

MINUTES

Meeting of the Hunter College Senate

12 May 2021

The 654th meeting of the Hunter College Senate convened at 3:40 PM via Zoom.

Presiding: Laura S. Keating, Chair

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

Alternate Senators were formally seated consistent with the procedures approved by the Senate for in-person meetings, and they were enabled to vote using iClicker.

Agenda: Chair Keating informed the body that the Committee on Evaluation on Teaching and the Nominating Committee's reports would be postponed to the 19 May meeting. The agenda was adopted as revised.

Report by the President: President Raab's report is in Appendix II.

Report by the Administrative Committee:

a) Approved Curriculum Changes

The following curriculum changes as listed in the attached Report dated 12 May 2021 have been approved as per Senate resolution and are submitted for the Senate's information: Item: UR-2430 Physics and Astronomy (Change in courses).

b) Senate Meeting Schedule Fall 2021/Spring 2022

Chair Keating informed the Senate that the Administrative Committee decided to add a meeting on 19 May to the Spring 2021 Senate meeting schedule. Below is the Fall 2021/Spring 2022 Senate meeting schedule for the following Wednesdays from 3:30 to 5:25 P.M.:

<u>FALL 2021</u>	<u>SPRING 2022</u>
September 8 and 29	February 2 and 16
October 13 and 27	March 2, 16 and 30
November 10 and 24	April 13
December 8	May 4 and 11

There was a motion to adopt the Senate Fall 2021/Spring 2022 schedule. The motion carried by unanimous consent.

c) College Calendar for Fall 2021/Spring 2022

The attached university-wide College Calendar for 2021-2022, as issued by the CUNY Central Administration, is submitted for your information as Appendix III.

d) Ceremonial Adoption of Candidates for Graduation

Chair Keating moved for the ceremonial adoption of the list of candidates for diplomas and degrees to be awarded on 28 May 2021. The motion carried by unanimous consent.

e) Election of Nominees for the CUNY Common Core Committees

Chair Keating reminded the body that at our April 21 meeting we elected two faculty nominees for the CUNY Common Core committees. These committees review courses submitted by CUNY Colleges for inclusion into the CUNY Common Core and operate for a two-year term. The next term begins in the Fall 2021 and will end in Spring 2023. After the April 21 meeting,

57 we were informed that we needed to forward one more nominee. She then presented the name of
58 a third nominee:

- 59 • Professor Sandra Clarkson, Mathematics and Statistics

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

64
65 **f) Election of Senate Officers**

66 Chair Keating yielded the floor to Vice Chair, Nibras Ahmed.

67
68 The floor was open for nominations for Chair of the Senate.

69
70 Professor Laura Keating (Philosophy) was nominated.

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

75
76 Mr. Ahmed yielded the floor back to Chair Keating.

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78 The floor was open for nominations for Vice Chair of the Senate.

79
80 Mr. Hunter Moran (Economics) was nominated.

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82 It was moved that the Secretary be instructed to cast a single ballot in favor of the
83 nominee. The motion carried by unanimous consent and Mr. Moran was elected.

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85 The floor was open for nominations for Secretary of the Senate.

86
87 Ms. Sarah Jeninsky (Thomas Hunter Honors Program) was nominated.

88
89 It was moved that the Secretary be instructed to cast a single ballot in favor of the
90 nominee. The motion carried by unanimous consent and Ms. Jeninsky was re-elected.

91
92 The floor was open for nominations for Chair of the Evening Council of the Senate.

93
94 Professor Janet Neary (English) was nominated.

95
96 It was moved that the Secretary be instructed to cast a single ballot in favor of the
97 nominee. The motion carried by unanimous consent and Professor Neary was re-
98 elected.

99
100 **Committee**
101 **Report:**

Governance Committee

102 Chair Keating called on Professor Sarah Chinn, Chair of the Governance Committee, to present **revised**
103 **Psychology By-Laws**. By-Laws are available on the Senate website.

104
105 The motion to adopt the Psychology By-Laws carried by unanimous consent.

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108 **Undergraduate Academic Requirements Committee**

109 Chair Keating called on Professor Kevin Sachs, Chair of the Undergraduate Academic Requirements
110 Committee, to present **Revised Transfer Credit Policy** (see Appendix IV).

Minutes
Meeting of the Hunter College Senate
12 May 2021

Chair Keating asked for permission to forgo the 10-day advance notice requirement and vote on the Revised Transfer Credit Policy at today’s meeting. There were no objections.

There was a motion to adopt the Revised Transfer Credit Policy. The motion carried by unanimous consent.

Committee on the Budget

Chair Keating called on Professor Randall Filer, Chair of the Committee on the Budget, to report. Professor Filer said the following:

“I will make this very brief because President Raab has pretty much said everything that needs to be said. We know, as of now, that we should close this fiscal year having, in a sense, balanced our budget at a level of expenditure about 5% lower than last fiscal year. Most of that was savings in temporary services. A small amount of it was savings in adjuncts. I was surprised that it was as little as it was. We spent almost \$28 million on adjuncts this year, as opposed to \$29 million last year. So, there was a lot of sound and fury but apparently, we did pretty well on that although some of that was wage increases rather than section sizes.

“For next year as President Raab said, the budget is returning to the level of the 2020 year; that is the year when the crisis first hit. That is good and bad news. It is good news because it is about \$10 million more than this year. It is bad news because it is still a real budget cut from two years ago because it does not accommodate the wage increases for faculty and staff, or any fringe benefit costs that we will have to bear. So, that is what we know so far. There was no tuition increase. The Board of Trustees put a freeze on tuition but there is more money as appropriated for TAP which should accrue. It is a kind of effectively a tuition increase.

“As President Raab said the big unknown is the federal assistance. As of now, we expect federal assistance from the first two bills. The third bill has not been approved anywhere yet on the order of 15% of our budget. Now, it is important for the community to realize that this is a one-off, not a permanent budget increase. It is heavily restricted as to what it can be used for. We do not know yet what all of the restrictions are, which is why even some of the CARES money for last spring, most of the CARES money, is not yet spent. I think we will have a better idea over the next couple of months what this money can be used for. The Budget Committee will meet over the summer to try and keep the community informed as the administration is making recommendations for how to spend that money. As a one-off expenditure, my recommendation would be that we use it for deferred maintenance, for library acquisitions that we were not able to make, for other one-time expenditures to get us back to where we want to be. We should not be using one-off money for permanent commitments if people understand what I am trying to say. We have got a lot of deferred issues that we will need to address this money for. I am now open for questions.”

**Task Force
on Civic
Engagement:**

Chair Keating called on Professor Jill Gross (Urban Policy and Planning) and Brian Buckwald (Director of Assessment for Student Affairs), Co-Chairs of the Task Force on Civic Engagement, to report. Their presentation is available in Appendix V.

Committee on Computing and Technology

Chair Keating called on Professor Michaela Soyer, Chair of the Committee on Computing and Technology, to report. Professor Soyer said the following:

“Thanks for giving us the opportunity to speak today. I also want to thank my committee who convened and talked about this. Our committee discussed the implications of online teaching path after the pandemic is over, the approval process of classes, and so forth. We are in the process of recommending to the

173 **Minutes**
174 **Meeting of the Hunter College Senate**
175 **12 May 2021**

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177 Undergraduate and Graduate Course of Study Committees a process that could easily be instituted. We
178 propose in dialogue with these two committees to amend the substantive change form and ask in the
179 rationale section to provide a reason for why the mode of instruction is going to be changed from in person
180 to online. So, very simple. The form will remain basically the same. We think it would be wise to ask to
181 include a syllabus, how students' work will be assessed and the types and frequency of the interaction that
182 the instructor will have with the students. This is all preliminary. We are basically reporting mainly to
183 indicate that we are thinking about this, and we are working in coordination with these two committees.
184 If you have any questions about the process, you can also direct it to Jeannie Weiler who is here. Generally,
185 the thinking is now that only classes that have not been online prior to the pandemic have to be approved
186 and courses with multiple sections where there are sections available in person. So, this will only affect
187 classes that have not been online before the pandemic, and whether or not with multiple sections. We want
188 to make this process as easy as possible and in the already established process of curriculum change.”
189

190
191 **Old**
192 **Business:**

Resolution on Procedure for the Suspension of Academic Programs

193 Chair Keating reminded the body that at the May 5 meeting it had adopted the amendments recommended
194 by the Senate Faculty Caucus Coordination Committee, so that the main motion on the floor is the
195 Resolution so amended. That Resolution was read into the record (see Appendix VI). Debate followed.
196

197 There was a motion to call the question. It was seconded.
198

199 There was a motion to add time. Due to technical issues, the Chair moved to continue at the next
200 meeting, on 19 May. There was a motion to make this a special order and start with the motion to call
201 the question at the beginning of the next meeting. It was seconded.
202

203 The motion carried by unanimous consent.
204
205

206 Due to the late hour, the meeting was adjourned at 5:30 PM.
207

208 Respectfully submitted,
209

210
211 Sarah Jeninsky
212 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	E
	Milagros Denis-Rosario	(A) A			0
	Lázaro Lima	(A) X		Robert Thompson	(A) A
Anthropology	Jackie Brown	X		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		Muktar 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	A
	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) X		Frank Kirkland	(A) A
	Brian Zeglis	(A) X		Omar Dabhour	(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) A
		(A)		Michael Lee	(A) X
Curriculum & Teaching	Lacey Peters	A	Psychology	Roseann Flores	A
	Jason Wirtz	A		Darlene Defour	X
		0 (A)		Glenn E Schafe	(A) A
	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	A		Magdalena Perkowska	(A) X
	Tim Goodspeed	(A) A		Julie Van Peteghem	(A) X
	Avi Liveson	(A) A	School of Social Work	Samuel Aymer	A
Educational Foundations & Coun:	Goeum Na	A		George Patterson	A
	Jeanne Weiler	(A) A		Marina Lalayants	(A) X
	Markus Bidell	(A) A		Keith Chan	(A) A
English	Sarah Chinn	A	Sociology	Mark Halling	X
	Amy Robbins	A		Mike Benediktsson	(A) X
	Nijah Cunningham	X		Michaela Soyer	(A) A
	Janet Neary	(A) A	Special Education	Elaine Gale	X
Film & Media Studies	Tami Gold	A		Imani Irving Perez	(A) A
				William Longsworth	(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) A
	William Solecki	(A) X	Theatre	Louisa Thompson	A
		(A)		Jonathan Kalb	A
German	Elke Nicolai	A		Claudia Orenstein	(A) A
	Eckhard Kuhn-Osius	(A) A	Urban Policy and Planning	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 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	X
	Mee' Len Hom	(A) A		Catherine Raissiguier	(A) X
		(A)		Rupal Oza	(A) X

Students

Nibras Ahmed	A
Aysheh Barqawi	A
Alexa Michel	X
Leon Sarpong	A
Aamna Arshad	X
Nafeeza Ali	A
Ariana Ahmed	X
Ariel Glazman	A
Fariha Uddin	A
Ketia Newell	A
Feda Hammood	A
Alia Isabekova	A
Junia Sharmin	X
Rida Akhlaq	A
Afrin Ansary	X
Hunter Moran	A
Afia Abida	X
Vinh Phan	A
Pearl Gross	A
Tasneem Sultana	X
Betty Wu	X
Nicole Kuznetsov	X
Lauritta Gazaryan	A
Ariela Radonic	X
Luisais Taveras	A
Nicole Palmetto	A
Alia Codelia-Anjum	A
Katherine Unite	A
Michelle Ma	A
Christopher Lee	A
Avi Mikhaylov	A
Tabia Ahmed	X
Christopher Orzech	A
Pema Yuelden	A
Secura Morgan	A
Noa Hacker	X

At-Large, Lecturers and Part-Time Faculty

Student Services	Kevin Nesbitt	X
	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
Special Education	Gina Riley	A
Sociol Work	James Mandiberg	X
THHP	Sarah Jeninsky	A
Art and Art History	Peter Dudek	A

Ex-Officio

President, USG		0
Vice President, GSA	Kamalpreet Kaur	X
President Alumni Association	Barbara Poseluzny	X
President, HEO Forum	Denise Lucena-Jerez	A
President, CLT Council	Amy Jeu	A

ADMINISTRATION

Senators:		
HEO/CLA Representative	Lori Janowski	A
Vice President for Student Affairs	Eija Ayravainen	A
Provost	Valeda Dent	A
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	X
School of Nursing	Gail McCain	A

APPENDIX II

“Thank you so much, Laura. Since it is the first meeting, I think we should go back to the last meeting of the last session, and say a special thank you to you, to the Administrative Committee and to our wonderful supporter - administrator Lara Miranda for getting us through an incredibly challenging time, doing substantive work as well as moving the college forward. I ask you to use thumbs up or applause. We should all do that. Thank you so much, Laura. It has been a pleasure to be your partner this year. We have gotten so much done. To all of you, an enormous heartfelt thank you.

“I am going to share an incredible fact with you that will show all the work and incredible success you have all had this year. My dear colleague, Eija Ayravainen tells me we will be giving out 4,000 degrees in May. I feel like the number is astounding - 4,000 degrees. That is God's work. It is unbelievable: the pandemic, no pandemic; the American dream continues to be alive and well at Hunter College because of the incredible work of the faculty and staff here, and the talents of the extraordinary students.

“Eija Ayravainen - I want to contradict you President, it is 4,400.

“There you go. That is my colleague Eija, always on her toes. It is an amazing thing. I think we all should give a special thumbs up to our own Nibras Ahmed, Vice Chair. Nibras, you are going to be leaving us as a graduate. Is that true? Okay. We believe that Nibras is one of the 4,400. We are so proud of him. He is an extraordinary leader. He has learned so much and has given so much to the Senate. He is also a Goldwater scholar, which is one of the great honors an undergraduate can receive. So, Nibras, really, thank you. We are really, really proud.

“As you all know, we cannot do anything we do without the administrative leaders in this institution known as our HEOs. Every year we gather to celebrate a few amazing people that have risen to the top. We will do it by Zoom this year. The celebration is next week. These are extraordinary people, many of whom you have worked with this year. We will celebrate Lara Miranda in this group of extraordinary leaders, something we should have done years ago. We will also celebrate Shiao-Chuan Kung who many of you work with in the Center for Online Learning as well as Jabir Mowmita who is in an Instructional Computing and Information Technology Department and who has also been a great supporter. Many of you know Bertha Peralta who is an Academic Advisor, really incredible. Lieutenant Lyons is a great mainstay for the Public Safety team with his incredible temperament. And then, Schubert Leroy who is in the Office of the Registrar which is filled with heroes. He has been here with us for a long time and is doing all of this challenging scheduling now. Finally, an alum who was so tragically lost a few weeks ago before we could give him this award, Don O'Keefe. Don was in our Development and Fundraising office and was responsible for all the databases and analysis. We will be giving his award to his family. I really want as many people as possible to join us.

“I have been talking with the Administrative Committee about reopening. Laura, I know you have a long meeting today but I wanted to spend the time of my report going through some of the points that we have been talking about and the memos that we circulated to students, faculty and staff. I think the good and hopeful pronouncement is that Hunter is reopening. We will be back for the Fall semester. It will be a phased reopening. We will not all be here at the same time and not all classes will be in person, but we are reopening. That is the decision of the Chancellor and Board of Trustees. I am extremely happy about it. We are going to reopen safely, gradually, in a phased manner. This is what, Nibras can support me here, we have heard over and over from our students what they are looking for. I feel very confident about the plans we have been developing with our Focus on Fall Committee representing all segments of the community, and meeting with the P&B and other faculty and staff groups. One of the reasons I feel confident is that even though many of us are often home, we have not really ever closed. I am looking down at my screen and see Abigail Rodriguez who is in her lab now, I think. We have 35 scientists whose labs are open. They have fewer grad students and postdocs with them but they are doing their science. If you go down to 205 Hudson, our art facilities, you will see 100 art students on campus. There are many services and many faculty who have been on campus. We have about 8% to 9% of our classes being offered in-person this semester. Nursing and PT clinical activities have been going on. Thank you, Gail McCain and Cristiana Collins. So, we have a foundation to build on. We have been working very closely with department chairs and program heads to move as much back to this campus as we can for the Fall in either in person or hybrid form with a real emphasis on class participation, not just giving tests. We will have a majority of our classes back on campus. It may be as much as 60%. We are sorting out how that will work and what the exact numbers are. As I said, we feel confident in being able to do this safely. There are obviously a lot of challenges. When we started planning, and many of you had to go through the seesaw of this with us, we were asked to plan with a six-foot distance between students in a classroom. Into the planning process last week, we were told by the Chancellor that we would be able to return to normal classroom size which is considered a three-foot distance. Obviously, this allows us to accommodate many more students, but things change. It is an ever-moving process. So, we are keeping up with the guidance that we are given. Right now, it is three feet in the classrooms but six feet in other spaces. Masks are required. Cleaning and other protocols will be in place. I also want to

**Meeting of the Hunter College Senate
12 May 2021**

assure you that we have spent a lot of time, effort, thought, and we have worked very closely with CUNY experts on the issue of ventilation. All rooms will be marked with what ventilation is being implemented in that room that is appropriate to meet COVID health and safety standards. Either there will be a window for ventilation or the room will be served to air handling by a MERV 13 filter, or by a portable HEPA filter which does the same type of air filtration. Again, we are using these in the classes that we already have. The rooms will be marked. You will have more information.

“We have already brought back classes where in person interaction is a priority. We had most of our Studio Arts. We are now bringing back more film, music, theater and others that need to be on campus and can be done safely. Our clinical practice in Nursing and PT will be joined by Nutrition and Speech Pathology. We have really tried to focus on our science labs which our students need, and there is a very high demand. Building on that, we have also tried to address the need to bring our freshmen back. Think about students who were in high school during the pandemic who have not been in a class, in an academic, social, educational situation. It has been almost a year and a half, so it is very important to try to serve our freshmen and sophomores. Our hope is that in every department there will be a way to incorporate some onsite activities. We are honoring and celebrating the fact that Hunter will have more online learning than it ever has. We probably all agree that one of the silver linings of this crisis is that we have learned how to do a very fine job teaching online. We are proud that that is part of the mix of classes that we offer now. I do not think any of us sees us going back to the 2% or 3% that we used to offer remotely. I think online classes will always be a more robust part of our offerings.

“I am very grateful to Laura and to Michaela Soyer, the head of the Technology Committee and the Undergraduate and Graduate Course of Study Committees. We are looking towards the work the Senate is to do next year to approve classes that will remain in an online format or have a choice between online and in person. But Hunter is a school in which we teach predominantly in person, and that is the school that we will be coming back to. We will be doing more hybrid with more flexible learning with different alternating times as students are on campus. We are going to have much better technology, a hyflex model, that will allow faculty with very much ease and professionalism to be able to teach to people who are remote as well as to people who are in the classroom. So, there will be innovation and change from the pandemic, but we will be predominantly returning. I think it is important for all of us to acknowledge that and to participate in that. About 60% of our classes will be back in person.

“Starting in the Fall semester, Students Services will be offering all of their services in person, so financial aid, advising, mental health counseling, bursar will all be open on campus. Again, we have learned a wonderful lesson in the pandemic that students often like to be able to access financial aid or advising on Zoom whether it is a short meeting, a group meeting or one on one meeting. Eija is working very hard with her team to take the lessons we have learned and to make this a way to serve our students better. There may be someone who will work on a remote work schedule in the evening and serve students in the evening for financial aid. We have not done that before. That is a wonderful thing to offer our students, but we will have financial aid back on the campus, as well. Again, we are learning. We will have a mix of services but we will be back on campus. Same thing with the library. There will be online services offered but there will be an open library supporting our students, as well as additional space for students to work, research, access computers and study in the library. We are bringing back athletics gradually. Five teams will start in the Fall. We are working closely with the Undergraduate Student Government on bringing back clubs, the multi-faith center, the student union, student government offices all with social distancing, cleaning, ventilation, according to safety protocols. We will be doing it in a gradual way, and we are looking towards providing a campus life again for our students.

“School starts on August 25th, so we are asking all of our administrators to think about that and be ready to be here as school opens. We are asking managers to meet with their departments and their divisions to start to talk about what that looks like. In July, we are going to be doing a lot of maintenance work on the campus and preserving resources, so the East and West buildings, particularly the towers will be, for all purposes, not accessible. They will be air conditioned, etc. because we are going to be working on them. Come August, everything on the main campus will be open. Silberman will be open. Roosevelt House will be open. As I said, we are asking administrators to start to think about a gradual coming back in the beginning of August so that that week when students return, we are ready to welcome and support them. We will be working with individual leaders in areas to make sure that we are able to clean offices with people's permission. We will not be going to people's desks to move things but we will do cleaning, as appropriate. We will have signs indicating what type of ventilation there is and also the appropriate at that time limits of density. So, if you came to school now and you went into a conference room, you would see a sign that says no more than, let's say 10 people in this room and the chairs would allow for 10 people in the room. So, that will all be there. I think none of us knows right now if there will still be the six feet or if that will change. We are watching all of the guidance and planning ahead. We have this couple of months. We are very focused, we talk with our committee. We need to submit a reopening plan to CUNY on June 15th. So, we are working on all cylinders now that the schedule is done and students are registering. We are talking about opening the student services and then administrative offices and academic offices. We are available to talk through all issues with department chairs, program heads and anyone who wants to work through things. We really understand that we have all been in a different space. People have

**Meeting of the Hunter College Senate
12 May 2021**

been home and now they have to think about going back to an office routine and commuting. That is why we have been focused on a gradual re-entry with the focus on teaching and serving our students, and supporting the research and activities of our faculty.

“I have mentioned the memo, but I think it is worth underlining that there are two policies people should be aware of. CUNY has a reasonable accommodation policy for health. If anybody feels that their health conditions require an accommodation from coming back to the schedule that you are being asked to work by your supervisor or department chair, you would have to apply for reasonable accommodations through the HR office. Reasonable accommodation could be a remote schedule, a schedule where you are asked to come in later in the day so you are not exposed to certain crowding and commuting, or it could be other kinds of accommodations such as having a single office, or a certain barriers or particular kind of PPE that makes a situation safer for you. For the first time, CUNY has also implemented an official remote work schedule, but that remote work schedule is between a supervisor and an employee. Hours and conditions have to work for the department, the division or the program that you are in and the manager that you work for. Again, we will be working with people and, where it makes sense and when we consider the students’ needs, grant those requests. The first priority really is the department needs.

“As many of you, we were very pleased to hear the Governor’s announcement on Monday that CUNY and SUNY students would be required to be vaccinated. I know that not everyone agrees with this but I would say it is a predominant support. The Governor did mention though yesterday that his comments were predicated on the vaccine being formally approved by the FDA. Those two statements were made publicly but we have not received any guidance from CUNY on reconciling them. I think we all hope that the vaccine will be approved by the time of the Fall semester, and that this policy will be implemented. There may be a resolution from the Board of Trustees. We have heard some information on that. As we get information, we will let you know but the Governor did make that announcement. I think that is where the system is leaning, but there was an issue about the requirement of the FDA approval and what type of timing that would require. We will continue to work on it with all of you.

“I know many of you want to talk to us about having events and conferences. Laura and I had a discussion this morning about bringing the Senate back in person. If Laura wants to do it, we would like to make that possible with technology that would also allow people to connect remotely. We are working on what room that would be and how that would work. I also understand people think about our elevators and other areas, so we are watching very carefully where classes and events such as the Senate are scheduled, what the transport pattern would be, where people would be leaving from, what the elevator use would be. We would like to use the auditorium for large classes. We are working to request from the city whether we can possibly close 69th Street for part of the day, so we can have people leave and another way for people to come in. So, we have been really thinking through traffic patterns, flow, density, every type of protocol that is required under this challenging situation. I want to assure you we do not have all the answers yet. We continue to ask for your patience because even when we have answers, we get different information the next day. For example, we had asked all of you to think about scheduling classes and densities allowing for six feet distancing, and then we were brought into the Central Office and told the classes could be with a three-foot distance. So, that threw everything into another conversation. We continue to go with the flow and, trying to stay calm, think ahead and absorb the information and the rules. We want to hear all of your questions and respond to people's concerns, and I really want everyone to know that your health and safety are our top priority. We are all here, too. We are on campus. We all want a safe environment, and we all want to serve our extraordinary students. So, those are the two goals. There will be some blips, changes and different guidance over the next few months, but please be assured that we are very focused. We want to make this transition for all of you as seamless as possible, as safe as it should be and make things work for this school.

“A few other items. One, I thank everyone who is offering summer school classes. As we did last year, we wanted our students to have an option because we are still finding that jobs, internships and travel are not what they were pre-pandemic, and we want our students to be able to continue towards their degrees. Our enrollment is strong but we want to continue to urge students to sign up. We will be offering generous financial aid because we really want to incentivize students. Please, ask faculty to spread the word. Nibras, do a little cheerleading for us.

“In a similar line for our students, we will have a virtual graduation as we did in January for the whole school where students will have a page and they could have their name called virtually. We have also been working with programs and departments to stage virtual graduations to help identify speakers and alums. With many of you who have volunteered and asked us to join to come to do a live graduation, we are doing so. We are sponsoring it. We will work with you to put all the right safety protocols in place that require either a vaccination or proof of a negative test. We will be working with you, and again if there is anyone who wants to join, we still have some slots in the auditorium to welcome people to graduations.

“I want to thank Randy Filer and the Budget Committee for the time they have been spending with us. Randy will make a full report. We are watching our budget numbers really carefully. We acknowledge that there is a lot of talk about large influx of stimulus

**Meeting of the Hunter College Senate
12 May 2021**

money, and as he will explain, much of that money is allocated, restricted, etc. Notwithstanding the fact that the budget was not cut, we are also not sure and we did not receive new money to cover costs that we know will be forthcoming including collective bargaining raises, fringe benefit increases. So, we are trying to balance the use of the stimulus money to support adding additional academic activities, new sections, faculty support in the Fall, which we are hoping to do. We have spoken to all the chairs and program heads and asked if there are particular things that people felt in the Spring were difficult in pedagogical ways that we could address. I urge you to talk to your program head and your department chair. We are trying to address conditions that the pandemic made particularly difficult, while still being prudent with our financial resources. We will continue to do that, to watch how this plays out when CUNY gives us our budget on June 7th. We will be reporting to Randy and his committee, as well.

“There are two things I want to put on people's agenda. One is that, just before the pandemic with the help of everyone here, we had an extraordinarily successful Middle States report. I thank all of you who helped us through that. There were a number of items that we identified as a community that we wanted to incorporate into a new strategic plan which is required by the Middle States after that review. We have been making progress over this last year slowly but surely in some of these areas. We have been very grateful that a member of the Administrative Committee of the Senate, Professor Jim Mandiberg from Social Work has agreed to co-chair the Strategic Planning Committee. We have been working with him in a framework where we are looking at very robust subcommittees to work on various strategic areas that we as a community have identified over the last few years and particularly during Middle States. So, the committee on adjunct issues which was identified by the Middle States report and we as a committee wanted to look at, is moving forward with Lisa Anderson, who is also the chair of the Nominating Committee for the Senate, and Jenny Tuten as chairs. The issue of transfer students identified by the Middle States report; that committee is busy at work headed by Shannon Salinas and Michael Steiper. We are about to launch a third committee that the Middle States report called for us to do in a strategic plan and that is about career readiness. Peggy Segal who is the head of our Cooperman Business Center and Dan Hurewitz from the History Department will co-chair that committee. We are also looking to have a committee on educational technology, and we are hoping that many of the members of the Senate Technology Committee will be part of this committee and work with us together on that. We will have a research committee. We have our committee on racial justice which has done extraordinary work over the last year about which you will hear more another time. So, we are pleased that we are moving ahead with the strategic planning. But I do want to say that if you are interested in any of these areas and would like to get involved, please let us know. Jill, I was thinking that perhaps our civic engagement group that you are chairing, should be a subcommittee of the strategic plan. I do not want to put you on the spot but I am hoping that we could think about that. So, I think there is a lot of great work that is going on, and that this strategic plan feels almost organic that we are pulling together the work of the Middle States, the work the pandemic kind of hoisted on us on technology, the ILO's and some of the work we started through Jill's committee. So, I think, notwithstanding the pandemic, we are moving forward with strategic planning. This is something, come the Fall, we have to hit the ground running a little. We need some volunteers from the group to help us move forward.

“One final issue that we are going to be talking about in the Fall is that there has been a lot of movement to respect our students' choices on the pronouns they choose to be recognized with in the classroom as well as with our faculty. Because for some people this is a newer way of addressing people, there are places where we need to do some training. We have asked CUNY to be involved but we have not gotten any guidance from them yet. I wanted to say to the community that this is something that we are going to be talking about in the Fall and offering training because we have had certain difficult conversations where students really feel they are not getting through how they would like to be addressed. So, this is a new area where we are going to be coming back in the Fall and having some community wide conversations. I thank you for all this time. I hope that people feel confident that we are working together as a community to get to this new phase of Hunter to reopen and be back together on our campuses come August 25th. Thank you.”

APPENDIX III

**THE CITY UNIVERSITY OF NEW YORK
2021-2022 ACADEMIC CALENDARS**

SUMMER 2021

May 2021:

Th 27 Start of Summer Term

July 2021:

M 5 COLLEGE CLOSED

August 2021:

F 20..... End of Summer Term

FALL 2021

August 2021:

W 25 Start of Fall Term

September 2021:

F 3 – W 8..... No Classes Scheduled

M 6 COLLEGE IS CLOSED

W 15 - Th 16 No classes scheduled

October 2021:

M 11 COLLEGE IS CLOSED

November 2021:

Th 25 – Su 28 COLLEGE IS CLOSED

December 2021:

Tu 14 Reading Day

W 15 - Tu 21 Final Examinations

Tu 21 End of Fall Term

F 24 - Sa 25 COLLEGE IS CLOSED

WINTER 2022

January 2022:

Su 2..... COLLEGE IS CLOSED

M 3 Start of Winter Session; Classes begin

M 17 COLLEGE IS CLOSED

M 24 Final Examinations; End of Winter Session

SPRING 2022

January 2022:

F 28 Start of Spring Term

February 2022:

Sa 12 – Su 13..... College Closed – No Classes Scheduled

M 21 College Closed – No Classes Scheduled

April 2022:

F 15 – F 22Spring Recess – No Classes Scheduled

May 2022:

Tu 17 Reading Day

W 18 - Tu 24 Final Examinations

Tu 24 End of Spring Term

M 30 COLLEGE IS CLOSED

APPENDIX IV

REVISED TRANSFER CREDIT POLICY

From:

Transfer Credit Policy

In general, credits earned by taking college-level courses from other regionally accredited colleges and universities will transfer, provided that the courses are similar in scope and content to those offered for credit at Hunter College. Credits will be granted for courses with a grade of “C” or better (“D” or better at CUNY institutions). There is a 70-credit maximum on the number of credits that may be transferred from Associate degree-granting institutions. The maximum total number of credits that may be transferred from other accredited Bachelor degree-granting institutions to Hunter College is 90. The credit amount for each course remains the same when transferred. (Exception: Credits coming from a school using the quarter-hour will be converted to the semester hour using a .66 multiplication factor.) Grades do not transfer; the student’s grade point average at Hunter is calculated solely on the basis of work taken at Hunter College. The following courses do not transfer: ESL/Remedial/Developmental courses; Freshman orientation/experience courses; military training; firemen/police studies; EMT training; secretarial/office technology courses; hospitality management; pharmacological, Non-CUNY nursing courses (CUNY nursing courses are transferable for transfer students from CUNY community colleges who have earned an AA or AS degree and have also been accepted in the Nursing Program), medical professional training, and these Non-Transferable CUNY courses. Applicants are required to report and provide transcripts for all previous college coursework including coursework that was in progress at the time of application. Failure to do so may result in disciplinary action and the denial of transfer credit.

Students may use the resources below to find course equivalencies at Hunter.

CUNY students, please visit: www.cuny.edu/evaluatemytransfercredit

Non-CUNY students, please visit: www.hunter.cuny.edu/transfercredit

To:

Admission of Transfer Students and Transfer Credits

Students who, after graduation from high school, attended a regionally accredited college or university must file a CUNY Transfer (Advanced Standing) application. All previous college work of an applicant is taken into consideration in admission decisions. In a separate process, all coursework determined to be suitable by Hunter College academic departments will be awarded transfer course credit. All previous courses (including courses taken at Hunter with a non-degree student status) count in the calculation of the cumulative grade point average (GPA) for admission, even though some of these courses may not be awarded transfer credit.

Transcripts from all previously attended colleges must be submitted. Transcripts for courses that were in progress at the time of the application to CUNY must be submitted as soon as grades for such courses are available. Failure to supply the required documentation at the time of application to the College may result in the denial of transfer credit and, in case of fraudulent application, possible disciplinary action (up to a five-year expulsion from Hunter College and CUNY).

Transfer Student Admission

Transfer applicants are considered for admission with advanced standing if they have a cumulative 2.5 grade point average or better in all previous college work. Note that admission to some majors at Hunter requires a grade point average above 2.5 from previous colleges. For a list of such programs, please go to [<http://www.hunter.cuny.edu/admissions/undergraduateadmissions/selective-programs-overview>]. Please check the program description in the Hunter College Catalog [<http://catalog.hunter.cuny.edu/content.php?catoid=43&navoid=13945>] for the major program that you’d like to enter.

Admission to Hunter College does not guarantee admission to a particular program of study. If you seek admission in order to graduate with a specific academic major, please refer to the department website of the program of interest to learn admissions and/or major requirements.

Applicants with fewer than 24 credits must satisfy freshman admission criteria: <http://www.hunter.cuny.edu/admissions/admissions-information/freshmen-1/freshmen> .

**Meeting of the Hunter College Senate
12 May 2021**

Admission and Transfer Credits of Hunter College Nondegree Students

Nondegree students who are attending Hunter College now or have done so in the past, must meet normal admission and transfer criteria, that is, an overall cumulative GPA of 2.5 in all previous coursework (including nondegree status courses at Hunter). They must also show a minimum GPA of 2.0 in their Hunter coursework for admittance as degree students. Once students are admitted as degree students, the nondegree Hunter credits will be counted as credits leading to a degree and courses from all previous colleges will be considered for transfer.

Transferring Graduate Coursework

Graduate courses taken as part of a graduate program may not be transferred as undergraduate courses or counted towards an undergraduate degree program. Decisions in these matters can be appealed by contacting the appropriate academic department or program.

Transfer Credit Policy

A. What Courses Can Be Transferred In?

1. Courses transferred for credit must be college-level courses from domestic regionally-accredited colleges or colleges recognized by the Ministry of Education in the country of origin.
2. Transferable courses should be similar in scope and content to courses offered for credit at Hunter College.
3. Course credits may be transferred if a grade of "C" or better was earned ("D" or better at CUNY institutions).

B. How Do Transferred Courses Appear On the Hunter Transcript?

1. The semester credit amount for each course generally remains the same when transferred. Credits coming from a school using a quarter system will be converted to the semester system using a .66 multiplication factor.
2. Courses and credits are transferred. Grades may or may not appear on the transcript, but they do not count towards the Hunter GPA. The student's grade point average at Hunter is calculated solely on the basis of coursework taken at Hunter College. For information on the handling of E-Permit courses, see <https://hunter.cuny.edu/students/registration/register-for-classes/epermit-and-permit-courses/>
3. Some courses are counted as exact equivalents of Hunter courses and may thus fulfill specific college or major requirements. Other courses may only be transferred as electives. The following databases contain lists of courses that have often been transferred in the past and have already been evaluated as specific Hunter courses:
For CUNY courses, please visit: www.bit.ly/CUNYtoCUNYTransfers
For Non-CUNY courses, please visit: www.hunter.cuny.edu/transfercredit

PLEASE NOTE: Some degree programs require specific minimum grades for the transfer of courses that are required for their major. If a transferred course with an exact equivalent has too low a grade for your intended major, it may be transferred in as an elective, which will count towards graduation, but will not count towards your major requirements. If you want a course to count for a specific major, you will need to retake it with a grade that satisfies the major department or program requirement.

C. How Many Credits Can Be Transferred In?

1. Regardless of any other circumstances, a student must complete a minimum of 30 credits in residence at Hunter College to obtain a Hunter College Bachelor's degree. The maximum total number of credits that may be transferred to Hunter College is 90.
 - 2a. Up to 90 credits can be transferred from accredited Bachelor's degree-granting institutions.
 - 2b. Of the maximum number of 90 transfer credits, up to 70 credits may be transferred which were taken as part of or in excess of required courses in an accredited Associate degree-granting program.
3. One-half of the credits required for a major, a minor, or an interdisciplinary program must be completed in residence at Hunter. If there is doubt about what courses can be transferred and counted for a specific major, minor, or program, questions should be addressed to the appropriate academic department.

D. What Types of Courses Do Not Transfer to Hunter College?

Examples of courses that generally do **not** transfer include: ESL/Remedial/Developmental courses; Freshman orientation/experience courses; certain military training; firemen/police studies; EMT training; secretarial/office technology courses; hospitality management; Non-CUNY nursing courses; medical professional training. For a listing of CUNY courses that have not been accepted for transfer, see [http://www.hunter.cuny.edu/admissions/repository/files/Non Transferable CUNYtoHTR courses 1218.pdf](http://www.hunter.cuny.edu/admissions/repository/files/Non%20Transferable%20CUNYtoHTR%20courses%201218.pdf)

Meeting of the Hunter College Senate

12 May 2021

Special Policies For Students Who Transfer From CUNY Colleges With a Two-Year Degree

Students with an AA or AS (but **not** AAS) degree from a CUNY college will be deemed to have completed the CUNY Common Core requirements (for additional Hunter General Education requirements, see <http://catalog.hunter.cuny.edu/content.php?catoid=43&navoid=14371>). Students with an AA or AS (but **not** AAS) degree from a CUNY college will be awarded a minimum of sixty credits and a maximum of seventy credits towards their bachelor's degree.

Special Policies For Transfer Students from SUNY Colleges

SUNY transfer students who have completed the entire 30-credit GER or an AA or AS or Bachelor's degree from SUNY will be deemed to have completed the CUNY Common Core requirement (Note: To transfer 60 credits, all courses must meet the criteria of the "Transfer Credit Policy" above). SUNY transfer students who completed a portion of the 30-credit GER requirement will have those credits applied to the CUNY Common Core areas as appropriate (for additional Hunter General Education Requirements, see <http://catalog.hunter.cuny.edu/content.php?catoid=43&navoid=14371>).

Second-Degree Students

Students admitted to Hunter with a Bachelor's degree from an accredited institution (Second-degree students) will be deemed to have completed all four parts of Hunter's General Education requirement (CUNY Common Core, Hunter Focus, Writing requirement, and Pluralism and Diversity requirement).

Rationale: UARC proposes this to clarify and consolidate existing policies and procedures for the Hunter College catalog. This consolidated statement does not change current transfer credit policy.

APPENDIX V

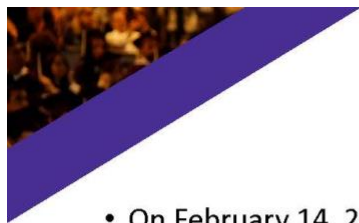


Task Force
on Civic Engagement

Hunter College Senate Report May 12th, 2021

H
HUNTER
5/12/2021

HUNTER
The City University of New York



BACKGROUND

- On February 14, 2018, the Hunter College Senate approved a Statement of Institutional Learning Outcomes (ILO), one of which focused specifically on the principle of “civic engagement.” As stated:

Practice Civic Engagement and Social Responsibility:

As active, informed citizens, Hunter graduates will be engaged with their communities and prepared to have an impact on the world.

- The Taskforce on Civic Engagement was charged in Spring 2021 to define “Civic Engagement” and gather a preliminary list of practices, both in and out of the classroom, that will inform future assessment efforts by the Hunter College Senate General Education Requirements and Academic Assessment & Evaluation Committees.



TASK FORCE

Members:

Kelly Anderson Film & Media	Elise Jaffe Director, Pre-Law Program, Roosevelt Scholars
Susan Cardenas Urban Public Health	Stephanie Margolin Library
Margaret Chin Sociology	Rupal Oza Women & Gender Studies
Collin Craig English & Coordinator of HC Black Male Initiative	Malkie Schwartz Office of the President
Gavin Hollis English	Miesha Smith Director of Student Life

Ex officio:

Joel Bloom
Director of Assessment

Sandra Clarkson
Math & Statistics, GER

Larry Kowerski
Classics, Chair of GER
Committee

Gina Riley
Chair of Academic
Assessment & Evaluation
Committee

Co-Chairs:

Jill Gross
Urban Policy & Planning

Brian Buckwald
Student Affairs

3



PROCESS

- Reviewed current practices across CUNY and nationally
- Reviewed standards from AACU, MSCHE, and CAS
- Created preliminary definition
- Survey
 - Definition feedback
 - Examples of practices currently in place
 - Future opportunities
- Refine from feedback

4



NEXT STEPS

This Week

- Last edits/changes to definition
- Survey still collecting responses from student clubs / USG
- Report out definition and example practices already in place to Senate GER and Assessment Committees

Summer/Fall 2021

- Future opportunities

5

WORKING DEFINITION

Civic engagement can be an individual or a collective activity that addresses and identifies issues of public concern. It could include volunteering, service learning, field work, community partnerships, advocacy, and internships.

At its core, civic engagement involves action and reflection allowing students to look back on, think critically about, and learn from their experiences and the work of others. It can occur both inside and outside the classroom, paid or voluntary. Specific examples outside the classroom might include but are not limited to: service trips, voter registration, community gardens, tutoring, soup kitchens,

vaccine distribution, the census, community organizing, constituent service, campus leadership, or work with political or non-profit campaigns.

Sometimes, civic engagement is designed to challenge systems, alter structures, and bring diverse populations together for the purpose of building an equitable and just civic sphere. This sphere has been a contested space, marked by exclusions of many types, and developing an understanding -- through research and focused discussion -- of how it has been shaped historically, is important. Civic spaces may include the campus, the community, the neighborhood, the city, the nation, or the world. Their boundaries are dynamic and changing, reinforced by structural and systemic actions.



QUESTIONS

Jill Gross, Urban Policy and Planning
jill.s.gross@hunter.cuny.edu

Brian Buckwald, Student Affairs
brian.buckwald@hunter.cuny.edu

APPENDIX VI

RESOLUTION ON PROCEDURE FOR THE SUSPENSION OF ACADEMIC PROGRAMS

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

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

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

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

THEREFORE, BE IT RESOLVED that:

Any plan or proposal for the suspension of an academic program, including the suspension of admissions, can go forward to the Senate only after a process that includes meetings of the Hunter College administration with affected faculty, students, relevant academic departments and programs, and their curriculum committees, and

BE IT FURTHER RESOLVED that:

Senate consultation for the suspension of programs, including suspension of admissions, required by the May 10, 1995 resolution concerning the Creation, Consolidation, Merger and/or Abolition of Majors, Programs, Departments, or Disciplines, shall follow the same Senate process as for discontinuing or reorganizing programs that is laid out in the Format for Special Actions Resolution from October 23 2013, including the Prospectus of Program Development and Review, and must conclude with a vote by the Senate on the suspension of programs, including suspension of admissions, as is required for the consolidation, merger, or abolition of programs by the above resolution from May 10, 1995.