

MINUTES

Meeting of the Hunter College Senate

9 September 2020

1 The 640th meeting of the Hunter College Senate convened at 3:38 PM via Zoom.

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3 **Presiding:** Laura S. Keating, Chair

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5 **Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.

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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.

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10 **Chair Remarks** Chair Keating said the following:

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12 “The Administrative Committee thought it would be good, at the start of this year, to briefly go over how
13 things get on the agenda of Senate meetings and the nature of New Business. According to the Charter,
14 the main job of the Administrative Committee is to prepare the agenda for Senate meetings and distribute
15 it ten days in advance. Usually, we meet two weeks prior to the meeting to discuss the agenda for that
16 meeting; so today we talked about the agenda for the 23rd. Normally, Senate committees, Senate
17 committee chairs, and other people who want to bring items to have them put on an agenda would notify
18 me, Lara, or the Senate at senate.hunter.cuny.edu ahead of that meeting, at least two weeks in advance. In
19 preparing an agenda for a specific meeting, the Administrative Committee has to consider a number of
20 factors, including what issues have priority at the time, the time constraints of the meeting, the
21 completeness of an item - whether it is ready to be brought to the floor, whether it is in order. All those
22 factors determine what gets on the agenda for any specific meeting. By Robert's Rules, the agenda that
23 we prepare and distribute is not binding until it is adopted by the body. Over the past 50 years of the
24 Senate, most of the time this has been done implicitly. We start the meeting and we go through the agenda.
25 If someone wants to alter the agenda at the beginning of the meeting, they can make a motion to rearrange
26 or add something; that would be by a majority vote. Once the meeting is started, moving things around
27 requires at least two thirds. So, we have been doing that implicitly; it is always up to members of the body
28 if they want to tweak our agenda.

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30 “One item that is always present on our agenda is New Business, but because it is at the bottom we often
31 do not get to it when we run out of time. If you look through the history of the Senate meetings, you'll see
32 that for two years they never got to New Business because of how much was going on at the meetings.
33 New Business items are initiated at the meeting. They are not special in any other way, except that they
34 are initiated at the meeting, and because of that they have the lowest priority on the agenda. New items
35 can always be raised if there is time for New Business at a meeting. So, the difference between New
36 Business items and other agenda items is not the ability to vote on them. We reviewed this in June. Robert's
37 Rules allows voting on new items raised under New Business as long as they do not require prior notice.
38 By Robert's Rules, items require prior notice if they have the effect of changing or nullifying previous
39 action of the assembly, for example, amending something previously adopted or discharging a committee;
40 otherwise, any item brought under New Business can be voted on at that meeting with a majority vote
41 approval. Sometimes that is not wise. For example, if something is complicated, either the Chair or
42 someone from the body can move to postpone any vote and debate it at the following meeting. So,
43 something raised under New Business that does not need previous notice can be voted on. We have looked
44 over the last 50 years of minutes, and that was the usual practice, happening at least 51 times in the history.
45 Given all that, if you have questions, let me know if you want to set aside time to talk about this.”

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47 **Report by the**
48 **President** President Raab's report is in Appendix II.

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57 Report by the
58 Administrative
59 Committee:

a) Special Senate Election for Vacant At-large Seats

In accordance with Article IV, 2H i & ii of the Charter for a Governance of Hunter College, the Administrative Committee is presenting the names of all nominees received to date:

Students:

Shabraiz Malik (Undeclared)
Nicole Palmetto (Public Health)
Manahil Jafri (Economics and Political Science)
Fariha Uddin (Biology)
Ketia Newell (Human Biology)
Catalina Bedoya (Behavioral neurobiology and Chinese)
Ayesha Qayyum (Biological Sciences)
Nowrin Dina (Human Biology)
Maria-Christina Tsavari (Biochemistry)
Nikisha Ferguson (Chemistry)
Max Deutsch (Political Science, Public Policy)
Laila Gad (Media Studies)
Kelly Lin (Biology)
Elizabeth Bianco (English Literature)
Junia Sharmin (Biology)
~~Xin Xin Xing (Biology and Chinese)~~
~~Savlatjon Rahmatulloev (MHC Biology)~~
Danying Guan (Biology)
Diana Baik (Social Work)
~~Yostina Girgis (Behavioral Neurobiology)~~
Sarah Farr (Adolescent Special Education Generalist)
~~Anna Reva (Biology)~~
Syeda Jannath (Biochem) (removed after 9/9)
Ryan Clinesmith Montalvo (MFA Poetry)
Renee Riegler (MSW)
Vinh Phan (MLS)
Nicholas Viagas (MSW)
Jasmine Shaikh (Public Health)
Johnson Ho (Mental Health Counseling)

Student Alternates:

Jennifer Calderon (Biology)
Martyna Kulec (Biology and Psychology)
Afrin Ansary (Biology)
Marcus Gonzalez (Psychology)
Audrey Sargente (Human Biology)
Tasneem Sultana (Political Science, Economics, Public Policy)
Jeslyn Mei (Biological Sciences with a Specialization in Behavioral Neuroscience)
Nayerra Zahran (Biology)
Faria Haq (Biochemistry)
Erica Aguayza (English)
Olenka Ballena (English & Public Policy Certificate)
Haya Alkiswani (Biochemistry)
Michelle Ma (Sociology)
Avi Mikhaylov (Anthropology; Linguistics)

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112 Christopher Lee (Art History)
113 Eleanor Sardarian (Political Science)
114 ~~Aysha Khan (Biology)~~
115 Jada Shannon (Undeclared)
116 Tabia Ahmed (Undeclared)
117 Lila Tabor (History and Comparative Literature)
118 Fayozjon Jamshidov (Biological Sciences)
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120 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.
121 The motion carried by unanimous consent.
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123 **b) Announcement: Election of Ombudsman**

124 Chair Keating announced that the process of electing the College Ombudsman has begun.
125 Nominations must be received in the Senate Office by 7 October or by announcement at the 7
126 October Senate meeting. Statements and documentation must be received by 15 October by 5:00
127 PM. The election will be held on 21 October at the Senate meeting. The process and
128 announcement were distributed by email and are attached in Appendix III.
129

130 **c) Faculty Nominees for Handling Appeals to Faculty Complaints**

131 Chair Keating called on Provost Lon Kaufman to give a brief description of the appeals process.
132 Provost Kaufman said the following:
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134 “Students are allowed to file complaints against faculty. A Fact Finder is assigned that can be
135 another faculty member, Department Chair or Associate Dean who does an investigation and
136 writes a report. That report is distributed back to the faculty member and the student either of
137 whom has the right to appeal in writing to the Provost if they feel that report is erroneous. If they
138 appeal, that mandates that the Appeals Committee meets. The Appeals Committee is convened
139 by the Provost. It includes by definition the Vice President for Student Affairs, Eija Ayravainen,
140 two faculty members and a student. We generally have no more than two cases per year. They
141 invariably occur during the summer for reasons not clear to me. Then, we meet and read the
142 materials. We only read the materials I just mentioned: the complaint, the Fact Finder’s report
143 and the appeal and issue a determination.
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145 Faculty Nominees for Handling Appeals to Faculty Complaints

- 146 • Professor Jason Young, Psychology
- 147 • Professor Jennifer Gaboury, Women and Gender Studies
- 148 • Alternate: Professor Carolyn Somerville, Political Science
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151 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.
152 The motion carried by unanimous consent.
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154 **d) Election of Committee Chairs**

155 The floor was open for nominations for Chair of the Budget Committee.
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157 Professor Randall Filer (Economics) was nominated.
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159 It was moved that the Secretary be instructed to cast a single ballot in favor of the
160 nominee. The motion carried by unanimous consent and Professor Filer was re-elected.
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168 The floor was open for nominations for Chair of Master Plan Committee.

169 Professor Philip Swan (Library) was nominated.

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172 It was moved that the Secretary be instructed to cast a single ballot in favor of the
173 nominee. The motion carried by unanimous consent and Professor Swan was re-elected.

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176 The floor was open for nominations for Chair of Nominating Committee.

177 Professor Lisa Marie Anderson (German) was nominated.

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180 It was moved that the Secretary be instructed to cast a single ballot in favor of the
181 nominee. The motion carried by unanimous consent and Professor Anderson was re-
182 elected.

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184 The floor was open for nominations for Chair of General Education Requirements Committee.

185 Professor Lawrence Kowerski (Classical & Oriental Studies) was nominated.

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188 It was moved that the Secretary be instructed to cast a single ballot in favor of the
189 nominee. The motion carried by unanimous consent and Professor Kowerski was re-
190 elected.

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192 The floor was open for nominations for Chair of Charter Review Committee.

193 Professor Elke Nicolai (German) was nominated.

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196 It was moved that the Secretary be instructed to cast a single ballot in favor of the
197 nominee. The motion carried by unanimous consent and Professor Nicolai was re-
198 elected.

199
200 **Old**

201 **Business**

Committees on Academic Assessment & Evaluation and General Education

202 Chair Keating called on Professor Gina Riley, Chair of the Academic Assessment and Evaluation and
203 Professor Lawrence Kowerski, Chair of the Committee on General Education to present the **Report and**
204 **Recommendations on Assessment of Institutional Learning Outcomes and of General Education**
205 **Flexible Core**. The Report is in Appendix IV.

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208 **Committee**

209 **Report**

Committee on General Education

210 Chair Keating called on Professor Lawrence Kowerski, Chair of the Committee on General Education to
211 present the **Resolution concerning 300-level courses in the CUNY Common Core (Pathways) at**
212 **Hunter**. Discussion and debate followed.

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226 **Resolution concerning 300-level courses in the CUNY Common Core (Pathways) at Hunter**
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228 Be it resolved that courses at the 300-level offered at Hunter shall not be included in the CUNY Common
229 Core portion of the General Education requirements at Hunter.

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231 Be it further resolved that this resolution does not change the ability of 300-level courses to be used in the
232 Hunter Focus portion of the General Education requirements at Hunter.

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234 There was a motion to extend the meeting for five minutes until 5:30pm. The motion carried by
235 unanimous consent.

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237 There was a motion to extend the meeting for five minutes until 5:35pm. The motion carried by
238 unanimous consent.

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241 Due to the late hour, the meeting was adjourned at 5:34 PM.
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244 Respectfully submitted,

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247 Sarah Jeninsky
248 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) X |
| Anthropology | Jackie Brown | A | | Barry Cherkas | (A) A |
| | David Hodges | (A) X | Medical Laboratory Sciences | Abigail Morales | A |
| | Milena Shattuck | (A) A | | Chad Euler | (A) X |
| Art & Art History | Harper Montgomery | X | | Muktar Mahajan | (A) X |
| | Thomas Weaver | 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 | X |
| | 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) A | | Frank Kirkland | (A) X |
| | Manashi Chatterjee | (A) A | | Omar Dahbour | (A) A |
| Classical & Oriental Studies | Graham Claytor | A | Physics & Astronomy | Kelle Cruz | A |
| | Lawrence Kowerski | (A) A | | Yuhang Ren | (A) X |
| | Joanne Spurza | X | | | |
| | Doron Friedman | (A) A | | Leon Cohen | (A) X |
| Computer Science | Anita Raja | A | Political Science | John Wallach | A |
| | Felisa Vazquez-Abad | (A) A | | Erin Mayo-Adam | (A) A |
| | | (A) | | Michael Lee | (A) A |
| Curriculum & Teaching | Lacey Peters | A | Psychology | Roseann Flores | A |
| | Karen Koelner | X | | Jonathon Rendina | A |
| | Debbie Sonu | (A) A | | Darlene Defour | (A) A |
| | Christine Rosalia | X | | Michael Lewis | (A) X |
| Dance | Kathleen Isaac | A | Physical Therapy | Nicki Silberman | X |
| | Lori Brungard | (A) X | | Thomas Holland | (A) A |
| | | (A) | | Milo Lipovac | (A) X |
| Economics | Randall Filer | A | Romance Languages | Paolo Fasoli | A |
| | John Quiang Li | X | | Magdalena Perkowski | (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 | A |
| | Amy Robbins | A | | Mike Benediktsson | (A) X |
| | 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) A |
| | | | | William Longsworth | (A) X |
| | Andrew Demirjian | (A) X | SLPA | Donald Vogel | A |
| | Larry Shore | (A) A | | Nancy Eng | (A) A |
| Geography | Ines Miyares | A | | JungMoon Hyun | (A) A |
| | Shipeng Sun | (A) A | Theatre | Louisa Thompson | X |
| | | (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 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 | A |
| | Mee' Len Hom | (A) A | | Catherine Raissiguier | (A) X |
| | | (A) | | Rupal Oza | (A) X |

Students

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|--------------------------|---|
| Nibras Ahmed | A |
| Aysheh Barqawi | A |
| Alexa Michel | A |
| Leon Sarpong | A |
| Aamna Arshad | A |
| Nafeeza Ali | A |
| Ariana Ahmed | A |
| Jeanine Hampton | X |
| Shabraiz Malik | A |
| Nicole Palmetto | A |
| Fariha Uddin | A |
| Ketia Newell | A |
| Catalina Bedoya | X |
| Ayesha Qayyum | X |
| Nowrin Dina | X |
| Maria-Christina Tsavari | X |
| Nikisha Ferguson | A |
| Max Deutsch | X |
| Laila Gad | A |
| Elizabeth Bianco | X |
| Junia Sharmin | X |
| Hardik Bhaskar | X |
| Jennifer Calderon | A |
| Martyna Kulec | X |
| Afrin Ansary | A |
| Ariela Radonic | A |
| Luisais Taveras | A |
| Ryan Clinesmith Montalvo | X |
| Christine Kuang | X |
| Manahil Jafri | A |
| Vinh Phan | X |
| Joelle Tirado | X |
| Renee Riegler | A |
| Nicholas Viagas | A |
| Jasmine Shaikh | X |
| Johnson Ho | X |
| Audrey Sargente | A |
| Tasneem Sultana | A |
| Jeslyn Mei | A |
| Nayerra Zahran | A |
| Erica Aguayza | A |
| Olenka Ballena | A |
| Michelle Ma | A |
| Christopher Lee | A |
| Eleanor Sardarian | A |
| Jada Shannon | A |
| Tabia Ahmed | A |
| Lila Tabor | A |
| Fayozjon Jamshidov | A |
| Haya Alkiswani | A |
| Monira Hasan | X |
| Angeli Reynoso | A |
| Ann Nicole Frimpong | A |
| Wendy Wu | A |
| Jahin Samiha | A |
| Secura Morgan | X |

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 | A |
| 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 | A |
| President, HEO Forum | Denise Lucena-Jerez | A |
| President, CLT Council | Amy Jeu | A |

ADMINISTRATION

| | | |
|------------------------------------|-------------------|---|
| Senators: | | |
| HEO/CLA Representative | Brian Buckwald | A |
| Vice President for Student Affairs | Eija Ayravainen | A |
| Provost | Valeda Dent | A |
| Dean, School of Arts & Sciences | Lon Kaufman | A |
| Dean, School of Arts & Sciences | Andrew Polsky | A |
| Alternate Senators (3): | | |
| Dean of Education | Michael Middleton | A |
| General Counsel & Dean of Faculty | Suzanne Piper | X |
| School of Nursing | Gail McCain | A |

APPENDIX II

“Welcome. It is a real pleasure. Thank you for this time and ability to welcome everybody. I want to start with good stuff because we are in challenging times. Because of the incredible work all of you do, notwithstanding the extraordinary challenges of this pandemic and the commitments you have, we are Hunter strong, and we are going to stay strong. We are going to get through this, and it is an incredible testament to all of you.

“A few pieces of good campus news. Our enrollment is very strong. We are hovering around a 3% increase. Sometimes our numbers have matched, sometimes below and sometimes a little above in increased enrollment. That is a pretty wonderful thing that students are coming to Hunter. They are returning. We have 2.5% increase in the number of freshmen which is pretty wonderful. Our transfers are very strong. They are not, as some of us may have thought, people leaving private education which has gone remote and is still extremely expensive, but they actually come from our community colleges which is pretty wonderful. It is a well over 10% increase from last year. Our graduate programs - new graduate students - have gone up. This is just a testament to the work all of you have done. We will have an exact figure when we get to the start date next week but it is a wonderful thing to know that we are growing, and we are strong. People have returned from last year. So, notwithstanding all the challenges of remote learning our students are coming back. They are hungry for more education and advancing themselves to get their degrees. So, thank you. I am grateful for everything everyone has done to make that happen.

“Thank you to our extraordinary researchers from the science labs, social sciences and all the professional schools and humanities - you have made Hunter College number one in all of CUNY for the third year running in research dollars. This year, our total was \$68 million that has come into the campus to advance new knowledge and support faculty research. It is pretty amazing, and we remain strong. Just these couple of few months, our numbers are strong with another \$11 million coming in since June 30th. So, how wonderful and how wonderful to support all of you who are creating new knowledge and new creative activity which is such a fundamental core principle of our University.

“We are, notwithstanding the pandemic, welcoming nine new faculty members. A quick slide just to show the extraordinary diversity and talents of Hunter College - from social work, computer science to our new translation Master’s program which is going to help people take their interest in languages and turn it into careers in translation. ZZ Packer, one of the most extraordinary young writers in this country is coming to the Creative Writing Program. It is an extraordinary group of people and thank you faculty and Chairs who recruited these great stars. So, just to be able to welcome new personalities, thoughts, visions and new teaching to our community is, in my mind, reason to be thankful for during this very tough time.

“I want to say thank you to Laura Keating and the entire Administrative Committee - Phil Alcabes, Jim Mandiberg, Janet, Shirley, Sarah, Nibras - all of you for being with us all summer. I think we maybe missed two Wednesdays when we did not get together. I just want to let everybody know that the Senate Admin Committee has been there helping to guide the work of the administration, keep us focused, take and bring back thoughts and questions from the community and bounce off ideas. I am so grateful. This was well above the call of duty. I really thank Laura and all of you. Also, Lara, Laura give her a title, but I think probably the best title is goddess of everything. Somehow, she has kept us all together. She keeps these meetings and the Senate business together. She is someone who is simply not appreciated enough. So, Lara, I really thank you for all that you are doing.

“Speaking of summer. We talked about focusing on what we can do when we are limited in so many ways. Because students were losing summer jobs and internships and had restrictions on their travel, we made a community commitment to offerings in summer school. We had full-time faculty and wonderful adjuncts teaching, and we increased the undergraduate enrollment in our summer school portfolio by 39% over last year which provided over \$1 million in scholarships for students, often providing 50% of their tuition. We focused on students who needed credits to graduate. This has really made a great difference. I want to thank all of you who helped participate in that. Of course, the tuition helped support our budget but most importantly we are helping our students move closer to that finish line. I also want to say thank you to the Admin Committee; I know there are many more students here today than in the past. Nibras made that his commitment this summer. He was really focused like he is focused on everything else he does in his work. Nibras, thank you for the student engagement in the Senate. That is really important.

“So, Focus on Fall, the name of our plan and the name of our focus. We have come back to campus in September strong. 90% of our classes, as all of you know, will be delivered remotely but we have managed with the help of so many people to bring back many subjects that really needed to be taught on campus in person in the toughest, highest safety standards and health protocols that were possible. We have brought back a little under 10% of our classes either in person or as a hybrid on our main campus. That includes

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a number of chemistry labs, biology classes, some computer science, certain art classes – our art studio, printmaking, ceramics and a number of theater classes. Even a special education class is on campus. So, we are very excited that we were able to respond to faculty, all volunteer faculty who felt it was important for students to have this hands-on experience. So, chemistry labs that would have been in one room are now in two rooms with special social distancing. Physical therapy students are in the middle of the slide with the face shield on and the mask. Again, the physical therapists down at Brookdale are top-notch health professionals. They felt it was very important to work in person, and they are doing so safely. So, down at Brookdale, we have nursing classes, medical lab science labs and physical therapy classes. Then, you see an artist in his studio at 205 Hudson Street where our MFA and BFA students were invited back to their workspaces, and you see on the left an art class being held down at 205. All of this is being done in a very safe way with faculty and student participation on a voluntary basis but it is proceeding and it is enhancing our ability to offer the quality education that Hunter is known for.

“We have also opened a number of spaces on campus to students. I want to thank Eija Ayravainen, Miesha Smith and Kevin Nesbitt from Student Services, and all of their Student Services team that has been incredible helping us think about how we can safely bring back certain student spaces on campus. So, at 205 Hudson Street, we saw in that photo, the art studios are open. We have opened two floors of the Library, again with safe distancing. There is signage all over the campus and people making sure that students keep a very safe distance. We know that many of our students do not necessarily have the space at home to study quietly or even access to the technology or equipment to take their remote classes. They still have spaces to study on campus. Our food pantries are open on campus. We have also opened 47 laboratories each run by a Hunter principal investigator. Fewer than eleven are at our Belfer Science Center at Weill Cornell at 69th Street and the remaining are at our main campus. Again, this is being done safely with all the right protocol. Our principal investigators are faculty and graduate students. As it is safe to do so, we will resume when possible activities for our undergraduates because being in the lab is very much part of their education. We are proud of being able to do that. Finally, on Saturday we will begin to open our dorms at Brookdale. We have a little over 200 students who have signed up. Again, we are going to do this safely. We have protocols, plans, rules and regulations in place about keeping distance, using bathrooms and cooking facilities. We have certain outdoor spaces for students to eat in as they prefer. So, it has all been thought through. It has all been approved by our health and safety experts to allow this opportunity for our students and faculty to return where they feel it is necessary and important to their work.

“In a final note on that point, and I wanted to say this to the faculty here, if anyone needs support and wants to be on campus to teach in a regular way on a particular lesson, we are here to support you. If you need to tape a lecture, a special section of a presentation or some type of a special part of a class, we ask you to get in touch with Jenny Tuten. She will help you make an appointment with our Center for Online Learning at 105 Hunter North. We are helping support faculty with specialized technology needs or any type of support to tape a lecture. If you need to teach, deliver or prepare for a lecture in a quiet space, we have created a Faculty Resource Center on the ground floor of the North building. There is a sign in sheet, and the hours, I think, are 8 in the morning to 8 at night Monday through Friday and then some hours on Saturday. There are five offices that are regularly cleaned and with social distancing rules. It is safe for faculty to work there if you need that type of support. That is available on drop-in bases or you can check to see if it is available. We want to give you this option. If you have an office in Silberman or another building and you want to use the North building, that is fine as well. I do want to say that the North building is essentially open because of all the labs and the animal facility. If you are using your office, you should be able to open the windows, and there is cleaning in that building. If you have an office in the West or East buildings on the main campus, I do not want you to expect that the temperature is going to be comfortable. They are not regularly cleaned. We really have closed down those buildings and would prefer that you use the Faculty Resource Center. These are some ideas and we want to get feedback from faculty on what else we can do to help support teaching for people who want to come in person in any shape or form.

“I want to give a real special thank you to all the people who did so much behind the scenes. Our Vice-President, Lori Mazor has been extraordinary helping us plan and follow the CDC New York State health guidelines. Joe Foelsch from Public Safety and Ron Matten from Facilities made an incredible team. Our Provost, of course, and Liz Cohn in his office who have helped us think as each one of these classes had to submit a safety checklist before they were approved. In a final point, it is very important that anyone coming to campus must complete a training. It is on your Blackboard site, and it is about 10 minutes long. Please, it is good to do it now because you will not be allowed on site without it. Then, every time you come to campus within 4 hours of a visit, please go to the site and do the safety screening. You must do it each time. You will then get an email back if your answers allow you to come back to campus. So, you can check with Lori about your particular office but as I said we would prefer that the faculty uses the Faculty Resource Center if you are going to teach or spend time preparing for a class or lecture. We know that we are cleaning and those are safe.

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“A big thank you to those of you who spent time this summer preparing to teach remotely. We had over 180 faculty participating in different activities on course modules and redesigning syllabi. 183 faculty completed the CUNY SPS course with another 60 working with another specialized online effective teaching practice course. Jenny is continuing to work with faculty to think about best practices. Laura was telling us this morning that the Senate Committee on Computing and Technology will be thinking about online practices as well. We would love to work and think about sharing the knowledge. We know CUNY is doing some surveys with faculty about best practices. There is a lot of information that came out of last semester, and we want to begin to share it. The Ed Tech Center is continuing to work on supporting your online teaching. Big thank you to Paul McPherron and others at ACERT for your Tech Tuesdays. There are many other programs that are helping to support faculty learning. Please, everyone I urge you to check out the website. There is a lot going on from the Provost Office and from ACERT to help support you. If there is more we should be doing, we want to hear from you. In the chat, there will be links to some of the work that Jenny is doing. We want to help support you. In a final word to faculty in that regard, if you still need certain kinds of software, hardware, headphones, screens or a computer, please contact ICIT. We are doing the best we can to support faculty working remotely with the right equipment. Our resources are not unlimited but we are really focused on doing what we can, so please be in touch with us and let us see what we can do.

“The same thing with students. Our laptop loan and Wi-Fi booster programs continue. We are continuing with our mobile pantries which also have the technology. It has food from the food pantries, Wi-Fi boosters and feminine hygiene products. We are going out to neighborhoods that, according to our Geography faculty, are most populated by our students. We are working to try to reach as many students as possible. We are continuing, as we can, to provide tuition support. We gave out over \$1.3 million in emergency funding last semester. We are trying to meet the needs that are very deep, and we understand that. We're trying to support many students. To all our students, please remember, you may not see your advisors in their offices but they are there answering their phones, on their computers waiting for you to reach out. Our mental health counselors are available remotely. We were able to increase a number of counselors last semester. We know the mental health needs of our students are really overwhelming at the moment, and we want to try to be able to meet them.

“I want to go on to a couple of policies that have been impacted by remote learning. One reminder, last semester when we suddenly went to remote learning, the CUNY Board of Trustees passed policy that any student could elect a credit/no credit option. That policy is no longer in effect. So, the Hunter College policy which comes from the Hunter Senate regarding pass/fail and credit/no credit is the policy that is in effect right now. Please make sure you understand the rules, how they impact your classes and when students are eligible to ask for it. Again, please remember that what the Board of Trustees did last semester is not in effect this semester. On the other hand, what CUNY did about withdrawals last semester has been extended. So, right now CUNY has extended the ability for a student to withdraw from a class up to the last day of classes. We think as a group, looking at how the issue of WU's have created problems on transcripts and with financial aid, that this will overall be a support to our student. But we want all of you to remember and be aware of it. Eija wants to remind people who do grades before the end of classes that students can still elect to withdraw, so you should know that and be aware in your own planning. CUNY is collecting information from the students and faculty on assessing the experience. We will have more reports and will bring them to the Senate. I hope to share some of that information in our next few meetings.

“There are two other policy issues regarding remote learning that should be mentioned now. The first, there is some interest about testing software, particularly from some professional schools and places where there is credential licensing after completion of coursework. CUNY was unable to procure the software for this spring and summer semesters but they have promised us that they are doing their best to procure that software for this semester, so we will be in touch. We have asked faculty who intend to use the software particularly if it requires students to have cameras or other kind of monitoring to let students know while they are enrolling in their class. Some faculty have asked us about on-site testing. I wanted to let people know that we are exploring this with CUNY. We do not have a firm commitment yet but it may be possible, particularly in small groups to do some on-site testing at the end of the year. If it is an important element in your teaching, we will be back to the group to let you know about our progress on that option. Also, many of you have asked about the issue of requiring students to use cameras. I just wanted to reiterate that this is really your prerogative as faculty. If you want to require cameras, that is something you can do in your class. The only time it is not allowed is when you are recording the class because you are going to show it again or have another option. However, if you are having a class that has not been recorded, that is a prerogative of yours as many other things like requiring class participation, etc. We have been talking to Chairs about this. For some people this is a challenging issue, so we wanted to remind people that it is your prerogative. Please talk with your departments and your Chairs about the issues, policies and how it gets implemented. A final thing that also picks up on the testing option is that some of you have asked about possible small group meetings with students before it gets too cold outside. Some of you want to meet students who then you will be teaching for the rest of the semester remotely. We are working with CUNY to see if this is something that can be approved and done safely. We have ordered some tents for authorized outside space that will hopefully get delivered soon to the main campus. So, there will be tented space. We will post that. We will

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let you know what the rules are but again that was something that came to us from faculty, and we wanted to make sure that we were responding.

“I want to move on to another very important topic. Thanks again to many people who helped move this forward. In the next week or so, we will be officially launching the Presidential Task Force to Advance Racial Equity. I am incredibly grateful. 75 people from different schools have signed up to be part of the task force. Our co-Chairs are John Rose, our Dean of Diversity and one of our newest community members but not new to Hunter; she was a Hunter student and then a member of our wonderful Library faculty, Dr. Valeda Dent who is now the Acting Vice president for Student Success and Learning Innovation. They both have graciously agreed to chair the task force. Given the interest, we have broken the task force so far into a number of subgroups. We have groups on Admissions and Recruitment, Student Support and Pipeline Programs, Curricular Enhancements. We are very grateful that Janet Neary who is also on the Admin Committee has agreed to be on that committee. She can help facilitate the conversation with the Senate because these will be ideas of curriculum changes and enhancements most of which we imagine will have to come back to the Senate. A concept of Anti-Racism Training in dealing with implicit bias will be overseen by Dean Mary Cavanaugh from Social Work and Dean Rose. We have a committee on the Hunter College Campus Schools and one on Public Programming. We are very grateful for those of you who signed up. There is always room for more people to be part of the conversation. We had hoped to meet on the 16th but we decided to postpone because many of you have seen that the Chancellor was able to secure a very significant gift from the Mellon Foundation of which many millions will be devoted to anti-racism conversation and curricular change. The Chancellor, through his Vice Chancellor Dr. Jose Luiz Cruz, is calling for an open conversation through CUNY to discuss how this money might be invested. That is scheduled for the same time we asked you to come to the Task Force, so the best practice was to postpone that meeting because many of you will want to go to the meeting about the Mellon grant. There is much we can learn and coordinate.

“It was hard to gather everybody this summer, so we did not have an official meeting but we worked on launching two initiatives. The first was to engage the community in real conversation through public programming. I am incredibly grateful, gratified and proud of the work that was done and the program called Speaking of Justice that was quickly put together. I wanted to thank Director Harold Holzer at Roosevelt House for his work, John Rose, Miesha Smith and Malkie Schwartz for helping us to think through and engage faculty, members of our community and alums to offer these programs. One of the most gratifying things was that we were able, because of Zoom, to break into small groups for conversation. All of the groups were facilitated by Hunter’s professionals. The School of Social Work was really awesome stepping up to provide facilitators, so was the School of Ed. Many of you were able to participate but for those of you who were not, we have everything on Hunter on Demand channel to see. But I would like to take a few minutes to show a quick clip we put together to give people a sense of the conversations. I think it is really moving and representative of how much work has been done. The clip starts with the first program called “Down with Monuments and Symbols?” It was moderated by Karen Hunter, a professor from the Film and Media Department and host of the Karen Hunter Show. Brent Leggs who is the Executive Director of the African American Cultural Heritage Action Fund was with her, so was Zakiya Summers who is from the Mississippi House of Representatives who also met with our Grove fellows last year when they visited Mississippi. The second quick clip is from a program we did on Code-Switching which is a subject that came out of one of the discussion breakout groups with students. I think that many of you at the Senate remember your former Vice Chair of the Senate, Joy Nuga who speaks very eloquently in this clip. Then, we were able to have a really wonderful presentation as part of a program on Protest as a Path to Progress by Dr. D’Weston Haywood from our History Department. Finally, we asked Hunter alumni to come and speak about their experience about entering the workforce and racism they confronted and how they dealt with it. You will hear a little bit from Melva Miller who graduated from our School of Social Work in 2004 and is now the Executive Director of the Association for a Better New York.

“Thank you for watching. I hope that you will all get to see those and also help us think about how we go forward and build on this level of community engagement.

“The second initiative we were able to launch over the summer was our Freshman and Transfer Read. We have had smaller programs where we were asking students coming to Hunter to read a book to collect around. This year we are asking all of our freshmen to participate but would love to make this a larger conversation. The book that was chosen by a faculty and staff committee is *Sister Outsider* by our own alum and faculty member in the English Department, Audre Lorde. It is a collection of essays and speeches. We think, the short readings will allow us to have a number of programs and conversations which we are now working with our faculty to implement. It will not be part of a credit course. It will be an extracurricular activity but if you would like to engage with this project in one of your classes or extracurricular activities, please let Miesha Smith from Student Services know. We would love you to be a part of this conversation.

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“Finally, a few weeks before we left campus on February 14th, 2020 we celebrated the official 150th birthday of Hunter. Many of you celebrated with us. It seems so long ago. We lit everything up purple. We had this wonderful party and cake. We resurrected Thomas Hunter. He came and cut the cake in the shape of our beautiful school with our bridges. We are going to pick up these celebrations. We had a number of fundraisers planned with various departments – Theater, Art, Pre-Law. We were planning to do more, so we hope to do that. But we are also trying to engage our community through digital platforms. Many of our extraordinary faculty have volunteered to do programs. They have been interviewed about their books and other work. One highly subscribed program - 450 people showed up to hear Professor Benjamin Hett who had talked about his most recent book about Germany, World War II, Churchill and Hitler. He always gets a big crowd but this was even bigger than usual. The next up will be Michael Denzel Smith who is teaching in our Creative Writing MFA program. He will be doing a program about his new book on September 30th. We want to let everybody know the extraordinary work of our faculty. These have been very diverse: Michele Mc Roy-Higgins did one on her work in speech pathology with toddlers; our animal behaviorist zoomed-in elephants. So, there has been a wide range. If any people are interested and have some ideas, please let us know because we would like to engage as many of you as possible.

“I conclude with the hardest topic, and that is, of course, the issue of the extreme budget pressure that we are all under. I do want us to start with a thank you to those of you who helped us adjust to our reality in the last few weeks. Many of you have added to your caps in classes. We know that it is a change. Laura and I have had many conversations about this. We have committed to her, the Admin Committee and to all of you that we will continue to assess the impact. We will do our best to look at caps as finances improve as we hope they will next year. These are really things that we needed to do to adjust to our budget situation. We will assess the impact. We will keep trying to do our best on these kinds of numbers.

“The State of New York is our primary funding source of our tax levy budget. We have a small amount of city funding for the Campus Schools but the remainder of our tax levy budget comes from New York State. At the moment it has a \$14.5 billion budget gap. At the moment the Board of Trustees has determined that it would be wiser to not pass a CUNY budget. That budget would have been passed by June 30th since the fiscal year starts on July 1st. They have determined that they wanted to wait to see if there would be a federal stimulus package; if the package would be directed to block funding to the states to use on what they needed it for. Most of the stimulus money as you know has been very focused on particular areas for higher ed, support for small businesses and PPP, so there was a hope there would be much more of an unrestricted allocation to the states. Then, the next thing that would have to happen if there were such an allocation, some of that money would need to be allocated to CUNY. Those conditions have not been met yet in July, August and September. The Board has delayed creating a budget waiting to see if there would be such a stimulus bill and whether it would support CUNY. Part of that conversation would also resolve whether there would be a tuition increase. No decision has been made to date and the information I want to share with you today is that that Hunter’s share of such a tuition increase—and I know it is a very hard thing to discuss right now in such a very difficult time for our students, but to better understand our financial situation we wanted people to understand—would have been \$4.8 million to our budget. The final part of funding that would be resolved if there is a budget is what the impact will be of the CARES Act funding on Hunter College. As many of you remember, Hunter received a \$19 million allocation from the CARES Act and a little bit over \$1 million from a separate program for Hunter being a Hispanic-serving institution. Of these funds \$9.5 million were allocated directly to our students. Every student got some type of an award. Most of the awards were done based on financial need as calculated by the CUNY system. Some money was left over and Eija was consulted and helped create some allocations to students we could see were in particular need. That money was devoted right to students. The other \$9.5 billion dollars will be allocated according to categories that CUNY will get to submit to the Board of Trustees for expenditures. That money, as we understand it now, will be primarily for reimbursement for the costs related to the COVID crises, so refunds to dorms, issues of buying PPE, of creating the physical atmosphere that can allow us to function, the technology demands and money we have spent on our faculty training and support. That type of activity we expect to be reimbursable. There may be some discretionary funding to colleges but it will be linked to COVID. All of those things – the tuition, the CARES Act, how much money will be allocated to Hunter would be wrapped up into the budget which has not yet been passed by the Board of Trustees.

“We discussed this in a deep detail with the Budget Committee, and I am sure Randy can add or take any other questions, but the question is what is happening right? What is happening right now is that we are being funded by CUNY on a month-to-month basis. Each month we are receiving 1/12th of our budget based on our allocation last year. We are receiving 1/12 of what we spent last year minus 20%. It is a challenge. That is why when we have come to you to talk about needing to increase seats, etc., it is a result of that conversation and of that impact. One of the challenges for Hunter, and I think for all of the CUNY schools, is that a very small percentage, about 32% of our budget is actually money that can be eliminated or cut. Those things include everything from OTPS, certain executive salaries, adjuncts, college assistants, certain temporary services, part-time workers and overtime. So, you can see that reductions of 20% can only come from the budget that is not fixed by contract. Almost all that contract money is fixed for personnel, so it is our longtime faculty and staff. That part of the budget cannot be cut, so we are looking at a very small part of the budget with these cuts. That is a significant challenge for us. We are working our way into trying to make these decisions and

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prioritizing, as we always have, the ability to offer classes and teach our students. We have cut overtime and OTPS. As many of you know, it was very difficult but many college assistants were not renewed when their contracts were completed. We have been doing the best we can to balance the impact and always make on the priority list adjuncts and sections the last thing that gets impacted. I wanted to really underscore that today.

“We have been fortunate in some ways that we have two sources of money to continue to support us. The first is the money we raise through the Hunter College Foundation. The Foundation has budgeted between \$17 and \$20 million allocation to us for this year. I say \$3 million of that allocation comes from unrestricted funds, so it relies on annual fundraising, bequests - things that cannot always be predicted. However, we are pretty certain that we will have \$17 million that comes from restricted funds - some of those from endowments and some of those in spend downs. We spent that \$17 million on endowed chairs and a variety of student programs - McNulty fellows or the Bluhm Scholars. These are all programs that support our students. Money also goes to facilities. We are working on launching the 5th floor renovation of the Library this year and building the link between the East Building and the Baker Hall. So, that \$17 million is focused on upgrades of facilities and scholarships. You see \$4 million of salaries for endowed chairs and program support. When our wonderful researchers bring grants into the college, certain portion of those grants come in as what we call indirect or overhead with the colleges being compensated for the facilities and support that the researchers are getting. That money is allocated by the Provost’s Office into faculty start up to support more research, our graduate students, our environmental health initiative and other non-personnel costs. So, we are lucky to have that addition to our budget, and we try to use those funds to support initiatives as they come up and respond to faculty and programmatic needs.

“There is much uncertainty ahead of us. We will continue to meet regularly with the Budget Committee and report the information that we know. As I said when I started, we are Hunter strong. We are going to get through this. We are challenged, but our faculty is extraordinary and our students are inspiring. You make all of this possible, and we will emerge from this even stronger than before. Laura, thank you for all this time and allowing me to give you this overview.

APPENDIX III

SENATE NEWS BULLETIN

Office of the Hunter College Senate, Room E1018 -- Telephone: 772-4200 -- Visit us at: www.hunter.cuny.edu/senate

NO. 1

9 September 2020

H.C. SENATE ELECTS OMBUDS OFFICER THIS FALL

The procedures for nominating and electing a candidate are as follows:

Eligibility

"Any member of the College community, eligible to serve on the Senate, may be nominated by any member of the Hunter College community in good standing, or may nominate herself or himself for the position of Hunter College Ombuds Officer" (excerpt from the *Charter for a Governance of Hunter College*, Article XII, Section 2).

Nominating Procedure

Nominations shall be made: (a) by filing nominations with the Senate Office (senate@hunter.cuny.edu) before October 7, or (b) by announcement on the Senate at the October 7 Senate meeting. Thus, the Senate meeting on October 7 is the last time to nominate candidates.

Documentation

All candidates who accept nomination must submit to the Senate Office: (a) a *resume*, (b) a *statement of platform or intent* not to exceed 500 words; and (c) sign the form accepting the *Agreement with the President* and the definition of the Office of the Ombuds Officer as stated below in the excerpt from the Hunter College Governance Charter. Candidates must submit all three documents for their candidacy to be validated. Only valid candidates will appear on the ballot on October 21.

Timetable for Nominations and Election

October 7 Senate Meeting

Senate Secretary reads a list of validated candidates, and a list of those candidates who have partially completed the necessary documentation. The floor will then be open for further nominations (the agreement may be signed later). There will be no nominating speeches on the floor of the Senate at this meeting.

October 15, 5:00 PM -- Email Deadline

Statements and documentation received in the Senate Office in final form by 5:00 PM on October 15 for all validated candidates will be mailed to the Senate membership for the October 21 Senate meeting.

October 21 Senate Meeting -- Election of Ombudsman

The first item of business on the Administrative Committee Report shall be the election of Ombuds Officer. A list of all candidates will be distributed to the Senate members. The Senate Secretary or the Chair of the Administrative Committee will read off the list of candidates for the last time. At that point, when her or his name is called, the candidate will rise if (s)he so chooses to be physically identified, and may give a short presentation. In no case will nominations be accepted from the floor of the Senate at this meeting. Voting will proceed according to the rules as set out in Article XII, Section 2, of the Hunter College Governance Charter; the winner will be determined in the same manner.

Duties of the Ombuds Officer

Article XII, Sec.4 of the Hunter College Governance Charter states:

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

APPENDIX IV

Report and Recommendations on Assessment of Institutional Learning Outcomes and of General Education Flexible Core

Date: May 12, 2020

During the Spring of 2019, Hunter College conducted assessments of three Institutional Learning Outcomes as part of our five-year assessment plan for General Education. A sample of courses from across the College was selected by the General Education Requirements (GER) and Academic Assessment & Evaluation (AAE) Committees. GER and AAE committees jointly developed rubrics. Departments were given the required rubrics along with information regarding the assessment process to be used. Courses were chosen from programs in the social sciences, physical sciences, humanities, and mathematics and statistics departments.

We identified the following ILOs as being associated with the required outcomes in the “Flexible Core” portion of the CUNY Common Core as they are construed in Hunter’s General Education Requirement:

- 1) **Acquire Broad and Specialized Knowledge:** Hunter graduates will have the breadth of knowledge to make a positive difference in a complex, diverse, and changing world.
- 2) **Research and Communicate Effectively:** Hunter graduates will communicate with clarity, coherence, and purpose. They will access information and integrate a variety of sources to frame original arguments.
- 3) **Think Critically and Creatively:** As critical thinkers, Hunter graduates will evaluate different types and sources of claims using appropriate evidence, and as creative thinkers, they will use novel ideas to better understand and shape the world around them.

Acquire Broad and Specialized Knowledge

For this assessment, we understood this ILO to mean that students will complete a major for specialized knowledge and General Education for broad knowledge. Departmental assessment data should be consulted for understanding students’ ability to acquire specialized knowledge. For the ability to acquire broad knowledge, a full assessment of General Education at Hunter through the five-year assessment plan is required.

Research and Communicate Effectively:

For this assessment, we aligned “Research” with the Flexible Core Outcome to “gather, interpret, and assess information from a variety of sources and points of view.” In the rubric, we considered “Engagement with Sources,” “Choice of Sources,” and “Integration and Attribution of Sources.” We aligned “Communicate Effectively” with the Flexible Core Outcome to “produce well-reasoned written or oral arguments using evidence to support conclusions.” In the rubric we emphasized “Written Communication” and considered “Focus and Thesis.”

For Research, a total of 66% of lower-level students and 84% of upper-level students met or exceeded expectations in this area. The Choice of Sources outcome was focused on student’s choice of appropriate sources in research. In this assessment, approximately 76% of lower-level students and 84% of upper-level students met or exceeded expectations. The final area assessed in terms of Research had to do with integration and Attribution of Sources. A total of 78% of upper- and lower-level students met or exceeded expectations in this area.

For Communicate Effectively, the sample included 10 sections from 100- and 200-level courses. Instructors were asked to randomly sample 10 students’ work. In some cases, they used larger samples, which were then weighted. The total number assessed was 312 students. In the Spring of 2019, a larger sample of courses, from all levels, was included in the assessment. Four hundred fifty-eight students’ work was assessed in a way that was deemed usable for inclusion in the sample. In total, 770 students were sampled. In brief, a majority of students (47% of upper-level students and 44% of lower-level students) were rated as “exceeding expectations.” Full results are reported in the 2018-2019 ILO Flex Core Assessment Summary Report.

Think Critically and Creatively:

For this assessment, we divided the outcome into two parts: Critical Thinking and Creative Thinking. We aligned this ILO with the Flexible Core Outcome to “evaluate evidence and arguments critically or analytically.”

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Think Critically

In the rubric, we considered the use of “argumentation and evidence.” A total of 426 students (358 lower-level students and 68 upper-level students) were assessed. Fifty-six percent of lower-level students and 66% of upper-level students combined met or exceeded expectations.

Think Creatively/Creative Thinking – Connecting, Synthesizing, and Transforming

In the rubric, we considered the ability for “Taking Risks,” “Solving Problems,” “Embracing Complexity,” “Innovative Thinking,” and “Connecting, Synthesizing, and Transforming.” For this rubric, we used a modified version of the AAC&U VALUE rubric for Creative Thinking. While the actual rubric included five areas to be assessed, only one of those areas—Connecting, Synthesizing, and Transforming—was assessed in more than two sections; therefore, only the Connecting, Synthesizing, and Transforming data was included in the 2018-2019 ILO Flex Core Assessment Summary Report. This assessment was only done in the spring term, and included data from 141 students (127 lower-level students; 14 upper-level students). Because of the small sample size, we are less certain that our results are representative of Hunter students as a whole in comparison to the other categories assessed. In this area, 40% of students were rated as not meeting or approaching expectations after rounding error; 60% were viewed as meeting or exceeding expectations.

For all assessments, a full breakdown of data is included in the 2018-2019 ILO Flex Core Summary Report. A breakdown of ILO, Flexible Core Outcomes, and Corresponding Rubric Row is below:

| Institutional Learning Outcome (ILO) | Corresponding Rubric Row |
|---|--|
| Research & Communicate Effectively | 1a. Writing: Focus and thesis |
| | 1b. Research: Engagement with Sources |
| | 1c. Research: Choice of sources |
| | 1d. Research: Integration and attribution of sources |
| Think Critically and Creatively | 2a. Critical Thinking: Argumentation and evidence |
| | 2b. Creative Thinking |

Reflection and Recommendations:

In total, 10 out of 10 sections participated in the Fall, with a total sample size of 312 students. In the Spring, 16 out of 17 programs participated with a total of 458 students. From a qualitative perspective, assessments were successful. Full results and recommendations are reported in the 2018-2019 ILO Flex Core Assessment Summary Report. That report and discussions within the AAE and GER committees have yielded the following recommendations:

Main Recommendation:

- From the assessment results above, it is clear that students performed less than optimally on creative and critical thinking outcomes. Therefore, the college should focus on these two outcomes moving forward. The Assessment Director should post materials about how to effectively teach creative and critical thinking on the assessment website. The Assessment Director should also run semester-long, theme-based workshops on how to teach creative and critical thinking across disciplines. The Senate AAE and GER committee will work collaboratively to foster the use of these resources. Faculty should work at the program and departmental level to develop more effective and specific approaches to teaching creative and critical thinking in line with their disciplines.

Senate Committees and Assessment Director Recommendations:

- The Assessment Director and the Senate GER and AAE committees should communicate more effectively with assessment coordinators and departments and make sure faculty clearly understand rubric-based expectations, and the Five-Year Assessment Plan as a whole.
- Assessment workshops will be held both at the beginning of each semester and end of the academic year. These workshops will involve all instructors, assessment coordinators, and librarians who have a stake in specific rubrics to be assessed. In these workshops, there should be a clear discussion of rubrics to be used, their application, and sample sizes to be considered. Feedback from these workshops would also inform recommendations to be later presented to the Senate.

Department and Program Recommendations:

- Assessment coordinators should actively participate in existing programs and workshops offered through the Office of Assessment to initiate broad conversations at the college level about general education requirements and assessment. These conversations can produce program-specific awareness of what it means for students to exceed, meet, approach, or not meet expectations.
- Assessment coordinators should facilitate faculty conversations of how to integrate the GER assessment report into continuing department and program-level assessment discussions.
- Assessment coordinators should collaborate with librarians and disciplinary library liaisons on assessment-related discussions. The Office of Assessment will facilitate these contacts.