

**COLLEGE-WIDE SENATE**

**GENERAL MEETING**

Online Senate Meeting on Zoom

Thursday, December 16, 2021

3:30 – 5:00 PM

**Senate Meeting Minutes**

**Present:**

* **Allied Health**: Professors Ronette Shaw and Rayola Chelladurai, Diana Macri
* **Behavioral and Social Sciences**: Professor Ernest Ialongo (Senate Chair)
* **Business**: Professors Claude Fernandez and Carol Huie
* **CLT Representative**: Mr. Marino Corniel
* **English**: Professors Alexandra Milsom, and Sean Gerrity
* **Education**: Professors Jacqueline Di Santo, Michael Gosset, Eunice Flemister, and Iris Mercado
* **Gittleson Representative**: Mr. Clifton Pierce
* **Humanities**: Professors Humberto Ballesteros, Thomas Beachdel, Emmanuel Velayos Larrabure, Catherine Lewis
* **Language and Cognition**: Professor Karin Lundberg
* **Library**:  Professor Jorge Matos
* **Mathematics**: Professors Moise Koffi, Edme Soho
* **Natural Sciences**: Professor John Gillen
* **Higher Education Officers** **(HEOs):** Mr. Carlos Rivera, Ms. Elizabeth Wilson, Mr. Iber Poma, Mr. Raymond Perez, Mr. Theudys Mejia, Mr. Travaras Geter, Ms. Safiya Faustin, Mr. Michael Martinez, and Ms. Daliz Perez-Cabezas, Yvonne Rosario Quiroz, Ms. Cynthia Morales Delbrun, Silvia Reyes
* **University Faculty Senate (UFS)**: Gail August, and Julie Trachman
* **PSC**: Professor Craig Bernardini
* **Public Safety/Maintenance**: PS Officer Clara Albino
* **Senate At-Large Faculty Representatives**: Professors Hector Soto (Senate Vice-Chair), Natasha Yannacañedo, Juno Morrow, Carl Grindley, Stacey Cooper, Damaris-Lois Lang, and Elys Vasquez-Iscan
* **Adjunct Representative**: Professor Ruben Worrell
* **Student Government Association Representatives (SGA)**: Mr. Brian Carter, Mr. Junior Carela, Ms. Bouampoundi Brigitte Thiombiano, and Mr. Raymond Flowers, Sonya-Jo Hamilton; 6 vacancies

**Absent:**

* **English:** Professor Krystyna Michael
* **Humanities:** Professor Weldon Williams
* **Language and Cognition**: Professor Mildred Rabry
* **Mathematics**: Professor Alexander Vaninsky
* **Adjunct Representative:** Prof. Pamela Stemberg
* **Student Government Association Representatives (SGA)**: Ms. Brittany Lanzano, Mr. Abdul Abubakar

**Excused Absence:**

* **Behavioral and Social Sciences:** Prof. Felipe Pimentel, Prof. Nancy Genoa
* **English: Prof.** Andrew Connolly
* **Senate At-Large Faculty Representatives**: Professors Matt Moses, Prof. Clara Nieto Wire
* **Natural Sciences:** Prof. Debasish Roy
* **HEOs:** Ms. Marsha Milan-Bethel, Ms. Alba Lynch
* **University Faculty Senate:** Prof. Eugena Griffin

**Non-Voting Members:**

President Daisy Cocco De Filippis, Provost Charles Drago, Ms. Emily Tenzer Santoro (HEO Organization Chair), Parliamentarian Mr. Shmuel Gerber, and Mr. Eugene Sohn

**Guests**:

Jerry Rosa, Johanna Arroyo Peralta, Sherese Mitchell, Jessica Powell, Carlos Guevara, Latoya Jeffers, Joyce Dais, Jewel Jones, Johanna Gomez, Karina Guardiola-Lopez, Sarah Hoiland, Carmen Sosa, Jason Libfeld, Fabian Wander, Agustin Ballesteros, Eric Radezky, Diana Kreymer, Allison Franzese, Elizabeth Porter, Ann Genzale, Soheli Chowdhury, Sarah Brennan, Lillian Morales

1. Call to Order

The Roll was called to identify voting Senators

Quorum established at 3:37 PM

Senate called to order at 3:37 PM

1. Acceptance of Agenda

Any Additions?

Prof. Diana Macri Point Survey added under New Business?

Any objections?

None

Agenda accepted as pre-circulated with addition

1. Approval of November 18, 2021 Senate Minutes

Any additions to Nov. 18 Minutes as pre-circulated?

None

Nov. 18 Minutes accepted as pre-circulated

1. Chair’s Report

Chair Ialongo thanked the Senate and its committees for all their efforts this semester. He shared that the various search committees, on which the Senate had representation, had mostly completed their efforts. He noted that the schedule of Senate meetings for the spring had been emailed to the college, and CWCC dates had been posted on the Senate site. Finally, he wished everyone happy holidays.

1. President’s Comments

The President thanked the Senate Chair, SGA President, Senate, and college for their efforts this semester. She announced that applications will soon be available to apply for funds from the McKenzie Scott funds, that the Aspen application had gone out, that the college had a successful Middle States visit, and finally wished all happy holidays.

1. SGA President’s Comments

The SGA President offered thanks to the Counseling Center, CUNY Edge Office, Financial Aid Office, President’s Office, Student Leadership Academy, and Chair of the Senate Prof. Ialongo for all their efforts this semester. He wished all happy holidays.

1. Curricular Items

-Prof. Ialongo invited Prof. Sherese Mitchell to make comments

-Prof. Mitchell thanked everyone for working as a team, and noted that a new form was available on the CWCC site to facilitate the movement of items through governance

-Prof. Mitchell introduced Prof. Sarah Hoiland

-Prof. Hoiland presented the following as informational:

Experiential Learning Opportunity - Clinical Practicum Courses – Process for Designation in CUNYFirst

-See Appendix

-Comments ensued

-Prof. Joyce Dais presented the following as informational:

Allied Health:

Experiential Learning Opportunity - Clinical Practicum Courses – List of Courses for Designation in CUNYFirst

-See Appendix

1. Non-Curricular Voting Items
   1. Student Evaluation Form (Revised) – Mr. Carlos Guevara

-See Appendix

-Prof. Ialongo introduced

-Mr. Carlos Guevara and Prof. Allison Franzese presented

-Prof. Ialongo, any questions?

-Questions and comments ensued;

-Prof. Hector Soto motion to move to end debate and go immediately to a vote

-Prof. Eunice Flemister seconded

-Parlimentarian Shmuel Gerber asked for clarification on what document we are voting on

-Prof. Ialongo clarified:

This document if approved will be implemented in next round of student evaluations and when further questions come up, those changes will go through the same governance structure

-Prof. Ialongo, all in favor of moving to a vote use raise hand--voting senators

Y: 34 to move to immediate vote

N: 4 against

-Moved to vote

-Vote

Y: 39 (2 oral)

N: 6

A: 4

-Item passed

1. Reports of the Senate Standing Committees
   1. None
2. UFS Update
   1. Prof. Julie Trachman

-See Appendix

1. New Business

-Point Survey -- Prof. Diana Macri

-Please complete form

-Prof. Ialongo, any further new business?

-Prof. Craig Bernardini: there is a need to discuss the 70/30 in person/online ratio CUNY wants for enrollments, and students and SGA are critical to that discussion

-Comment ensued

-Prof. Damaris-Lois Lang

-Announcement for scholarships and awards; depts. and programs were asked to submit their names.

1. Adjournment

-Prof. Ialongo; motioned to adjourn early

-No objections

-Meeting Adjourned at 4:58

Submitted by

Prof. Thomas Beachdel

**APPENDIX:**

**7. Curricular Items**

*Informational*

Experiential Learning Opportunity - Clinical Practicum Courses – Process for Designation in CUNYFirst

**Allied Health Department**

**Experiential Learning Opportunity Clinical Practicum Courses**

**[Process for CUNYFirst Designation]**

**Proposed CUNYFirst Designations**

Experiential Learning Opportunities (ELO)—course attribute

Clinical Preparation Practicum—course attribute value

[CUNY definition of Clinical Preparation/ Practicum](https://www.cuny.edu/academics/current-initiatives/experiential-learning/#1468510737978-0711921b-3c32): “Practicum describes instruction in a supervised clinical/ medical, social work or school (student teacher) setting where students have an opportunity to apply the theoretical knowledge they have acquired.”

Process for ELO Designation (supported by OAA, the Hostos Curriculum Office, and the Registrar):

1. Sarah Hoiland (or representative) identifies potential ELOs using the Hostos Catalog[[1]](#footnote-1) and sends courses to unit or program coordinators
2. Unit, Program, and Department Approval via Departmental Curriculum Committee
3. Appointee[[2]](#footnote-2) presents informational item[[3]](#footnote-3) at CWCC
4. Appointee presents informational item at Senate
5. Registrar adds designation to CUNYFirst
6. After initial approval, coordinators submit the ELO designation with schedule requests

Experiential Learning Opportunity - Clinical Practicum Courses – List of Courses for Designation in CUNYFirst

*Informational*

**Allied Health Department**

**Experiential Learning Opportunity [Course Attribute] - Clinical Practicum Courses [Course Attribute Value]**

**[List for Designation in CUNYFirst]**

**DEN 112 Clinical Dental Hygiene Practice I**

2 credits, 3 hours lecture, 6 hours lab

**DEN 120 Clinical Dental Hygiene Practice II**

1.5 credits, 3 hours lecture

**DEN 129 Clinic I**

3 credits, 8 hours clinical practice

**DEN 213 Advanced Clinical Dental Hygiene Practice**

1.5 credits, 3 hours lecture, 3 hours lab

**DEN 219 Clinic II**

4 credits, 12 hours clinical practice, 1 hour recitation

**DEN 229 Clinic III**

4 credits, 12 hours clinical practice, 1 hour recitation

**NUR 110 Clinical Nursing I**

6 credits, 4 hours lecture, 10 hours lab

**NUR 112 Maternal/ Child**

2 credits/ 2 hours

**NUR 120 Clinical Nursing II**

8.5 credits, 5 hours lecture, 10 hours lab

**NUR 216 Fundamentals of Nursing Practice**

6 credits, 4 hours lecture, 2 hours lab, 10 hours clinical

**NUR 227 Nursing Care of the Childbearing Family I**

3 credits, 2 hours lecture, 1 hour lab, 10 hours clinical

**NUR 228 Nursing Care of the Childbearing Family II**

3 credits, 2 hours lecture, 1 hour lab, 10 hours clinical

**NUR 316 Nursing Care of the Client with Mental Illness**

3 credits, 2 hours lecture, 1 hour lab, 10 hours clinical

**NUR 317 Nursing Care of the Adult I**

6 credits, 4 hours lecture, 2 hours lab, 10 hours clinical

**NUR 326 Nursing Care of the Adult II**

7 credits, 4 hours lecture, 2 hours lab, 10 hours clinical

**XRA 129 Clinical Radiography I**

2 credits, 16 hours hospital practice

**XRA 139 Clinical Radiography II**

3 credits, 40 hours hospital practice

**XRA 219 Clinical Radiography III**

2.5 credits, 24 hours hospital practice

**XRA 229 Clinical Radiography IV**

2.5 credits, 24 hours hospital practice

**XRA 239 Clinical Radiography V**

2.5 credits, 24 hours hospital practice

**8. Non-Curricular Voting Items**

* 1. Student Evaluation Form (Revised) – Mr. Carlos Guevara

**STUDENT EVALUATION SURVEY RECOMMENDATIONS**

**RECOMMENDATIONS**

The purpose of the recommended changes is to reflect the evolution of the learning environment, including learning modalities, and to create more uniform and objective measuring parameters. Due to timing and current platform limitations, the committee is recommending limited changes to the instrument, but is already working towards recommending more substantial changes.

**STUDENT FEEDBACK FORM**

INTRO PARAGRAPH CURRENT LANGUAGE:

Your experiences as a student in this course can provide important feedback to improve instruction at Hostos Community College.  Please answer each question thoughtfully.  This survey consists of two parts—a brief questionnaire, and a separate answer sheet.  For each question, please mark your choice by filling in the circle next to the appropriate letter on the answer sheet.  If you are unable to answer a question, leave it out.  Your answers will be used in group data summaries and not linked to you individually, so do not give your name.

INTRO PARAGRAPH RECOMMENDED LANGUAGE

Your experiences as a student in this course can provide important feedback to improve instruction at Hostos Community College.  Please answer each question thoughtfully. If you are unable to answer a question, leave it out.  Your answers will be used in group data summaries and not linked to you individually, so do not give your name.

**SURVEY QUESTIONS**

|  |  |
| --- | --- |
| CURRENT LANGUAGE | RECOMMENDED LANGUAGE |
| 1. Which statement best describes your reason for taking this course?  a. In my area of concentration  b. Specific requirement of my program  c. Meets a general distribution requirement  d. Was available at a convenient time | Add “Other” option |
| Questions 2-7 relate to your opinions of your instructor. | |
| 2. This instructor relates with students in a concerned, approachable manner:  a. Below average  b. Average  c. Good  d. Very good  e. Outstanding | 2. This instructor communicates with students effectively and frequently.   * Strongly disagree * Disagree * Neither agree nor disagree * Agree * Strongly agree |
| 3. This instructor holds your interest and attention during class:  a. Below average  b. Average  c. Good  d. Very good  e. Outstanding | 3. This instructor shows concern for my learning and provides feedback in a timely manner.   * Strongly disagree * Disagree * Neither agree nor disagree * Agree * Strongly agree |
| 4. This instructor presents subject matter in a clear and easily understood way:  a. Below average  b. Average  c. Good  d. Very good  e. Outstanding | 4. This instructor presents the course content in a clear and organized way.   * Strongly disagree * Disagree * Neither agree nor disagree * Agree * Strongly agree |
| 5. This instructor uses class time effectively:  a. Below average  b. Average  c. Good  d. Very good  e. Outstanding | 5. This instructor uses class time effectively (or created an easy-to-navigate online course).   * Strongly disagree * Disagree * Neither agree nor disagree * Agree * Strongly agree |
| 6. Overall, how do you rate this instructor?  a. Below average  b. Average  c. Good  d. Very good  e. Outstanding | 6. This instructor is successful in creating an environment that encourages student participation.   * Strongly disagree * Disagree * Neither agree nor disagree * Agree * Strongly agree |
| 7. This instructor can be best described as (choose one only):  a. Enthusiastic  b. Friendly  c. Informative  d. Interesting  e. Well-organized | 7. How would you rate the overall teaching effectiveness of this instructor?   * Unsatisfactory * Below Average * Average * Above Average * Exceeds Expectations |
| The remaining questions relate to the course and to you. | |
| 8. How would you rate the amount of material students had to learn to get a good grade in this course?  a. Much less than most courses  b. Less than most  c. About average  d. More than most  e. Much more than most courses | 8. The course content matched the syllabus   * Strongly disagree * Disagree * Neither agree nor disagree * Agree * Strongly agree |
| 9. How difficult was this course for you?  a. Easy  b. Somewhat easy  c. About average  d. Somewhat hard  e. Hard | 9. This course was challenging to me   * Strongly disagree * Disagree * Neither agree nor disagree * Agree * Strongly agree |
| 10. How interesting did you find the contents of this course (apart from the teacher)?  a. Boring  b. Somewhat boring  c. About average  d. Somewhat interesting  e. Interesting | 10. The content of the course was clear and relevant to my academic progress.   * Strongly disagree * Disagree * Neither agree nor disagree * Agree * Strongly agree |
| 11. How much did you learn in this course?  a. Very little  b. Not so much  c. A reasonable amount  d. A large amount  e. A very great amount | No change |
| 12. All things considered, what is your overall rating for this course?  a. Below average  b. Average  c. Good  d. Very good  e. Outstanding | 12. What is your overall rating of this course?   * Unsatisfactory * Below Average * Average * Above Average * Exceeds Expectations |
| 13. On the average, how much time did you spend each week on this course (outside of the classroom)?  a. One hour or less  b. About two hours  c. About three hours  d. Four to five hours  e. Six hours or more | No change |
| 14. What grade do you expect to get in this course?   * A * B * C * D * F | No change |
| 15. How many semesters have you been at Hostos (including this semester)?  a.1  b. 2  c. 3  d. 4  e. 5 (or more) | 15. How many semesters have you been at Hostos (including this semester)?   * 1 * 2 * 3 * 4 * 5 (or more) |
| 16. What is you overall grade-point average (GPA)? Estimate as best you can, if you are in your fist semester)  a. Below 2.00  b. 2.00 to 2.49  c. 2.50 to 2.99  d. 3.00 to 3.49  e. 3.50 or above | 16. I am satisfied with the mode of instruction (e.g., in-person, hybrid, online) in this course.   * Strongly disagree * Disagree * Neither agree nor disagree * Agree * Strongly agree |
| (Optional) If you care to, please briefly give any suggestions you have for improving any aspect of the course. Please write your comments on the answer sheet where it says “Student Comments.” | (Optional) Please share suggestions to the instructor for improving the course. |

CLOSING PARAGRAPH CURRENT LANGUAGE

Thank you for your cooperation. Your answers will help to improve instruction at the College.

CLOSING PARAGRAPH RECOMMENDED LANGUAGE

No changes

Submitted by the Senate Instructional Evaluation Committee on November 8, 2021.

**10. UFS Update**

* 1. Prof. Julie Trachman

UFS Plenary report Dec. 7, 2021  
I)Presentation of Mr. Matt Sapienza, Senior Vice Chancellor and Chief Financial Officer of CUNY (details taken from my notes as well as a partial transcript- this was an information-dense presentation and I felt it would be useful to share some of these details with you): A) Overview of the presentation on the budget request given to the Board of Trustees (BoT) on Oct. 25, 2021.   Subsequently, the budget requests were approved. There were 4 emphases that helped to underpin the budget request:  i)student success ii) workforce development iii) advanced social mobility iv)student well-being.   Student success, which is CUNY’s top goal, relates to the other 3 emphases since they deal with student access and learning, career opportunities and student wellness.  This also touches on the optimization of CUNY’s infrastructure and that includes optimization of the physical plant, human resources as well as our IT infrastructure.  CUNY is looking to the future and trying to diversify CUNY’s revenue streams – CUNY should capitalize on the fact we are located in New York City (NYC) so CUNY should look to strengthen partnerships with industry, and then look to becoming a leader in a variety of ways at the national level.  And that ties in to higher education, advocacy and innovation.  Also related to the above, we (CUNY) feels this was a unique situation coming out of the pandemic and CUNY should have an eye towards trying to reinvent ourselves. They (i.e. the administrators putting the budget request together) felt it really important to make sure that elected officials, especially when looking at CUNY’s budget requests, need to be reminded, how important CUNY is and what a pillar CUNY is to NYC’s economy on the social and cultural landscape.  Partnering with the state and city to invest in CUNY means that not only are we, investing in our students of course but in return, we are also investing in the state and in the city because students are going to get a terrific return on that investment in the future.    
B)Some budget-specific highlights from the presentation: i)CUNY is seeing a 20% increase in city support and a 16% increase in state supporting the operating budget, and that equates to 416 million dollars in new operating fund. The largest component of that money is for the requested 1075 new faculty lines.  CUNY has also recommended a continued tuition fee freeze for fiscal year 2023.  The community colleges have had a tuition freeze for the past six years and the senior colleges have had a tuition freeze for the past two years.  Additionally, CUNY is still expected to receive some federal money to spend next year.  ii)operating budget and capital budget:  CUNY is looking for 1.2 billion next year fiscal year 2023 which is part of a five-year capital plan that requests $5.7 billion. There are two main categories within the budget requests every year: programmatic requests and mandatory needs requests.  Mandatory needs are those items where the price of doing business goes up just like it does for all about personal budgets.    This would include fringe benefit costs, energy costs, costs for building rentals (CUNY owns most of their buildings but there are a few leases). Programmatic needs refer to the 4 main categories mentioned before in the overview: student success; workforce development; advanced social mobility; student well-being.  In regard to student success, the intention is to enhance access and learning.  The biggest component would be to add 1075 new full time faculty lines and to target 500 of those positions as lecturer positions. This is with the hope that it will be a good opportunity for some of our existing adjuncts to have a chance to become lecturers. They also recognize due to the pandemic, there has been a significant amount of thinking about how teaching and learning takes place which resulted in implementing new pedagogical innovations.  CUNY want to continue to expand in those areas.   Some of this would lead to more funding for masters and doctoral programs including more hiring, increasing of student stipends and developing of more program offerings.  They would like to see NYC match what the state has provided us with in terms of developing online educational resources these last few years which has really helped our students get course materials, more efficiently and more cheaply.   (I believe he means the Open Education Resources initiative.)   CUNY is looking to expand our programs with our partners in the New York City Department of Education such as College Now and early college high schools.  And then lastly, CUNY wants to serve adult learners.  According to reported data, there is a million New Yorkers in New York state that have some college credits but don't have their degree and so CUNY hopes we can help bring those NYers back. And then once we bring them back, we should have the supports in place at our campuses to help them along as they return to higher ed.  SVC Sapienza stated over last couple of years we have developed many good partnerships with industry and we want to expand on that to create many more of those connections.  We want to make sure that our students have opportunities for internships, not only to help them with financing their education in terms of getting paid internships, but also to get that great work experience on their resume so that when they do graduate, that can really help them in terms of getting full time jobs.   Additionally, CUNY wants to “grow” applied associate degree programs at our community colleges so we want to work with industry and specific fields in order to effectively target these programs.   The hope is that with these programs students can get associate degrees and go right out into the workforce.  But with that said, CUNY also wants those students to continue their education and get their bachelor's or the Masters degrees.  CUNY also would like to increase the funding for career centers so for ex., they can be for open longer hours.  As above, another emphasis is student well-being.  SVC Sapienza started by mentioning the recommendation of continuing a tuition freeze. CUNY also knows that there are a lot of other financial obstacles for our students whether it's housing or food insecurity or commuting to our campuses.  So CUNY is looking for funding to eliminate some of those obstacles. They would like to expand the hours and the supports for both our childcare centers and our campus health centers.  CUNY also wants to expand mental health service offerings.  We have been fortunate with the federal stimulus funding and we were able to allocate $5 million in the last two years to help improve on mental health services to our students.  The operating budget request also provides money for optimizing infrastructure and for provision of campus support.  CUNY is always looking to build new buildings and do capital projects but the regular day-to-day facilities are really where we need to invest money.  Therefore, CUNY is looking for funds for just regular maintenance needs that impact our students, faculty and staff.  We're looking for additional space for Guttman Community College. Guttman is in a leased space right across the street from Bryant Park but they are maxed out on their enrollment.    Guttman can't grow because they need additional space and so we're looking for a permanent home for Guttman.  We also want to expand some of the sustainability initiatives. We believe that not only is this a good thing to do as a citizen of the state and city but also, it will help us in terms of our finances by reducing our energy usage.  And then the last thing in the requests that we're looking for in terms of optimizing our infrastructure is establishing an emergency response team.  Oftentimes, we have emergencies on our campuses, whether it's a weather emergency or fire or something else. We have to contract out for vendors to come in and help us with clean up, etc. because we just don't have the resources to do things like that.  So by having an emergency response team that can go out to the 25 campuses when something happens, we'll be able to be more responsive to our campuses, but also hopefully save a little money when we don't have to contract the services out.   SVC Sapienza also acknowledged CUNY currently has some enrollment challenges right now especially at the community colleges and felt that all of the items that were talked about as part of the programmatic initiatives will help us with enrollment in terms of retention and recruitment.    
C)Capital budget:  The emphasis is on sustainability and optimizing infrastructure.  First, he gave a quick overview of capital needs.  He reminded us that CUNY has 300 buildings and almost half of them are more than 50 years old. And so that really is a challenge in terms of maintaining our facilities.  Furthermore, we have 28 million square feet of space of this university and a lot of unique type of space, i.e. it is not just classrooms. These facilities include labs, library facilities and spaces that house equipment for research needs.  Additionally, the replacement and/or enhancement of information technology is also part of the capital budget, and something that we need to always invest funds in.  And then of course CUNY is always looking for new buildings to increase capacity and, and better serve our students and our staff.  The capital requests also has two major components: first, capital renewal, which is really more for day-to-day things and repair and investment and second, strategic initiatives which are really more for new buildings. CUNY is looking for money for Information Technology initiatives going to more cloud based solutions in the RERP system, for smart classrooms, for digital technology, and for other technology investments including for science lab upgrades.   Then, there other upgrades that have been informed by what we learned from the pandemic.   Among these upgrades to our physical infrastructure that require funding are: HVAC (improve ventilation/air quality), window replacements (will improve air quality but also will make buildings more energy efficient) and the emergency response team which would require purchasing equipment for them such as generators, chain saws for when trees go down on campuses.  And then with respect to strategic initiatives, these are a few of the highlights.  There are projects for pretty much on every campus but these are some of the main ones.  He first mentioned the Hunter College.Science and Health building on 74th Street, which apparently is ready to “get off the ground.”. He also mentioned here the new science building for Hostos along with several others at various senior and community college campuses.   There was a robust Q&A following the presentation asking about the plan for faculty hiring, fringe benefits, improvements in the physical infrastructure, and a new President’s Committee that focuses on funding allocations.  
2)UFS chair report (Prof. M. Burke): He updated us on the status of various searches including the University Provost.  He also talked about where we are regarding vaccination requirements (students, faculty and staff) and the 70%: 30% mandate for the spring 2022 semester.  He also acknowledged the arrival of the coronavirus omicron variant which could cause changes to our plans.  Interim University Provost has started to provide us with regular updates in the form of short videos.  The Academic Affairs and Academic Freedom Committees are both working on resolutions to bring to the Feb. 2022 UFS Plenary.  At the Dec. 2021 Plenary, we were asked to consider the resolution from the Budget Advisory Committee asking us to work closely with SUNY colleagues when it comes to many of our budgetary items.  This strategy has been beneficial in the past.  The resolution passed.  
3)Presentation from 2 colleagues from the SUNY system:  
a)President’s Report of the SUNY Faculty Council of Community Colleges – Prof. Christy Wood:  She described how they have a two tiered budget request process.  The first tier consists of basic budget requests, which are less likely to be taken out and the second tier consists of more specific requests.  She also said enrollment has been an issue at the SUNY community colleges these last 10 years as it has been for CUNY.  Enrollment was down 6% at the community colleges this year (they saw a 30% decrease across the 10 years).   She also said enrollment was somewhat decreased at the senior colleges and comprehensive colleges; however, at university centers and graduate programs there has been some increases and the enrollment at the schools associated with the Tech and Ag area have been steady.  She mentioned that the search for the SUNY University Provost was ongoing and they will need to look for a new Chief Financial Office (he just left) and a new Chief Diversity Officer (recently passed away).  She also mentioned there was a sense that certain programs were “withering on the vine” such as the Applied Learning program and the COIL initiative.     
b)President’s Report of the SUNY University Faculty Senate – Prof. Keith Landa: He mostly talked about the ongoing situation with the SUNY Chancellor, J. Malatras.  They felt he had been “appointed” by former Gov. Cuomo after serving for a short period of time (~8 months) as president of Empire State College and had little other academic experience.  He primarily had government experience which had included working extensively alongside Gov. Cuomo during the pandemic.  Some ethics concerns have arisen out of his working so closely with Gov. Cuomo and included the nursing home situation, Gov. Cuomo’s writing his book about the pandemic, creation of respectful workplace (in earlier positions prior to the pandemic), release of disparaging emails, etc.  Recently, there was a vote of no confidence.   There was some discussion as to how go about removing the SUNY Chancellor from that position.   N.B.  A couple of days after the Plenary (Dec. 9, 2022), Chancellor Malatras stepped down on his own accord.

1. For clinicals and practicums, the selected courses have explicit reference to clinical experiences and/or practicums. [↑](#footnote-ref-1)
2. Sarah Hoiland can do this OR departments can select someone. [↑](#footnote-ref-2)
3. Informational items are not voted on/ this process is already in place for service learning and civic engagement courses at Hostos [↑](#footnote-ref-3)