

# MINUTES

## Meeting of the Hunter College Senate

### 27 October 2021

- 1 The 657<sup>th</sup> meeting of the Hunter College Senate convened at 3:38 PM via Zoom.  
2
- 3 **Presiding:** Laura S. Keating, Chair  
4
- 5 **Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.  
6  
7 Alternate Senators were formally seated consistent with the procedures approved by the Senate for in-  
8 person meetings, and they were enabled to vote using iClicker.  
9
- 10 **Agenda** The revised agenda was adopted with the provision to add two items to the Administrative Committee  
11 Report: an announcement and request to change the date of the 24 November meeting.  
12
- 13 **Minutes:** The minutes of 4 November 2020, 18 November 2020, 2 December 2020 were approved as distributed.  
14 The minutes of 9 December 2020, 10 February 2021, 24 February 2021 and 10 March 2021 were  
15 distributed by email and will be voted on at the next meeting.  
16
- 17 **Report by the**  
18 **President** President Raab's report is in the Appendix II.  
19  
20
- 21 **Report by the**  
22 **Administrative**  
23 **Committee:**
- 24 a) **Approved Curriculum Changes**  
25 The following curriculum changes as listed in the attached reports Part II and Part II dated 27  
26 October 2021 has been approved as per Senate resolution and are submitted for the Senate's  
27 information. Items: US-2432 Dance (Change in course), GS-1386 Sociology (Change in course),  
28 US-2433 Jewish Studies Program (Change in courses), US-2434 Romance Languages/Italian  
29 (Change in degree program), US-2435 Music (Change in degree program), US-2436 Music  
30 (Change in degree program), US-2437 AFPRL (Change in Department Name), US-2438  
31 Political Science (New course and Add "W" designation), GS-1387 Romance Languages/Italian  
32 (New course), and GS-1388 Special Education (New degree program).  
33
- 34 b) **Reminder: Nominations for Search Committee for Vice President for Finance, Human**  
35 **Resources, and Business Development**  
36 Chair Keating announced that the deadline for nominations has been extended to Thursday, 4  
37 November.  
38
- 39 c) **Reminder: Complete survey**  
40 Chair Keating announced that the deadline for departments and programs to submit their  
41 responses to the Qualtrix survey sent out on 4 October has been extended to Monday, 15  
42 November. This survey was mandated by a resolution passed by the Senate on 10 March, 2021.  
43
- 44 d) **Request to Change Senate Meeting Date**  
45 The Administrative Committee requested permission to move the 24 November meeting to either  
46 Wednesday, 17 November or 1 December, as needed. The date would be announced after the 10  
47 November meeting.  
48 The motion carried by unanimous consent.  
49
- 50 **Committee**  
51 **Report** **Nominating Committee**  
52 Chair Keating called on Professor Lisa Marie Anderson, Chair of the Nominating Committee, to present  
a report.

56  
57 The Nominating Committee is submitting the following nominations for seats currently vacant on  
58 Senate Committees:

59  
60 **1. GRADUATE COURSE OF STUDY & ACADEMIC REQUIREMENTS COMMITTEE**  
61 Faculty Alternate: April Kisamore (Special Education)

62  
63  
64 **2. COMMITTEE ON THE LIBRARY**  
65 Faculty from Social Work: Marina Lalayants

66  
67 **3. COMMITTEE ON THE EVALUATION OF TEACHING**  
68 Faculty: Kathryn Furlong (Special Education)

69  
70 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.  
71 The motion carried by unanimous consent.

72  
73  
74 **Committee on General Education and Committee on Academic Assessment & Evaluation**  
75 Chair Keating called on Professor Lawrence Kowerski, Chair of the General Education Committee, and  
76 Professor Gina Riley, Chair of the Academic Assessment and Evaluation Committee, to present a joint  
77 report (see Appendix III for the PowerPoint presentation). The report is available at the Senate Office.

78  
79  
80 **Committee of**  
81 **the Whole**

**On Moving Forward from the Pandemic – Modes of Instruction**

82 Chair Keating began by inviting Professor Jeanne Weiler, co-Chair of the Undergraduate Course of  
83 Study Committee, to report. The report is in Appendix IV.

84  
85 After Professor Weiler's report, it was moved that the Senate dissolve itself into a quasi-Committee of  
86 the Whole to discuss a draft resolution that had been circulated earlier that afternoon (see Appendix V)  
87 until 5:25 PM, and that Professor Laura Keating, Chair of the Senate, chair the committee.

88  
89 The motion carried by unanimous consent.

90  
91 At 5:28 PM the Senate reconvened into formal session.

92  
93  
94 Due to the late hour, the meeting was adjourned at 5:28 PM.

95  
96 Respectfully submitted,

97  
98  
99 Sarah Jeninsky  
100 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) A	Medical Laboratory Sciences	Abigail Morales	X
	Milena Shattuck	(A) A		Chad Euler	(A) X
Art & Art History	Harper Montgomery	X		Muktar Mahajan	(A) X
	Reiner Leist	X	Music	Jewel Thompson	A
	Emily Braun	(A) X		Michele Cabrini	(A) X
	A. K. Burns	(A) X			(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	E	Physics & Astronomy	Kelle Cruz	A
	Joanne Spurza	(A) X		Yuhang Ren	(A) X
	Doron Friedman	(A) X			(A)
Computer Science	Sven Dietrich	A	Political Science	Robert Jenkins	A
	Felisa Vazquez-Abad	(A) A		Erin Mayo-Adam	(A) X
		(A)		Michael Lee	(A) X
Curriculum & Teaching	Lacey Peters	X	Psychology	Roseanne Flores	A
	Jason Wirtz	A		Darlene Defour	A
		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	X
	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	A
Educational Foundations & Coun:	Goeun Na	A		George Patterson	A
	Jeanne Weiler	(A) A		Marina Lalayants	(A) A
	Markus Bidell	(A) X		Keith Chan	(A) A
English	Sarah Chinn	A	Sociology	Mark Halling	A
	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) X
				William Longworth	(A) X
	Andrew Demirjian	(A) X	SLPA	Donald Vogel	A
	Larry Shore	(A) A		Nancy Eng	(A) X
Geography	Allen Frei	X		JungMoon Hyun	(A) A
	William Solecki	(A) X	Theatre	Louisa Thompson	X
		(A)		Jonathan Kalb	A
German	Elke Nicolai	A		Claudia Orenstein	(A) X
	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) X
Library	Sarah Ward	A			0 (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**

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

## APPENDIX II

“Thank you, Laura, to you and to the Administrative committee for all you are doing and to everybody here who has helped us get through this difficult time to this really successful on campus partial re-opening. For those of us who are on campus, there is a lot of activity. There are a lot of very satisfied and happy students. We thank all of you.

“We have reached the point now where we are not allowing any unvaccinated students on campus with the exception of a very small number. There have been 150 or so students who have religious or medical exemptions from receiving a vaccine. Thanks and great gratitude to Eija Ayurvainen, Miesha Smith, all the teams, faculty and chairs for helping us do this incredibly coordinated outreach. We continue to push students who are testing and taking on-site and hybrid classes to get in on that October 7<sup>th</sup> deadline. We actually had a little bit of leeway.. We had a few days for students to continue to comply. We are at a very small percent, about 1.5%, of students who were signed up for an in-person class and had not been vaccinated. The vast majority of those, about 200 or so students, were students who were not coming to these classes but faculty had not marked them as a W/N, as students who are not showing up, or students who had not withdrawn from the class. So, between our on-site classes and the hybrids where students are coming once a week or once every other week, we are expecting to have to administer what is called the “WA”, to somewhere between 50 and 60 students. We do not expect it to be over 60 students and it might not even be that many. So, this is really a wonderful outcome because we did not want to have to tell students who were coming to class that they would not be able to continue. Great thanks to everybody who made this possible. We do ask you though, and this comes from CUNY and all of us, for the students’ sake as well, if students talk to you and ask for a special deal or ask to take the test or change the mode of the test so they can get credit, I would really ask you not to make special deals because I am very concerned that you feel like you are helping a student but at the end of day, CUNY may reverse your decision. It is not something that is good for this student. The Board of Trustees voted to return the tuition to these students. So yes, there is a penalty of not being able to get the credits. As we said, this is a small number, maybe 50 or 60 students, pretty amazing given the fact that we have over 14,000 students in on-site classes and about 4000 in hybrid. We ask you to stay the course and not change the mode of the test, give credit or try to find a way to make it easier for the students because I think it will ultimately backfire on the students.

“CUNY has asked us to start administering the WA and putting it on the records now. Eija will be doing that. For students who are in hybrid classes, there will be an appeal process because there is still some confusion and somehow a class may have been coded as a hybrid but it really was not, and the students did not have to be here so they do not have to be vaccinated. So, there will be a mini appeal process that CUNY will let us do but we will start putting this annotation on the students’ records. They will be eligible for the refund. The students who are taking a class, where a test is the in-person component, will have to be vaccinated before that test. They will be told about the date. It will depend on when the final is. If you are doing that in one of your classes and need guidance, please reach out to Eija who will help clarify what the rules are and make sure that we are notifying all those students. We have a pretty smooth process at the moment. We are sorry for some students, but we are gratified that it is a very small number.

“One last thing that I would say is that unvaccinated students who do not have a religious or medical exemption will not be able to access campus. They are being cut out of the testing pool, so they will not have the vaccine status to come in. They will not have a test to come in because CUNY as of tomorrow is cutting off their ability to test at any CUNY site. So, this is really it. It was really a fair warning from everyone - from CUNY, from us, from our outreach. Those students will not be allowed to get onto campus to access any kind of services or spaces.

“If I may, many of you know but some may not, that this issue of requiring vaccines for admission is not at all a new event at CUNY. For years, in order to attend Hunter College, students needed to have the MMR and Meningitis vaccinations. We have always had this vaccination requirement, obviously it has not been anything like the COVID situation. Eija wanted to take a minute to talk to the faculty and students here about how the “WA” is going to impact students who have not registered their MMR or Meningitis vaccinations. We think people are so distracted by the whole COVID issue that there are students who should have filed that they have these other vaccinations and now they too are going to get these “WAs”. Eija let me turn this over to you for a minute if I may.

Vice President Ayurvainen:

“Thank you very much, President Raab. Yes, it is that all students entering Hunter who are taking 6 or more credits must show that they have had the MMR. In general, in the past a negative indicator was put on their record if they did not show it at the time of registration. We also have a rule that students must complete the Meningococcal Vaccination Response Form. Sometimes, it is just a box that says “I understand what you are doing and I will get it” or “I understand but I am not going to do anything with it” but at least it is an acknowledgement. If they do not do that, again, a negative indicator is put on their record. Right before the pandemic,

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CUNY removed the negative indicator. As you know, immunization requirements are not a CUNY or Hunter rule. Immunization requirements are a State rule, so we have to report it to the State. This negative indicator which did not allow students to do anything - add courses, drop courses, do anything with their program really made them give us that information if they had not. However; there is only a positive indicator on their records right now. We have 926 students, and there are a little bit less than 200 for the MMR and the rest is for the Meningitis. Starting tomorrow probably, the Registrar will have to manually put a "WA" on their record. In previous years, we generally had anywhere between 20 and 22 students, and it was taken care of immediately. The only good thing about this is that they will get a letter which will indicate that a "WA" has been placed in their record and that they need to show either one of those or both of those if they have not by such and such a date. When they do that, the Registrar will remove the "WA". In this case WA can be reversed whereas in the first one, as the President talked about, it cannot be reversed. When it is reversed, the faculty will be notified that "Fred Smith" will be attending their class because he is now compliant. We have to report this to the State, and we are in the process of doing that. So, I just wanted to tell you, please do encourage your students to give the information to Immunization Records Office on the third floor in the North building. The most efficient way for students to submit their immunization documentation is through the document uploader function in CUNYFirst. This is the rule that we have to follow. I am pretty confident that the numbers will go down. They have gone down about 250 in the last three days, so I am hoping the numbers will go down."

President Raab:

"Related to staff - as we were coming back to the campus, in order to control the issue of the general density on the campus, we have stayed at a three-day on-site work week for most staff for September and October. We have decided, will be sending out a memo, and have spoken with the chairs that we will maintain the three-day a week on-site work week for most of our staff through the end of the calendar year. It has been working well. We think this makes sense right now. Managers have the absolute right though to ask certain divisions and employees who do student facing work, to come in some or all weeks for four or five days if they are needed. Obviously, our Public Safety, Facilities and Custodial staff is here all week. But we have asked many of our Student Services heroes to step up and be here because the students need them. This is a manager's decision. If they need the staff to come in, the staff will be asked to come in but as a general policy, we will maintain the remote work agreements that we started in September. We would ask people to think through if there are things that are working better than others in terms of who is here and when and how we coordinate between Zoom and being here. People should be smart and creative about how to do that but the general policy is three days, when needed - four or five, so people should look out for that.

"Spring. To repeat what we had said before, but to reiterate and underscore because the Chancellor is very committed to this: we will have at least 70% of our classes fully in-person for Spring. We have been asking each department to submit a schedule that is at 70%. One department has been back 100% in-person. We do not want them to go backwards. We wanted them to maintain the 100%. There are some departments and schools that have always had a significant online presence, so we might have a different denominator for these departments. We are working those issues out with chairs as we are doing this Spring schedule. We will keep the Spring schedule on the current Bell Schedule. Just a little reminder to everyone that for the Fall 2022 scheduling, we will be using the new Bell Schedule that the Senate brilliantly worked with us to create and that we passed last year. So, that will be coming up.

"If it is okay, I would like to invite Provost Dent to talk a little bit about an issue that has come up with the catalog. As many of you know, CUNY has created a new course scheduling system. I do not know how it got the name "Course Dog" but that is the name. We believe that it will replace CUNYFirst. It will allow for better scheduling. It is being phased in. Eija's folks are working with six departments who volunteered to pilot the system and help us schedule on Course Dog. Otherwise, Eija and the Registrars' folks will be translating the schedules from departments into Course Dog. Departments do not have to do anything this semester. Then, we will be training people on how to use this new software. That is where we are on the "Course Dog" system. If it is okay, I want to turn this over to Provost Dent to speak a little bit about the catalog issue and the scheduling. Then, Eija, if there is anything you think folks should know about the process for Spring, I will ask you to close that item.

Provost Dent:

"Just a really brief overview of what is going on with the catalog component of Course Dog. Course Dog is off the shelf proprietary enterprise software that does many different things. It does scheduling which President Raab has already talked about. Then, there is also the catalog piece. As many of you may know at this point through your chairs and perhaps your deans, Hunter has been working on a catalog clean-up for the past year or so. That work was really in preparation to transition to a new product, and that new product is Course Dog. Much of the guidance around the development and the implementation of the new catalog has been guided by CUNY. CUNY was facilitating this work and the guidelines around when the new catalog should be implemented, and so

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on. But what we have experienced in the past two weeks is essentially that we are not quite ready to launch the new catalog. There are enough inconsistencies and things that we need to pay attention to in the old catalog before it rolls over that we have to put a pause on launching the new catalog. So, the new catalog Course Dog will not be launched until further notice but we do still have to pay attention to some of the glaring inaccuracies that exist in the old catalog. This is to avoid confusion on the parts of our students, faculty, and so on. So, what we are planning on doing now is cloning the old catalog. We are essentially going to make a copy of it and do the cleanup that we can do locally at the college level. Then, you will not notice the difference, and you will still be accessing the old catalog in the same way that you are now. The only difference will be, and this will happen over the course of the next few weeks, that we will try to attend to the majority of errors and inconsistencies that your departments have pointed out to us. We will try to clean those up while we wait to launch the new catalog. The only important caveat to that is where there are curricular or programmatic changes that your departments, deans or chairs have asked for, those changes are not changes we will make at the local level. Those are the kinds of changes that have to go through the same approval process that they should have gone through the first time, for example removing a minor that is no longer active or a minor that might be missing. So, things that are curricular in nature and that have to go through the normal governance structures, those are things we will not change locally. Those will proceed along the path that they typically do. But we will make the local changes, the informational changes that we can make so that while we are still waiting to launch the new course catalog, the old catalog will be as accurate as it can be, at this point in time. That is essentially it. That is where we are.”

Vice President Ayravainen:

“We have been in meetings with the Provost and others who are working on this catalog, and I think it is going well.”

President Raab:

“We are going to need the Senate committees; it is going to take substantive governance work to review the changes that only governance can make. We are going to do the things that we can clean up. Then, the next semester your committees will need to take a look at those changes such as the changing minors, things that are outdated, and the like. So, we need to get this new catalog ready next semester, and it is going to take a certain amount of work from the committees. We should really talk to you about a timeline and how we can support that endeavor.

“My final item is a non-Covid, non-scheduling and non-CUNYFirst item. I am thrilled to report that on Monday, October 25th, the Board of Trustees of the City of New York voted to ask the Governor to put in the executive budget \$230 million, which would join \$70 million that we already have to make \$300 million to support the construction of the Hunter College Science and Health Professions building. This is exciting. We are not out of the woods but CUNY is standing for it. I do want to thank our scientists and our nurses who came to the public hearing two weeks ago. You are wonderful. The Chair of the Board mentioned hearing testimony from nurses who are working in abysmal conditions and scientists whose labs are completely outdated. It was wonderful to see this vote. CUNY is requesting capital for six projects: two of them for a community college which are partially funded by the State, partially by the City. Our project is the furthest along. I will give a little background for those of you who came into the middle of the movie or are not necessarily in the affected areas. Hunter has an extraordinary presence in the life sciences and research. Not only do we create incredible scientific discovery, we also have one of the most unique roles in the country of inspiring and training diverse students who go into science. A number of our minority students and minority female students go into PhD programs. We are sending a number of Latino students to Rockefeller and Stanford. Some of you may have taught Vanessa Ruta, an extraordinary student, from an immigrant family who went on to Rockefeller. She won a MacArthur. She just went to the Howard Hughes Medical Institute Investigator Program which is extraordinary. Ariel Calderon, a wonderful young man from Washington Heights, who our Ben Ortiz mentored, went to Stanford. We make this extraordinary difference.

“Our challenge is that we have been doing this extraordinary science, getting more NIH money than any school in New York State without a medical school in conditions of a 1930's building. Our scientists are working in labs that were crafted in the 1930's and are in dilapidated conditions. They are not modern science conditions. In addition to being unsuitable, there is insufficient space for our scientists. When I arrived 20 years ago, there was a big initiative from our faculty to get a new science building built.

“One of the challenges was that we did not know where we would put a building in the Upper East Side. One of the answers in that original master plan was that we should move our science building to Brookdale, which, to my mind and to most of our scientists was really problematic because as our scientists explain they teach students in labs— students go to an English class, they come back to the lab, they work on their experiment. You would lose all of that if you split our campus, and you would really be splitting our Arts and Sciences. So, we have been looking for a site in the Upper East Side, which I do not have to tell anyone on this Zoom

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how difficult that is, what is available, what is affordable, what is possible. We were able to complete one big dream and that was to purchase a floor at the new Weill Cornell Belfer Research Science building on 69th Street. We have put 11 of our top investigators from Chemistry, Biology, Medical Lab Science, and Computer Science into this extraordinarily beautiful state of the art space. They are flourishing there but it is not enough to only do this for 11 people. So, years ago we turned this idea that we would move our Sciences to Brookdale on its head and instead said why don't we try to move another use from the Upper East Side that might find the Brookdale campus an attractive place to build and then use that institution or site to build our science building. At the same time, that would allow us to address another problem that was becoming apparent that was not in the original master plan, and that is the conditions at Brookdale. So, we have one of the finest Nursing schools in the country. We cover the range of nursing education—from the community college student who must get a Bachelor's degree to get hired nowadays in almost all hospitals, to our honors nurses who come in on a fast track, to our nurses who come here and apply to the Nursing program as undergraduates, to extraordinary Master's and nurse practitioner programs, to a new newly launched full time and part time DMP program where we train the hospital leaders in the city, state and country and to a PhD program in Nursing which is Hunter's first freestanding PhD program which the Board of Trustees just moved from the Graduate Center to Hunter in June in recognition of the quality of our Nursing School. The conditions at Brookdale, for those who have not visited, are not commensurate with the quality of the teaching and research that these extraordinary faculty and students do. They are antiquated. This is a 1950's building. It is riddled with challenges. So, the dream was to use the value of this Brookdale campus to do some type of swap to get a site on the Upper East Side, so we could build a nursing and physical therapy building and combine the science labs from our chemistry, biology, physics and bio-psychology researchers who are currently housed in the North building. For those of you who have been with us for a long time, we tried an option of rebuilding the Julia Richmond campus down at Brookdale with the state of the art school and then use that campus. That was not a successful try. Then, we had the opportunity when the community board worked with the City on an RFP for a piece of property that the City owned and had a sanitation garage on 74th Street between the East River and York Ave. The City in its wisdom tore down an antiquated sanitation garage, or at least most of it. Once they tore it down, they realized that they did not have the money to rebuild it. So, they worked with the community board, and I think this RFP was crafted in a way to allow Hunter to bid for it because the community board saw our need. It was for an institution to do science, health, research, care or education, and it had to be your primary mission. So, if Cornell wanted to build housing, that would not be acceptable. You had to do research, teaching or care. The other catch though was that you had to rebuild the sanitation garage. And that was a challenge that CUNY was not going to be up to. I knew that if we went and asked them to build the sanitation garage, that was not something that was going to move forward. It was disappointing. Memorial Sloan Kettering applied and was successful. They were able to obtain this site. They could build a sanitation garage along with their chemotherapy center but they did not feel that it was a good match to build a sanitation garage attached to a chemotherapy center. So, they were left with a challenge. The City said that they had to do it in the Sanitation District. They had to find something in the East Side of Manhattan between 14th Street and 96th Street. So, we called them and asked if they would like to build a sanitation garage on our Brookdale campus, and then allow us to build our new nursing, physical therapy and science research building on the side that would have been the sanitation garage at 74th Street. That is the project that was announced by the City in 2012. You can see a plan of the division of the site between Memorial and Hunter College. That is the site- you can see Memorial in blue and our Hunter building in yellow right on the East River. You can see a rendering of the two buildings. They are matching buildings. Memorial is a bit taller, and it gets the water view but we were happy to get a site near Hunter. That was very exciting. The buildings are attached. They share a foundation that goes very deep. They are attached on the first and second floors. Then, they split into separate structures. We then hit a political snag about getting State funding. Memorial wanted to proceed with their building. So, in order to proceed with their building, they needed to build our foundation, so we have a very beautiful state of the art modern foundation to our building. That foundation was capped off. Memorial actually used our foundation as a staging ground to build their building while we have been waiting to iron out challenges to get the right State funding for this building. So, we are very excited now that the Board has put forward this project and is asking the Governor along with a few other initiatives from CUNY to fund this building in the capital budget. We will know by January if we are successful in getting that funding. We all have our fingers crossed. It is not an insignificant amount of funding. Science buildings are not insignificant buildings because they need a lot of equipment and a lot of high-level design. But we are really excited to be moving forward. One of the wonderful things about this project is that even if you are not a scientist but you are on the 68th Street campus, you will be impacted because the amount of space that will be freed up when our bench scientists are able to move into modern quarters will allow so many of our other initiatives, other departments and programs to expand. We will be able to renovate a building that we all know is much in need of renovation. The new building was fully designed. We understand that years have passed since that, and we are very hopeful that we will be able to start re-meeting with faculty and departments that spent hours and days with DASNY and private architects designing their space. Clearly, that was a while ago, so we need to go back and have some refreshed conversations based on modernization, new enrollments etc. We are looking forward with the hope that we need to refresh that conversation and move forward. We will continue to provide updates. The steps are that it goes to the Governor's office for her budget. Then, it goes to the legislature for approval which traditionally happens in April. We are hoping to know pretty soon whether we can make this dream a reality. We are very, very excited.



“Also, in connection with that, we had a kickoff meeting just this morning for a major renovation of the Hunter College auditorium in the North building. This will be the beginning of that dream about renovation of the North building, and if the powers are with us and things work well, once we finish the auditorium, we will be able to move many of our people into our new building, and then start to think about a real renovation of the North building. Obviously, modern HVAC is all part of this. We have been very lucky that they bid through a public process, and we just hired the architects that are doing the new Avery Fisher Hall, now called David Geffen Hall at Lincoln Center. So, they understand space performance, and they do a lot of educational work. We are talking to them about what a modern convening auditorium space should look like in terms of being an educational space, a community space, a graduation space, convocation space, etc. We are very excited that we could possibly see this year being a year that we get something that this community talked about in a number of phases. Thank you, Laura, for the ability and time to be able to report. I thought everybody needs some good news during this tough time. I hope everybody agrees that this is indeed good news.

## APPENDIX III

# GER Assessment 2020/2021

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GER and Academic Assessment and Evaluation Committees

## ELECTIVE OUTCOMES IN THE FLEXIBLE CORE

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- Fall 2020
  - US Experience in its Diversity
  - Scientific World
  - Individual and Society
- Spring 2021
  - Creative Expression
  - World Cultures and Global Issues

## PARTICIPATION

Flexible Core Category	Sections Sampled	Sections Assessed	Students' Work Assessed
United States Experience in its Diversity	2	2	119
Scientific World	4	4	272
Individual and Society	7	7	392
Creative Expressions	5	4	250
World Cultures and Global Issues	4	3	82
Total	22	20	1,013

## U.S. EXPERIENCE IN ITS DIVERSITY

- 1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- 2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- 3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

## U.S. EXPERIENCE IN ITS DIVERSITY

Student Learning Outcome	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Top 2 Categories	# of Students	# of Sections
1a. <u>Identify</u> the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity.	2%	15%	56%	27%	83%	119	1
1b. <u>Analyze</u> the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity.	3%	18%	50%	29%	78%	119	1
2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.	4%	46%	35%	14%	50%	119	1
3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.	4%	46%	24%	25%	50%	119	1

## SCIENTIFIC WORLD

- 1. Identify (A) and apply (B) the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
- 2. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
- 3. Articulate and evaluate the empirical evidence supporting a scientific or formal theory.



## SCIENTIFIC WORLD

Student Learning Outcome	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Top 2 Categories	Num of Students	Num of Sections
2a. Identify the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world.	2%	7%	80%	12%	92%	370	3
2b. Apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world.	7%	8%	75%	14%	89%	271	3
2. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.	2%	7%	81%	9%	92%	346	4
3. Articulate and evaluate the empirical evidence supporting a scientific or formal theory.	2%	10%	46%	32%	79%	95	2

## INDIVIDUAL AND SOCIETY

- 1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
- 2. Examine how an individual's place in society affects experiences, values, or choices.
- 3. Articulate and assess ethical views and their underlying premises.

## INDIVIDUAL AND SOCIETY

Student Learning Outcome	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Top 2 Categories	Num. of Students	Num. of Sections
1a. Identify the fundamental concepts and methods of a discipline exploring the relationship between the individual and society.	6%	22%	53%	20%	82%	351	7
1b. Analyze the fundamental concepts and methods of a discipline exploring the relationship between the individual and society.	9%	20%	56%	16%	82%	351	7
2. Examine how an individual's place in society affects experiences, values, or choices.	4%	8%	56%	32%	89%	369	7
3. Articulate and assess ethical views and their underlying premises.	4%	4%	59%	33%	92%	335	7

## CREATIVE EXPRESSION

- 1. Identify (A) and apply (B) the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- 2. Analyze (A) how arts from diverse cultures of the past serve as a foundation for those of the present, and (B) describe the significance of works of art in the societies that created them.
- 3. Articulate how meaning is created in the arts or communications (A) and how experience is interpreted and conveyed (B).

## CREATIVE EXPRESSION

Student Learning Outcome	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Top 2 Categories	Num. of Students	Num. of Sections
1a. Identify the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression.	9%	29%	47%	15%	62%	150	4
1b. Apply the fundamental concepts and methods of a discipline or inter-disciplinary field exploring creative expression.	3%	25%	50%	22%	82%	66	3
2a. Analyze how arts from diverse cultures of the past serve as a foundation for those of the present.	5%	22%	64%	10%	83%	149	3
2b. Describe the significance of works of art in the societies that created them.	6%	22%	57%	15%	77%	66	3
3a. Articulate how meaning is created in the arts or communications.	8%	17%	47%	28%	76%	66	3
3b. Articulate how experience is interpreted and conveyed in the arts or communications.	5%	9%	62%	24%	85%	149	4

## WORLD CULTURES AND GLOBAL ISSUES

- 1. Identify (A) and apply (B) the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- 2. Analyze culture, globalization, or global cultural diversity (A), and describe an event or process from more than one point of view (B).
- 3. Analyze the historical development of one or more non-U.S. societies.



## WORLD CULTURES AND GLOBAL ISSUES

Student Learning Outcome	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Top 2 Categories	Num. of Students	Num. of Sections
1a. <u>Identify</u> the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.	0%	9%	55%	37%	92%	82	3
1b. <u>Apply</u> the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.	2%	13%	52%	34%	85%	82	3
2a. <u>Analyze</u> culture, globalization, or global cultural diversity	2%	6%	72%	22%	92%	65	2
2b. <u>Describe</u> an event or process [related to culture, globalization, or global cultural diversity] from more than one point of view.	2%	10%	50%	38%	88%	82	3
3. <u>Analyze</u> the historical development of one or more non-U.S. societies.	2%	12%	52%	35%	87%	82	3

## RECOMMENDATIONS

- Add courses to the U.S. Experience in its Diversity category
- Discuss the meaning of specific outcomes for programs in the flexible core.
- Continue to foster a positive assessment culture at Hunter College by supporting assessment coordinators in programs and providing opportunities for assessment discussions around GE assessment.
- Utilize data, along with data from previous years, to strengthen the next cycle of GE assessment.



APPENDIX IV

REPORT TO THE HUNTER  
COLLEGE SENATE  
Presented by the UCSC & GCSARC

OCTOBER 27, 2021

NYSED REGULATION CONCERNING DISTANCE  
LEARNING

- ▶ ***“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>).

## Suggested Elements to Add to Online or Hybrid Course Syllabus

1. **Course information**: Whether class is synchronous or asynchronous learning; class days, times and location of online meeting room.
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.

## Suggested Elements, cont.

3. **Expectations for Student participation**: What counts as student participation and how it will be graded; camera policy for synchronous classes; specific equipment or software required for student participation
4. **Assessment**: How students will be assessed; (*how cheating will be mitigated.*)
5. **Accessibility**:
  - a. Are video materials captioned?
  - b. Are word documents and powerpoint slides readable by screen readers?

## Sample Syllabus – Provost Office

([http://www.hunter.cuny.edu/provost/repository/files/Hunter%20College%20Syllabus%20Checklist\\_Aug2020%20-1.pdf/view?searchterm=syllabus](http://www.hunter.cuny.edu/provost/repository/files/Hunter%20College%20Syllabus%20Checklist_Aug2020%20-1.pdf/view?searchterm=syllabus))

## HUNTER COLLEGE ONLINE/HYBRID RESOURCES

CENTER FOR ONLINE LEARNING (RESOURCES &  
WORKSHOPS AND EVENTS)

<https://hunter.cuny.edu/center-for-online-learning/>

DESIGNING ONLINE MODULES

<https://modulemaking.commonsgc.cuny.edu/>

## APPENDIX V

### On Moving Forward on Modes of Instruction from the Pandemic Emergency- Draft Oct 21

Whereas, The Senate and the Senate Administrative Committee (SAC) has been gratified by the successful partnership with the Hunter and CUNY administrations in dealing with the uncertainties of the Covid virus and how it affects pedagogy, students, faculty, staff, and the broader Hunter College community;

Whereas, We have embraced the need for extraordinary measures and have temporarily ceded some Senate and faculty prerogatives to enable the Hunter College community to responsively address issues and needs as they have arisen in this period;

Whereas, One of the temporarily ceded prerogatives concerns the mode of delivery of instruction;

Whereas, This semester we have already started the move towards non-emergency operation and expect that to continue in subsequent semesters;

Whereas, Two anticipated changes are that

a) new course proposals may involve a course having more than one mode of instruction (or instructional modality), where if approved, that course could be taught in any of those modes in any semester (at the discretion of the department/program),

b) some departments/programs may want to start regularly offering online sections of courses that were originally conceived, approved, and offered under the in-person modality;

Whereas, 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 academic departments or equivalent units of the College. All changes in any 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);

Whereas, In recent years and months the variety of modes of instruction in college instruction has greatly expanded and is still in the process of being developed and distinguished, and for some modes, adding a mode of instruction to a course is substantive and may affect the nature of a program; and

Whereas, The Senate curriculum committees are currently deliberating on their processes for adding modes of instruction to existing courses on the books and for approving new courses for more than one mode of instruction;

Resolved, That the Senate exercise its policy making responsibility on instruction starting this semester by allowing, while Senate processes are being developed, departments to maintain discretion, consistent with rules of NYSED and the decisions of CUNY and the BOT, on the modes of instruction utilized in its semesterly offerings for courses already on the books. After a year in which a Senate process is in place, departments and programs may only utilize a modality that has been approved by the relevant Senate curriculum committee for that course.