

# MINUTES

## Meeting of the Hunter College Senate 8 December 2021

1 The 660<sup>th</sup> meeting of the Hunter College Senate convened at 3:36 PM via Zoom.

2  
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.

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  
11 **Agenda:** Chair Keating informed the body that the report by the Committee on Academic Freedom would be  
12 postponed to Spring. The agenda was adopted as revised.

13  
14  
15 **Minutes:** Minutes of 24 March 2021 were approved with the following correction in lines 222-224:

16 **From:**

17 Professor Nikolai (German) asked to postpone debate on the **Resolution on Procedure for the**  
18 **Suspension or Deregistration Academic Programs** until the next Senate meeting due to possible issues  
19 with the legality of the Resolution.

20  
21 **To:**

22 Professor Nicolai (German Department and Co-Coordinator of the Senate Faculty Caucus) read the  
23 **Resolution on Procedure for the Suspension or Deregistration Academic Programs** into the minutes.  
24 Debate was postponed until the next Senate meeting due to possible issues with the legality of the  
25 Resolution.

26  
27 Minutes of 21 April 2021 were approved with the correction to delete the word “and” and add a period  
28 at the end of the sentence on line 188.

29  
30 **Report by the**

31 **President:** President Raab’s report is in Appendix II.

32  
33  
34 **Report by the**  
35 **Administrative**  
36 **Committee:**

37 **a) Special Senate Election for Vacant At-large Seats**

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

40  
41 Faculty: Ron Long (At Large - Religion)

42  
43 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee.  
44 The motion carried by unanimous consent.

45  
46 **b) Approved Curriculum Changes**

47 The following curriculum changes as listed in the attached report Part I and Part II dated 8  
48 December 2021 has been approved as per Senate resolution and are submitted for the Senate’s  
49 information. Items: US-2439 Classical & Oriental Studies/Japanese (New degree program), US-  
50 2440 Political Science (Change in course), US-2441 Medical Laboratory Sciences (Change in  
51

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56 courses), GS-1389 Special Education (Change in degree program), and GS-1390 Curriculum &  
57 Teaching (Change in degree program).  
58

59 **c) Report on Hunter College Senate Impact Survey**

60 Chair Keating presented a report on the results of the Senate Impact Survey that was mandated  
61 by a resolution passed by the Senate on 10 March, 2021. The Survey was sent out in early October  
62 and then again in November to department Senate representatives, department chairs, and  
63 program leaders, with one submission per department or program. The report is in Appendix III.  
64 Questions and debate followed.  
65

66 **d) List of Candidates for Diplomas and Degrees**

67 Due to inadvertently overlooking this agenda item during the meeting, Chair Keating moved by  
68 email for ceremonial adoption of the list of candidates for diplomas and degrees to be awarded  
69 on 20 January 2022. The motion carried by unanimous consent.  
70

71  
72  
73 Due to the late hour, the meeting was adjourned at 5:15 PM.  
74

75 Respectfully submitted,  
76

77  
78 Sarah Jeninsky  
79 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	Sandra Clarkson	A
	Milagros Denis-Rosario	(A) A			0
	Lázaro Lima	(A) A		Robert Thompson	(A) A
Anthropology	Jackie Brown	A		Barry Cherkas	(A) X
	Leo Coleman	(A) X	Medical Laboratory Sciences	Abigail Morales	A
	Milena Shattuck	(A) A		Chad Euler	(A) X
Art & Art History	Harper Montgomery	A		Mukhtar Mahajan	(A) X
	Reiner Leist	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	Carolyn Sun	X
	Shirley Raps	A		William Samuels	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
	Brian Zeglis	(A) X		Omar Dahbour	(A) A
Classical & Oriental Studies	Yasha Klots	A	Physics & Astronomy	Kelle Cruz	A
	Joanne Spurza	(A) X		Yuhang Ren	(A) X
	Doron Friedman	(A) A			(A)
Computer Science	Sven Dietrich	A	Political Science	Robert Jenkins	A
	Felisa Vazquez-Abad	(A) X		Erin Mayo-Adam	(A) X
		(A)		Michael Lee	(A) X
Curriculum & Teaching	Lacey Peters	A	Psychology	Roseanne Flores	A
	Jason Wirtz	X		Darlene Defour	X
		0 (A)		Glenn E Schafe	(A) X
	Tim Farnsworth	X		Michael Lewis	(A) X
Dance	David Capps	A	Physical Therapy	Leon Cohen	X
	Maura Donohue	(A) X		Thomas Holland	(A) A
		(A)			(A)
Economics	Randall Filer	A	Romance Languages	Paolo Fasoli	A
	John Quiang Li	X		Magdalena Perkowska	(A) X
	Tim Goodspeed	(A) A		Julie Van Peteghem	(A) X
	Avi Liveson	(A) A	School of Social Work	Samuel Aymer	X
Educational Foundations & Coun:	Geoun Na	X		George Patterson	A
	Jeanne Weiler	(A) A		Marina Lalayants	(A) X
	Markus Bidell	(A) X		Keith Chan	(A) X
English	Sarah Chinn	X	Sociology	Mark Halling	E
	Amy Robbins	A		Mike Benediktsson	(A) X
	Nijah Cunningham	X		Michaela Soyer	(A) X
	Janet Neary	(A) A	Special Education	Elaine Gale	A
Film & Media Studies	Tami Gold	X		Imani Irving Perez	(A) A
				William Longworth	(A) X
	Andrew Demirjian	(A) X	SLPA	Donald Vogel	A
	Larry Shore	(A) A		Nancy Eng	(A) X
Geography	Allen Frei	A		JungMoon Hyun	(A) X
	William Solecki	(A) X	Theatre	Louisa Thompson	A
		(A) 0		Jonathan Kalb	X
German	Elke Nicolai	A	Urban Policy and Planning	Claudia Orenstein	(A) X
	Eckhard Kuhn-Osius	(A) A		Lily Baum Pollans	A
	Aine Zimmerman	(A) A		Victoria Johnson	(A) X
History	Daniel Hurewitz	A		Matthew Lasner	(A) X
	Manu Bhagavan	(A) X	School of Urban Public Health	Phil Alcabes	A
	Jill Rosenthal	A		Susan Cardenas	(A) A
Library	Sarah Ward	E			0 (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**

Hunter Moran	A
Aysheh Barqawi	A
Aamna Arshad	X
Nafeeza Ali	X
Ariana Ahmed	X
Ariel Glazman	X
Fariha Uddin	A
Ketia Newell	A
Feda Hammood	X
Alia Isabekova	X
Junia Sharmin	X
Rida Akhlaq	X
Afrin Ansary	A
Afia Abida	X
Vinh Phan	A
Pearl Gross	X
Tasneem Sultana	X
Betty Wu	X
Nicole Kuznetsov	X
Lauritta Gazaryan	A
Rabia Akram	X
Ariela Radonic	X
Luisais Taveras	A
Nicole Palmetto	A
Alia Codelia-Anjum	X
Amber Javenero	X
Katherine Unite	X
Michelle Ma	X
Avi Mikhaylov	X
Tabia Ahmed	A
Auroa Hom	X
Christopher Orzech	X
Secura Morgan	X
Noa Hacker	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	X
Economics	Kevin Sachs	A
Medical Lab Science	Hongxing Li	A
Religion	Ron Long	X
THHP	Jerry Press	X
Special Education	Gina Riley	A
Social Work	James Mandiberg	A
THHP	Sarah Jeninsky	A
Art and Art History	Peter Dudek	X

**Ex-Officio**

President, USG		0
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	Lori Janowski	A
Vice President for Student Affairs	Eija Ayravainen	A
Provost	Valeda Dent	X
Dean, School of Arts & Sciences	Andrew Polsky	A
Dean of Education	Michael Middleton	A
Alternate Senators (3):		
Dean of Social Work	Mary Cavanaugh	A
General Counsel & Dean of Faculty	Suzanne Piper	A
School of Nursing		

## APPENDIX II

“Thank you so much, Laura, for everything this semester. Thank you to the Administrative Committee and to all of you for your incredible commitment. I am so heartened and appreciative of the incredible work we all did together as a community this semester. We came back with over 60% of hybrid and on-site classes; I think we are even at about 70%. We welcomed 14,000 students for one in person class at least and another 6,000 for a hybrid partially on-site class. We were able to do that with the help, support, commitment and passion of all of you. I am so grateful. I am so proud. I hope everyone has some downtime and rest over this holiday season. Again, incredible levels of appreciation.

“There has been a lot of good news in all of the trying issues that we have experienced this semester. I want to start by highlighting an incredible achievement by one of our most beloved students. This really was the work of this whole community. It takes a village, and it truly takes a village to help support our students to the level of success they all reach. In particular, let's all join to celebrate the achievement of our second Rhodes Scholar at Hunter College; second Rhodes Scholar in four years. Dave Basnet is an extraordinary young man. So many of you on this Zoom know him. He is currently our Student Government President. He has always been engaged in Student Government. He is somebody who has just soaked up the Hunter experience. He has had extraordinary mentors, Catherine Raissiguier from Women and Gender Studies, Lina Newton from Political Science and so many more of you who have been there to support this young man. He was a Roosevelt Scholar. He was very involved in public policy. He did the Grove program where he got engaged in immigrant rights. He built up this incredible resume to make his activism and commitment to human rights and immigrant rights a part of the story that he tells. His commitment to living the Hunter motto of caring for the future is seen by being an immigrant rights activist. He himself came to this country at six years old from Nepal speaking no English. His parents were persecuted and able to get out of Nepal. He came here and lived with DACA status. He has been supported, as I said, by a number of Hunter programs from the Roosevelt Scholars to a number of private scholarships to the Grove fellowship for experiential learning. He is a member of the Thomas Hunter Honors Program, and thank you to that program for all you did to support Dave. And then, on top of everything else, he was a great Music student. He is an opera singer as part of our Music program and part of the MET Youth Opera. As part of his Rhodes interview, the MIT professor said to him “I see you are a singer, why don't you sing us a little something?” So, he had to sing an aria as part of his Rhodes interview, and he got it, so pretty amazing.

“While we celebrate Dave, we celebrate so many of our students. As I said, it takes a village - all the different departments and programs from Music, Thomas Hunter to Roosevelt House, to Elise Jaffe running the Roosevelt Scholars who made so much possible. I want to give a special shout out, in addition to Dave, to Dr. Stephen Lassonde who runs our Prestigious Fellowships and Scholarships program. When we raised the money to recruit Stephen here from the work he has done similarly at the Ivys, Harvard and Yale, we knew the talent is in our building, but it is not something that comes easy to apply for this level of academic scholarship honor. Lori Janowski who is with us today is our great Admissions officer who finds these jewels. But, we need the support of faculty to help people select courses, to create a course of study, to understand how to pick the right internships and research experiences and begin to be able to present yourself to the world for the talent that you have. I am so grateful to celebrate Dave and the work all of us do to support our students.

“Second, a piece of wonderful news related to Hunter that highlights some of the great scholarship that happens in Hunter. Many of you will enjoy, in these coming weeks, the release of the new film “West Side Story”. I wanted to highlight the fact that Tony Kushner, the great play writer and screenwriter who was asked to develop West Side Story and correct some of the historical inaccuracies and stereotypical presentations used our Centro archives intensively. He benefited from the work in the Centro archives as we have the most important collection of research on the Puerto Rican diaspora community. Tony Kushner so enjoyed working with the Centro researchers that he wanted Rita Moreno to see what he had done and learn about the Puerto Rican archives. He brought her up last week right when the movie was previewing, and an incredible thing happened. Our great researchers at Centro discovered documents about her brother who she had not seen since she was eight when she left Puerto Rico, and she had actually tried to find him. The Centro archivist found the databases that were kept when the Puerto Rican diaspora came to the mainland, and they needed to prove they were citizens. We found his paperwork and a picture, and she is looking at that. It was a real mark of the importance of the scholarship that happens at Hunter. We are hoping to ask Rita to donate her papers to Centro.

“I celebrate these highlights with all of you in saying what a successful semester we have had in the opening and again, gratitude to all of you. This was not easy. I think many of us felt that putting 3000 courses online in March 2020 with 10 days of preparation and with no advanced warning may have been the most difficult challenge we faced. But in many ways coming back, bringing back courses hybrid and on-site, doing this safely, checking the vaccination status, opening a testing center and keeping the spread down on our campus has been an extraordinary feat. I wanted to mark that with all of you and really, really say thank you. I am so grateful to have worked with Student Services, our faculty and our student leadership to encourage the very high rate of vaccination of our

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students. Eija's team estimates that we only had to drop about 75 to 80 students who were attending classes and at the end of the day did not become vaccinated. That is still a large number because we want to keep all of our students. However, it was a great number in the sense that of the 14,000 students taking on-site classes we were able to have such success with getting almost everybody safely vaccinated or in receipt of a small number of exemptions. I turn to all of you here who are giving an on-site exam for a class that had otherwise been online. That class is deemed hybrid. The students who are coming to take a test in the next two weeks must be vaccinated. They must file their vaccination status now, so it can be approved or they will not be allowed on campus, and they will not be allowed to take the test in another form, and they will not get credit. We remind and urge all of you that if students are not vaccinated, you cannot make a separate deal or separate approach with them for getting credit for a class. It does not help the student. Please continue to keep urging students to get vaccinated. We will be applying these same rules as we come back in January. We will be checking the vaccination status of all students. They must be approved in order to enter the campus unless they have one of the limited exemptions. We are going to start again. We will have new students. We are going to need to be vigilant as a community to remind our students that they must be vaccinated or have one of the limited exemptions in order to be part of the community in January when we start again.

"Many of you work with us on the protocols of contact tracing when necessary. Many of you are starting to receive emails from CUNY about random testing. I wanted to remind you that we have a testing center on-site. You need to check the hours because it is not an all-day every day service. So far, we have been able to service the people who have been called for random testing. You can use any CUNY center to do that. If you do see an email in the next week or when you are back at the end of January, it is legitimate. It is not spam. CUNY started this random testing. You need to respond and get that test because at some turning point people will not be allowed back on the campus if they do not respond to the testing. I am asking everyone to be conscious of that. I am pleased to report, and again, we cannot stop being vigilant, that we have had an extremely, extremely low number of cases. Most of them are breakthrough cases. It is somewhere around 100 or so for this entire semester. Galia tracks each case reported. She talks to the faculty and staff involved about whether people were in proximity. As I said, most of our students and a very high number of our faculty and staff are vaccinated on campus, so there has been a very small number of breakthrough cases and the random tests that find positive cases on campus. We will continue to be vigilant as we return in January.

"I think all of you know that the Chancellor is requiring that all campuses move back to 70% of classes on-site. I am very pleased looking at our statistics and registration. Eija informs me that we are meeting this target but we also have to continue to watch our numbers. At this point, if we are going to add any classes, the preference will be to have them on-site. We want to make sure we are at least over this number for any flexibility. So far, we are showing that the classes in fact will be 70% on-site. Also, I will ask all of you in terms of academic offices and Student Services to look for information from your managers and team leaders. As we bring back 70% of our students, CUNY is also looking to increase the density on campus to 70%. We are looking towards increasing work weeks to four days from three days. People with student facing responsibilities in many cases will be asked to go to a four-day week. In many other cases, we will be asking people to go four days and alternate between four and three days. So, we are working to get to the 70% density as well on campus, again as a minimum not a maximum right now. We are trying to get to that number and really focus on how we can serve students because if we have 70% of our classes back, we need our wonderful support teams and academic offices serving students to make sure that we are accommodating the increase of students who will be on campus. We are asking our senior managers to begin to make plans to get to this higher density and to think through the most important initiatives of serving our students. Also, people who received reasonable accommodations need to renew that request for the Spring semester. It does not transfer on, so those people need to make the second request for this semester. Again, I wanted to remind people how solid we have been as a community, how grateful we all are for everything that you have done, and that next semester there will be a much more robust presence of classes, support and teams on campus. We are looking towards a more vibrant campus, and we are all excited to see and support our students.

"Laura, I wanted to thank you for moving forward with our committee of candidates for the search for Vice President of Budget and Finance. I will be charging that committee next week. From the panel we selected as our Chair, Dr. Michael Middleton, the Dean of the School of Education. As committee members we selected Howard Singerman from the Art & Art History Department, Randy Filer from Economics, Gina Riley from Education, Jose DeJesus from Centro, Gilbert Giannini from ICIT, Anabela Carrera from Student Affairs and Laura Alvim, a Biology student. The search committee will be, as I said, charged in December. We are hoping to conclude the search in the Spring semester.

"Finally, I wanted to leave with thoughts of two major projects on campus: one beginning and one ongoing. In terms of physical construction, next semester, we are going to be pleased to be completing a number of construction projects that you all have been very patient in dealing with around the institution. We are looking towards a late Spring completion of the fifth floor of the Library. I know everybody will be very excited about that. It is looking quite wonderful. We are very optimistic that it will be completed by the end of next semester. We will also be completing what we call the Baker Bridge. Bridge is perhaps the wrong name for a 10-foot

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extension that goes over the alley on Lexington Avenue between the East building and the Baker Theater building which is accessed on 67th Street. By the end of the semester, those of you returning to the East building will be able to come up the escalator in the East building and go through what will look like a bridge or a tunnel into the Theater building on 67th Street. So, the theme is bridges: the Baker Theater building will be connected through the East building to the West and the North buildings and Thomas Hunter Hall. We are excited about that. We expect the Starbucks to be open in the former bookstore space also by the end of the Spring semester. The exciting new project that has been a long time in the making is an entire overhaul of the Hunter College Auditorium. Some of you may not know that after it was built in the late 30's and then in the 40's and 50's, this was one of the great performing art spaces in Manhattan. It was one of the largest spaces in the borough uptown from the city center and all sorts of classical music was performed here before Lincoln Center opened. It was also a bit of a rock & roll venue: Jimi Hendrix, The Doors, Cream. We hear many stories from alums and New Yorkers of coming here for performing arts. When Lincoln Center opened, we no longer were called on to provide that service for the community, and it became much more of what was built: a school auditorium. But we all know, it has really been down on its luck. It is the acoustics and the comfort level that desperately need renovation. We have been able to put together money from the CUNY capital budget allocation to us, from money we received from the city council and from private fundraising to launch a major renovation of this space. It will involve a total renovation of the HVAC system on the first floor of the North building. Then, I think, to the great pleasure of many of you, that work will then begin to go up from the first floor through the entire North building. We are very very pleased about that. Once the bones are done, we will be able to do a whole recreation of the auditorium. We have launched that project through a CUNY RFP for major projects. We are looking towards a whole redo of the auditorium. We are looking to make sure that it is the best teaching space possible, and that it is also a great performing art space for our theater, music and dance performances and also a great community space, a place for graduations, lectures and meetings for the entire Manhattan, and sometimes beyond, community. So, this project is moving. We have been reaching out to the chairs of departments that use this space as a lecture hall for teaching as well as our arts spaces. If anyone here is interested in consulting and being part of this conversation, please shoot me an email. We have hired through this RFP process a wonderful architectural firm called Diamond Schmitt which are the co architects on the new Philharmonic space at Lincoln Center which is being renovated. They are very eager to hear from the users about visions of how to best use the space. There are 2,100 seats now. We expect that number to be reduced for comfort and a much more modern seat size. It will still remain a very large venue. As I said, we want the space to serve as an educational space, a performing art space as well as a community gathering space. So, we are excited that that project is moving forward. These great architects have been retained and are beginning to start their planning.

“Finally, I want to preface on behalf of myself and Dr. Jim Mandiberg who is from the Administrative Committee of the Senate and who is chairing our Strategic Planning Committee that our strategic plan is well underway. I am incredibly grateful to Jim and to all of the members of the various committees that we are moving forward with this work notwithstanding the pandemic and all of the other challenges that we have faced. We have looked at our previous plan and are building on that plan. We have taken some of the concepts that we have all been working with for the last 10-year plan and have looked and seen what needed to be brought into this new conversation and what new areas we needed to focus on. As a committee, we have developed a number of subcommittees that have been launched and charged to look into a variety of areas to feed into the strategic plan under Jim's leadership. We are reviving the Research Committee that was a real centerpiece of our last Strategic Plan. That committee is chaired by Dr. Liz Cohen from Nursing and Dr. Seun Ogunwobi from Biology. We did not receive any recommendations or guidance that we had to address from our Middle States report. Instead, we really asked ourselves in our self-study what we wanted to focus on. We picked up two areas from our more recent strategic plan within the area of student success. Those were focusing on transfer students. In our most recent strategic plan, our student success was a major piece of this real transformation of how we did our work, and the major focus there has been on the graduation rates of our incoming students. This strategic plan will bring a focus to the challenges faced by our very considerable transfer population which is between 40% - 50% of our undergraduate population. We have asked Mike Steiper and Shannon Salinas to focus the committee's efforts on how to increase support in all ways for our transfer students to lead them towards successful graduation. Our self-study also identified something very important for us in Hunter College, which is really a new conversation. That conversation focuses on postgraduate outcomes for our undergraduates. We remain at our heart and soul and we underscore the importance of a liberal arts education, the critical thinking, the qualitative and quantitative reasoning and communication skills that we so thoroughly and effectively impart to our students. But in our self-study, we also began to ask the question of our responsibility and commitment to making sure that our students as they move on to graduation have a clearer sense of a path forward in terms of a career. So, Peggy Segal from our Cooperman Business Center and Professor Daniel Hurewitz from our History department are leading a really important committee to discuss how we, through curriculum, advising, extracurricular activities and alumni connections, help support the career options and strategies of our undergraduate population. In our Middle States report, we agreed as a community to really focus on our adjunct faculty. We all recognize that it would be impossible to run the extraordinary college we do and offer the education we do without the adjunct part-time faculty. So, we charged Jenny Tuten from our Provost's Office, Dr. Lisa Anderson from the German department and a committee to think through how we could best support and integrate our adjunct faculty at Hunter College. The final two committees came up as a result of events happening as we

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began the strategic planning process. The first is a really incredibly intelligent, thoughtful and committed initiative we had to improve racial equity, diversity and inclusion in our community that resulted from the horrific murder of George Floyd in the summer of 2020 and the conversations that followed. There are a number of subcommittees working under the guidance of John Rose and Miesha Smith from Student Life. Those committees have been doing really incredible work and come together as our Racial Equity Committee. Then, as a result of the pandemic, we all needed to think about a question that had been raised in our last Strategic Plan about the use of technology but obviously in a new way. So, today we charged a committee headed by Professor Michaela Soyer from Sociology and Brian Maasjo from Students Affairs to look at how we could learn from the pandemic about the positive things that came out of this most challenging time and about improving what we do as an institution of higher education through the use of technology. That is both in the curriculum and teaching and also in advising, student services, community building and alumni affairs. So, all of the committees have been charged. There will be an Executive Steering Committee of the co-chairs as well as the Vice Presidents of the College and student representation under Dr. Mandiberg's leadership. Laura, we hope to have some time in May. Our goal is to deliver to the Senate a strategic plan for consideration, consultation and a final vote at the end of next semester so that we can launch the Fall semester of 2022 with a new strategic plan.

“With that I end where I began by thanking all of you so much for the extraordinary work that all of you have done to make this, under such trying times, a successful reopening. I look forward to seeing more and more of you on campus as more of us come back in a safe and healthy environment. I wish you the best for the holiday season. Thank you, Laura. That concludes my report.



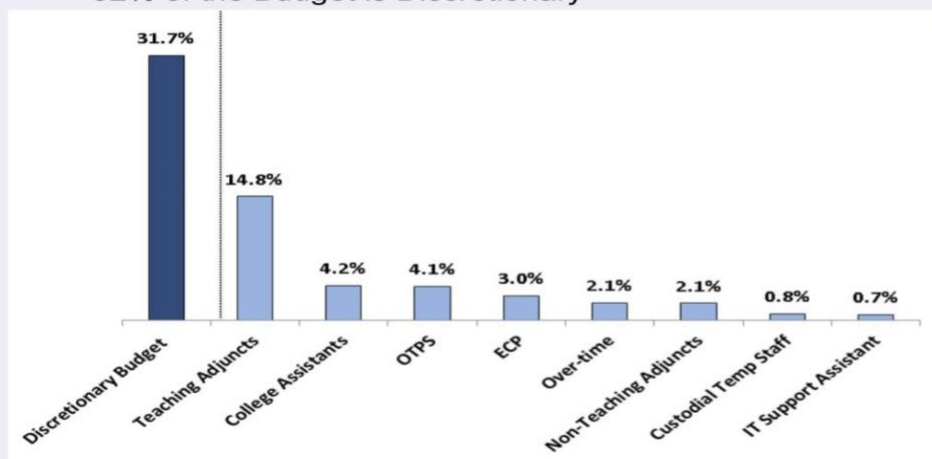
### APPENDIX III

Chair Keating said the following:

“Before turning to the results, let me provide some brief background. First, what happened in Spring 2020: As the President and Prof. Filer, the Chair of the Budget Committee, reported to the Senate, CUNY restricted the college’s budget 10-20% for the 2020-21 academic year. This led to our cutting discretionary spending, which involved cuts in part-time staff, including college assistants, teaching and non-teaching adjunct positions, faculty release time, and cuts in the Other Than Personnel Services Budget that covers supplies. Further, CUNY instituted a hiring ‘freeze’ and so we were restricted in the ability to hire and fill faculty vacancies caused by retirements and other departures.

#### Percentage of Total Budget

- 32% of the Budget is Discretionary



[ 5 ]

#### Prioritization of Budget Reductions

- Over-time
- Custodial Temp Staff
- Vacancies from retirement and attrition
- Reviewing non-tax levy funds and Research Foundation for faculty travel and experiential learning
- Faculty Release Time
- ECP
- OTPS
- Non-Teaching Adjuncts
- College Assistants
- IT Support Assistants
- Teaching Adjuncts

[ 6 ]

- Obviously not all can come from the

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“As a result, accommodations had to be made by depts and programs starting in Summer 2020 in preparation for Fall:

1. Altered course offerings:
  - Fewer courses scheduled.
  - Minimum enrollments for courses to run were raised.
  - Scheduled courses cancelled after not meeting minimums.
  - Enrollment caps were raised significantly, over-tallies made.
2. Cut: faculty releases for major/minor advising and other service.
3. Cut: part-time staff for instructional and tutoring support.
4. Faculty vacancies due to death or retirement not filled.
5. Cut: Budget for non-personnel needs.

For the Administrative Committee, in our conversations with the administration, the shared view was that whatever happened in the budget emergency should not become the new normal since many changes were anticipated to have negative consequences on the academic mission, but neither should we be committed to necessarily go back to how things were pre-pandemic because it may turn out that some changes end up being beneficial or neutral to the academic mission. So, during Fall 2020, the Administrative Committee worked on a resolution to capture that view of how to move forward through these emergency times.

“The drafted resolution, on Shared Governance & Budgetary Impacts on Academic Policy & Practice, went through several revisions and passed in a final version on March 10, 2021. The three resolved clauses read:

‘Resolved that the Senate affirms

- That communications and negotiations between the administration and departments and programs be timed so that the priorities of departments and programs inform budget and resource allocation deliberations before final decisions are made by the administration;
- That any accommodations in academic practices accepted by departments and programs to help meet budget shortfalls which they believe are not in the best interests of their educational mission be implemented only provisionally, on a semesterly basis, and so renegotiated each semester, and
- That by the end of Fall 2021, the Senate Administrative Committee survey departments and programs on what they take to be significant budget-related academic issues that have risen since February 2020 and report that to the Senate and make any recommendations to the Senate as appropriate.’

So, the goal of the Senate survey was to check in on depts and programs on ‘what they take to be significant budget-related academic issues that have risen’ since March 2020, and the extent to which they believe changes have had a negative, neutral, or positive effect on their educational mission.

“The main question on the survey was a multipart quantitative question, and asked the following:

‘1. During Spring 2020-Fall 2021 which, if any, of the following areas of your department or program were affected by pandemic-related budgetary measures, and in what way were they affected?’

There were 11 categories in which we thought the educational mission could have been affected and then 5 measures of that. Those 11 ways were:

- Graduate course offerings
- Undergraduate minor or major course offerings
- Courses offered mainly for benefit of non-majors
- Advising programs for minor, majors or degree candidates
- Instruction and instructional support for faculty
- Learning support for students, such as tutoring
- Maintaining full-time teaching strength
- Course offerings that service requirements of the Hunter Common Core
- Course offerings that service the Foreign Language requirement
- Course offerings that service requirements of Writing Intensive Courses
- Course offerings that service Pluralism & Diversity requirements

and the 5 measures:

- Strongly Negative
- Somewhat Negative
- No Impact/Neutral Impact
- Somewhat Positive
- Strongly Positive

The second question on the survey requested a brief description of how each area was affected. We will come back to the quantitative results [see below] and those responses shortly.

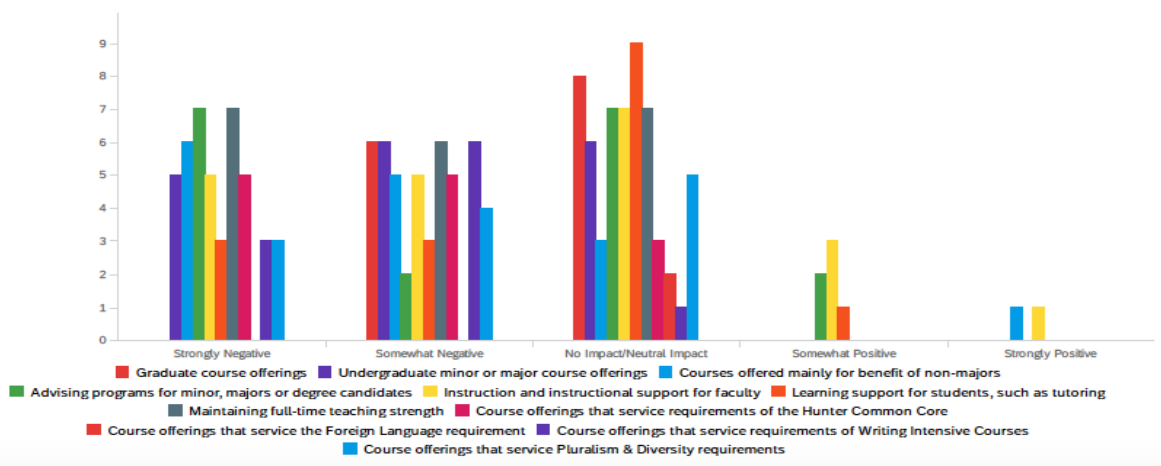
## Default Report

Survey Senate Copy  
 December 1, 2021 9:57 AM EST

Q2 - 1. During Spring 2020-Fall 2021 which, if any, of the following areas of your

department or program were affected by pandemic-related budgetary measures, and in

what way were they affected?



“There were four other questions asked on the survey:

3. Please let us know about any other budget-related academic issues your department or program is encountering that were not covered above.
4. If the department/program used any budget-related adjustments made in Fall 2020 or Spring 2021 as a basis for planning for Fall 2021, please explain in the space below.
5. If you anticipate adopting any changes in department or program academic policies or practices as a result of experience you have gained since March 2020, please describe them in the space below.
6. If you have anything else you would like to share with the Committee about your department's experiences regarding budgeting and resources during the pandemic, please use the space below.

I will report on the first three later. Here is a table of the quantitative results.

#	Field	Strongly Negative	Somewhat Negative	No Impact/Neutral Impact	Somewhat Positive	Strongly Positive	Total
1	Graduate course offerings	0.00% 0	42.86% 6	57.14% 8	0.00% 0	0.00% 0	14
2	Undergraduate minor or major course offerings	29.41% 5	35.29% 6	35.29% 6	0.00% 0	0.00% 0	17
3	Courses offered mainly for benefit of non-majors	40.00% 6	33.33% 5	20.00% 3	0.00% 0	6.67% 1	15
4	Advising programs for minor, majors or degree candidates	38.89% 7	11.11% 2	38.89% 7	11.11% 2	0.00% 0	18
5	Instruction and instructional support for faculty	23.81% 5	23.81% 5	33.33% 7	14.29% 3	4.76% 1	21
6	Learning support for students, such as tutoring	18.75% 3	18.75% 3	56.25% 9	6.25% 1	0.00% 0	16
7	Maintaining full-time teaching strength	35.00% 7	30.00% 6	35.00% 7	0.00% 0	0.00% 0	20
8	Course offerings that service requirements of the Hunter Common Core	38.46% 5	38.46% 5	23.08% 3	0.00% 0	0.00% 0	13
9	Course offerings that service the Foreign Language requirement	0.00% 0	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2
10	Course offerings that service requirements of Writing Intensive Courses	30.00% 3	60.00% 6	10.00% 1	0.00% 0	0.00% 0	10
11	Course offerings that service Pluralism & Diversity requirements	25.00% 3	33.33% 4	41.67% 5	0.00% 0	0.00% 0	12

Showing rows 1 - 11 of 11

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“Before discussing it, a note on make-up of the submissions: The Qualtrix survey was sent out to 35 depts and 7 non-departmental programs and we received 21 responses survey – so a 50% response rate. This is not a scientific survey. The numbers are small. We did nothing to ensure a representative sample. Not every submission answered every question. We made self-identification voluntary, and 9 of the 21 did so. From those we know that the submission were not from just one division or one school. The self-identifiers include depts from the science and humanities and arts divisions of Arts and Sciences, and some from the professional schools and non-departmental programs.

Some results:

a) First, when it comes to the offered curriculum, the Undergraduate mission was more negatively affected than Graduate. For the 11 depts that reported on both, 6 of the 11 report a more negative effect on the undergraduate program, and of the 6 departments/programs that only reported on undergraduate offerings, 5 report a negative effect and only 1 neutral.

b) For the undergraduate program, what was especially negatively affected were offerings for non-majors and those that support graduation requirements, in particular, the Hunter Common Core, and the Writing Requirement. I will say more about this later.

c) Different depts and programs were affected differently with regard to advising, instructional and student support, and maintaining full-time faculty numbers.

d) *About advising*

Cuts in faculty releases or in part-time faculty to support student advising affected almost half of those reporting in a strongly negative way. In explaining the negative effects, the majority report this especially impacting undergraduate advising for majors, with the number of faculty receiving release reduced by 50-70%, with those remaining taking on the additional caseload. One reported eliminating the advising program for minors, another reported the inability to sustain their required advising system under cuts. Remarks given for the no-impact or positive response note their use of Zoom for advising.

e) *On instructional support and learning support from students*

The positives here reported the increased support offered by ACERT as well as the Center for Online Teaching. The negatives note the budget cuts to the administrative and technical support for some large classes and labs, as well as funding for instructors or paying discussion leaders to attend the lectures. For student support, cutting prior existing adjunct support staff meant cuts in tutoring, workshops, and in labs. One thing not clear from these numbers is that there were some submissions that reported no impact on the curriculum, but strongly negative impact in instructional and student support.

f) *About maintaining full-time teaching strength*

Several mentioned multiple retirements during the pandemic with the inability to replace them. Several mention too much reliance on adjunct instructors, and the difficulty of finding qualified adjuncts. Those reporting strongly negative effects here included both those who reported their course offerings negatively affected and those who did not.

“Now to the explication of negative effects on course offerings. These are taken from written comments given to explain the quantitative answers:

a) Fewer scheduled courses, raised minimum enrollments – fewer courses offered:

- fewer options for students,
- courses offered had more students in them (see below),
- full-time faculty whose courses were cancelled were moved to teach classes outside their specialization,
- innovative courses not scheduled out of fear that they would not make the raised minimum enrollment threshold.

b) Significant raising of enrollment caps and overtallying:

- significant adjustments in the kind of assignments given, included a shift away from writing assignments to multiple choice,
- a change in the classroom environment that negatively affected learning,
- increase in academic integrity issues.

c) For Writing Intensive Courses:

- courses usually offered or originally scheduled as W courses having to remove the designation so classes could be larger,
- students who were planning to use the class for the W could not,
- for classes depts kept as W despite size increase, a reduction of quality and level of teaching/learning.

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“Some results from the other questions asked:

For 3: ‘Please let us know about any other budget-related academic issues your department or program is encountering that were not covered above.’

Unsurprisingly, these noted the cuts in part-time staff and OTPS budgets:

- inability to fill college assistant positions that are used for a wide variety of tasks across depts/programs, including both in-person work and work that supports a dept/programs online presence,
- inability to go forward with other academic initiatives or practices depts/programs had in place or were developing that required more staff,
- inability to replace faculty computers and provide/maintain other materials.

For 4: ‘If the department/program used any budget-related adjustments made in Fall 2020 or Spring 2021 as a basis for planning for Fall 2021, please explain in the space below.’

Budget constraints have continued – using 2020-21 as basis for planning for Fall 2021:

- several report that Fall 2020 was used as a template for Fall 2021,
- still have raised course caps for courses, large lectures, heavy overtallying,
- reduced number of courses scheduled,
- Fall 2020 served as basis for budget, so not enough support to have on-campus presence.

“Changes made during the pandemic that people may keep

- Due to better attendance or participation:
  - having department meetings via Zoom,
  - some student advising via Zoom as well as some office hours,
  - holding informational and other community building events online.
- Having outside speakers Zoom in to offer the students access to outside specialists.
- Teaching more classes online or hybrid but focusing on the classes and class sizes in which that worked well.
- Perhaps keeping larger class sizes for some courses.

“I will end by saying that the Administrative Committee has not had time to discuss whether any recommendations should be made to the Senate for further action. Although the Library Committee has started up again and will be considering relevant issues in their work.”