

# MINUTES

## Meeting of the Hunter College Senate

### 20 March 2024

- 1 The 687<sup>th</sup> meeting of the Hunter College Senate convened at 3:57 PM in HW 714.  
2
- 3 **Presiding:** Sarah Chinn, Chair  
4
- 5 **Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.  
6  
7 Alternate Senators were formally seated in accordance with the procedures approved by the Senate for in-  
8 person meetings, and they were enabled to vote using iClicker.  
9
- 10 **Agenda:** The agenda was adopted with the provision that agenda item 8 be moved to after item 4a.  
11  
12
- 13 **Minutes:** The minutes of 4 October 2023, 18 October 2023, 1 November 2023, 15 November 2023, and 6 December  
14 2023 were approved as distributed.  
15
- 16 **Report on**  
17 **Writing Task**  
18 **Force:** Sarah Chinn invited Professor Erica Chito Childs, Associate Dean for the School of Arts and Sciences, to  
19 report on the Writing Committee. Associate Dean Chito Childs' presentation is in Appendix II.  
20  
21
- 22 **Report by the**  
23 **Administrative**  
24 **Committee:**
- 25 a) **Special Senate Election for Vacant At-large Seats**  
26 In accordance with Article IV, 2H i & ii of the Charter for a Governance of Hunter College, the  
27 Administrative Committee is presenting the names of all nominees received to date:  
28
- 29 Student: Ahmed Tabbakh (History)  
30 Gabriela Covaria (Political Science)  
31 Labiba iqra (Human Biology)  
32 Aliyah Harrison (Biology)  
33 Susana Sanchez (English)  
34 Rachel Weng (Nursing)  
35 Rosa Rivera (Computer Science)  
36 Shannon Benjamin (Undeclared)  
37 Jasmina Rustamova (Undeclared)  
38 Iman Meawad (Mathematics & Statistics)  
39 Hafsa Naseer (Human Biology)  
40 Nishat Raihana (Human Biology)  
41 Hridika Tasnim (Biology)  
42
- 43 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.  
44 The motion carried by voice vote without dissent.  
45
- 46 **Committee**  
47 **Report:**
- 48 **Graduate Course of Study & Academic Requirements Committee**  
49 Chair Chinn called on Professor Peggy Chen, co-Chair of the Graduate Course of Study and Academic  
50 Requirements Committee, to present the Resolution Requesting the Inclusion in the Subject Table of the  
51 Weighted Instructional Unit (WIU). Short debate followed.  
52

57 **RESOLUTION TO ADD THE WEIGHTED INSTRUCTIONAL UNIT (WIU) MESSAGE**  
58 **COURSE TO THE SUBJECT TABLE AT HUNTER COLLEGE**  
59

60 **WHEREAS**, Hunter College recognizes the importance of providing flexibility for graduate students  
61 completing full-time academic requirements, including those who are not enrolled in courses or carrying  
62 an insufficient credit load, to access financial support and other crucial resources such as loan deferment;  
63 and  
64

65 **WHEREAS**, the Weighted Instructional Unit (WIU) Message Course (WIU) has proven to be an  
66 effective mechanism for enabling students to qualify for financial support and access essential resources,  
67 ensuring equitable opportunities for academic success and promoting retention and graduation; and  
68

69 **WHEREAS**, the WIU has successfully facilitated full-time academic engagement for students at the  
70 Graduate Center of the City University of New York; and  
71

72 **WHEREAS**, it is in the best interest of Hunter College to be able to offer the WIU to its graduate and  
73 doctoral level students; and  
74

75 **WHEREAS**, Hunter College proposes to add the WIU Message Course to the Subject Table at Hunter  
76 College beginning in the Fall Semester of 2024, with no tuition fee or academic excellence fee associated  
77 with the WIU Message Course;  
78

79 **NOW, THEREFORE, BE IT**  
80

81 **RESOLVED**, that the Weighted Instructional Unit (WIU) Message Course (WIU) be added to the Subject  
82 Table at Hunter College as of the Fall Semester of 2024, with no tuition fee or academic excellence fee.  
83

84  
85 Voting by iClicker produced the following results: 63 in favor, zero against, and zero abstentions. The  
86 Resolution was approved.  
87

88  
89 **Report by the**  
90 **Administrative**  
91 **Committee:**

92 **b) FGL Statement in Response to EVC Hensel's Cost Savings Memo**

93 The memo is available in Appendix III.

94 Chair Chinn said the following:  
95

96 “I hope that you all had a chance to read the memo from Executive Vice President Hensel about  
97 funding cuts and the Faculty Governance Leaders’ response. I wanted to talk about this for a  
98 couple of minutes. There is not that much to say because it does not directly affect us. But I did  
99 want to give us a chance to discuss it briefly.  
100

101 “Essentially, the memo from EVP Hensel was to address budget issues CUNY-wide. I want to  
102 preface this by saying that Hunter is very healthy financially. We are not what was called a  
103 “college of concern,” which was nine colleges around the system mostly, but not exclusively,  
104 community colleges. Our enrollments, as we know, are extremely healthy. There were several  
105 issues in the memo that we have dealt with, such as dealing with course caps, schedule  
106 optimization and trying to reduce the number of adjunct and contingent faculty. There is a  
107 number of various charts about enrollments in the memo. I think the most useful chart for us is  
108 on page three which shows the comparative changes in enrollments and revenue. As you can see,  
109 it is a real mix among the four-year colleges and not looking great for the community colleges.  
110 All of the numbers in red are reductions in enrollments and revenue, and the green is increases  
111 in enrollment and savings. As we can see, there are a number of colleges that, not just since  
112

116  
117 COVID but really even before that in 2018-2019, that have really been hurting in terms of  
118 enrollments and in terms of revenue.

119  
120 “This memo from the Executive Vice President Wendy Hensel basically listed a number of  
121 different kinds of solutions and suggestions, for, if not increasing enrollment, which is sort of  
122 out of our power to a certain extent, then cutting costs. As you can imagine, a lot of this was  
123 organized around what was called optimized scheduling which could mean a number of things.  
124 It could mean increasing course caps so that you have more people in a section and fewer  
125 sections. It can mean, once you have done that, letting go of contingent faculty and moving  
126 classes over to full-time faculty. It can mean if you are York College or Queens College firing a  
127 whole number of people, without any warning, the day before classes begin. It can mean any  
128 number of things.

129  
130 “Another issue is about faculty workload. As we know, many of us get release time in order to  
131 do administrative work both in our departments and college-wide. I get it for doing this. There  
132 are questions about, ‘Is there too much workload release?’ which I think is worthy of discussion.  
133 So, several things happened in relation to this; one of which was a few colleges really ran with  
134 it, and just before the semester began fired a bunch of people. I should say as well that there  
135 really was not -- at least for faculty and students; it may have been for administrators -- much  
136 advanced warning that this was coming. After this, the EVP met with University Faculty Senate  
137 which is the university version essentially of our Senate but it is faculty only. She reiterated her  
138 commitment to shared governance, and she said how surprised she was that people had taken  
139 these actions, saying this was only advisory. After this, Faculty Governance Leaders sent EVP  
140 Hensel a memo that was drafted by a bunch of faculty governance leaders, myself included and  
141 really pointed out that not only is the timing of this very difficult to the extent that it came just  
142 before the semester began and so not much time for people to do anything and without much  
143 advanced warning, but the response pointed out how this in various ways violated the CUNY  
144 By-laws. I want to talk about this just a little bit, just to see if you have questions, comments or  
145 concerns about what this means for us at Hunter and for CUNY more-widely. I would say this  
146 again: ‘We are fine.’ The EVP has now issued a set of suggestions for revising the CUNY By-  
147 laws. That apparently has been in the works for a little bit. The timing is very interesting  
148 considering that this statement says it violated the CUNY By-laws. Please read those documents  
149 for the next time. This affects us in actuality. Changing of the By-laws will change many things  
150 about the way that CUNY is run. It is something that we, as a shared governance organization,  
151 faculty, students, staff and admin all need to talk about and figure out if we want to launch our  
152 own response. The University Faculty Senate is putting together a response of which, our own  
153 Laura Keating as a member of the UFS Executive Committee is chair. I am certainly in touch  
154 with her about that. This is something that we really all need to talk about. That is the end of my  
155 long preparatory remarks. So, I just want to open up sort of the conversation, discussion or  
156 questions.”

157  
158 **Committee**  
159 **Reports:**

**Academic Freedom Committee**

160 Chair Chinn called on Professor Allan Frei, Chair of the Academic Freedom Committee, to report.  
161 Professor Frei said the following:

162  
163 “The Committee on Academic Freedom received a complaint in January of this year. We were already  
164 very busy, and we are even more busy. We agreed when we had a complaint last year that we maintain  
165 confidence of every individual involved in complaints. Thus, we do not share information about who  
166 complained about what. The people involved are totally free to say whatever they want to whomever they  
167 want but we respect their confidentiality. The procedure is that the committee formed a subcommittee to  
168 carry out the investigation, which involves speaking to people, sometimes more than once. That committee  
169 exists, and I am not aware that they have spoken to someone yet, but they are on the cusp of that.”

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176  
 177 **Old Business: SPARK Task Force**

178 Christopher Braun, Associate Provost for Research, provided an update on the SPARC.  
 179 Associate Provost Braun said the following:

180  
 181 “The Senate SPARC Task Force is chaired by Nancy Eng who unfortunately cannot be here today. But I  
 182 want to update you that we had a meeting this past week. We will be meeting again next week to continue  
 183 the planning process. Where we stand at the moment for the Brookdale swing project is what the  
 184 architects call “test fits.” So, we are trying to take the physical spaces we will be moving to for the swing  
 185 period and put our programs in to see how they fit. My honest assessment of that is it is a challenge, but  
 186 it is an iterative process. We are iterating the fits and trying to reach an acceptable solution. Of course,  
 187 we must have an acceptable solution. So, just to review, the plan is for all of the units that currently sit at  
 188 the Brookdale campus to move into what we are calling swing homes for the construction of the SPARC  
 189 at the Brookdale site. The programs at Brookdale including the School of Nursing, Physical Therapy,  
 190 Medical Lab Sciences, Speech Language Pathology and their associated libraries and support groups will  
 191 move out of the Brookdale campus. The current plan is that the School of Nursing and Physical Therapy  
 192 will move into a rented space to be shared with Baruch which will be close to the Baruch campus. The  
 193 Department of Medical Lab Sciences and the Arts and Sciences teaching that happened at Brookdale  
 194 campus will be moved to the 68<sup>th</sup> street campus. The Speech Language Pathology group will share space  
 195 with their partner program at the Graduate Center. That is the tentative current plan into which we are  
 196 trying to make these test fits. The Task Force will meet again next week, as we have planned every two  
 197 weeks, and we will give updates as we receive them.”

198  
 199 **New**  
 200 **Business:**

201 Bashir Juwara, Undergraduate Student Government President, said the following:

202 “The Undergraduate Student Government (USG) has achieved significant milestones this academic year,  
 203 including hosting a club fair and carnival with over 1,200 attendees, a Thanksgiving dinner attended by  
 204 over 7,000 students, and various smaller events like speed-friending and game nights aimed at fostering  
 205 friendships and community connections. Additionally, USG has actively engaged in advocacy efforts by  
 206 making four trips to Albany in the past two months to lobby for initiatives such as the new deal for CUNY,  
 207 women's reproductive rights, and our free student MetroCard initiative. The latter, which was pioneered  
 208 here at Hunter, has since been adopted by the University Student Senate, with support from multiple state  
 209 elected officials to include it in the budget. The last time this senate floor was fully packed, it was USG's  
 210 involvement in advocating for Brookdale.

211  
 212 “Despite these accomplishments, we cannot overlook the impact of the Israel-Palestine conflict on our  
 213 community, which has resulted in a troubling rise in antisemitism and Islamophobia since October 7th,  
 214 creating a tense political climate on campus.

215  
 216 “It is evident that the handling of these issues by the President's office, including the statements and  
 217 decisions made, has contributed to the tension. For instance, on October 10th, President Kirshner issued  
 218 a statement acknowledging the impact of events since October 7th and emphasizing the need for a safe  
 219 and respectful learning environment. However, two days later, on October 12th, the President expressed  
 220 support for Chancellor Felix Matos Rodriguez's statement denouncing activities supporting Hamas' cowardly actions.

221  
 222  
 223 “Subsequent actions, such as the condemnation of a video depicting anti-Arab and Islamophobic content  
 224 by Hunter's faculty on October 27th, lacked mention of the anti-Arab hate portrayed. Additionally, in a  
 225 letter dated March 7th, the President addressed concerns about civility on campus following  
 226 demonstrations in solidarity with the Palestinian freedom movement, characterizing certain speech as  
 227 offensive and hurtful without acknowledging the broader context of the conflict.

228  
 229 “Furthermore, despite the presence of Palestinians directly affected within our community, President  
 230 Kirshner has avoided using terms like ‘Palestine’ or ‘Palestinian.’

231  
 232 “The Arab, Muslim, and sympathizing communities with those affected in Gaza and the West Bank have

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236

237 faced online abuse and doxing (remember the doxing truck), with external individuals targeting students  
238 exercising their freedom of speech. Unfortunately, the college has failed to provide adequate protection  
239 to these students, faculty, and staff. Additionally, the Arabic department has been marginalized and  
240 silenced within our community.

241  
242 “It is imperative to normalize discussions about the killings of Palestinians and to hold accountable entities  
243 involved in the Israel-Palestine conflict, including the IDF and Israel's illegal settlements, without facing  
244 accusations of antisemitism.

245  
246 “If President Kirshner aims to promote peace and respect, she must treat all sides of the conflict equally.  
247 This includes condemning Israel's IDF assault and killings of innocent civilians with the same vigor as  
248 she condemned the events of October 7th.

249  
250 “The Undergraduate Student Government recognizes that students from all perspectives are affected by  
251 this conflict and seeks fairness in the actions and statements of the President's office, without taking sides.”  
252

253  
254  
255 Eija Ayravainen, Vice President for Student Affairs and Dean of Students, informed the body about the  
256 passing of Lori Janowski, Assistant Dean for Student Affairs.  
257

258  
259  
260  
261  
262 The meeting was adjourned at 4:58PM.

263  
264 Respectfully submitted,

265  
266 Sarah Jeninsky  
267 Secretary  
268

APPENDIX I

The following attendance was noted from the meeting

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

Faculty	Anthony Browne	A	Mathematics & Statistics	Sandra Clarkson	X
	Milagros Denis-Rosario	(A) E			0
AFPRL	Lázaro Lima	(A) A		Robert Thompson	(A) A
	Jackie Brown	A		Barry Cherkas	(A) A
	Stephanie Levy	(A) X	Medical Laboratory Sciences	Chad Euler	A
Anthropology	Milena Shattuck	(A) X		Steven Einheber	(A) X
	Itam Uchenna	A		Muktar Mahajan	(A) X
Art & Art History	Dave McKenzie	X	Music	Michele Cabrini	A
	Chitra Ganesh	(A) X		L. Poundie Burstein	(A) A
	Emily Braun	(A) X			(A)
Biological Sciences	Ben Ortiz	A	School of Nursing	Carolyn Sun	X
	Jesus Angulo	A		William Samuels	X
	Paul Feinstein	(A) X		Stephen Yermal	A
Chemistry	Carmen Melendez	(A) X		Deidre O'Flaherty	(A) X
	Gabriela Smeureanu	A	Philosophy	Laura Keating	A
	Nancy Greenbaum	(A) X		Daniel Harris	(A) X
Classical & Oriental Studies	Brian Zeglis	(A) X		Omar Dahbour	(A) A
	Nadya Kobko-Litskevitch	X	Physics & Astronomy	Kelle Cruz	X
	Yasha Klots	A		Yuhang Ren	(A) X
Computer Science	Frederick Rogals	(A) A		Ying-Chih Chen	(A) X
	Doron Friedman	(A) X	Political Science	Lina Newton	X
	Justin Tojeira	A		Charles Tien	(A) X
Curriculum & Teaching	Raj Korpan	(A) X		Michael Lee	(A) X
	Saptarshi Debroy	X	Psychology	Roseanne Flores	A
	William Sakas	(A) X		Darlene DeFour	A
Dance	Edgar Troutd	A	Physical Therapy	Glenn E Schafe	(A) X
	Stephen Demeo	A		Peter Serrano	(A) X
	Maverick Zhang	(A) X		Jaya Rachwani	A
Economics	Tim Farnsworth	X		Milo Lipovac	(A) X
	Maura Donohue	X	Romance Languages	Chad Woodard	(A) X
	Ana Nery Fragoso	(A) X		Magdalena Perkowska	X
Educational Foundations & Counseling Programs	David Capps	(A) X		Monica Calabritto	(A) X
	Tim Goodspeed	X	School of Social Work	Julie Van Peteghem	(A) A
	Michelle Liu	A		Jonathan Prince	A
English	Kenneth McLaughlin	(A) A		George Patterson	A
	Avi Liveson	(A) X	Sociology	Marina Lalayants	(A) X
	Sarah Bonner	(A) A		Keith Chan	(A) X
Film & Media Studies	John Keegan	(A) A		Mark Halling	A
	Sarah Chinn	A		Mike Benediktsson	(A) X
	Angie Reyes	X	Special Education	Michaela Soyer	(A) X
Geography & Environmental Sciences	Mark Miller	A		Salvador Ruiz	A
	Janet Neary	(A) A	SLPA	Melissa Jackson	(A) X
	Larry Shore	A		Kathryn Furlong	(A) A
German	Tami Gold	(A) X		Donald Vogel	A
	Gustavo Mercado	(A) X	Theatre	Nancy Eng	(A) X
	Allan Frei	A		JungMoon Hyun	(A) A
History	William Solecki	(A) X		Louisa Thompson	X
	Sun Shipeng	(A) X	Urban Policy and Planning		0
	Christina Mekonen	X		Claudia Orenstein	(A) A
Library	Elke Nicolai	(A) X		Lily Baum Pollans	A
	Aine Zimmerman	(A) A	Nutrition and Public Health*	Victoria Johnson	(A) X
	D'Weston Haywood	X		vacant	(A)
Women & Gender Studies	Manu Bhagavan	(A) X		Susan Cardenas	A
	Aaron Welt	A		Khursheed Navder	(A) A
	Iris Finkel	A		Steven Trasino	(A) X
Women & Gender Studies	Ajatshatru Pathak	A		Jennifer Gaboury	A
	Mee' Len Hom	(A) A		Catherine Raissiguier	(A) X
		(A)		Rupal Oza	(A) X

**Students**

Nicole Palmetto	A
Ariadna Pavlidis-Sanchez	A
Aysha Khan	X
Ronette Johnson	X
Olivia Massey	X
Lorraine Santana	X
Ermina Chowdhury	X
Nishat Raihana	A
Hridika Tasnim	A
Viet Thanh Phan	A
Veronica Witkowski	X
Ariana McNab	A
Ahmed Tabbakh	A
Gabriela Covaria	X
Labiba Iqra	X
Aliyah Harrison	A
Susana Sanchez	A
Rachel Weng	A
Rosa Rivera	A
Shannon Benjamin	A
Jasmina Rustamova	A
Iman Meawad	A
Hafsa Naseer	A

**At-Large, Lecturers and Part-Time Faculty**

Student Services	Burhan Siddiqui	A
	Luis Roldan	(A) X
Library	Jocelyn Berger-Barera	A
English	Donna Paparella	X
Psychology	Stefan Schlussman	A
Social Work	James Mandiberg	X
Medical Lab Science	Hongxing Li	X
Religion	Wendy Raver	A
Political Science	Rosa Squillacote	X
English	Susan Barile	X
Special Education	Gina Riley	A
	0 vacant	
THHP	Sarah Jeninsky	A
Art & Art History	Peter Dudek	X

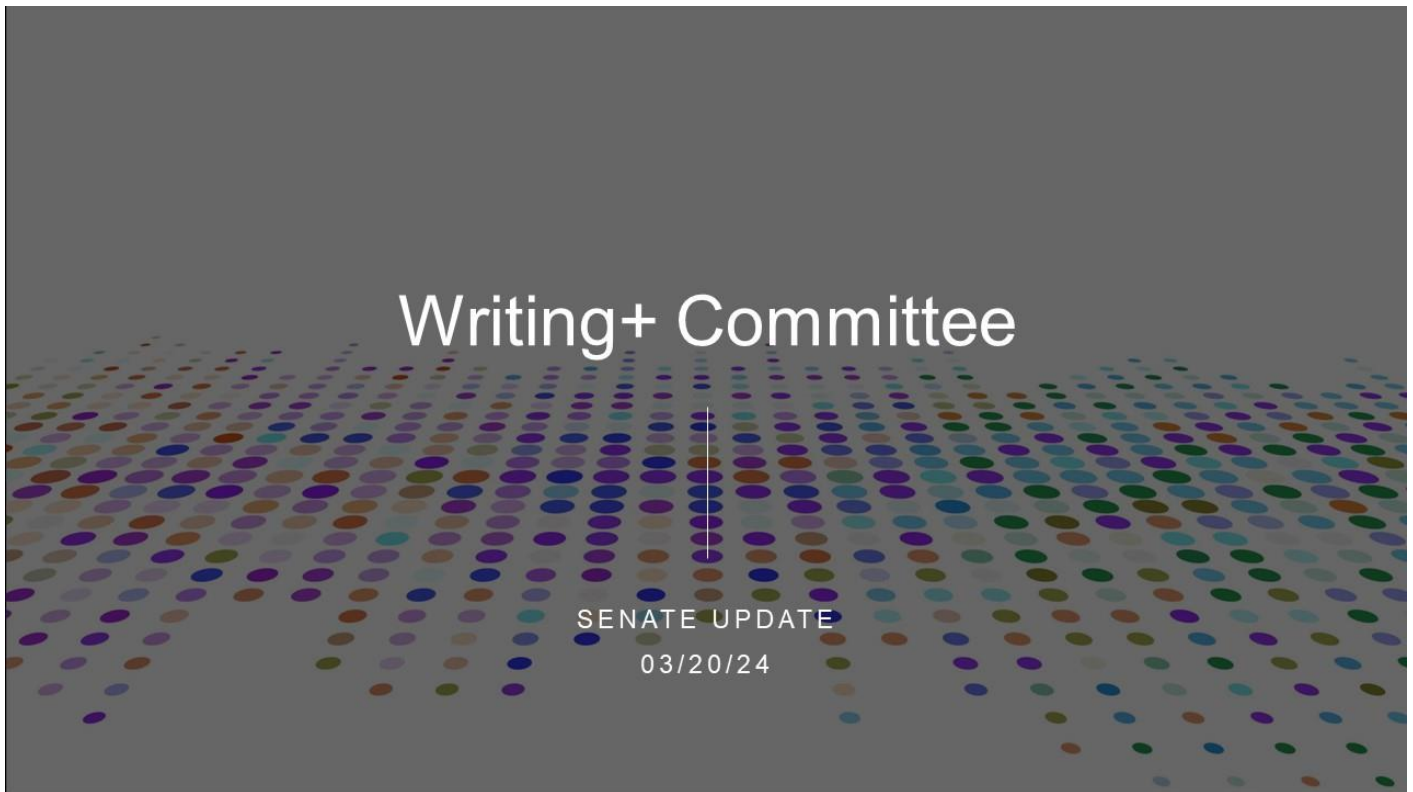
**Ex-Officio**

President, USG	Bushir Juwara	A
Vice President, GSA		0
President Alumni Association	Elizabeth Wilson-Anstey	X
President, HEO Forum	Denise Lucena-Jerez	X
President, CLT Council	Amy Jeu	X

**ADMINISTRATION**


Senators:		
HEO/CLA Representative	Irina Ostrozhnyuk	A
Vice President for Student Affairs	Eija Ayravainen	A
Provost	Manoj Pardasani	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Dean of Education	Jennifer Tuten	A
Alternate Senators (3):		
Dean of Social Work	Mary Cavanaugh	X
General Counsel & Dean of Faculty		0
Dean of Nursing	Ann Marie Mauro	A

## APPENDIX II



## Committee Members

- Adrienne Alaie-Biology
- Nathan Astrof-Chemistry
- Danielle Berke-Psychology
- Mark Bobrow-English
- Erica Chito Childs-Dean's Office
- Collin Craig-English/Dean's Office
- Tom DeGloma-Sociology
- Lina Newton-Political Science
- Anita Raja-Computer Science
- Julie Van Peteghem-Romance Languages/ACERT



A dark blue slide with the title "Committee Members" in white. Below the title is a list of ten members with their names and departments. To the right of the list is a blurred, arched image of a library or study area with bookshelves.



## Committee Charge-Spring 2023

Charge: Review and evaluate the current Writing requirement and think more broadly about college learning objectives on communication, including both writing and oral presentation

Problem: Current writing requirement is not working, does not have a clearly defined purpose or criteria, and does not reflect best pedagogical writing practices

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## Committee Work

- Conducted a survey of all departments
  - Consulted with GER committee, and their writing survey results
  - Compiled and reviewed writing models from other peer institutions
-

## Preliminary

- The Writing requirement revision proposal should include college-level learning objectives for writing and presentation which would be met through a two-pronged approach:
    - 1) *Introductory level writing, presentation and other communication practices*
    - 1) *Each department comes up with a writing plan that is discipline appropriate, aligns with college learning objectives and is able to be assessed*
-

## APPENDIX III



Executive Vice Chancellor  
and University Provost

205 East 42nd Street  
New York, NY 10017  
Tel: 646-664-8075  
academicaffairs@cuny.edu

### MEMORANDUM

**To:** College Presidents and Deans  
**From:** Executive Vice Chancellor and University Provost Wendy Hensel  
**Re:** Strategies for the Optimal Use of Academic Resources  
**Date:** January 25, 2024

A handwritten signature in blue ink, appearing to read 'Wendy Hensel', is located to the right of the memorandum header.

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Together we begin the new year acutely aware of the budget challenges that we face as a system and at nearly all campuses. The Office of Academic Affairs is here to work with you and your teams to surmount these challenges and advance our common mission.

To these ends, we have collaborated with campus provosts to identify both short and long-term strategies and academic practices that have been successful at CUNY and elsewhere in reducing costs without compromising academic quality. A few immediate recommendations for your consideration are below, focusing on optimal scheduling because most campuses are now in the process of creating the Fall 2024 schedule of classes.

We encourage you to consider the approaches that fit best with your campus culture and use these ideas to spark innovation and conversation with faculty in support of your work during these difficult budgetary times. Central staff is available to provide technical support and other expertise to help your campus as needed.

#### **1. Primary Recommended Action: Improve Scheduling Optimization**

**Move to average enrolled section size of twenty-five students and raise fill rates to 85% in a manner that will not adversely impact educational outcomes.**

##### **Summary**

The management of course sections is a critical operational issue with substantial financial consequences.

From 2018 to 2023, enrollment at CUNY has fallen faster than section offerings, with enrollment down 18% and sections down 13%. During that same period, the average number of enrolled students per section fell slightly at the senior colleges and by about 3 students per section (11%) at the community colleges. Average section sizes vary substantially among the colleges.

In Fall 2023, nearly 75% of all course enrollments systemwide were in courses with three or more sections. Of this group, more than 3,000 sections had 4-15 students per section. This information strongly suggests that it is possible to eliminate sections without creating overly large classes or affecting educational outcomes while simultaneously realizing significant savings.

**Impact**

If colleges return to the 2018 average class size, it could save > \$20M systemwide. If senior and community colleges set the average section size at 25 for appropriate courses, it could save \$40M per year (at 27 students per section, savings could reach \$60M).<sup>1</sup>

**Explanation**

In AY 2022-2023, CUNY taught nearly 88,000 course sections, more than 50 percent of which were taught by adjunct faculty. The cost of a typical 3-credit course taught by an adjunct faculty member ranges from \$5,558 to \$6,694. In 2022-2023, total adjunct costs totaled \$369 million.

Adjunct faculty typically fill the gap between the demand for instruction (determined by student enrollment in programs and courses) and the supply of instruction (determined by the number of full-time faculty). Holding the number of full-time faculty constant, the number of sections taught by adjunct faculty typically should grow or shrink with enrollment.

If section offerings are managed optimally, there will be a tight relationship between enrollment (student FTEs) and sections offered. However, that largely has not been the case, especially in the last few years. Since 2018, community college enrollment is down 32 percent while sections are down only 20 percent. Collectively, at the senior colleges, enrollment is down 11 percent while sections are down only 8 percent. Because a few senior colleges have strong scheduling optimization, this discrepancy is significantly larger at some senior colleges.



<sup>1</sup> Please note that the section size statistics and section savings analyses cited in this memo are based on data that exclude any course section with fewer than four students. This is to ensure that we do not inappropriately assume that additional students could be added to independent study and clinical coursework sections, which cannot be easily identified in the data. However, by excluding the lowest enrollment course sections from the analysis, we are likely understating some of the efficiency opportunities.

The chart below shows average section sizes at each college from Fall 2018 to Fall 2023, and the fiscal impact of the change during that period. Spring section size trends and costs are similar.

College	Average Section Size						% Change F18-F23	Millions of \$ (Savings)/Cost
	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23		
Baruch	33	35	36	36	35	36	7%	\$ (1.09)
Brooklyn	27	26	30	25	23	23	-13%	\$ 1.87
City	25	24	26	24	23	25	1%	\$ (0.17)
Hunter	29	29	33	31	30	30	6%	\$ (1.22)
John Jay	25	26	28	24	24	24	-3%	\$ 0.47
Lehman	22	23	26	25	23	25	12%	\$ (1.43)
Medgar Evers	26	24	30	24	20	22	-16%	\$ 0.70
NYCCT	23	23	23	22	21	22	-8%	\$ 1.30
Professional Studies	18	18	19	18	18	19	8%	\$ (0.25)
Queens	26	27	31	29	26	27	3%	\$ (0.45)
Staten Island	28	27	30	28	26	27	-3%	\$ 0.28
York	25	24	25	23	20	20	-22%	\$ 1.63
Graduate School	12	12	12	11	12	11	-4%	\$ 0.13
Journalism School	13	13	12	12	12	12	-9%	\$ 0.04
Labor & Urban Studies	11	12	12	11	13	13	11%	\$ (0.04)
Law School	28	28	28	29	28	29	3%	\$ (0.02)
Macaulay Honors College	12	11	15	14	11	11	-14%	\$ 0.01
Medical School	26	23	28	25	26	23	-12%	\$ 0.04
Public Health	22	25	30	24	25	27	26%	\$ (0.14)
<b>Senior College Average</b>	<b>26</b>	<b>26</b>	<b>28</b>	<b>26</b>	<b>25</b>	<b>26</b>	<b>-1%</b>	<b>\$ 1.66</b>
BMCC	25	25	25	23	21	23	-10%	\$ 1.89
Bronx	22	23	23	20	17	20	-8%	\$ 0.68
Guttman	23	24	26	23	22	24	3%	\$ (0.04)
Hostos	24	23	24	20	21	22	-9%	\$ 0.52
Kingsborough	24	23	23	20	20	21	-14%	\$ 2.05
LaGuardia	24	25	23	22	20	20	-17%	\$ 2.76
Queensborough	24	25	26	23	22	23	-6%	\$ 0.73
<b>Community College Average</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>22</b>	<b>20</b>	<b>21</b>	<b>-11%</b>	<b>\$ 8.59</b>
<b>CUNY Average</b>	<b>25</b>	<b>25</b>	<b>27</b>	<b>25</b>	<b>23</b>	<b>24</b>	<b>-4%</b>	<b>\$ 10.25</b>

**Recommended Actions:**

- Determine which courses can strategically increase seat capacity without negatively affecting educational outcomes.

CUNY OAREDA provides a dashboard ([here](#)) that will enable colleges to make useful comparisons across CUNY. For example, the average English course clusters around 22.2 students per course section. At some schools, this average is significantly lower. Adding a nominal number of seats and reducing the number of sections could save considerable expense without harming student learning.