

MINUTES

Meeting of the Hunter College Senate

4 May 2022

1 The 665th meeting of the Hunter College Senate convened at 3:39 PM via Zoom.

2
3 **Presiding:** Laura S. Keating, Chair

4
5 **Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.

6
7 Alternate Senators were formally seated consistent with the procedures approved by the Senate for in-
8 person meetings, and they were enabled to vote using iClicker.

9
10
11 **Agenda:** Chair Keating informed the body that the proposal on the Student Success Charge, and the reports by GER
12 and Academic Assessment & Evaluation Committees and the Governance Committee would be postponed
13 until a later meeting in May. Also, two items were added on the agenda under the Administrative
14 Committee report. The agenda was adopted as revised.

15
16 **Meeting**
17 **Minutes:** Meeting Minutes from 27 October, 2021, 10 November, 2021, 1 December, 2021, and 8 December, 2021
18 were approved as distributed.

19
20 Draft Minutes of 2 March, 2022 was posted on the Senate website. Draft Minutes of 16 March, 2022 and
21 13 April, 2022 shall be posted on the Senate website shortly.

22
23 **Report by the**
24 **President:** President Raab's report is in Appendix II.

25
26
27 **Report by the**
28 **Administrative**
29 **Committee:**

30
31 **a) Adding Additional Senate Meeting in May**

32 On behalf of the Administrative Committee, Chair Keating requested to add a Senate meeting
33 on Wednesday, 25 May, 3:30 PM - 5:25 PM via Zoom. There was no objection.

34
35 **b) Update on CUNY FGL letter on CUNY grading memorandum**

36 The letter is in Appendix III. Chair Keating said the following:

37
38 “This concerns the grading memo sent from University Registrar in May 2021. As I reported at
39 an earlier meeting, I and several committee chairs met and drafted a letter to the University
40 Registrar and Vice Chancellor Lemons on January 6, 2022, and I was to reach out to the other
41 faculty governance leaders across CUNY. I did this in spring and found shared concern, and
42 working out some differences, came up with a letter signed by the faculty leaders on all eighteen
43 of the CUNY campuses with undergraduate programs. The Executive Secretary of the UFS sent
44 the letter to the Chancellor, the University Provost, the Registrar, and the Board of Trustees, and
45 he informed me that Provost Lemons did receive it and will forward it to the incoming University
46 Provost.”

47
48 **c) Announcement on FDA Presentation**

49 Chair Keating announced that she will be giving a presentation at the FDA Plenary on 11 May.
50 The presentation will be on a brief history of the FDA and its relationship to the other governance
51 institutions at Hunter College. She invited faculty to attend.

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57 **Old Business: Joint Report by the Undergraduate Course of Study Committee and the Graduate Course of**
58 **Study & Academic Requirements Committee**

59 Chair Keating began by reminding the body that debate on Adding Online and Hybrid Modes of
60 Instruction Course Approval Process started at the last Senate meeting. Then, Chair Keating called on
61 Professor Jeanne Weiler, co-Chair of the Undergraduate Course of Study Committee, to present
62 amendments to the proposal. The amendments are highlighted in the document in Appendix IV.

63
64 There was a motion to call the question.
65 iClicker voting produced the following results: 44 in favor, three against, two abstentions.

66
67 There was a motion to call the quorum. Chair Keating asked for a roll call but later retracted and asked
68 for quorum call by using iClicker. There was no objection.
69 The iClicker produced the following results: 52.

70
71 There was a motion to reconsider the proposal at the next Senate meeting on 11 May. The motion carried
72 by unanimous consent.

73
74
75
76 The meeting was adjourned at 4:57 PM.

77
78 Respectfully submitted,

79
80 Sarah Jeninsky
81 Secretary
82

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) X
Anthropology	Jackie Brown	X	Medical Laboratory Sciences	Barry Cherkas	(A) X	
	Leo Coleman	(A) A		Abigail Morales	A	
Art & Art History	Milena Shattuck	(A) A		Chad Euler	(A) X	
	Harper Montgomery	A		Muktar Mahajan	(A) X	
	Reiner Leist	X		Jewel Thompson	A	
	Emily Braun	(A) X	Michele Cabrini	(A) X		
Biological Sciences	A. K. Burns	(A) A		(A)		
	Ben Ortiz	A	School of Nursing	Carolyn Sun	A	
	Shirley Raps	A		William Samuels	X	
Chemistry	Paul Feinstein	(A) X		Ellen McCabe	A	
	Carmen Melendez	(A) X	Philosophy	Ah-Yun (Emily) Yeh	(A) X	
	Gabriela Smeureanu	A		Laura Keating	A	
	Nancy Greenbaum	(A) X		Frank Kirkland	(A) X	
Classical & Oriental Studies	Brian Zeglis	(A) X	Physics & Astronomy	Omar Dahbour	(A) A	
	Yasha Klots	A		Kelle Cruz	E	
	Joanne Spurza	(A) X		Yuhang Ren	(A) X	
Computer Science	Doron Friedman	(A) A		(A)		
	Sven Dietrich	X	Political Science	Robert Jenkins	A	
	Felisa Vazquez-Abad	(A) A		Jill Schwedler	(A) A	
Curriculum & Teaching		(A)	Psychology	Michael Lee	(A) X	
	Lacey Peters	A		Roseanne Flores	A	
	Jason Wirtz	X		Darlene Defour	A	
	0 (A)	Glenn E Schafe		(A) X		
Dance	Tim Farnsworth	X		Physical Therapy	Michael Lewis	(A) X
	David Capps	A	Leon Cohen		X	
	Maura Donohue	(A) X	Thomas Holland		(A) A	
Economics		(A)		(A)		
	Randall Filer	X	Romance Languages	Paolo Fasoli	A	
	John Quiang Li	X		Magdalena Perkowska	(A) X	
	Tim Goodspeed	(A) A	School of Social Work	Julie Van Peteghem	(A) X	
Avi Liveson	(A) A	Samuel Aymer		X		
Avi Liveson	(A) A	George Patterson		A		
Educational Foundations & Couns	Goeum Na	X		Marina Lalayants	(A) X	
	Jeanne Weiler	(A) A	Sociology	Keith Chan	(A) X	
	Markus Bidell	(A) X		Mark Halling	A	
Sarah Chinn	A	Mike Benediktsson		(A) X		
Amy Robbins	X	Michaela Soyer		(A) X		
Nijah Cunningham	X					
Film & Media Studies	Janet Neary	(A) A	Special Education	Elaine Gale	A	
	Tami Gold	X		Imani Irving Perez	(A) X	
			SLPA	William Longsworth	(A) A	
Geography	Andrew Demirjian	(A) A		Donald Vogel	A	
	Larry Shore	(A) A		Nancy Eng	(A) X	
	Allen Frei	X	Theatre	JungMoon Hyun	(A) X	
	William Solecki	(A) X		Louisa Thompson	A	
	(A)	Jonathan Kalb		X		
German	Elke Nicolai	A	Urban Policy and Planning	Claudia Orenstein	(A) X	
	Eckhard Kuhn-Osius	(A) X		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		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
Nafeeza Ali	A
Ariana Ahmed	X
Ariel Glazman	X
Fariha Uddin	A
Nicole Palmetto	X
Rida Akhlaq	X
Afrin Ansary	X
Jackson Rasenberger	X
Alia Codelia-Anjum	X
Amber Javenero	X
Tabia Ahmed	X
Auroa Hom	X
Christopher Orzech	X
Nicole Kuznetsov	X
Junia Sharmin	X
Noa Hacker	X
Sabina Marra	X
Umar Uddin	X
Viet Thanh Phan	X
Luisais Taveras	A
Yostina Girgis	X

At-Large, Lecturers and Part-Time Faculty

Student Services	Kevin Nesbitt	A
	Luis Roldan	(A) X
Library	Jocelyn Berger-Barera	E
Library	Tony Doyle	A
Psychology	Stefan Schlussman	A
Economics	Kevin Sachs	X
Medical Lab Science	Hongxing Li	A
Religion	Ron Long	A
THHP	Jerry Press	X
Special Education	Gina Riley	A
Social Work	James Mandiberg	X
THHP	Sarah Jeninsky	A
Art and Art History	Peter Dudek	X

Ex-Officio

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

ADMINISTRATION

Senators:		
HEO/CLA Representative	Lori Janowski	A
Vice President for Student Affairs	Eija Ayrvainen	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	X
General Counsel & Dean of Faculty	Suzanne Piper	A
School of Nursing		

APPENDIX II

“First of all, a really enormous thank you to you, Laura, to the Admin Committee and to all of our senators for getting us through, as you said, this very complicated year. It has been amazing to see our campus back with 70% of classes on site and over 90% of our students having at least one class on site. We have been back to a bustling, crowded and filled with students and faculty campus. It is a really beautiful thing to see. So, thank you for that, your leadership and helping us get this moving. I do not know if this is out of order but I would hope that we will have some Senate meetings back in person next year. I do not know if you have reached that conclusion but I will put in a little plug because we would like to see people back together.

“On that note, Fall registration opens next week. We are aiming to have at least 90% of classes back on campus. Pursuant to our strategic plan, which I will mention a little more in a minute, we are really trying to have, as a community, these continuing and serious conversations about how to use what we learned during this terrible crisis to benefit our students, community, programs and initiatives that should be online. We want to move those forward appropriately. In general, we are really trying to come back and particularly bring our undergraduate classes back with a variety of options. So, I am urging all of you to continue to work with your Deans. Also, Laura, I know you are going to be talking about the mode of instruction approval process. I think that will help us. I would really ask all of you to think about that in terms of our strategic plan – how, as you are thinking about your classes and the mode of instruction, we are using this new facility with technology to have a positive impact. Interestingly, we have made most of our offerings for the Summer online. Here, we do feel that, with students working, there is a very high demand for online learning, to take that extra class to fill in and to move forward with the degree program. So, we are seeing those classes fill up. It is a very positive thing. Again, I am very pleased and grateful to all of you that we are having this thoughtful conversation about how to best use technology and seeing this mix – more during our school year coming back but using the online options in the Summer where students seem to have a strong preference for that option. So, summer enrollment at the moment is running strong, and we are grateful. We will have more reports about the Fall but we are still thinking about the modes of instruction and urging people to bring more classes back.

“Speaking of coming back. I want to mention two community events that I would love to see many of you at next week. The first is a wonderful celebration of the naming of our crossroads of 68th Street and Lexington Avenue Audre Lorde Way, introduced and supported by our local city council member, Keith Powers, and approved by the full city council. I want to thank so many of our faculty, Jackie Brown who has been an amazing advocate for Audre Lorde, Provost Dent and Terri Rosen Deutsch from External Affairs for helping us with this initiative. We are going to have a number of faculty and Audre Lorde experts come as we reveal these new street signs. We will have speakers, as I said, and then we will go outside to celebrate and have refreshments. 2pm next Tuesday. I am also eager to invite all of you to our annual faculty award celebration in the Faculty Dining Room. If it is a nice day, we are going to do it outside. We are very excited to be doing this again. We had to take a pause during the pandemic. This is such an important time to recognize the work of all of our faculty and all of the aspects of what you do. So, for example, in Excellence in Scholarship and Creative Activities, we have extraordinary faculty members Joe McElhaney, film critic (Film and Media), and Seun Ogunwobi (Biological Sciences) who is leading our U54 grant in cancer disparities being acknowledged for their scholarships. In Applied Scholarship, we celebrate David Himmelstein and Stephanie Woolhandler who are among the top experts in the country on urban public health. Stephanie and David both were incredible resources to us during COVID in helping us with our safety plans. A big thank you to our own Gina Riley for her Excellence in Teaching both online and in-person. We will be celebrating Barbara Ravida in Nursing who really has helped move that school forward during COVID. Antonia Schroeder in Speech-Language Pathology gets our Cecile Insdorf Award sponsored by her daughter Annette who was one of our great adjuncts. It is always important, per our strategic plan to celebrate the incredible contributions of our adjuncts. Then, in Social Work, many of you know the wonderful Mimi Abramovitz who is a long time Social Work faculty member who does it all: scholarship, teaching, community leadership. She will be retiring, and we are going to honor her with the Lifetime Achievement Award at Hunter College. So, we hope all of you will come hear the faculty remarks and share a toast to these extraordinary members of our community.

“I am mentioning the strategic plan, and Laura, thank you so much for making time to discuss it. I think we are going to talk about it next week and then bring it back on the 25th for what I hope will be a vote. I appreciate the Town Hall meeting the Senate had. I want to emphasize that within the six committees, each committee had between 10 to 15 members, people who have worked incredibly hard. One of the committees was our racial justice committee that also embraced the task force which had actually probably closer to 50 - 60 members. There has been an incredible amount of effort from faculty, students and staff on this plan. I am very gratified by the thoughtful and intelligent contributions. I think it gives us this roadmap where we are thinking about how to move forward and support our faculty, students and community, and, as I said, really tackle this issue of how to best integrate technology in teaching, in student services, in our community outreach to all of our communities and make use of what we have learned over these difficult two years. I am excited to move forward and grateful the Senate will be giving time to discuss and, I hope, vote on it before we break for the summer, so we can plan over the summer how to make sure we are setting out this roadmap

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that was born in our self-study from our successful Middle States visit. Now, we have to get ready and move ahead with this new ten-year plan. I thank you so much for your efforts and thoughtfulness there.

“In terms of some new events and planning in the Fall, I am excited to report to all of you that the 5th floor of the Library renovation is complete. We are going to wait for a full unveiling and invite all of you in September to join us. I am really grateful to John Pell, our Library Dean, and the library faculty and staff who have been such great partners working with us. You can see in red the floors that are now completely renovated. We are going back to the sixth to do some updating and re-envisioning at the Education Library; but we started with three, we did six and seven. Five will be open, as I said, in the fall. There will be beautiful new library faculty offices there, some incredible reading rooms for the students, wonderful flexible classrooms that we look forward to introducing to the faculty who would like to teach in more flexible spaces and a Faculty Resource Center. The Faculty Resource Center will provide a place for faculty who have offices on other campuses or do not want to use their department offices, adjuncts, and visitors who need space, conference rooms, and other faculty amenities. We look forward to talking with faculty as we plan this out, but the space is quite beautiful. Then, we are going to start planning the renovation of the second floor. We are launching a new \$10 million fundraising campaign with our Foundation. Our Board is very engaged. We look forward to talking more about what we are planning and getting more input. We have been meeting with the Senate Library Committee and the Master Plan Committee about the planning for the remaining floors which are one, two, four, and B2. We are excited about moving forward and beginning to do more design work and to reporting more there.

“On some other work. Thank you everyone for your patience. As many of you know, we are doing Local Law 11 work in the North building which has been tricky with noise and other things. We are working closely with all of the occupants of that building. We are also working closely with the MTA. Again, we appreciate everyone's patience. This is an incredible project. They are finally going to make our station safer and handicap accessible. They are closing the stairway in the middle of the West Plaza. We will still have access from the mezzanine level to our buildings, but not from the street level at that entrance. I am pleased to report that we have an agreement with them that they will cease construction and noise during finals. That is something that is planned out. We know everyone's schedules and have asked them to respect the finals period, and they will do that. When we return in September and August, the Starbucks will be open, so we will have more food service on campus. There will be more work completed on the West Plaza. We are also looking to open up the cafeteria. CUNY had been doing an RFP for CUNY-wide food services which was not completed. So, they have given us permission to expand our current vendor on a temporary basis in the cafeteria. We are also thinking through how to best address the issue of faculty dining and reopening the Faculty Dining Room. We do not have a solution yet, but I assure you we are working on that. When everyone returns, we are hoping we will have a number of improvements, including celebrating the final completion of the connection between the East building and the Baker Theater Building. We are hoping to have a number of finished projects to report when people return. Then, I also wanted to announce, and thank everyone for their patience, that we are going to have a fully in-person graduation for our Class of 2022 graduates, both January and June. We are still waiting for Madison Square Garden to give us a date. We have had this challenge. It is the only venue that is big enough for us right now and we are working with them to get a set date in the first two weeks of June. I apologize for this delay. It has been very difficult because of COVID and other planning, but as soon as we have a date, we will let everyone know. We have already begun plans for the ceremony. We do hope to see as many of you as possible there.

“Laura, if it is okay, I would like to introduce one of the newest members of our community who has totally hit the ground running. He is a wonderful addition to our planning and academic student services work in scheduling classes, and that is our new Registrar Burhan Siddiqui who just joined us. He comes from LaGuardia bringing twenty years of experience, obviously a true expert in the CUNY system, but very much connected to the Hunter mission. So, if I could turn the screen over to Burhan for a minute to introduce himself so that all of you know who the new Registrar is.

Registrar Director Burhan Siddiqui

“Thank you, President Raab. As the President said, I have been working for CUNY for almost 22 years now. I had the pleasure meeting some of you in person, some of you online. I hope to meet the rest of you in the next coming days. I am so glad to be part of Hunter family and look forward to working with all of you. Thank you.”

President Raab

“Thank you so much, Burhan. Thank you and welcome. I think we know you are going to be a great partner as the Senate moves forward with our new process for approving the mode of instruction and all the scheduling that needs to be done and the challenges ahead in that area. We thank you so much for joining us. Laura, that concludes my report, and I would be happy to take any questions.”

APPENDIX III

To: CUNY Chancellor, Felix V. Matos Rodriguez
CUNY Interim Executive Vice Chancellor, Daniel E. Lemons
CUNY University Registrar, Vivek Upadhyay
Board of Trustees Committee on Academic Programs and Policies (CAPPR)
Chair of the University Faculty Senate, Martin Burke

Date: April 15, 2022

Subject: The May 22, 2021, Policy & Procedure Memorandum from the University Registrar
(<https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/registrar/resources/CUNY-Uniform-Grade-Glossary-Policies-and-Guidelines-05222021-1.pdf>)

We the undersigned CUNY Faculty Governance Leaders have respect for and honor the shared governance processes as established by the CUNY Board of Trustees and so write to you to express our concern that the issuance of the May 22, 2021, memorandum above did not conform to those processes. In that memorandum, without corresponding prior action by the CUNY Board of Trustees, the University Registrar stipulates in regard to policy changes noted below that “This Policy shall supersede and override all undergraduate and graduate program-level grading change policies currently in effect at CUNY colleges and schools” (see pp.9-10). The policies below concern aspects of the faculty’s primary responsibility for determining whether students have met academic standards meriting a certain grade or their continued enrollment at the college. The CUNY Bylaws assign these responsibilities to a college’s faculty in Article 8.5 and assign policy-making power on these issues to a college’s academic governing body such as a Faculty/Academic Council in Article 8.6. Further, in the resolutions cited in 2.08 Governance of the University in the CUNY Manual of General Policy, the Board also gives campuses autonomy on these issues through its charge that campuses design their own governance plans, subject to its approval. Consistent with our acknowledging the Board and its Bylaws, policies, and processes, we thus respectfully ask that the appropriate authorities in the Chancellery take the following actions with regard to three areas below from the above memorandum:

1. On Grade Appeals:

A. *Retract* the Student Appeal and Grade Appeals Process sections on pp. 8-9. In particular, retract:

i) The timing restrictions on p.8: “Appeals must be filed [by the student] within 30 calendar days of grade assignment in CUNYFirst” and the subsequent stages are to follow 30 days after.

Rationale: The 30-day deadlines would start and/or expire within the January break and the summer annual leave period.

ii) That the ruling of the department or college grade appeals committees be only a recommendation to the faculty member, who 15 days upon the receipt of the recommendation is to inform the Registrar of their “decision to either sustain the grade or submit a grade change.”

Rationale: Making the decision on the appeal only a recommendation to the instructor is inconsistent with a substantive student grade appeal process: it would render the appeal process without force and give students no real recourse from what they see to be faulty decision-making by their instructor. The proposed policy is also inconsistent with powers given to department or college bodies in some campus Governance Charters.

B. *Honor* the decisions made by campuses using their own approved grade appeal processes.

2. On FIN grades:

A. *Retract* on p.8: “An appeal instituted by a member of the faculty to change an administrative FIN must indicate that the work required to resolve the INC grade was in the instructor’s possession prior to the INC deadline date.”

Rationale: This nullifies long-standing policies on some campuses that allow faculty to permit a student to turn in work after the INC deadline. There the opportunity for such extensions has benefitted many students over the years.

B. *Honor* the extensions granted to students beyond the INC deadline, if they are given by faculty according to policy approved by the campus policy-making body on academic matters.

3. On the removal of the 0.00 quality points from the WU (Withdrew Unofficially) so that receipt of a WU does not affect a student’s GPA:

We recognize that this change may be merited given the fact that there are often cases in which students end up with a WU and the application of 0.0 quality points to their GPA may be unfairly punitive. But a campus faculty/academic governance body

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may legitimately decide that regular, repeated receipt of WUs by a student is not consistent with their being in good academic standing on that campus. Thus, colleges should be able to limit the times a student may receive a WU without effect on standing.

Thus, either *allow campuses to add policies* on how the number of WUs will affect student standing or, if there will be a CUNY-wide policy, *go through the proper academic policy-making process of consultation with campuses and approval of a policy by the CUNY Board of Trustees.*

In sum, our view is that unless the Board of Trustees has decided or will decide that there will be one universal grade appeal process at CUNY, or that a campus faculty cannot provide for a process of granting extensions for students to make up incomplete work prior to graduation, then the relevant existing campus-approved policies stand. Further, we think that the removal of the effect of an unofficial withdrawal on a student's GPA should be approved by the Board of Trustees and issued along with guidance on how campuses may factor the receipt of WUs into decisions about student standing.

Respectfully,

Baruch College: Terrence Martell, Chair, Faculty Senate
Borough of Manhattan Community College: Lesley Rennis, Vice-Chair, Academic Senate
Bronx Community College: Roni Ben-Nun, Chair, College Senate
Brooklyn College: Timothy Shortell, Chair, Faculty Council
City College of New York: David Jeruzalmi, Chair, Faculty Senate
College of Staten Island: Jane Marcus-Delgado, Chair, Faculty Senate
College of Staten Island: John Verzani, Chair, College Council
Guttman Community College: Andrea Morrell, Chair, Academic Senate
Hostos Community College: Ernest Ialongo, Chair, College Senate
Hunter College: Omar Dahbour, President, Faculty Delegate Assembly
Hunter College: Laura Keating, Chair, College Senate
John Jay College of Criminal Justice: Ned Benton, Chair, Faculty Senate
Kingsborough Community College: Scott Cally, College Council
LaGuardia Community College: Christina Bruns, Chair, College Senate
LaGuardia Community College: Rochell Isaac, President, Faculty Council
Lehman College: Joseph Fera, Chair, College Senate
Lehman College: Anne Rice, Faculty Executive Committee
Medgar Evers College: Kathleen Barker, Chair, Faculty Senate
New York City College of Technology: Philip Anzalone, Chair, College Council
Queens College: Kevin Ferguson, Chair, Academic Senate
Queensborough Community College: Steven Dahlke, Chair, Academic Senate
Queensborough Community College: Philip A. Pecorino, Chair, Faculty Executive Committee
York College: Aegina Barnes, Chair, Faculty Caucus
Martin J. Burke, Chair, Council of Faculty Governance Leaders

APPENDIX IV

Adding Online and Hybrid Modes of Instruction Course Approval Process

Summary

The Senate curriculum committees, the Undergraduate Course of Study (UCSC) and the Graduate Course of Study (GCSARC), will review **proposed new courses** with single or multiple modes of online delivery instruction and, for **existing courses**, the addition of modes of instructions (MOIs) to their originally approved or grandfathered-in modality. The review will be initiated in the department by completion of the relevant proposal review form (see attached), require approval by a School or Divisional Committee, and then sent on to the appropriate Senate curriculum committee for review. Thus, the review for MOIs will follow the normal curricular review process.¹

The decision to add an online or hybrid modality to a new or existing course begins at the departmental or program level. Departments/programs will have the option of adding more than one mode of instruction (MOI) to new or existing courses and have the ability to offer sections of a course with multiple modes of instruction during a single semester. Courses that were offered in either hybrid or online modalities prior to the emergency, that is, from Spring 2018 through Fall 2019, will be grandfathered in.

A grace period will take place for three semesters beginning Spring 2023 to allow departments the opportunity to offer courses in the mode(s) of instruction they deem most appropriate for their courses without having courses be formally approved by the Senate curriculum committees. This time will also allow for faculty discussions on what courses it makes sense to add mode(s) of instruction and provide sufficient time to prepare curriculum proposals to formalize their courses' modes of instruction.

General Principles Guiding the Offering of New and Existing Courses With Online or Hybrid Modalities

- The decision to offer an online or hybrid modality to a new or existing course originates in a department or academic program.
- A department or program offering a course using online or hybrid formats is consistent with their standards of academic quality, goals, and expectations.
- The use of online or hybrid modalities includes appropriate technology tools that promote engagement between instructors and students and foster student-student interactions.
- A course using online or hybrid formats to deliver instruction must be appropriate for the subject matter, the intended learning outcomes, and the needs and abilities of the students.
- Relative to the instructional formats of a course, students have the right to expect quality of instruction and access to their instructors, information about technology requirements prior to registration, and access to technology support services.
- The mode or modes of instruction for a new course or the addition of a new mode or modes of instruction to an existing course shall be approved using the normal curriculum processes of the department, School or Division, and College. (See Procedures Manual.)

Definitions

Synchronous: An instructional format where the Instructor and students meet virtually in real-time. There are scheduled class times and students must sign into a learning platform during required times. Students engage with instruction in online lessons and presentations and can have virtual class discussions.

¹ The policy of the Senate in the past has been “that the responsibility for ensuring the content, curriculum pedagogy, assessment, format, and delivery of all instruction rests with the academic departments or equivalent units of the College. All changes in an of the above-mentioned areas must, as a rule, be approved by a departmental curriculum committee or equivalent body. If such changes are substantive, a curriculum proposal going through the established approval process is required.” (Minutes of 4-21-2010, p. 5413) This policy establishes that adding a new mode of instruction to an existing course is now to be considered a substantive change.

Asynchronous: An instructional format where the Instructor and students engage with online material at different times. Asynchronous class meetings do not require students to log in to a virtual classroom at a specified time.

Online: A course which requires all contact hours to be held on line through either synchronous or asynchronous formats or both. Contact includes instruction, learning activities, and interactions. All instructional and non-instructional aspects of the course are fully online including examinations, quizzes, writing assignments, etc. There are no requirements for students to visit campus for testing, in-person orientations, etc. related to the course.

Hybrid: A course in which *some portion of face-to-face instruction has been replaced with online teaching and learning formats*. The instructor purposefully uses online instructional methods for direct instruction in lieu of coming to the classroom each session. The online instructional method of the class can be synchronous, asynchronous or a combination of both. As defined by CUNY, a hybrid class is designed to integrate face-to-face and online activities so that they reinforce, complement, and elaborate one another, instead of treating the online component as an add-on or duplicate of what is taught in the classroom.

Hybrid/Testing: A course in which all direct instruction, learning activities and interactions are held on line with the exception of examinations or quizzes that are held in-person on campus.

Hybrid/HyFlex: A course in which online and face-to-face instruction occur at the same time in the same course section. Students have the option of physically sitting in the classroom, engaging in real-time synchronous learning through video streaming in the classroom, accessing class materials asynchronously any time, or participating as a flexible learner with a weekly choice of the instructional formats.

Traditional or In-Person: A course which direct instruction of curricular content is done on campus, in a designated space and, meets a fixed number of times per week. An In-Person class where material is provided online, via a learning management system or website, does not displace any of the required contact hours that would normally occur in a scheduled In-Person class.

Department/Program Roles and Responsibilities in Developing and Offering Online or Hybrid Course Modalities

There are a number of considerations that should guide departments/programs in planning for online or hybrid course modalities. These include:

- The addition of online formats to courses or the creation of new courses with online formats does not inadvertently make a major, certificate, or degree program violate the 50% NYSED ruling and become defined as an online or distance education program;²
- There are grounds for believing that students will benefit from online or hybrid formats and the flexibility they provide in the course;
- The provision of online or hybrid modalities for a course meets the department's goals, standards, and expectations for student learning and how learning outcomes will be assessed;
- The time commitment for faculty members to create and/or teach an online/hybrid course is balanced appropriately with their other responsibilities (teaching other courses, research and service);
- Instructors (full-time and adjuncts) are sufficiently trained to teach a course in any instructional modality;
- The addition of online or hybrid course offerings does not negatively affect a department's use of their classroom spaces.
- For a course with multiple sections, the department has criteria by which to determine the appropriate number of sections to be offered with which online modes of instruction.

² "Colleges and Universities located in or operating in New York State that offer degree or certificate programs in which a major portion (i.e., 50% or more) of the requirements can be completed through study delivered by distance education must have those programs registered in the distance education format with the [Office of College and University Evaluation \(OCUE\)](http://www.nysed.gov/college-university-evaluation/review-process-approval-programs-distance-education-format-0) of the State Education Department." (from <http://www.nysed.gov/college-university-evaluation/review-process-approval-programs-distance-education-format-0>).

Curriculum Review Process for the Approval of New or Existing Courses Adding Online or Hybrid Instructional Modalities

Grandfathering of Existing Courses Taught Hybrid or Online Spring 2018 – Fall 2019

Courses taught four semesters prior to the COVID emergency of Spring 2020 will be identified by the Registrar's office and lists of such courses provided to departments. A course will be grandfathered in as approved for a relevant online modality if it is identified as having been taught in at least one hybrid or online section during Spring 2018 through Fall 2019, and departments would like to continue offering the course in at least one section in that modality.

If a department would like to offer a course in a different online instructional modality from what was previously taught and grandfathered in, the department will need to go through the normal curricular approval process for that course after the grace period.

Departments would have the right to request a course be grandfathered in if it does not appear on the Registrar's list and was offered previously in a hybrid or online section. Such requests are to be submitted to the relevant Senate Curriculum committee by e-mail.

Adding Modes of Instruction to Courses During the Grace Period

All departments will have a three-semester grace period Spring 2023 - Spring 2024 to offer courses in any modality without having those courses go through the Senate curricular review process. Departments will have the option of offering existing courses in any mode of instruction during the grace period. The mode of instruction can differ between sections of courses and can change from one semester to the next during this period. Departments shall also have the option of offering new courses with an online or hybrid format during the grace period that shall be treated as "experimental courses" subject to the restrictions of regular experimental courses, including the two-semester limit on offering the course before formalizing it through the normal curricular process. (See Procedures Manual.)

However, during this grace period, departments will need to get started on submitting curriculum review proposals to formalize new courses or add instructional modalities to existing courses permanently in time for registration for Fall 2024. Typically, it takes two to three semesters before an approved course appears in CUNYFirst and is available for student registration.

Approval Process for New and Existing Courses in Adding Modes of Instruction After the Grace Period

The mode or modes of instruction options for a new or existing course shall become part of each new curriculum proposal. The instructional mode(s) for new and existing courses shall be approved under the normal curricular approval process.

New Courses: For new courses that were offered as "experimental" during the grace period (and only offered for a maximum of two semesters) the department shall put forward a new course proposal through the normal curriculum processes. **Departments shall have the option of submitting a new course with multiple modes of instruction.** The process for approving new courses with one or more modes of instruction shall be the same as the approval process that currently exists for new courses. However, for each mode of instruction proposed for the new course, a corresponding rationale and syllabus is required. (See attached New Course Proposal Form.)

Existing Courses: For existing courses, (except for those courses that have been grandfathered in) approval for adding a new instructional mode(s) shall be reviewed using the normal curriculum processes. The addition of one or more modes of instruction shall be treated as a substantive change and follow the existing curricular review process. The review will be initiated in the department by completion of the proposal review form (see attached), require approval by a School or Divisional Committee, and sent on to the appropriate curriculum committee for review. **Note that this approval process will not require a departmental representative to present a proposal at the divisional/school or curriculum committee meetings as is usual practice. This is to help expedite the process.** The committees will review the proposals and communicate with departments via email. A rationale and attached syllabus will be required for each mode of instruction being proposed.

The Senate curriculum committees shall institute several criteria in reviewing the proposed mode(s) of instruction for a course. As stated, the proposal requires a rationale for the change or addition of a mode of instruction. The rationale should be based on considerations of the principles set forth above. In addition, the curriculum committees shall review syllabi to ensure that students are able to understand the expectations and requirements of the course such as:

- **course information** (whether the class is online, hybrid, hybrid/testing or HyFlex, *synchronous, asynchronous* or *both* learning formats; class days, times and location of online and in-person meeting rooms); **if fieldwork is required, how this will be addressed.**
- **communication and instruction** (what online tools such as Blackboard, Zoom, Voicethread, Padlet, weekly modules, etc. will be used for instruction and how and where office hours will be held);
- **expectations for student participation** (what counts as student participation and how it will be graded; camera policy for synchronous classes; specific equipment/software required for student participation);
- **assessment** (how students will be assessed and cheating mitigated) and,
- **information on course accessibility** (video captioning, etc.).

Once a course is approved, the approved modes of instruction shall be recorded with the Registrar. This will allow a department/program in future semesters to schedule a course in sections with those approved modes of instruction according to the departments' needs.

Timeline

March 29, 2022: UCSC and GCSARC committees vote on revised Curriculum Approval Process for new and existing courses to add multiple or new modes of instruction.

April 13, 2022: Proposal for the Curriculum Approval Process for new and existing courses to add multiple or new modes of instruction presented to the Senate and voted on.

May 2022: Departments notified of steps moving forward to add modes of instruction to courses.

February 2023 – May 30, 2024: Grace period where new and existing courses may add online or hybrid modalities without going through the normal curricular review process.

Department/Program/School of
 New Course Proposal

This form should be used to propose a **new course**. If you are proposing a course with more than one modality (i.e., in-person, online, hybrid or hyflex you only need this one form. However, you must submit a rationale (#2 g below) and syllabus for each mode of instruction (MOI) proposed.)

Course Title	
Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Contact Hours (per week)	
Credits	
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable
Grading Scale: Undergraduate A-F; Graduate A-C, F; C/NC	
Core Requirement	<input type="checkbox"/> Not Applicable <input type="checkbox"/> English Composition <input type="checkbox"/> Math and Quantitative Reasoning <input type="checkbox"/> Life and Physical Science <input type="checkbox"/> Scientific World <input type="checkbox"/> Creative Expression <input type="checkbox"/> U.S. Experience in its Diversity <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society (Humanities or Social Sciences: _____)
List all attributes and requirements (W, P&D, STEM, GER, majors, minors, etc.)	
Mode(s) of instruction: (e.g. In-person (P) Hybrid (H) Hybrid/TEST (HT) Hybrid/Hyflex (HF) Online (O))	

- Course Description:
 - A. A brief description for the College Catalog.
 - B. Writing Requirement: the number of papers and their approximate length, the extent to which library or electronic research is expected, or a statement of other writing requirements. Any absence of a formal writing requirement must be specified.
- Rationale: (Justification)
 - A. Nature of the proposed course:
 1. If the proposed course is part of a new academic program, refer to the overall objectives of the program (i.e., on a cover sheet or Appendix)

1. Course information: Whether class is synchronous/asynchronous/hybrid/in-class learning; class days, times and location of online meeting room. If fieldwork is required for the course, how this will be addressed.
2. Communication and Instruction: The online tools (Blackboard, Zoom, VoiceThread, Padlet, weekly modules, etc.) that will be used for instruction; how office hours will be held.
3. Expectations for Student participation: What counts as student participation and how it will be graded; camera policy for synchronous classes; specific equipment/software required for student participation.
4. Assessment: How students will be assessed; (*how cheating will be mitigated.*)

5. Accessibility: Mark yes or no below.

Are video materials captioned? Yes No

Is the syllabus available in an accessible format, such as an accessible Word document or HTML (e.g. directly on Blackboard)? Yes No

Do documents from word processors, presentations and spreadsheets (e.g. Word, Powerpoint, Excel, GoogleDocs, etc.) follow common accessibility standards, such those from CUNY? (If alternatives to Microsoft or GoogleDocs are used, researching whether the application is capable of creating accessible documents is advised.)
Yes No

Has an effort been made to understand accessibility of applications and educational technology, other than those mentioned above, that students are expected to use in the course? Suggested steps for faculty Yes No

For more information on how to make this course accessible for students, see:

<https://www.cuny.edu/accessibility/content/>

<https://guides.cuny.edu/accessibility/powerpoint>

Additional support for online accommodations in the course is offered through the *Center for Online Learning* (<https://hunter.cuny.edu/center-for-online-learning/>)

Department/Program/School of
Addition of Mode of Instruction (MOI)
Substantive Change

This form is to be used for existing courses where a department wants to add a new mode or modes of instruction to a course. For example, if a course has been offered only In-Person (prior to the pandemic emergency in Spring 2020) and the department would like to add an Online or Hybrid modality, this form should be completed and a syllabus attached. If there is more than one modality being added, use a separate form and attach a syllabus for each mode.

Course Title	
Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Hours (per week)	
Credits	
Description	
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Applicable
Grading Scale: Undergraduate A-F; Graduate A-C, F; C/NC	

Core Requirement	<input type="checkbox"/> Not Applicable <input type="checkbox"/> English Composition <input type="checkbox"/> Scientific World <input type="checkbox"/> Math and Quantitative Reasoning <input type="checkbox"/> Creative Expression <input type="checkbox"/> Life and Physical Science <input type="checkbox"/> U.S. Experience in its Diversity <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> Individual and Society (Humanities or Social Sciences: _____)
List all other designations (W, P&D, STEM, GER, Foreign Language, majors, minors, etc.)	
Mode of instruction: (see syllabus checklist, e.g. In-person (P) Hybrid (H) Hybrid/TEST (HT) Hybrid/HyFlex (HF) Online (O))	

Rationale: (Indicate reason(s) for adding a new mode of instruction, e.g., pedagogical, curricular, programmatic, resources, equity, etc.)

**Note once there is an Online/Hybrid/HyFlex format added to the course and the course is a major requirement, the major or program must be registered with NYSED in the distance education format if 50 % or more of the major requirements can be completed online, as stated below:*

“Colleges and Universities located in or operating in New York State that offer degree or certificate programs in which a major portion (i.e., 50% or more) of the requirements can be completed through study delivered by distance education must have those programs registered in the distance education format with the Office of College and University Evaluation (OCUE) of the State Education Department. ”

(from <http://www.nysed.gov/college-university-evaluation/review-process-approval-programs-distance-education-format-0>).

Consultation Statement:

- a) Is the proposed change likely to affect other Departments, units, or programs?
 NO YES – If yes, list department/program: _____

Specify the nature of the consultation:

b) Is this course cross-listed? If so, please list all courses affected.

c) Does this affect the Library? NO YES

Have you consulted the subject liaison? NO YES

For new courses or programs, please consult.

Syllabus (attach):

In addition to the recommendations on the Syllabus Checklist please make sure the following areas are addressed on the syllabus: (http://www.hunter.cuny.edu/provost/repository/files/Hunter%20College%20Syllabus%20Checklist_Aug2020%20-1.pdf)

6. Course information: Whether class is synchronous or asynchronous learning; class days, times and location of online meeting room. If fieldwork is required for the course, how this will be addressed.
1. Communication and Instruction: The online tools (Blackboard, zoom,voicethread, padlet, weekly modules, etc.) used for instruction; how office hours will be held.
2. Expectations for Student participation: What counts as student participation and how it will be graded; camera policy for synchronous classes; specific equipment/software required for student participation
3. Assessment: How students will be assessed; (*how cheating will be mitigated.*)
4. Accessibility: Mark yes or no below.

Are video materials captioned? Yes No

Is the syllabus available in an accessible format, such as an accessible Word document or HTML (e.g. directly on Blackboard)? Yes No

Do documents from word processors, presentations and spreadsheets (e.g. Word, Powerpoint, Excel, Googledocs, etc.) follow common accessibility standards, such those from CUNY? (If alternatives to Microsoft or Googledocs are used, researching whether the application is capable of creating accessible documents is advised.)
Yes No

Has an effort been made to understand accessibility of applications and educational technology, other than those mentioned above, that students are expected to use in the course? Suggested steps for faculty Yes No

For more information on how to make this course accessible for students, see:

<https://www.cuny.edu/accessibility/content/>
<https://guides.cuny.edu/accessibility/powerpoint>

Additional support for online accommodations in the course is offered through the *Center for Online Learning* (<https://hunter.cuny.edu/center>)