At-large Seats**
29 In accordance with Article IV, 2H i & ii of the Charter for a Governance of Hunter
30 College, the Administrative Committee is presenting the names of all nominees
31 received to date:
32
33 Faculty: Jason Wirtz (Curriculum & Teaching)
34
35 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee.
36 The motion carried by unanimous consent.
37
- 38 b) **Approved Curriculum Change**
39 The following curriculum changes as listed in the attached Report dated 21 April 2021 have been
40 approved as per Senate resolution and are submitted for the Senate's information: Items: UR-
41 2405 Religion (Change in course), GR-1374 Sociology (Routine change in courses), GR-1370
42 Special Education (Routine change in courses), US-2404 Religion (Change in degree program),
43 US-2406 Classical & Oriental Studies (Change in degree program), US-2408 Jewish Studies
44 Program (Change in courses), US-2409 Film & Media (New course), US-2410 Film & Media
45 (Change in degree program), US-2411 Dance (Change in courses), US-2412 Sociology (Change
46 in courses), US-2413/GS-1376 Sociology (Change in degree program), GS-1371 Curriculum &
47 Teaching (New course), GS-1372 Curriculum & Teaching (New degree program), GS-1373
48 Curriculum & Teaching (New degree program), GS-1375 Sociology (New courses), GS-
49 1376/US-2413 Sociology (Change in degree program), GS-1377 Sociology (Change in degree
50 program).
51
52

57 c) **Election of Nominees for the CUNY Common Core Committees**

58 Chair Keating presented the list of nominees for two subcommittees of the CUNY Common Core
59 Committee. The subcommittees review courses submitted by all CUNY Colleges for inclusion
60 into the CUNY Common Core and operate for a two-year term. The next term begins in the Fall
61 2021 and will end in 2023.

62
63 **Subcommittee One: “English Composition,” “Creative Expression,” “World Cultures
64 and Global Issues,” and “U.S. Experience in its Diversity.”**

- 65 • Prof. Wendy Hayden, English

66
67 **Subcommittee Two: “Mathematical and Quantitative Reasoning,” “Life and
68 Physical Sciences,” and “Scientific World.”**

- 69 • Prof. Sean Ahearn, Geography

70
71 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.
72 The motion carried by unanimous consent.
73

74 d) **On standing Senate process (approved in 1995 and 2013) for the suspension and
75 discontinuance of programs**

76 Chair Keating said the following:

77
78 “Since the summer, several faculty members have asked me about whether there is a Senate
79 policy or process covering the suspension of programs. Looking in our procedures, I saw that
80 there is a process for the deregistration or discontinuance or closure of programs, but not for the
81 suspension, that is, not for when a program is still being offered for enrolled students but new
82 admissions stopped. It was because faculty thought that there was no Senate policy or process
83 that the faculty drafted a resolution to be considered by the Senate that would establish a process
84 for the suspension of programs. On the day after the March 24th meeting, I looked again at Senate
85 minutes from 1995, since I remember that the closure of programs was a big concern at the time
86 and found this resolution in the minutes of May 10, 1995.

87
88 We had sent out the 1993 Board minutes to put the 1995 Resolution in context. It was a campus
89 follow-up from a Board project that called on campus governance submitting reports. It was a
90 fairly large thing in the life of the Senate at the time. According to the May 1995 Resolution:

91
92 **BE IT RESOLVED:** That any proposal for restructuring majors, programs,
93 departments, or disciplines shall indicate the specific fiscal and academic
94 impact and the number of students and faculty affected by the proposed
95 changes, and

96
97 **BE IT FURTHER RESOLVED:** That if academic program review proposes
98 the consolidation, merger, suspension, new formation, or abolition of a
99 major, program, department, or discipline, then the Hunter College Senate
100 must be consulted when such actions are being considered and must vote
101 for such fundamental alterations before such proposals are transmitted to
102 the Committee on Academic Policy, Program, and Research of the Board
103 of Trustees.

104
105 By the Charter then, given that the Senate is “the legislative body of the College with authority
106 to determine College policy on matters...”, the college policy is that when the suspension of a
107 program is being considered, then the HC Senate must be consulted.

108
109 So what does consultation consist in? I could not find any further information in the 1995 and
110 further minutes except in the 2013 minutes that report the approval of procedures for special
111 actions, including the discontinuing or reorganizing of programs. There is no explicit mention of
112 suspension here except as part of an example of the discontinuation of a program. As far as I can

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 117 tell this example does not correspond with an actual case because there was not a meeting on the
 118 date given in that example. But I think the assumption is that suspension would occur in the
 119 context of discontinuing or reorganizing a program. Now, if we are wondering what the
 120 consultation for suspension would involve, then these procedures at least indicate what
 121 consultation must occur if you are going to discontinue or reorganize a program in some major
 122 way that would involve suspending admissions for some period of time. The procedures list
 123 information that would have to be submitted with such a proposal: effects on the status of faculty,
 124 relationships with existing units, budget effects, mention of the discontinued or reorganized
 125 program as registered with the State, and an explanation of what happens to the students. The
 126 Prospectus at the end of the 2013 procedures talks about the relevant bodies of the Senate for
 127 consultation. This piece has been detached and moved up in our most recent procedures which
 128 also give a timeline for working groups of faculty to submit to the Office of the Provost details
 129 about planning. This plan is then due to the Senate office early in the Fall for review by chairs of
 130 the Undergraduate Course of Study Committee and the Graduate Course of Study and Academic
 131 Requirements Committee and the Administrative Committee. “The Senate shall provide a
 132 response to the Provost with advisories about any anticipated concerns and scheduling matters
 133 no later than September 25 of each year.” This Prospectus is actually something that occurs prior
 134 to submitting the actual proposal but the reasonable assumption is that in the case of suspension
 135 consultation would consist in a proposal being drawn up and given to the Admin Committee and
 136 the chairs of the Senate curriculum committees and they would give feedback to the people who
 137 are forwarding it.
 138

139 So that is the process. I am happy to take questions, but there may be some that I will not be able
 140 to answer without consultation with legal and I will have to report back if necessary.”
 141
 142

143 **Resolution on Procedure**
 144 **for Suspension**
 145 **or Deregistration**
 146 **of Academic**
 147 **Programs**

148 Chair Keating called on Professor Elke Nicolai (German) to reintroduce the **Resolution on Procedure**
 149 **for the Suspension or Deregistration of Academic Programs**. Professor Nicolai read the Resolution
 150 into the record.
 151

152 **RESOLUTION ON PROCEDURE FOR THE SUSPENSION OR DEREGISTRATION**
 153 **OF ACADEMIC PROGRAMS**

154
 155 WHEREAS the design, administering, and teaching of degree-granting academic programs are
 156 the primary responsibility of the faculty, and
 157

158 WHEREAS longstanding practice at Hunter College presumes prior consultation between the
 159 Hunter College administration and all interested stakeholders (e.g., faculty, department and
 160 program heads, and students) about the changes that affect the College’s curriculum and
 161 academic mission, and
 162

163 WHEREAS “Hunter College of the City University of New York, a distinguished public
 164 university, values learning in the liberal arts and sciences as a cornerstone of individual
 165 development and a vital foundation for a more just and inclusive society” (Hunter mission
 166 statement) and has built and maintained strong undergraduate and graduate curricula that are
 167 true to these core values, and
 168

169 WHEREAS the Hunter College Senate is actively involved in the creation and removal of
 170 Academic Programs and Courses, having established and adopted formal procedures for such
 171 actions that were not followed in the administration’s Fall 2020 suspension of the master’s in
 172 Theatre program (cf. minutes of Senate meetings held 10 May 1995 and 23 October 2013),

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176
 177 THEREFORE, BE IT RESOLVED that:

178 Any plan or proposal for the suspension or deregistration of an academic program, including or
 179 as well as for the suspension of admissions, or the reduction in enrollment, can go forward only
 180 according to a process that includes meetings of the Hunter College administration, affected
 181 faculty, relevant academic departments and programs, and the appropriate curriculum
 182 committees, and

183
 184 BE IT FURTHER RESOLVED that:

185 Divisional and Senate curriculum committees will be promptly notified of any resulting plans
 186 and the proposed effective dates prior to proposals being submitted to the Senate for the
 187 purpose of consultation. Once in final form, proposals will then be sent to the Hunter College
 188 Senate for a vote on the proposed action.

189
 190 There was a motion to extend the meeting by 10 minutes until 5:35PM.

191 The motion carried by unanimous consent.

192
 193 There was a motion to recommit the Resolution to Faculty Caucus Coordination Committee with
 194 the charge to add the word “students” in the first Resolve clause, fill in specific minutes dates in
 195 the Resolve clause and allow legal to review for consistency with 1995 and 2013 Resolutions
 196 minutes and bring it back on 5 May meeting.

197
 198 There was a motion to extend the meeting by 5 minutes until 5:40PM.

199 The motion carried by unanimous consent.

200
 201 There was a motion to extend the meeting by 5 minutes until 5:45PM.

202 The motion carried by unanimous consent.

203
 204
 205 The iClicker voting produced the following results: 38 in favor, 19 against and seven abstentions.
 206 The motion carried.

207
 208
 209 **Committee**
 210 **Report**

211 **Undergraduate Course of Study Committee**

212 Chair Keating called on Professor Jeanne Weiler, co-chair of the Undergraduate Course of Study
 213 Committee to provide an update on the Committee’s work. Professor Weiler said the following:

214 “This will be very quick. I wanted to provide an update on the mandated CUNY Pass/No Credit Policy
 215 that replaces the Credit/No Credit Policy that will take effect in Fall 2021. Just to remind you, previously
 216 Credit included letter grades A through C. Now, the P in the P/NC Policy will include the letter grade D,
 217 so grades A through D. This Resolution was passed by the Senate on March 10th. The UCSC met with
 218 CUNY, and we created an expedited process to transition to the P/NC Policy. We have worked with the
 219 Provost Office and sent an email to department chairs on April 16th and asked them to complete a form
 220 indicating whether departments would like to prohibit the use of the P/NC for courses in their majors,
 221 minors or programs. We are collecting this information now, and we will bring it to the Senate on May
 222 5th for the regular curriculum approvals in time for Fall 2021. So, to date we have 10 departments who
 223 have responded. We would like to encourage you to reach out to your department chair or curriculum
 224 committee to remind them to provide us this information by Friday, April 23rd. UCSC co-chair Stefan
 225 and I will be very happy to meet with anyone in your department to assist you in filling out the form. I
 226 would like to put our emails in the chat. I would really encourage you to reach out to us. I have had Zoom
 227 meetings to work with people, so I would be so happy to do that, as Stefan Schlussman would. For those
 228 of you and for the chairs in the Senate who completed the form, thank you very much.”

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237 The meeting was adjourned at 5:45 PM.

238
239 Respectfully submitted,

240
241
242 Sarah Jeninsky
243 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	X
	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) X
Art & Art History	Harper Montgomery	A		Muktar Mahajan	(A) X
	Reiner Leist	X	Music	Jewel Thompson	A
	Emily Braun	(A) X		Michele Cabrini	(A) A
	A. K. Burns	(A) X			(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	X	Physics & Astronomy	Kelle Cruz	A
	Lawrence Kowerski	(A) X		Yuhang Ren	(A) X
	Joanne Spurza	X		Leon Cohen	X
	Doron Friedman	(A) A			(A)
Computer Science	Anita Raja	A	Political Science	Robert Thompson	A
	Felisa Vazquez-Abad	(A) X		Erin Mayo-Adam	(A) X
		(A)		Michael Lee	(A) A
Curriculum & Teaching	Lacey Peters	X	Psychology	Roseanne Flores	A
	Karen Koellner	X		Jonathon Rendina	A
	Debbie Sonu	(A) A		Darlene Defour	(A) A
	Jason Wirtz	X		Michael Lewis	(A) X
Dance	David Capps	X	Physical Therapy	Nicki Silberman	X
	Ana Nery Fragoso	(A) X		Thomas Holland	(A) A
	Lori Brungard	(A) X		Milo Lipovac	(A) X
Economics	Randall Filer	X	Romance Languages	Paolo Fasoli	A
	John Quiang Li	X		Magdalena Perkowska	(A) X
	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	X
	Jeanne Weiler	(A) A		Jonathan Prince	(A) A
	Amanda Crowell	(A) A		Rong Zhao	(A) X
English	Sarah Chinn	A	Sociology	Mark Halling	X
	Amy Robbins	A		Mike Benediktsson	(A) X
	Nijah Cunningham	A		Michaela Soyer	(A) A
	Janet Neary	(A) A	Special Education	Virginia Gryta	X
Film & Media Studies	Tami Gold	X		Kristen Hodnett	(A) A
				William Longsworth	(A) A
	Andrew Demirjian	(A) A	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	A
	Allan Frei	(A) A			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 Alcabes	A
	Jill Rosenthal	A		Susan Cardenas	(A) X
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	A
Nafeeza Ali	A
Ariana Ahmed	A
Ariel Glazman	X
Antonio Flores	X
Saima Afrin	X
Fariha Uddin	A
Ketia Newell	A
Chewon Lee	X
Ayesha Qayyum	X
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	A
Tahsin Hossain	X
Afrin Ansary	X
Ariela Radonic	A
Luisais Taveras	A
Hunter Moran	A
Joanne Andre	X
Afia Abida	A
Manahil Jafri	A
Vinh Phan	X
Anum Jabeen	X
Pearl Gross	A
Tasneem Sultana	X
Jasmine Shaikh	X
Betty Wu	X
Nicole Kuznetsov	X
Pema Yuelden	X
Tanja Tane	X
Jeslyn Mei	A
Alia Codelia-Anjum	X
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	X
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 Riley	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	A
School of Nursing	Gail McCain	A

APPENDIX II

“Thank you so much for giving me this opportunity, Laura. I want to cover three items that I believe are of great interest to the community. I know you have a very full agenda today, so I will do my best to be succinct. If there are any follow up questions, I am happy to answer them now but you can also email president@hunter.cuny.edu. We read it and respond. If that works for people, that is perfectly fine. The items I wanted to cover today are our plans for reopening, the vision for graduation and commencement, and some points on the budget.

“Let me start with the thoughts about reopening. This is building on conversations we have had before. We are meeting with the widely representative reopening committee that we have put together. We are very grateful to the group. We have also been meeting with the Senate Administrative Committee regularly and reporting as plans evolve. We will continue to do that and hope that the Senate Admin Committee and Laura will be kind enough to meet with us even after school ends at the end of May, so we can keep you updated. We are, as everybody here, looking forward to a safe return with health protocols to some more normal campus life. Certainly, we are hearing from our students that this is what they want. Nibras, you could underscore that certainly. We have heard from you, your groups and the Student Government. So, we have started to build on the prioritization of the types of classes that faculty have expressed to us are most important to being taught on-site. We did a little bit in the Fall 2020 semester. We were slowly bringing a little bit more back this Spring. We probably have around 9% of our classes back this Spring. That prioritization was in three areas: labs for sciences, studio arts and nursing and PT clinical professions. As you know, we have an entire campus downtown in Tribeca for MFA and BFA students, and that is basically completely open and occupied. Then, the area of Nursing and PT clinical professions were very important as faculty felt that teaching how to take blood pressure or transport patients needs to be done in person. So, that was the first place we began to build on and expand. Where it was mostly chemistry with some biology, and some med lab science, we now have almost all of our life sciences as well as other sciences such as physical anthropology and geology in-person. We have talked to all of the lab-based areas to see how many classes we can bring back. Remember that CUNY, at this point, is requiring us to maintain a six-foot distance. This is a challenge. We have classrooms that can usually hold 100 people and have turned into 20 or 25-person rooms. We also have to get our students and faculty to those classrooms. Our challenge is safety with escalators but it is way easier than buildings that are mostly reached by elevators. We have a four-person limit to an elevator. So, while we are thinking about what the maximum occupancy of a room is, we are also thinking about how to transport students for classes, and be mindful that they might have their next class remotely and place them in the building to take that class. We have a lot of different calculations, spreadsheets and planning going on. But as I said, the first priority was to think through the sciences, clinical experiences, and studio arts. We are now talking about music, dance and when it could be done safely, film production and theater. We are working very closely with the department chairs and program heads as required. We have added speech pathology and nutrition to the other clinical professions that we have been opening spaces for. Most of those assignments have been done.

“The second priority was to work closely with the faculty and try to have a schedule where ideally every freshman coming in would have at least one class on campus. I think we all agree that young people who, in many cases have stopped going to school in person in the middle of their junior year, need to get back into a classroom with a faculty member and in some level of social and academic engagement. We thank Sarah from the English department who has been amazing, trying to help us bring many sections of English 120 back to give new students a place to connect. Then, we have asked every department and program to give us a list of classes that they would like to bring back in person. Our goal is that by the time the shopping carts open on April 29th, there will be an in-person class in every department and program, and there will be a significant number of opportunities for our incoming students to be on campus. When we look at our schedule now, we are at about 30% - 40% of classes in-person. Again, we feel that every bit of this plan has been done according to safety protocols. We feel confident about it, and we feel confident it will also stay within CUNY guidelines. They are not using a number of classes. They have been talking about upwards of 25% of the population on campus at the same time. So, we are trying to work those numbers as an overlay. We believe we will be able to do 30% - 40% classes in person in some way. You have been able to see these classes coming up and posted on CUNYfirst; however, not everything is there yet. I do not want people to get troubled if they are not seeing answers. The Registrar is still making changes. At some point, the Registrar is going to say no more changes because we have to post this and give it to CUNY. This will be the first pass for students to start registering. We are staying on the Bell Schedule. I think this is very important because the students will have a sense of a schedule. If they have to cancel, withdraw or move classes, they are doing it within their schedule. It will also allow us, if things change, to be able to open more opportunities on-site. That will be done in a much more orderly fashion than if we were just posting asynchronous classes. So, we have been very careful to approach things that way.

“I want to say thank you to our faculty for everything you are doing, particularly for supporting us in this exercise, especially our chairs and program heads. Thank you to the rest of you, as well. Please, if you get a class assignment in a building you do not know or like, let's say your class is assigned at Brookdale and you are not used to being there, please help us and be flexible. Please also

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know that there will be flexibility in the schedule. If something really does not work for someone and we have an opportunity and ability within all these rules and regulations to change classrooms, we will do that. So, this is a start. We want the schedule up, and we are very pleased that so far it looks like we are able to bring a significant number of classes back. If regulations allow over the summer, we will work to do more. So, be patient if you see rooms that may not work for you, let us know.

“Let me talk a little bit about the way classes are categorized because I think this is very important for students. Nibras, I hope you will help us get the word out. Students will see three types of classifications because that is what CUNY first gives us to use as ways to list classes. The first is the traditional online. That means that all of the elements of that class can be expected to be online, remotely and off-campus. A second is in-person. That means you should assume as a student that you will be required to take this class in-person. It may be that a faculty member has both the ability and willingness to stream this class live. We are going to add new technology in some rooms. CUNY is getting new equipment called Hyflex which is the state of the art streaming where faculty members can, much less clumsily than in the past, teach to students at home as well as to students in front of them in the lecture hall. So, there may be rooms that work that way. However, if someone sees an in-person class, they should expect that they will need to come to class. The biggest challenge is the word hybrid. Hybrid means that at least one piece of this class will be on campus. I urge all of you who are academic advisors to pay attention to this because it is going to be a little challenging for our students. You can have a class that is hybrid and it means that only exams are on campus. You could have a hybrid class that meets Tuesday and Thursday, and every Tuesday you come to school, and every Thursday you work at home, or the other way around. Or some of the classes are online, and then for the others you have to go to the theater or museum, and therefore you are out of the remote world. So, what we are endeavoring to do is to ask faculty and students to use the class notes. Faculty, please be clear so that students understand what they are registering for. Students, please read the notes so you understand what you are taking. We are making better use of space by saying to some sections you are here Tuesday and home on Thursday. You will see those kinds of flexibility. So, please read the class notes. There are also other requirements that will be in the class notes. For example, some of the clinical professions are going to ask for the ability to require testing. Students will have to show test results. This is because if someone comes down with COVID, we need to shut down labs and stop education for many other students. We are trying to find a way that works for everybody. I do not have approval from CUNY for that yet, but there may be things in class notes now that we are seeking approval for. As of now, CUNY is not requiring vaccines for students. They are not requiring vaccines for faculty. I do not know where this policy is going. It will be centrally decided. But right now, there is not a requirement. We understand Columbia, Cornell, Rutgers and other higher education institutions have made other decisions. That is where CUNY is at this minute. We do have the Everbridge app that asks certain questions about symptoms, and you must fill it out before you enter campus. There is a training session that has to be done once. Then, every time you come to campus, you have to answer five quick questions. It is really nimble. In about a minute or so you are notified that you can come back to school. So, there will be those requirements. The campus as I have said before is incredibly signed. Every elevator has little circles where you have to stand. Every room says how many people can be in it. The Purell stations are everywhere. We are doing regular cleaning. I can assure you that we are doing our best to maintain a safe environment. We are pretty much towards the end of the scheduling of classes, and I am very, very grateful to all of you who helped make that possible.

“Our next conversation is about other things that make us a wonderful school. That is all of the student services and student activities. We are working closely with Eija and her fabulous team of Student Services leaders. Kevin, who is here today, has given us an idea of how many advisors, mental health counselors, financial aid advisors, and bursar’s office employees can be back on campus according to space requirements. So, we are working on that. I think what we have learned during the pandemic is that there are some student services that students like to have delivered remotely. Some students have benefited from online advising. They did not have to travel but got on Zoom and knew what was going to happen that particular time. Some students have taken advantage of virtual mental health counseling, which surprised me a little but there are some students who like tele-medicine better. So, we are going to use that as a positive thing we have learned in the pandemic. We are also bringing back student services. Again, this is where we would love your comments and thoughts. Similarly, we are working with the faculty and department chairs to talk about what the departments look like. When can people be allowed to their offices? What about meeting with students? What kind of space requirements will there be? Should departments keep advising remotely? How should we handle that? So, that is a whole other big chunk of conversations and planning that will happen next. At the same time, we are looking at student activities. The Library is working very closely with Clay and the faculty there regarding their library classes, library services and space. Students who are on campus and taking an online class will need a place to participate. We are going to have to find some quiet spaces and other ways that students can do their classwork while on campus. So, the library becomes even more important than it has ever been. Earlier this week we met with the USG about opening the USG office, the game room and club spaces. We are trying to work within the parameters that CUNY has given us. The same thing is with athletics. All of that planning is going on right now. Nibras, I am going to ask you to help us reach out to your student caucus, to all the students here. I’d love you to collect their ideas and thoughts, in

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addition to what we are hearing from USG. What is really important to students to bring back? Then, we are going to try to overlay your work on how we do that safely.

“We have urged people who are doing experiential learning and taking students to museums and galleries that there is a form for that. You can access it, get approval and do that. That will continue into the Fall. We really want to come back to as much normal and safe activity as we can. All of this information has to go into a plan that is due at CUNY on June 15th. We have a few meetings coming up with our planning committee run by Mike Steiper, Lori Mazor and faculty and students from all the campuses. We will report again at the last Senate meeting. As I said, any ideas, thoughts or questions, please send them to President@hunter.cuny.edu. We will get back to you and collect your ideas. Last thing on students - the Brookdale dorm has been open, and we will continue to be open. I will be putting all this information in the communication that will be out by the end of this week or early next week so people can have it and have ideas about the planning stages. Please be assured we are working on this. The campus is open. There are people on campus. People walk around Lexington Avenue. I am happy to report, as someone who goes in a few days a week, that life is coming back to our area. We are looking to bring back a Fall that looks like it did before March 2020. I should talk about the summer. This summer will be online for the most part. We are urging all of you to urge your students to take advantage of another robust summer school. There will be scholarships. There will be varied offerings. We are happy that some students are finding internships and jobs but we still think it will be a challenge because the pandemic is not over yet, and it is still going to be hard for students to find opportunities. Certainly, travel is not going to be as open as it used to be. So, we want students to take advantage of the opportunities of continuing their studies and accruing credits over the summer.

“Secondly, commencement. We will be having a general, all-school, virtual commencement as we did in January. It will be launched on May 27th. It is a platform that we purchased. I will put it in the chat for those of you who had not seen it before. It's a nice tool. Every student gets a page, they can go on their page and their name gets called. We have some speeches you can listen to. Senator Schumer was here last week. He volunteered to give a virtual speech. Those of you who have heard him speak at many graduations, rest assured he will be back this year virtually. Many students enjoyed it but it is certainly not a substitute. We ask all of you in departments who have prizes and awards, please give those out to students. We will facilitate getting students the financial award, if financial recognition is involved. We will have that in a program that all students will receive. Also, we always collect wonderful stories for a graduation speech that will be part of that program. CUNY allowed us to think through possible on-site smaller graduation ceremonies. As we were doing that, the Governor put out very detailed rules and regulations for graduations across the country. It is a really interesting document that tells how you can have a high school prom and who can dance with who. If you are looking for how much planning is out there, it is a very interesting document to look at. We looked at the colleges, and there are rules for large venues under which our auditorium would fall. What we think is an open, inclusive, practical and functional way to proceed is to take our auditorium, which is our largest space, and make it available over a three to four-week period in the end of June for programs, departments or school graduations. That way we can focus on designing the venue and making it as attractive as possible: banners, flowers, lighting, AV to allow for designing a program that a department chooses for graduation. We can work on a template for those who have been in touch with us, and we urge all of you here to talk to your department and your colleagues to see what works for you. Again, we still need to get CUNY approval, but from what it looks like in the guidelines, we should be able to use the auditorium and have up to 225 people safely in it. Then, we are going to plan if we would be able to use the Kaye at the same time for over capacity of family and friends coming to see the graduates. If you have a small program of 50 people, then everybody could have two or three guests. It should be fine. If you have 100 people graduating in a department, people could have a guest, but we would have the Kaye for other guests, and then everybody could be together on campus. That is what we are planning. The Governor's rules require that if we have over 100 people at a ceremony, which I imagine each one would be, everybody has to show proof of vaccination or a very recent COVID test. Again, we would follow all health protocols, social distancing, masking and cleaning between ceremonies. It would take a lot to sort of bite off in the middle of all this, but I think it is so important for students to be able to have something to celebrate during this really difficult period. I think some departments are excited as we have not done something so intimate with departments. We are asking people to think about what works and some smaller departments or programs to do something together. I am going to endeavor to be at all of these ceremonies, to do the official bestowing of degrees as I do in the big ceremony. That is the most fun part of what I do. We are going to work with everybody to really try to do this in a way that is meaningful for our students. We will get it done, as we always do, because that is Hunter College.

“Finally, the budget. I always wish I had more certainty than my last report in the sense that the Governor has released his budget. But, we do not have a budget from CUNY yet. We do not really know how that will translate. There is some good news but I also want to urge some caution. The caution comes from looking and hearing about large numbers from the stimulus package but understanding that there are real constraints about how this money can be used and the fact that it is a one shot allocation, it is not recurring. So, this money is not going to be used to hire faculty who will then come back the next year. It is one time so we have to be cautious. We also have to see how much of this money CUNY gives us because they will take certain parts for their central operations, and then what the regulations from them, the governor, and the feds are. So again, good news, but with caution.

“I think the best piece of news is that at the beginning of this school year, we were facing a 20% budget cut which is almost too enormous to think about - how to actually absorb it. That turns into 5% and is still in effect for this year. It is never easy to meet that. But, it is a little bit easier this year because of savings in energy and other operational activities. For instance, we were not spending on events, on printing and all sorts of things that would have happened on campus. We are pretty optimistic we will meet that reduction this year but it is still a challenge. The good news is that for next fiscal year, which starts July 1st, the Governor did not institute any cuts in our budget. That is a positive thing and a second positive thing is that, for the first time in probably about ten years, the State and the Governor have begun to raise the TAP payment. This is very important to us and CUNY as a whole because our tuition is over \$7,000 now, and the maximum TAP award is \$5,000. For every student who has the maximum TAP allowance, they get their \$5,000 and we do not collect that \$2,000 difference for the student. That is what is known in CUNY as the TAP gap. It is multiple millions across CUNY. It is about \$4 million for us. So, the good news is that starting this next school year, the State has increased the TAP award by \$500. They have also committed over the next three years to get to what now is full tuition - \$7,000. So, that is very good news because we will be collecting more tuition for every student we have, which is probably around 40% of our students who are eligible for full TAP. So, it is a very good thing.

“On the other side, the State legislature has mandated that CUNY not raise tuition for either this year that we are in right now or for the next three years coming. So, the money we had expected from the initial tuition policy, which had been budgeted out because it had been approved by the legislature this year, and expected, again, would not be forthcoming. So, at the end of the day, the tuition increase and the new TAP funding sort of will come up equal. It is still new revenue, and it is still a positive thing. Why am I reporting in a way that still has concern? The first and most important thing is that although we have not sustained cuts, this budget from the Governor does not anticipate covering many of the things that we know will go up in cost. For one thing, we are very pleased that this week the Governor and CUNY unfroze the last 2% raise that came in collective bargaining this year. That is not covered in this new budget. It will be paid but it is not covered. There is another 2% raise coming up in the collective bargaining agreement in November. That will be forthcoming. That is not covered in this budget. There are a number of increases in the way fringe benefits go up. Those are not covered. Rentals, other contracts, plumbers, unionized labor that we pay across the campus and other unions, those increases are not covered. So, there are a fair number of fixed costs that are going to go up. They are not covered in this expected budget as we are seeing it now. We have to wait for CUNY to release the budget to see where we are. I do expect to see in the CUNY budget allocated to Hunter an increase of this year's budget. But, the increases will be coming from stimulus funds, which again are to be used for one-time expenses and will not be recurring funds. These stimulus funds will not be included in our base budget going forward. So just to reiterate, our first package was \$19 million. \$9.5 million from that went right back to students, which was wonderful. However, it did not come to the University and could not be required to be used to pay tuition etc. Our enrollment is strong. As I have said before, it has been going up, and it is a blessing. It is thanks to all of you and the incredible work you do with our students. But that does not always mean that our collections keep pace. So, there is still a gap particularly at a time of COVID. The next stimulus package to CUNY is an allocation of \$33 million. Off the top of that, \$9.5 million goes to students. Again, great thing but not coming to the University. We will get \$23.5 million and CUNY will be talking to us about what we can spend it on. We know we can spend it on things that we have lost money on, money we did not collect, for example all of the rentals we have in Continuing Ed, we have not been able to run that program. We have very high fees for dorm rooms that we had to take on for our students in dorms outside of Brookdale, and we have to pay those. Bills have to be paid for all the extra cleaning that we are doing, all the extra facilities, all the PPE, signage, all the planning, all the facilities upgrades and all of the technology that we have bought and training that happened because of COVID. So, there are a lot of bills, a lot of costs that have been incurred. Once all those bills are paid and CUNY takes off the top for central costs, we will then be able to see what Hunter will receive and how we will be able to use that, with this caveat that it is one time money, so we can't use it to invest in staff, faculty, etc. where we will have a recurring obligations. We have received our capital maintenance money that we did last year. That is a good thing. As I said before, if those of you who venture to the campus, please do not be disturbed or shocked by how much physical activity and construction is going on. Everything is under scaffolding. There are a lot of repairs going on: the fifth floor of the Library and the Baker link have started. The West Plaza renovation will start very soon. As soon as the CUNY budget comes out, hopefully it will be consistent with time and we can come back to the Senate to report. We will continue that conversation as well as updating everyone on our plans for Fall. So, Laura, thank you for all this time. I hope that people found this informative and a catch up on things that are on many people's minds. Thank all of you for everything you are doing to get us to this next stage of coming back to the place we love - our campus at Hunter College.