

**DRAFT MINUTES****Meeting of the Hunter College Senate  
8 December 2021**

- 1 The 660<sup>th</sup> meeting of the Hunter College Senate convened at 3:36 PM via Zoom.  
2
- 3 **Presiding:** Laura S. Keating, Chair  
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 report by the Committee on Academic Freedom would be  
12 postponed to Spring. The agenda was adopted as revised.  
13  
14
- 15 **Minutes:** Minutes of 24 March 2021 were approved with the following correction in lines 222-224:  
16 **From:**  
17 Professor Nikolai (German) asked to postpone debate on the **Resolution on Procedure for the**  
18 **Suspension or Deregistration Academic Programs** until the next Senate meeting due to possible issues  
19 with the legality of the Resolution.  
20  
21 **To:**  
22 Professor Nicolai (German Department and Co-Coordinator of the Senate Faculty Caucus) read the  
23 **Resolution on Procedure for the Suspension or Deregistration Academic Programs** into the minutes.  
24 Debate was postponed until the next Senate meeting due to possible issues with the legality of the  
25 Resolution.  
26
- 27 Minutes of 21 April 2021 were approved with the correction to delete the word “and” and add a period  
28 at the end of the sentence on line 188.  
29
- 30 **Report by the**  
31 **President:** President Raab’s report is in Appendix II.  
32  
33
- 34 **Report by the**  
35 **Administrative**  
36 **Committee**
- 37 a) Special Senate Election for Vacant At-large Seats 28 In accordance with Article IV, 2H i & ii  
38 of the Charter for a Governance of Hunter College, the Administrative Committee is presenting  
39 the names of all nominees received to date:  
40  
41 Faculty: Ron Long (At Large - Religion)  
42  
43 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee.  
44 The motion carried by unanimous consent.  
45
- 46 b) **Approved Curriculum Changes**  
47 The following curriculum changes as listed in the attached report Part I and Part II dated 8  
48 December 2021 has been approved as per Senate resolution and are submitted for the Senate’s  
49 information. Items: US-2439 Classical & Oriental Studies/Japanese (New degree program), US-  
50 2440 Political Science (Change in course), US-2441 Medical Laboratory Sciences (Change in

51 courses), GS-1389 Special Education (Change in degree program), and GS-1390 Curriculum &  
52 Teaching (Change in degree program).

53  
54 **c) Report on Hunter College Senate Impact Survey**  
55 Chair Keating presented a report on the results of the Senate Impact Survey that was mandated  
56 by a resolution passed by the Senate on 10 March, 2021. The Survey was sent out in early October  
57 and then again in November to departments Senate representatives, department chairs, and  
58 program leaders, with one submission per department or program. The report is in Appendix III.  
59 Questions and debate followed.

60  
61 **d) List of Candidates for Diplomas and Degrees**  
62 Due to inadvertently overlooking this agenda item during the meeting, Chair Keating moved by  
63 email for ceremonial adoption of the list of candidates for diplomas and degrees to be awarded  
64 on 20 January 2022. The motion carried by unanimous consent.

65  
66  
67  
68 Due to the late hour, the meeting was adjourned at 5:15 PM.

69  
70 Respectfully submitted,

71  
72  
73 Sarah Jeninsky  
74 Secretary

**APPENDIX I**

*The following attendance was noted from the meeting*

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

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

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**Students**

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

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

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

**Ex-Officio**

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

**ADMINISTRATION**

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

**APPENDIX II**

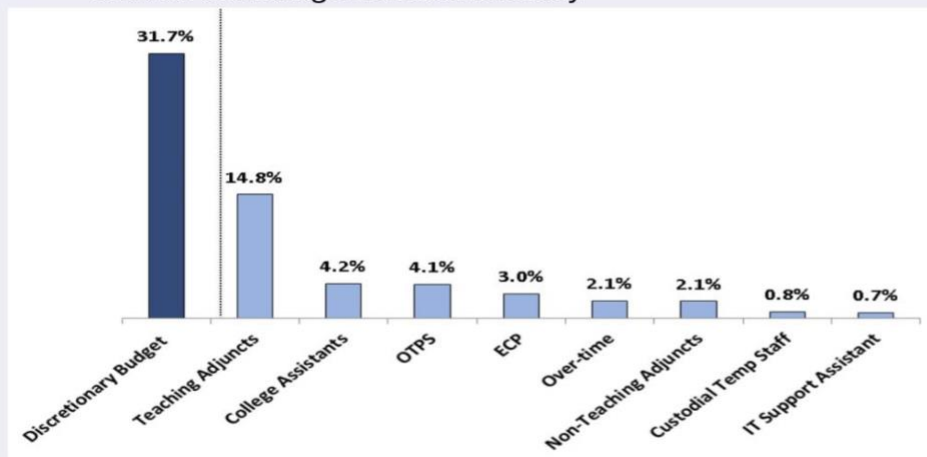
### APPENDIX III

Chair Keating said the following:

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

#### Percentage of Total Budget

- 32% of the Budget is Discretionary



[ 5 ]

#### Prioritization of Budget Reductions

- Over-time
  - Custodial Temp Staff
  - Vacancies from retirement and attrition
  - Reviewing non-tax levy funds and Research Foundation for faculty travel and experiential learning
  - Faculty Release Time
  - ECP
  - OTPS
  - Non-Teaching Adjuncts
  - College Assistants
  - IT Support Assistants
  - Teaching Adjuncts
- Obviously not all can come from the

[ 6 ]

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

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

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

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

‘Resolved that the Senate affirms

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

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

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

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

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

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

and the 5 measures:

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

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

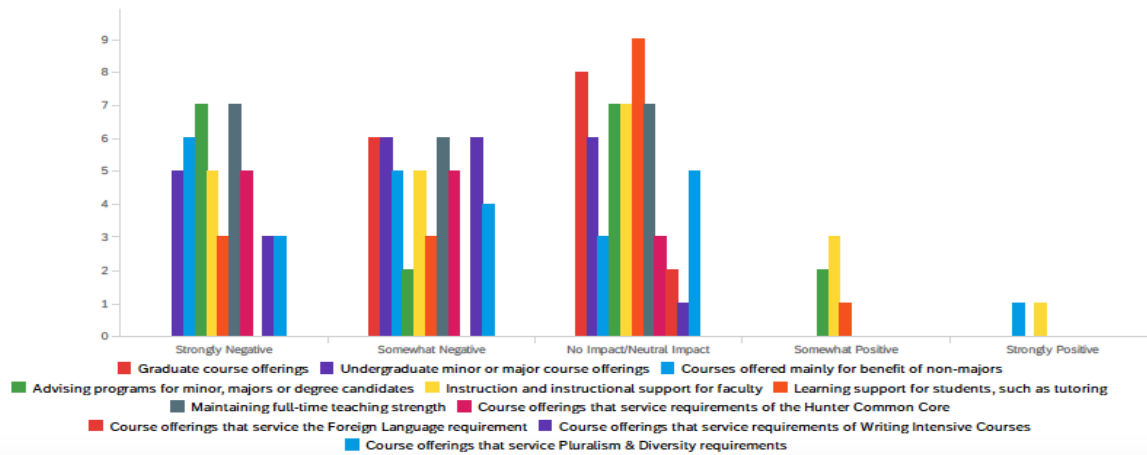
## Default Report

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

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

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

what way were they affected?





“There were four other questions asked on the survey:

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

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

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

Showing rows 1 - 11 of 11

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

Some results:

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

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

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

*d) About Advising*

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

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

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

*f) About maintaining full-time teaching strength*

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

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

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

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

b) Significant raising of enrollment caps and overtallying:

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

c) For Writing Intensive Courses:

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

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“Some results from the other questions asked:

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

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

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

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

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

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

“Changes made during the pandemic that people may keep

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

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