

**COLLEGE-WIDE SENATE**

**SPECIAL MEETING**

Online Senate Meeting on Zoom

Thursday, March 3, 2022

3:30 – 5:00 PM

Meeting Minutes

**Present:**

* **Allied Health**: Professors Ronette Shaw and Rayola Chelladurai, Diana Macri
* **Behavioral and Social Sciences**: Professors Felipe Pimentel, Nancy Genova, and Ernest Ialongo (Senate Chair)
* **Business**: Professors Claude Fernandez and Carol Huie
* **CLT Representative**: Mr. Marino Corniel
* **English**: Professors Michael Krystyna, Alexandra Milsom, and Sean Gerrity
* **Education**: Professors Jacqueline DiSanto, Michael Gosset, Eunice Flemister, and Iris Mercado
* **Gittleson Representative**: Mr. Clifton Pierce
* **Humanities**: Professors Humberto Ballesteros, Thomas Beachdel, Ana Ozuna, Emmanuel Velayos Larrabure, and Catherine Lewis,
* **Language and Cognition**: Professor Karin Lundberg
* **Library**:  Professor Jorge Matos
* **Mathematics**: Professors Alexander Vaninsky and Moise Koffi
* **Natural Sciences**: Professors John Gillen and Debasish Roy
* **Higher Education Officers** **(HEOs):** Mr. Carlos Rivera, Ms. Safiya Faustin, Ms. Silvia Reyes, Mr. Theudys Mejia, Ms. Alba Lynch, Ms. Cynthia Morales-Delbrun, Mr. Peter Travaras, Mr. Ray Perez, Mr. Michael Martinez, Ms. Elizabeth Wilson, Mr. Iber Poma, Ms. Marsha Milan-Bethal, Ms. Yvonne Rosario-Quiroz
* **Public Safety/Maintenance**: PS Officer Clara Albino
* **University Faculty Senate (UFS)**: Professors Eugena Griffin, Gail August, and Julie Trachman
* **Professional Staff Congress**: Professor Craig Bernardini
* **Senate At-Large Faculty Representatives**: Professors Hector Soto (Senate Vice-Chair), Andrew Connolly, Natasha Yannacañedo, Clara Nieto-Wire, Juno Morrow, Carl Grindley, Stacey Cooper, Damaris-Lois Lang, and Elys Vasquez-Iscan
* **Adjunct Representative**: Professors Ruben Worrell and Pamela Stemberg
* **Student Government Association Representatives (SGA)**: Mr. Brian Carter, Ms. Brigitte Thiombiano Bouampoundi, Mr. Junior Carela, Ms. Amdiya Kyemtore, Ms. Sonya-Jo Hamilton, Ms. Kim Lloyd, Ms. Aniya Young

**Absent:**

* **Mathematics**: Professor Edme Soho
* **Student Government Association Representatives (SGA):** Mr. Abdul Abubakar, Ms. Pamela Lomastro

**Excused Absence:**

* **Higher Education Officers (HEOs):** Ms. Daliz Perez-Cabezas
* **Senate At-Large Faculty Representatives**: Professor Matt Moses

**Non-Voting Members:**

President Daisy Cocco De Filippis, Provost Shiang-Kwei Wang, VP Esther Rodríguez-Chardavoyne, Dean Babette Audant, Mr. Eugene Sohn, and Parliamentarian Mr. Shmuel Gerber

**Non-Voting Members Absent:**

VP Evelyn Fernandez-Ketcham, VP Colette Atkins, Ms. Emily Tenzer Santoro (HEO Organization Chair)

**Guests**:

Linda Ridley, Vyacheslav Dushenkov, Tovah Thompson, Iris Mercado, Haruko Yamauchi, Rocio Rayo, Elizabeth F, David Primak, Jewel Jones, Porsha jones, Graciano E Matos, Tram Nguyen, Lillian Morales, Daniel Casey, Nieves Angulo, Roberto Williams, Linda Miles, Rufina Amadiz, Fabian Wander, Yvonne Rosario-Quiroz, Jeanette Cadiz, Joan Beckerman, JungHang Lee, Allison Baptiste, Geetha Ajay, Allison Lee, Malik Pellington, Jerry Rosa, Alisa Roost, Ever-lyn Oxley, Inmaculada Lara Bonilla, Aixa McLean, Jason Libfeld, Suprina Frazier, Heidi Bollinger, Wendy Small-Taylor, Victoria Munoz, Amina Tajbhai, Julia Vargas, Aaron Botwick, Manuel Livingston, Christine Hutchins, Madeline Ford, AJ Stachelek, Rosemary Batista, Ann Genzale, Sherese Mitchell, Milagros Nunez, Elizabeth Porter, Joyce Dais,India Clemente, Su Ng, Jason Buchanan, Ramona Perez, Asrat Amnie, Johanna Arroyo Peralta, Andrea Gabbidon-Levene, Norberto Michel Hernandez Valdes-Portela, Jessica Powell, Lauren Wolf, Terrence Brown, Ashant'e Diggs, Estel Ortega Frederick, Luz Rivera, Esther Rodriguez-Chardavoyne, William Casari, Marcella Bencivenni, Charles Drago, A Ogunka, Bianca Rivera, Carmen Sosa, Melanie Garcia, Jaime Woody, Gregory Marks, Courtney Dawson, Marie Gonzalez, Camelia Sotolongo, Tamara Washington, Luz Fontanez, Anna Ivanova, Linda Alexander, Bronislaw Czarnocha, Nelson Nunez Rodriguez, Andrea Fabrizio, Vladimir Ovtcharenko, Linda Hirsch, Nicole Miller, Karen Steinmayer, P. Shannon, Antonios Varelas, April Gopie, Francisco Fernandez, Kay Bell, Sarah Brennan, Eric Rodriguez, Maria Cano, Lisa Tappeiner

1. **Call to Order**

The Roll was called to identify voting Senators

Quorum established at 3:36 PM

Senate called to order at 3:36 PM

1. **Acceptance of Agenda**

Any Additions?

None

Any objections?

None

Agenda accepted as pre-circulated with addition

1. **Chair’s Report**

Professor Ernest Ialongo - Senate Chair

* Noted the decorum required and process to follow to allow for a productive meeting. Asked for approval of Chair recognizing people in the order they raised their hands, and the Chair would endeavor to have all constituent bodies heard. No objections. Acknowledged this meeting as a Special Senate Meeting requested by 26 Senators [see Appendix]. Recognized Professor Bernardini, PSC Hostos Chair, to commence and discuss the topic that led to the requests for the special meeting.
1. **Testimonies**

Professor Craig Bernardini - PSC Chair

* Explained the reason that he and 25 other Senators requested this meeting is to discuss the impact of the 70% in-person mandate as well as the one class in person mandate per full time faculty, and the redefinition of hybrid classes as online (not in person). It's an attempt to give adequate space for constructive exchange about concerns raised by many members of our college community.

Professor Carl Grindley – Chair of Language and Cognition Department

*Submitted testimony, as received*

* I have two comments regarding the 70-30 mandate. My first comment is an objection to 70-30 mandate based on the nature of the mandate. To me, it is an overreach of the powers of Central, and indeed of all stakeholders other than department chairs. The Board of Trustees bylaws and the Hostos Charter of Governance are clear that scheduling is the prerogative of chairs. No other stakeholders are listed, not even faculty. To me, and since we were operating under an NYSED exemption, we should have been able to schedule modalities at will. My second comment is that with the future expiration of a NYSED exemption, we will be limited to 50% online courses in a program. The problem is that it is unclear what is meant by a program. For example, in service departments, such as Language and Cognition, that do not have programs per se, what exactly does that NYSED mandate mean… is it calculated across the entirety of the college exempting online programs themselves? Is it department by department? Option by option? Program by program? As department chairs, many of us have an urgent need to know how NYSED regulations will be interpreted. I have two recommendations: one, that the college re-affirm the charter rights and by-law rights of department chairs with regard to scheduling. And two, that the college’s senior leadership solicit opinion on NYSED’s regulations. Calculation of the NYSED regulation in regards to Programs and Non-Programs

Professor Nieves Angulo – Chair of Mathematics Dept.

* Talked about how the Math department enrollment has woefully reduced, with 25 sections canceled. Stressed the importance of having in-person instruction for Math as being necessary, however, cautioned we concentrate on our students and not necessarily the state’s data which does not capture our typical student body accurately. Expressed that social mobility requires that we listen to our students.

Professor Claude Fernandez – Interim Chair of Business Dept. and

Unit Coordinator

* Had to move students to other colleges, especially graduating students because of limited online classes. Asked why 70% and not the NYSED 50% recommendation? Beckoned on a well-thought-out policy to drive our processes.

Professor Elys Vasquez Iscan – At Large Senator; Education Department, Aging and Health Studies Unit Coordinator

 *See Appendix*

* Read testimonials from students.

Professors Pamela Stemberg – Adjunct Senator; English Department

* Stated 3 things to share. They included, firstly, why the scarcity of online classes, students asked, who were still burdened by the pandemic’s effects? Secondly, expressed concern with the over-reaching of the administration against the jurisdiction of the chair’s power to assign courses pertaining to the department, completely ignoring governance issues. Thirdly, why did the modality of hybrid classes switch to online class designation without any justification?

Mr. Michael Martinez – Senator; Counseling

* Reminded all that trying to balance life with school is difficult, and hence focusing on our students is essential. Stated that the students we mostly serve are nontraditional students and hence flexibility is very important.

Ms. Faustin – Senator; Student Success Coaching Unit

* Shared a couple of points regarding the following:

Think of a post-pandemic society and how we can plan effectively to support students practically. What if 50% online was better for students? Asked if the 70% in person modality impacted enrollments. How are other community colleges handling the same issues? Child care is a big issue for our students. How are they being supported in that regard? How can we enrich our instructional modalities for a more robust approach to adequately provide quality instruction to our students?

Professor Julie Trachman - UFS and Hostos Senator; Biology Unit Coordinator, Natural Sciences Department

* Shared her understanding of shared governance in line with 70/30, as per the by-laws and Charter of Governance.

Explained the rationale of 70/30 by the Central Office was to increase retention by making modalities similar to colleges outside CUNY.

Natural Sciences made in-person work well. No classes were canceled. Most, if not all adjuncts were re-hired in the Natural Sciences Department.

Acknowledged the need for shared governance in decision-making processes had been explicitly stated at the UFS and now here at Hostos.

Professor Jacki DiSanto – Chair of Education Dept.

*Submitted testimony, as received*

* THE IMPACT OF THE SPRING 2022 SCHEDULING

Spring schedule caused unnecessary anxiety in already anxious times. Early Childhood Education (ECE) is a state-registered online program that is supposed to offer 50% of its courses asynchronously. Students in ECE are told at their first meeting with a program advisor that we offer all 9 required courses on a rotated basis across three modalities: in-person, hybrid, and asynchronous. The words I use over and over again are: Don't worry. We've got a schedule for you. Students depend on our program's practice of offering every required EDU course at least once every academic year in their preferred or perhaps most convenient learning environment. That did not happen this spring. I broke my word and, as several colleagues have already shared, students could no longer schedule classes around child-care availability and work hours. We also could not accommodate students who made an adult decision not to vaccinate, which should not impact their ability to take courses due to our online-program status.

Five students that I know of applied for ePermits for science and modern language courses.

One student had to take her final course in her degree at another college where her course will end two weeks after our commencement. Students moved out of NYC without ever thinking they would have trouble completing their degree because we have the long-standing practice of rotating modalities. Additionally, students who are employed in full-time positions depended on a rotation of hybrid sections in the evening. We did not offer any hybrid sections this spring because they skewed us over the 30% maximum.

The EDU Dept. is conducting a survey asking students which modality they will want or need for the EDU courses they still have to take this fall. The findings for Early Childhood so far are 2/3 preferring some form of online learning, a little less than a third for face-to-face sections, and the rest hoping for evening and Saturday--pretty close to the way we did it pre-pandemic, except that students chose synchronous pretty much as often as they did asynchronous. Many of our students--perhaps the majority--entered Hostos in spring 2020 or later and have only known online higher education taught by faculty who went through intensive training to help them prepare effective online learning environments. They may now be able to make educated selections for modalities that best meet their preferences, their needs, and their responsibilities without being swayed in either the in-person or online direction.

My hope for the fall is that we will be able to give the students what they need and prefer.

Thank you for your time.

Mr. Brian Carter - SGA President

* Expressed mixed emotions regarding the 70/30 mandate among students. Stated however that students should have the option to learn in person as well as online, particularly because of the pandemic. Spoke on the impact of the pandemic on the overall well-being of all, and the need to consider healthy precautions. Encouraged tenacity to continue through to the end for all.

Professor Jorge Matos – Senator; Library

* Resources spread thin in providing both online and in-person support in the Library. Mandates had a damaging effect on the flexibility of community colleges in particular. Health issues continue to mount, and reiterated the limited staff support for the work of the Library.

Professor Madeline Ford – Chair of Library Department

* Public transport is unsafe and the ricochet of quarantine for staff that are ill makes it harder to sustain a healthy cohort of staff to support faculty and students alike.

Sonya-Jo Hamilton – Student Senator

* Supported the need for online modalities. Expressed difficulty as a student who is also a parent with little or no form of support to accommodate her academic needs – an online modality.

Professor Ana Ozuna – Senator; Black Studies Unit Coordinator, Humanities Department

* Called for unity stating we are all Hostos, and we should all be on deck and engage effectively in our collective efforts as a community for progress. Expressed mandate created distress and undue chaos that could have been remedied with the flexibility necessary to efficiently support our students. The stress was felt by the students, faculty, and support staff of the departments.

Professor Alisa Roost – Chair of Humanities Dept.

*Submitted Testimony, as received*

* Mandate is affecting pedagogy

Unprecedented times

Enrollment is down nationwide

Everyone trying to predict future to do what is best for CUNY.  But we can’t go back to 2019.

The CUNY-Central mandate is ignoring students’ desires, and pedagogical innovations.

Need to meet students’ needs at the closest level to the students, and that is at the department level, as the Charter says.

1.      Students want on-line and hybrid options

a.      I have had students

                                                    i.     Nursing a baby

                                                   ii.     Driving an Uber

                                                  iii.     Secretary at a charter school

                                                  iv.     Fast food worker

2.      Central is ignoring pedagogical developments

a.      Hybrid redefined as online, and limited its usage

b.      Students have learned to use online learning.  Many want it

3.      When looking at what students are actually registering for, we must meet students’ online needs

a.      3 sections of COM 110 are fully enrolled and students were asking for overrides
Same time: 9 in-person sections had 12 students enrolled

b.      Mandate prevented us from opening new sections

c.      Students and coaches kept asking for overrides

I love being in the classroom.

We all want to meet students’ needs.

CUNY Central needs to recognize us as a resource in supporting the development of CUNY’s future; not as a roadblock.

Professor Joan Beckerman, Adjunct Professor, Behavioral and Social Sciences Department

* Looks forward to the return. Likes the idea and thought of being back on campus, however, the campus is not ready for student return. No cafeteria, no sitting area, no water fountains, closed garden, no pool, etc.

Expressed the hybrid model has been beneficial because students get to meet in person, increasing the connection among the students, and influencing virtual engagement when they meet online.

Professor Damaris-Lois Yamoah Lang – SEC member & Recording Secretary; Natural Sciences Department

* Let’s be solution-oriented. Flexibility is key in accommodating our students effectively. We all should be mindful however that student success in their career choices should be paramount in shaping our instructional process for the sake of true support for student academic achievement and success.

Professor Lauren Wolf, Mathematics Department

* Expressed that she is thrilled to be back. All 4 classes are in-person and students are thrilled to be back. However, pointed out that the opening and coming back have not been thought through. Stated that the cafeteria is open but there is no food. Very limited Library hours. No plans or protocols for possible sickness due to the re-opening.

Mr. Junior Carella – Student Senator and Member of SEC

* Likes to be back, but a slowly calculated return should have been the plan and focus. Requested more training and support to do online for both students and faculty.

Professor Marcella Bencivenni – Social Sciences Unit Coordinator, Behavioral and Social Sciences Department

*Submitted testimony, as received*

* I want to start by saying that I understand the desire of CUNY to be back to in-person teaching. I don’t think anyone here disputes the pedagogical and socio-emotional benefits of a face to face classroom and campus experience. But the mandate has left a real scar and undermined faculty, students and staff’s trust in the CUNY administration’s ability to make sensible decisions that help mitigate the difficulty and stress created by the pandemic. Ironically, the impact of the mandate has done precisely the opposite, creating more stress and anxiety in a time when people are still grieving and hurting.

For many, it just felt that CUNY central and campus Presidents were completely disconnected from the realities of our students, faculty and staff, particularly those with young unvaccinated kids or vulnerable health conditions. Or that, as some put it, they simply did not care.

The mandate put also chairs and coordinators and office assistants in a very difficult, almost impossible decisions as we had to mediate between the requests and ever changing guidelines from OAA and the needs and reservations of our faculty and students. First, I had to persuade faculty in my unit to come to teach in person despite the fact that literally all of them had told me that their students were telling them, as they were telling me, that they would prefer online classes, for all the reasons that the students’ letter we heard earlier articulated. Then, for two weeks before the start of classes, during my annual leave, I had to have endless conversations about the schedule with my chair, OAA, the registrar and our office assistant. Eventually I had to tell some faculty that their face-to-face classes were cancelled, and we had to email all students in those classes to tell them their classes were cancelled.

One adjunct asked me: would I still have my class if the class had been scheduled online?

Sadly, I think she would have had it. And what made me not only sad but also angry was that I was complicit in the loss of that class.

I don’t want to be in this situation again.

Professor Ballesteros - Modern Languages Unit Coordinator, Humanities Dept.

* Loves teaching in-person and also supportive of in-person classes based on best practices from a pedagogical perspective, however, emphasized the need for flexibility. Gave an account of a student with special needs who was unable to continue studies because of a lack of accommodation for an online section.

 Professor Linda Ridley - Business Department

* Echoed the relevance of shared governance, and Chair’s prerogatives over the schedule. Dismayed at the lack of being heard. From her specialty in organizational dynamics, she expressed it was quite off-putting to witness the ill preparation for the return to campus.

Professor Hector Soto - Senate Vice Chair; Behavioral and Social Sciences Department

* Stated that the scheduling process for the spring was not well-formed to provide the necessary support for our non-traditional student body. Students of low socioeconomic standing have been hit hard due to the pandemic impact compared to more affluent areas. Echoed the relevance of shared government and not the top-down approach used for spring schedule.

President Daisy Cocco De Filippis

* Expressed some items stated were not accurate. The administration did what it could do as it pertains to the CUNY mandate, and CUNY funds the college. She reported that flexibility was allowed. Alluded that in-person and online were almost 50/50 split. She expressed her dissatisfaction over the class schedules, and how that led to extensive cancelations. Explained cafeteria vendor issue is based on bankruptcy.

The Chair, after noting Senate procedures for this meeting, recognized the next person with their hand raised.

President Daniel Casey - Adjunct Professor, English and Humanities Department

* Expressed premature class cancellations may be causing low enrollments. Waiting closer to the beginning of the semester before classes are canceled would be preferable. In doing so, he believed many of the classes would gain enough students to run, fewer sections would be canceled, and fewer remaining sections would be over-tallied. Fewer full-time faculty would be jostled around with last-minute schedule changes. Fewer part-time faculty would lose income and possibly would not have their health insurance jeopardized, most importantly.
1. **Adjournment**

The Chair noted that the number of Senators present had dropped below quorum level. The Chair motioned to adjourn, and asked if any objections to continuing to informally continue the meeting to hear further testimonies. No objections.

Meeting formally adjourned at 5:27 pm

1. **Unofficial Testimony Ensued**

Senior Vice-President Esther Rodriguez-Chardavoyne

* Wanted to clarify some issues, based on testimony heard.

Expressed the availability of masks, but was unsure why the students were unable to have access. Requested faculty to send an email if that should happen. In terms of the cafeteria, it is now open. The President noted our previous cafeteria vendor had gone bankrupt, and many of the vendors had gone bankrupt because of the pandemic. The college is making progress however to secure one. The issue of the closed water fountains was based on CDC guidelines. Opening guidelines are being followed, based on University guidelines. Noted that class cancelations are being done closer to the start of the semester to maximize enrollment with the decision being made with Chairs. Expressed the need to have data to provide informed decisions. Hoping we all end at a “happy” place with decisions in our collective work.

Professor Immaculada Lara Bonilla – Latin American and Caribbean Studies Unit Coordinator, Humanities Dept.

* Only canceled 3 classes in her unit, adopting a very collegial process with the faculty. Shared the need to think, discuss, and look towards this new future to discuss not only data but also ideas of what a new campus is going to look like, expanding on opportunities for the next generation campus.

Professor Felipe Pimentel - Senator, Behavioral and Social Sciences Department

* We need a solution to the decline in enrollment. Community college enrollment is a challenge nationwide. We need flexibility to create balance in the way that we can support all modalities.

Professor Clara Nieto-Wire - At-Large Senator, Mathematics Department

* Noted her comfort with teaching both in-person and online. However, being that the pandemic forced an immediate all-online modality, the coming back to in person should be gradual and flexible.

At 5:45 the Chair requested that the informal part of the meeting come to an end, and reminded all to submit their testimonies to the Recording Secretary. He thanked all for attending and for sharing their experiences.

**Submitted by**

*Dr. Damaris-Lois Yamoah Lang*

**APPENDIX:**

1. Meeting Request: The following was delivered at the February 17, 2022 Senate Meeting

Request for special Hostos College Senate meeting

We, the undersigned senators, request a special meeting to discuss the impact of CUNY’s 70% in-person class mandate on the college. Discussion would include (but not necessarily be limited to) the effects of said mandate and its implementation on: enrollment, registration, and the college’s fiscal health; availability of classes for students; workload for chairs, coordinators, student support staff, and college office assistants; hours, health insurance, and employment for adjunct faculty; full-time faculty schedules; and shared governance. We feel the senate is the proper venue for this discussion because the body is broadly representative of the college community, and would give everyone who attends—faculty, staff, and students; senators and non-senators—an opportunity to participate in a constructive exchange about the impact of this provision on their teaching, learning, and/or working conditions. Our goal is for the college to be able to move toward Fall 2022 in a spirit of shared governance, cooperation, and open dialogue.

1. Gail August, UFS
2. Humberto Ballesteros, Humanities
3. Craig Bernardini, PSC
4. Andrew Connolly, At-large
5. Stacey Cooper, At-large
6. Jacqueline DiSanto, Education
7. Eunice Flemister, Education
8. Nancy Genova, Behavioral & Social Sciences
9. Sean Gerrity, English
10. Michael Gosset, Education
11. Eugena Griffin, UFS
12. Carl Grindley, At-large
13. Damaris Lois-Lang, At-large
14. Alba Lynch, HEO
15. Diana Macri, Allied Health
16. Jorge Matos, Library
17. Krystyna Michael, English
18. Alexandra Milsom, English
19. Clara Nieto-Wire, At-large
20. Ana Ozuna, Humanities
21. Felipe Pimentel, Behavioral & Social Sciences
22. Iber Poma, HEO
23. Pamela Stemberg, Adjunct
24. Julie Trachman, UFS
25. Elys Vasquez-Iscan, At-large
26. Natasha Yannacañedo, At-large

2. Professor Elys Vasquez-Iscan Testimony

Prof. Vasquez-Iscan read the following letter delivered to her from her students:

November 19, 2021

To whom this may concern:

 We are writing to bring your attention to a critical problem that many of us students are experiencing. According to CUNY, they want 70 percent of its students to return to traditional in-person courses. Not every person, however, is capable of adhering to the new CUNY norms or guidelines. Many students are still reeling from the debilitating impacts of Covid-19, which occurred earlier this year. Considering the current situation in our country and the ongoing threat of communicable disease, including the growing community spread and increasing cases within the city itself, we believe that the school should not support the idea of putting the health of our community at risk when a safe, viable alternative in the form of remote education is readily deployable. While it may seem to be a little problem for some, it is in fact rather significant. Every individual student is coping with the many difficulties that the epidemic has brought about. For example, some are now able to work full time, necessitating the need for online courses, while others are still unemployed and unable to support themselves financially at the present. In addition, some do not have access to childcare and do not want to place their children in daycare for reasons of safety, regardless of what anybody thinks. Furthermore, students are concerned about infecting their young children, who have not yet had vaccinations or who are unable to get vaccinations. I believe that we have the right to make our own choices about our education and our own safety, both for ourselves and for our children, and I believe that we should be allowed to do so. It seems unjust that you are forcing us into doing this in person rather than online. If the school announces that they support us and our decision, we may infer that they are paying attention to what we have to say. The ability to connect in person should be available to those who like to do so, and those who prefer to continue online should also be able to do so. Let’s give our students the opportunity to choose what they rather do.

Concerns by students:

"Is working full-time at the moment and having a hard time fitting school in so online would be beneficial to me"

 "Just had a baby and isn't comfortable leaving home"

 " Having financial issues at the moment and is looking for full-time work and is comfortable being home"

"At this moment I can't attend in person because I don't want to put my 2-year-old at risk. He is home with me. The spring is my last semester and I'm missing 2 HLT classes I can't enroll in because it's in person. I feel like we should be accommodated because we are still going through a pandemic. I understand that CUNY wants 70 percent back in person, but I do believe we should have a choice."

" I have already encountered so many issues that if I had to be in person I would have missed so many classes which is very much likely to be the same for next semester as it has to do a lot with my child getting sick and not being to attend school or getting quarantined which when that happens we can only be home"

"I hope everyone does opt in to making online courses like Chem 120 next semester available online cuz right now it’s only in person with only 3 schedules available which is ridiculous. Thanks for taking the lead along with others."

"I am dealing with anxiety and depression"

 Sada Johnson- Sjohn1893@stu.hostos.cuny.edu

Rossini Perez- Rperez6190@stu.hostos.cuny.edu

Aliza Lausell- Alaus3413@stu.hostos.cuny.edu

Salimatou Barry- Sbarr0860@stu.hostos.cuny.edu

Shelsie Bailon- Sbail4346@stu.hostos.cuny.edu

Johanna Perez- Jperez7379@stu.hostos.cuny.edu

Tyana McGee- Tmcge2503@stu.hostos.cuny.edu

Erminda Abreu- eabre5598@stu.hostos.cuny.edu

Magdalene Addo- MADDO9326@stu.hostos.cuny.edu

Minelly Hernandez- mhern4451@stu.hostos.cuny.edu

Lizbeth Martinez- lmart4378@stu.hostos.cuny.edu

Ashly Cabral- Acabr7240@stu.hosts.cuny.edu

 Tanatswa Mundangepfupfu- tmund0097@stu.Hostos.cuny.edu

 Adrian Simpson- asimp8278@stu.Hostos.cuny.edu

 Yasmine Kiser- YKISE1828@stu.hostos.Cuny.edu

Esthefani Almonte- almonteesthefani@gmail.com

 Delila Soler- DSOLE4002@stu.hostos.CUNY.edu

Diandra Fernandez - DFERN7051@stu.hostos.CUNY.edu

Janine Weekes- jweek8158@stu.hostos.cuny.edu

Nelly Marte- Nmart9441@stu.hostos.cuny.edu

Michaiah Winbush- mwinb4597@stu.hostos.cuny.edu

Lorena Mateo Nunez- LMATE2780@stu.hostos.cuny.edu

Justin Hunter- justin.hunter60@hostos.cuny.edu

Mariama Balde -MBALD2999@STU.HOSTOS.CUNY.EDU

Melisa Hardowar -MHARD9717@stu.hostos.cuny.edu

Lizette Garcia- LGARC2469@stu.Hostos.cuny.edu

Luis Torres - luis.cod.115@gmail.com

Bettina Ingaran- binga5388@stu.hostos.cuny.edu