

# MINUTES

## Meeting of the Hunter College Senate

### 21 October 2020

- 1                   The 643<sup>rd</sup> meeting of the Hunter College Senate convened at 3:36 PM via Zoom.  
2
- 3   **Presiding:**     Laura S. Keating, Chair  
4
- 5   **Attendance:**   The elected members of the Senate with the exception of those marked absent in Appendix I.  
6  
7                   Alternate Senators were formally seated consistent with the procedures approved by the Senate for in-  
8                   person meetings, and they were enabled to vote using iClicker.  
9
- 10 **Agenda:**        Chair Keating requested permission to move the election of the Ombuds officer to the first item of the  
11                   Administrative Committee report and informed the body that the presentation of the Library Bylaws was  
12                   postponed to the 4 November meeting. There were no objections. The agenda was adopted as revised.  
13
- 14 **Minutes:**       The minutes of 19 February and 4 March were distributed via email and will be voted on at the next  
15                   meeting.  
16
- 17 **Report by the**  
18 **President**        President Raab's report is in Appendix II.  
19  
20
- 21 **Report on the**  
22 **Bell Schedule**   Chair Keating called on Professor Partha Deb, Chair of the Economics Department and FP&B Committee  
23                   on the Calendar and Professor Michael Steiper, Associate Provost for Student Success to continue  
24                   discussion on the modified Bell Schedule. Their presentation is in Appendix III.  
25
- 26 **Report by the**  
27 **Administrative**  
28 **Committee:**     a) **Election of Ombudsman**  
29                   Chair Keating reported that only one candidate had been nominated and had submitted all  
30                   required documentation - Professor Rosanne L. Flores (Psychology Department).  
31  
32                   It was moved to forgo the formal voting procedures. The motion carried and Professor Flores  
33                   was elected by unanimous consent.  
34
- 35                   b) **Special Senate Election for Vacant At-large Seats**  
36                   In accordance with Article IV, 2H i & ii of the Charter for a Governance of Hunter  
37                   College, the Administrative Committee is presenting the names of all nominees  
38                   received to date:  
39  
40                   Student Alternate:                   Angeli Reynoso (Human Biology)  
41   Ann Nicole Frimpong (Behavioral Neurobiology)  
42   Wendy Wu (Economics)  
43   Rolando Gatilao (Nursing)  
44                   Faculty:                                   Andrew Demirjian (Film & Media)  
45
- 46                   It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.  
47                   The motion carried by unanimous consent.  
48
- 49                   c) **Approved Curriculum Changes**  
50                   The following curriculum changes as listed in the attached report dated 21 October 2020 has  
51                   been approved as per Senate resolution and are submitted for the Senate's information: Items:  
52                   US-2368 Classical & Oriental Studies/Arabic (New course, Add to Individual &

56  
57 Society/Humanities & Pluralism & Diversity Group A and C), US-2369 Art & Art History  
58 (Change in course), US-2370 Nursing (Change in courses), US-2103 English (Change in course,  
59 Add W), US-2355 Economics (Change in degree program: Business Certificate).

60  
61 **Old**  
62 **Business**

**Committee on General Education**

63 Chair Keating reminded the body that at the last meeting, it voted to refer the following resolution back  
64 to the GER committee:

65  
66 **Resolution concerning 300-level courses in the CUNY Common Core (Pathways)**  
67 **at Hunter**

68  
69 Be it resolved that courses at the 300-level offered at Hunter shall not be included in the CUNY Common  
70 Core portion of the General Education requirements at Hunter.

71  
72 Be it further resolved that this resolution does not change the ability of 300-level courses to be used in the  
73 Hunter Focus portion of the General Education requirements at Hunter.

74  
75 Chair Keating stated that the committee is ready to report and called on Professor Kowerski, Chair of  
76 the Committee on General Education. Professor Kowerski reported that the GER committee requested  
77 that he ask for permission to withdraw the Resolution from the Senate floor. There were no objections  
78 and the resolution was withdrawn.

79  
80 **Committee**  
81 **Report**

**Nominating Committee**

82 Chair Keating called on Professor Lisa Marie Anderson, Chair of the Nominating Committee to present  
83 a report.

84  
85 The Nominating Committee is submitting the following nominations for seats currently vacant on Senate  
86 Committees:

87  
88 1. **UNDERGRADUATE COURSE OF STUDY COMMITTEE**

89 Faculty from Sciences and Mathematics: Gabriela Smeureanu (Chemistry)  
90 Student: Eleanor Sardarian (Political Science)

91  
92 2. **UNDERGRADUATE ACADEMIC REQUIREMENTS COMMITTEE**

93 Student Alternate: Nancy Collie (Biology)

94  
95 3. **NOMINATING COMMITTEE**

96 Faculty Alternate: Robert Thompson (Math & Stat)

97  
98 4. **COMMITTEE ON THE EVALUATION OF TEACHING**

99 Student: Aysha Khan (Biology)

100  
101 5. **COMMITTEE ON COMPUTING & TECHNOLOGY**

102 Library: Iris Finkel

103  
104 6. **COMMITTEE ON ACADEMIC FREEDOM**

105 Faculty from Nursing, Health Professions, or Urban Public Health: Ming-Chin Yeh (Nutrition)  
106 Faculty At-large: Deborah Tolman (WGS)

107  
108 7. **COMMITTEE ON GENERAL EDUCATION**

109 Student At-Large: Yuval Guetta (Psychology)

110  
111 8. **GENERAL EDUCATION REQUIREMENTS APPEALS COMMITTEE**

112 Student Alternate: Eli Feldman (Biology)

113 **Minutes**  
114 **Meeting of the Hunter College Senate**  
115 **21 October 2020**

116  
117 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.  
118 The motion carried by unanimous consent.  
119

120  
121 **Committees on Academic Assessment & Evaluation and General Education**

122 Chair Keating called on Professor Gina Riley, Chair of the Academic Assessment and Evaluation, and  
123 Professor Lawrence Kowerski, Chair of the Committee on General Education, to present **General**  
124 **Education Student Learning Outcomes Assessment Report - Life and Physical Sciences**. The Report  
125 is in Appendix IV.  
126

127  
128  
129 The meeting was adjourned at 5:03 PM.  
130

131 Respectfully submitted,  
132

133 Sarah Jeninsky  
134 Secretary  
135

**APPENDIX I**

*The following attendance was noted from the meeting*

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

<b>Faculty</b>					
AFPRL	Anthony Browne	A	Mathematics & Statistics	Bill Williams	A
	Milagros Denis-Rosario	(A) A			0
	Lázaro Lima	(A) X		Robert Thompson	(A) A
Anthropology	Jackie Brown	A		Barry Cherkas	(A) A
	David Hodges	(A) A	Medical Laboratory Sciences	Abigail Morales	A
	Milena Shattuck	(A) A		Chad Euler	(A) X
Art & Art History	Harper Montgomery	X		Muktar Mahajan	(A) X
	Thomas Weaver	X	Music	Jewel Thompson	A
	Emily Braun	(A) X		Michele Cabrini	(A) X
	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) X		Omar Dahbour	(A) A
Classical & Oriental Studies	Graham Claytor	A	Physics & Astronomy	Kelle Cruz	X
	Lawrence Kowerski	(A) A		Yuhang Ren	(A) X
	Joanne Spurza	X			
	Doron Friedman	(A) X		Leon Cohen	(A) X
Computer Science	Anita Raja	A	Political Science	John Wallach	A
	Felisa Vazquez-Abad	(A) A		Erin Mayo-Adam	(A) X
		(A)		Michael Lee	(A) A
Curriculum & Teaching	Lacey Peters	A	Psychology	Roseanne Flores	A
	Karen Koellner	X		Jonathon Rendina	A
	Debbie Sonu	(A) A		Darlene Defour	(A) A
	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	X	Romance Languages	Paolo Fasoli	X
	John Quiang Li	X		Magdalena Perkowski	(A) X
	Tim Goodspeed	(A) X		Julie Van Peteghem	(A) X
	Avi Liveson	(A) X	School of Social Work	Samuel Aymer	A
Educational Foundations & Cou	Goeum Na	X		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 Soyler	(A) X
	Janet Neary	(A) A	Special Education	Virginia Gryta	A
Film & Media Studies	Tami Gold	A		Kristen Hodnett	(A) X
				William Longworth	(A) X
	Andrew Demirjian	(A) A	SLPA	Donald Vogel	A
	Larry Shore	(A) X		Nancy Eng	(A) A
Geography	Ines Miyares	A		JungMoon Hyun	(A) A
	Shipeng Sun	(A) X	Theatre	Louisa Thompson	X
	Allan Frei	(A) X			0
German	Elke Nicolai	A		Claudia Orenstein	(A) A
	Eckhard Kuhn-Osius	(A) A	Urban Policy and Planning	Lily Baum Pollans	A
	Lisa Marie Anderson	(A) A		Victoria Johnson	(A) X
History	Eduardo Contreras	A		Matthew Lasner	(A) X
	Manu Bhagavan	(A) A	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**

Nibras Ahmed	A
Aysheh Barqawi	A
Alexa Michel	A
Leon Sarpong	A
Aamna Arshad	X
Nafeeza Ali	A
Ariana Ahmed	X
Jeanine Hampton	X
Shabraiz Malik	X
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	A
Jennifer Calderon	A
Martyna Kulec	X
Afrin Ansary	A
Ariela Radoncic	X
Luisais Taveras	X
Ryan Clinesmith Montalvo	X
Christine Kuang	X
Manahil Jafri	A
Vinh Phan	X
Joelle Tirado	X
Renee Riegler	A
Nicholas Viagas	X
Jasmine Shaikh	X
Johnson Ho	X
Rolando Gatilao	A
Audrey Sargente	A
Tasneem Sultana	A
Jeslyn Mei	A
Nayerra Zahran	X
Erica Aguayza	A
Olenka Ballena	X
Michelle Ma	A
Christopher Lee	A
Eleanor Sardarian	A
Jada Shannon	X
Tabia Ahmed	A
Lila Tabor	A
Fayozjon Jamshidov	A
Haya Alkiswani	X
Monira Hasan	X
Angeli Reynoso	X
Ann Nicole Frimpong	X
Wendy Wu	X
Jahin Samiha	X
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
Social Work	James Mandiberg	A
THHP	Sarah Jeninsky	A
Art and Art History	P. Dudek	X

**Ex-Officio**

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

**ADMINISTRATION**

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

## **APPENDIX II**

“Thank you, Laura. Thank you for all you are doing. For those of you who do not know, she has done extraordinary work. Zoom applause for Laura and the Admin Committee because we have spent a lot of time together. It is a lot of work. Thank you, Laura for being a great partner.

“I wanted to start by asking people to think about this Spring. We have the Fall Reopening Committee which we have to now rename the Spring Planning Committee. We have a number of faculty and students on the committee. If there are people interested in joining us, please let us know. Part of the Fall planning was urgent because we needed to think about remote instruction. We are now in a situation where we have had the experience of a semester in terms of classes. 9-10% of our classes are on site. I am really grateful. I wanted to say special thanks to the faculty who have come on campus – Chemistry, Biology, Computer Science, Art, some other performing arts, our clinicians at Brookdale, Medical Lab Science, Nurses, Physical Therapy. They have been supported by Lori Mazor and her wonderful custodial staff. We have been able to have those classes. We have met with some students recently who have taken these classes, and there is a moving sense of gratitude because they missed hands-on experience and interaction. They have been happy to feel safe on campus. I wanted to say to faculty, as they are planning for the Spring semester, that if there is a hybrid element or one session of your courses that you think should be done on campus for a particular reason of using space or objects, please let us know. A group of people with small seminars have asked if they could have a small gathering. We are working on doing that safely either outdoors or in an appropriate space. So, we wanted to ask people to think through what Spring looks like to them. How can we help you and support you so you can be the best remote instructors that you can be? What kind of support do you need in terms of technology, computers, software? We have had a pretty good use of the Faculty Resource Center that we set up in the North building so that faculty could teach from a classroom if they felt it was better experience for them. Jenny Tuten and Shiao-Chuan Kung have been amazing in the Tech Center helping people record pieces of lectures, etc. Please let any of us know how we can support you.

“We have also made a bet that during the pandemic and the crisis students would have challenges in their living situations and that there would be student interest in coming on campus. We have one space in the library. It is run by outside of the library monitors to make sure students are staying safe. We have had about 100 students a day come to study. That shows that there is this need among the student body for this type of space. We will continue to offer the space. We have 200 students in dorm rooms. I would like to say to the students who are here with us today that we have other rooms that can be taken for the Spring semester. We have some tuition scholarship support money to help them if they are in financial hardship. We want students to know that if it is challenging to study at home, being in a dorm is a possibility. With the Senate’s help, support and partnership, we are asked to think about the Spring.

“One quick note for those who are coming on campus, Brookdale is an early voting site. I do not want people to be concerned. We are working on the safety protocol. NYPD is enforcing mask wearing because we do not require early and regular Election Day voters to use the health screening app. We have several separate entrances. We are doing everything we can to reinforce the safety protocol. Anybody coming to 68<sup>th</sup> Street on Election Day, we will be a voting site and you will see people.

“We spoke to the Admin Committee, and we will be asking the Senate body to look at the issue of Hunter’s CR/No CR Policy which is at this point somewhat inconsistent with CUNY’s. We had a very long and healthy conversation about this with the Admin Committee today. We hope that we will be able to address and resolve that because CUNY asked us to look at it.

“We do not have any budget news since we last reported. CUNY still does not have a budget. We are meeting with the Senate Budget Committee next week to talk through details but I know that there has been interest in the community about the CARES Act funding. As we have reported before, Hunter received \$19 million. Half of that has been distributed directly to our students mostly through CUNY formulas and some through Eija’s office. CUNY is now starting to release direct allocations of Hunter’s share of \$9.5 million through reimbursements. It is very highly regulated - how we can spend it and how we can seek reimbursements for it. So, I want to ask Livia Cangemi to make a short presentation to give people a sense of how this works. I know there is a sense that this is a significant amount of money but I want people to understand the challenges and how we are restricted on how we can access it. We want to be very transparent.

Livia Cangemi, Acting Vice President for Finance and Budget gave a brief presentation.

President Raab continued after the presentation:

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“We are optimistic that we will be able to get a fair amount on technology, professional development and support. We are working hard on that plan. I think this gives a sense to the community how carefully regulated this all is and also that CUNY will take a piece of all of these categories. For mental health, they received \$50,000 of Hunter’s money to do central work in mental health. Eija will spend \$220,000. Our goal is to get more counseling for students. That is something I will report on. We received very good feedback. We have virtual counseling both in groups and one on one that have been very effective. It is highly used. There are always long lines. We may get some type of software but for the most part we will be getting counselors. CUNY bought software and swept \$50,000 of our allocation to support that. We are in between central spending out of our pots and then making sure they will validate all our reimbursements. I wanted to give that report, and we will talk to the Senate Budget Committee.

“My final item was to ask everybody to join me in an important moment. I would like to spend my last few minutes by asking our wonderful Provost Lon Kaufman to say a short goodbye to the Senate body. He said this is his last Senate meeting. So far, I implored him to come and join us at the other Senate meetings but I think my ability to implore has run out. Lon, you have been an extraordinary partner and friend. I am going to miss you deeply and will probably be calling you all the time. Valeda and I are both thrilled that you agreed to be around to give us some pointers and help us along. Lon, please.

Provost Kaufman said the following:

I was not expecting to say anything. It has been a great five years. Thank you all very much. The Senate at Hunter is terrific, lively and purposed. It cares. All of you care. I think it is the most important thing at Hunter. If everybody cares, we will find a way for the students and faculty at the end of the day. That is all I got. Thank you very much.

“Laura, I was hoping we could use the rest of our time for a continuation on the Bell Schedule. Valeda and everybody hope that we could decide on the right Bell Schedule and have that approved by the body during this Senate. If it is approved this semester, Eija is optimistic the Registrar could program it for Fall 2021. Since we think it will really help us with a more efficient use of time and space when we are back on campus, we really hope that could get done.

### APPENDIX III

# Modify the Bell Schedule at Hunter College

The Issue

- Students have difficulty registering for courses due to problems with course conflicts and availability.

The Goal

- **Modify the bell schedule to enable improvements in course availability.**

The Process

- A Presidential Task Force examined our current bell schedule and made resolutions for changes.
- FPB considered these and offered a draft resolution that has been discussed at the Senate Calendar Committee.

## The Proposed Bell Schedule will

- **Promote student success via better schedules and course availability**
- Better utilize campus space
- Maximize departmental scheduling flexibility
- Promote a better sense of community

Achieved by using

### **Coursedog – scheduling software**

Streamline Curriculum  
& Schedule Planning to Boost  
Student Success.

Schedule, curriculum & catalog planning software & community.  
Helping higher education leaders save time, boost enrollment and  
accelerate student success. Integrated tightly with your systems.

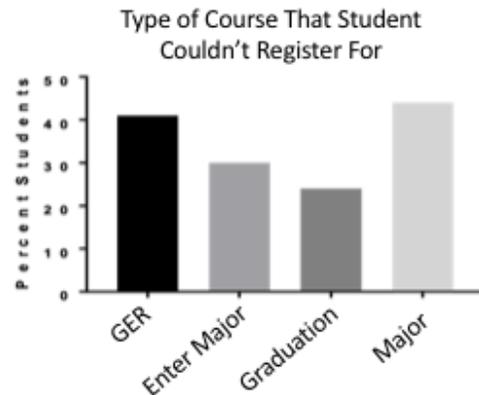


## Current Bell Schedule

- Class start and end times vary, as do day combinations
  - Short overlaps cause scheduling conflicts & gaps for students as well as vacancies.
- **37%** of current courses are **not** offered on the bell schedule
  - Increases scheduling conflicts for students attempting to build a schedule.

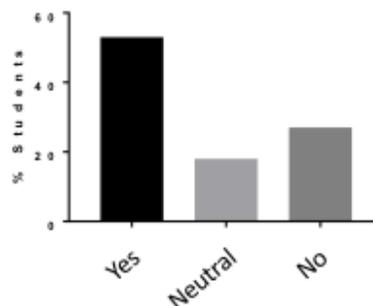
## Students Have Problems Registering for Classes Needed to Graduate (2016 Student Experience Survey)

- 36% of students were not able to register for the courses they needed
- 22% of problems were due to scheduling conflict



## Differing Course Lengths Makes Scheduling Difficult For Students

- Have you had difficulty scheduling different length courses (eg. 75, 50 minute, or lab times) throughout the day?



## Presidential Task Force on the Bell Schedule

### Senate Committee

- Shirley Raps (Biological Sciences), Chair
- Milagros Denis (African & Puerto Rican/Latino Studies)
- Arlene Zigman (Education)
- Suzanne Babyar (Physical Therapy)
- Rufina Lee (Social Work)
- Lev Shneyerson (Mathematics/Statistics)
- Allan Frei (Geography)
- Dine Butler (Student)
- Mila Adelman (Student)

### FP&B Subcommittee

- Derrick Brazill (Biological Sciences) / Partha Deb (Economics), Chair
- Lisa Anderson (German)
- Steve Baumann / Elizabeth Capezutti (Nursing)
- Jen Samson / Bonnie Kielty (Special Education)
- Barry Cherkas (Mathematics/Statistics)
- Carolyn Somerville / Zachary Shirkey (Political Science)

### Ex Officio

- Brian Maasjo (Student Affairs), Task Force Co-Chair
- Aylin Brandon (Registrar)
- Juan Reyes (Scheduling)
- Joel Jimenez (Advising)
- Sara Squatriglia (Transfer Advising)

	M	Tu	W	Th	F	Sa	Su
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8							
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11							
12							
1							
2							
3:30							
4:30							
5:30							
6:30							
7:30							
8:30							
9:30							

## FPB Proposal

- 3 hour blocks and regular course durations:
  - 50m, 75m, 150m
- Tuesday and Wednesday Community Time (1.5 hours each)

	M	Tu	W	Th	F	Sa	Su
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4:30							
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7:30							
8:30							
9:30							

	M/Th/F			T/W		
	50 Minute	75 Minute	150 Minute	50 Minute	75 Minute	150 Minute
7						
8						
830						
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930						
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830						
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	M	Tu	W	Th	F	Sa	Su
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7:30							
8:30							
9:30							

	M/Th/F			T/W		
	50 Minute	75 Minute	150 Minute	50 Minute	75 Minute	150 Minute
7						
8	8-850	8-915	8-1050	8-850	8-915	8-1050
830						
9	9-950			9-950		
930		930-1045			930-1045	
10	10-150			10-150		
1030						
11	11-1150	11-1215	11-150	11-1150	11-1215	11-150
1130						
12	12-1250			12-1250		
1230		1230-145			1230-145	
1	1-150			1-150		
130						
2	2-250	2-315		Common Hour		
230						
3						
330	330-420	330-445	330-620	330-420	330-445	330-620
4						
430	430-520			430-520		
5		500-615			500-615	
530	530-620			530-620		
6						
630	630-720	630-745	630-920	630-720	630-745	630-920
7						
730	730-820			730-820		
8		800-915			800-915	
830	830-920			830-920		
9						

	MONDAYS			TUESDAYS			WEDNESDAYS			THURSDAYS			FRIDAYS		
	50 Minute	75 Minute	150 Minute	50 Minute	75 Minute	150 Minute	50 Minute	75 Minute	150 Minute	50 Minute	75 Minute	150 Minute	50 Minute	75 Minute	150 Minute
7															
8	8-850	8-915	8-1050	8-850	8-915	8-1050	8-850	8-915	8-1050	8-850	8-915	8-1050	8-850	8-915	8-1050
830															
9	9-950			9-950			9-950			9-950			9-950		
930		930-1045			930-1045			930-1045			930-1045			930-1045	
10	10-150			10-150			10-150			10-150			10-150		
1030															
11	11-1150	11-1215	11-150	11-1150	11-1215	11-150	11-1150	11-1215	11-150	11-1150	11-1215	11-150	11-1150	11-1215	11-150
1130															
12	12-1250			12-1250			12-1250			12-1250			12-1250		
1230		1230-145			1230-145			1230-145			1230-145			1230-145	
1	1-150			1-150			1-150			1-150			1-150		
130															
2	2-250	2-315		Common Hour			Common Hour			2-250	2-315		2-250	2-315	
230															
3															
330	330-420	330-445	330-620	330-420	330-445	330-620	330-420	330-445	330-620	330-420	330-445	330-620	330-420	330-445	330-620
4															
430	430-520			430-520			430-520			430-520			430-520		
5		500-615			500-615			500-615			500-615			500-615	
530	530-620			530-620			530-620			530-620			530-620		
6															
630	630-720	630-745	630-920	630-720	630-745	630-920	630-720	630-745	630-920	630-720	630-745	630-920	630-720	630-745	630-920
7															
730	730-820			730-820			730-820			730-820			730-820		
8		800-915			800-915			800-915			800-915			800-915	
830	830-920			830-920			830-920			830-920			830-920		
9															
930															

## Would it work?

- We adapted the real Fall 19 schedule to the proposed bell schedule under a set of rules in a series of simulations.
- **Main finding:** Our real schedule was readily adapted to the bell schedule proposal in all simulations:
  - >95% of courses fit into the new bell schedule & most courses moved <1 hr.
  - Waivers or room/day changes will address the remaining courses: e.g. graduate courses, professional schools courses, lab/studio courses.
- *Optimization would produce more options and flexibility (not done).*

**RESOLVED:** The Calendar Committee recommends that the Senate adopt the attached proposal from the FP&B Bell Schedule Committee to modify the current Bell Schedule. The proposal has already been approved by FP&B.

#### FP&B Bell Schedule Proposal

The proposed Bell Schedule establishes:

- four 3-hour time blocks each weekday that can encompass 50-minute, 75-minute, and 150-minute class sessions within them.
- A 1.5 hour afternoon common hour (2 – 3:30) on both Tuesday and Wednesday.

The proposed Bell Schedule seeks to:

- better utilize campus space.
- better accommodate the needs of students who commute, work, care for family members, or participate in extracurricular activities.
- maximize Department and Program flexibility.
- promote a sense of community by recognizing a common period for student activities, college events, guest lectures, training workshops, and department or college meetings.
- schedule common hours on Tuesdays and Wednesday to cause the least disruption to the current course schedule and offer an additional meeting day with high attendance for student activities.

Courses may receive waivers that enable them to meet off of the Bell Schedule when there is a clear rationale. Requests for waivers will be reviewed by the appropriate Dean. Waivers may enable:

- courses at Silberman, Brookdale, & Hudson Street to meet off of the Bell Schedule.
- graduate courses to meet in accordance with programmatic or student needs.
- courses to meet for 3 hours or longer (e.g. studios, labs, rehearsals).
- three 2 hour MATH classes to meet in succession during two consecutive 3 hour blocks.
- courses to meet prior to 8AM Monday-Friday, after 930PM Monday-Thursday, after 530PM on Friday, or during Saturday or Sunday.

## APPENDIX IV

### Re: General Education Student Learning Outcomes Assessment Report – Life and Physical Sciences

During the 2019-2020 academic year, Hunter College assessed student learning outcomes in the *Life and Physical Science* (LiPS) area of CUNY’s Common Core. This assessment was part of the five-year assessment plan for General Education approved by the Hunter Faculty Senate on February 29<sup>th</sup>, 2018. A representative sample of courses from across the College was selected by the General Education Requirements (GER) and Academic Assessment & Evaluation (AAE) Committees.

#### CUNY outcomes examined included:

1. Identify & apply the fundamental concepts & methods of a life or physical science.
2. Apply the scientific method to explore natural phenomena, including hypothesis development, experimentation, measurement, data analysis, & data presentation.
4a. Gather, analyze, & interpret data...
3. Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
4b. ...and present it in an effective written laboratory or fieldwork report.
5. Identify & apply research ethics & unbiased assessment in gathering & reporting scientific data.

#### Participation:

Sections from five departments were included in our sample; 1 department did not submit a report. Each department agreed to assess the LiPS learning outcomes in two laboratory sections of roughly 20 students each. In addition, not all departments assessed all learning outcomes, resulting in different samples sizes for different outcomes, ranging from 53 or 54 students in two sections for outcomes 3a and 3b, to 90 students for outcomes 4b and 5, 130 students for outcome 2/4a, and 204 students for outcome 1. It is important to note that one of the departments used all students in the 94-student lecture class, which was one of the options for that outcome. This did reflect and impact results of outcome which asked to “identify and apply the fundamental concepts of a life or physical science”.

The summary of results can be found within this chart. The complete assessment report, written by Director of Assessment Joel Bloom, is also attached with this report.

**Summary of 2019-2020 Life and Physical Sciences Assessment Results**

Life and Physical Sciences Student Learning Outcomes	Does not Meet Expectations		Approaches Expectations		Meets Expectations		Exceeds Expectations		Total	Combined Meets + Exceeds
	N	%	N	%	N	%	N	%		
1. Identify & apply the fundamental concepts & methods of a life or physical science.	32	16%	44	22%	69	34%	59	29%	204	63%
<i>1. (with lecture results omitted) Identify &amp; apply the fundamental concepts &amp; methods of a life or physical science.</i>	7	6%	23	21%	40	36%	40	36%	110	73%
2/4a. Apply the scientific method to explore natural phenomena, including hypothesis development, experimentation, measurement, data analysis, & data presentation. 4a. Gather, analyze, & interpret data...	9	7%	24	18%	58	45%	39	30%	130	75%
3a. Use the <u>tools of a scientific discipline</u> to carry out collaborative laboratory investigations.	1	2%	1	2%	24	45%	27	51%	53	96%
3b. Use the <u>tools of a scientific discipline to carry out collaborative laboratory investigations.</u>	0	0%	6	11%	16	30%	32	59%	54	89%
4b. ...and present it in an effective written laboratory or fieldwork report.	4	4%	20	22%	23	26%	43	48%	90	73%
5. Identify & apply research ethics & unbiased assessment in gathering & reporting scientific data.	12	13%	9	10%	52	58%	17	19%	90	77%

**Reflection and Recommendations**

With eight of ten sampled sections in four of five sampled departments participating in the 2019-2020 Life and Physical Sciences assessment, this assessment can generally be considered successful from both a qualitative and quantitative perspective, especially considering some of this work was done during the Spring 2019 emergency shift to online learning.

Participating faculty did an excellent job of selecting tests, assignments, and other types of student work to match the outcomes being assessed, and skillfully utilized the rubrics provided. Especially impressive was that most departments completed the reflective and more qualitative parts of the report, and actively thought of ways to alter pedagogy and instruction moving forward based on the results of their examinations of learning outcomes.

**Senate Committees and Assessment Director Recommendations:**

Assessment is always easier when things are simple and clear. As a result, we included chairs and assessment coordinators from designated departments in the process from the beginning. All parties assisted in working on rubrics and talking out the process together. The work of assessment coordinators was crucial to the success of the LiPS assessment as a whole.

A recommendation would be to be careful of overuse of the rubric category “exceeds expectations” which is meant to imply exemptional work. Assessment directors will improve rubric design and have conversations with faculty to stress this point.

**Departmental and Program Considerations:**

We suggest that faculty and departments continue to reflect on how their course fit into the larger scope of Hunter's general education. Also, we encourage those reflection to consider specifically how these courses align with the stated outcomes of general education at Hunter. To this end, we encourage the departments and programs involved in the assessment of general education to participate in the appropriate workshops offered through the Office of Assessment. We hope that this participation will help departments and programs become involved in conversations regarding general education requirements at the college level. These conversations can also produce departmental or program specific awareness of rubric categories and strengthen the way assessment is tailored at the level of individual departments or programs.

We recommend that departments and programs continue moving toward fully integrating assessment into larger discussions on curriculum and pedagogy in a consistent way. This is especially important in relation to online assessment and how to integrate the GER assessment report into continuing discussions. We recommend that departments and programs continue moving toward understanding assessment as part of the learning process, and not a separate component of learning and teaching, especially regarding the institutional requirements of general education.