

Baruch College
Faculty Senate Plenary
April 8, 2021
Minutes

A total of 85 members of the faculty senate, general faculty, staff, and students logged into the Zoom meeting.

Professor Samuel Johnson, Chair, Baruch College Faculty Senate, convenes the meeting at 12:30 p.m.

- I. Approval of the Agenda:** The agenda is approved by assent without additions
- II. Approval of the Minutes:** The minutes of the March 4, 2021 meeting is approved by assent and without additions

III. Report from the Chair, Professor Sam Johnson:

Professor Johnson announces that the May Senate Plenary meeting will meet on May 13th to accommodate many of the departmental elections going on across campus. Professor Johnson reminds all participants of the breakout sessions conducted at the last plenary. These sessions were an opportunity for faculty to voice their concerns over the anticipated reopening of campus next fall. The results of these breakout sessions have been shared with VP Cobb and are appended to this month's plenary minutes. Over the last two months the Executive Committee has been examining the CUNY policy on copyright and intellectual property. A lot of that was stimulated by a concern about work products that were being used over the internet, and how those products might be used and marketed and who owned the rights to these products. The College held a copyright workshop this week and it was acknowledged that the policy on copyright and intellectual property in today's digital environments where digital work products could live online for a great deal of time is in need of revision. We will hear from Professor Axelrod who has been working on this issue following Professor Martell's discussion of the current budget situation at the college.

IV. Reports from Senate Officers

a. Prof. Martell, Chair, *Planning and Finance Committee*

Professor Martell reports that Baruch has found itself in good financial shape. While this is true of Baruch College this cannot be said of CUNY as a whole. The good news is that we have a projected surplus of approximately 1.721 million and pending payouts from the CARES Act and CRESSA this maybe closer to 5 million. We are one of the very few senior colleges that will make it out of the pandemic with a surplus. Our tuition budget is above our operating budget and it should be noted that for every dollar 70 cents is paid by our students and 30 cents paid by the State. Professor Martell believes that when the dust is settled we will have some 5 million in CUTRA . This will pay for the new hires and the 2% pay raises. Federal money unfortunately is a one-time payout and 2024 is when federal money runs out. The 5% cut in our base budget that we were supposed to take will not happen. It should also be noted that the *Board of Trustees* has decided not to increase tuition for three years. In summary we have become are a tuition-driven institution; we live or die on our ability to attract, retain, and graduate students. It appears that we can stabilize our budget through to 2023.

Summary Explanation of Baruch's FY21 Financial Plan (000s)	
Tuition & Fee Collections Target in Financial Plan	149,643
Portion of Tuition Cash Target Supporting Costs Outside Local Operating Budget (fringes managed by Central)	3,968
College Base Operating Budget (number not specifically referenced in Financial Plan)	145,675
Additional Earmarked Allocations Provided Over Course of FY (Table III)	3,095
Projected Cash Collections in Financial Plan	153,655
Collections Above Target (College will receive this as additional spending authority)	4,012
TOTAL RESOURCES AT COLLEGE (Operating Budget + Earmarked Allocations + Cash Above Target)	152,782
TOTAL EXPENDITURE PROJECTION IN FINANCIAL PLAN	151,061
Projected Surplus / (Deficit)	1,721

Question and Answer

Professor Bellamy asks about the hiring of lecturers to cover the increased enrollment numbers at the college and whether or not these hires were figured into the current budgeting and where those discussions were made. Professor Martell notes that the Provosts office and the Vice President for Finance are having these discussions around new hires and that it has already been announced that some 30 new faculty hires have been announced. Since we have to be mindful that the Federal monies will expire in 2024 we have to be judicious in our current expansion efforts. We need to be clear that our revenue collections—70% of which come from tuition collection—can support any expansion efforts. The other 30% consists of state aid and that is out of our capacity to control as it is assigned through the state budget allocation process. Provost Lee notes that 33 new faculty and staff positions have been approved for the 2021 and that these positions were approved based on the old budget conditions. Provost Lee adds that these positions should not be a burden on our current college budget. Professor Lang asks that given the relative stability in the college budget should we anticipate the 2% salary increases. Professor Martell notes that while he is unable to answer such questions it would seem that given the Federal aid anticipated shortly that it is in CUNY’s interest to pay these salary increases. However, paying the raises which amount to some 4% over two years is a form of “kicking the can down the road” as those expenses will still need to be woven into a longer term CUNY budget model.

- b. Professor Eliot Axelrod, Chair, *Academic Freedom and Responsibility Committee*

The following report compiled by Professor Axelrod and respective committee members addresses the current “CUNY Intellectual Property Policy” and its need for reform:

**Faculty Senate Committee on Academic Freedom
Report - CUNY Intellectual Property Policy**

Committee Members:

- Elliot Axelrod, Law
- Albert Croker, Statistics and Computer Information
- Gayle Delong, Economics and Finance
- Steven Melnick, Accountancy
- Anne Swartz, Fine and Performing Arts
- Clifford Wymbs, Marketing and International Business

Introduction:

CUNY's Intellectual Property Policy (the "Policy") is a 14-page document, last updated in 2008, which contains many ambiguities of definitions and applications. It gives almost total discretion over IP matters to CUNY. For many faculty members, IP matters are important, especially for those whose work may be of pecuniary value now or in the future, keeping in mind that copyright protection lasts for the life of the creator plus 70 years. The relevance of copyright protection has increased dramatically as faculty create more on-line materials for more on-line courses. These materials are capable of diverse uses by multiple parties. The Policy is essentially CUNY unilateral in its promulgated, interpreted, application and dispute resolution process.

Background:

The issue was first raised by a faculty member with reference to the new Degree Completion Initiative ("DCI"), which will initially target students who need only to complete their degrees (major courses) and have already completed their core courses. It seeks "commissioned work", which under the Policy, requires a written agreement specifying all ownership, royalty, and licensing rights. The agreement must then be approved by several levels of CUNY. The faculty member wanted to know who drafts the agreement, who has input to the agreement and who, if anyone, represents the faculty member in the process.

Acknowledgement:

The committee acknowledges that there have been specific questions raised by faculty members in connection with the Policy, its meaning, definitions, applications and more. These questions are being collected by persons at Baruch and must be adequately addressed and answered by CUNY. See Appendix which lists sample questions submitted.

Our Focus:

The committee's focus was the larger and over-arching issue regarding CUNY's IP Policy relative to recognition and protection of faculty rights and a fair process for administering IP policy. The committee members agreed on conclusions and recommendations as follows:

- The CUNY IP Policy does not adequately protect faculty rights, nor does it protect the potential under copyright law, for faculty to use and turn to profit their creations.
- The Policy is, in many instances, ambiguous, confusing, vague, and lacking in clear definitions and application.
- IP policy needs to be formulated by collective negotiation between faculty and CUNY.
- The Policy is 13 years old and needs revision.
- The University Faculty Senate should play a major role on behalf of faculty in working with the relevant CUNY parties to review, clarify and if necessary, revise or promulgate a new policy.
- The PSC – CUNY collective bargaining agreement (contract) does not make any reference to IP. It should, and the committee strongly recommends, that in the next round of collective bargaining, the PSC seek a proviso that IP policy will be formulated jointly by CUNY and appropriate faculty representatives (perhaps the University Faculty Senate and PSC counsel).
- More applications of IP policy need to be codified so that everyone understands them and is on an equal playing field.
- Regardless of who owns the copyright or holds a license thereto, there should be "reversionary rights" to faculty after a period of time or non-use by CUNY.
- More uses of faculty materials should require specific contracts between the faculty member and CUNY.

- Disputes between a faculty member and CUNY concerning IP ownership must be settled by an outside unbiased third party (perhaps arbitration).
- The term “scope of employment” needs to be more clearly and specifically defined in relation to copyright ownership.
- A “New Frontiers” faculty senate committee should be formed so that faculty does not “sleep through” the next big issue and then have to work backwards.
- Consult with the University Faculty Senate to see what they are doing and have done in the last 13 years regarding the Policy. Form a UFS task force to address the issues.
- Faculty consulting contracts should not generally require CUNY approval.

Appendix – Sample Questions asked by faculty:

- Regarding asynchronous on-line courses, can videos created by faculty be used by the college even if the faculty member leaves the college?
- Because of the many ambiguities in the Policy, should faculty formally copyright their materials?
- How do sponsorship contracts affect IP ownership?
- Does IP ownership differ when created on-site or with college equipment vs personal equipment, or when it is supported by Blackboard vs private server?
- Can faculty who leave or pass on, prevent their materials from being used for active courses?
- Is my work or any part of it considered to be within the scope of employment?
- If my work is published in CUNY radio or television without a specific contract, do I own the copyright?
- I was asked to sign a “new technology disclosure” form relating to an improvement in practice. What import does this have?
- How long does the required “royalty free license” to CUNY last?
- Can I get legal representation for Baruch for a royalty dispute?

 In his presentation of his report Professor Axelrod also notes that during a recent workshop on “Copyright in the Remote Classroom” held by the Office of Legal Affairs and Labor Relations any questions about the existing CUNY policy remain unaddressed. The current collective bargaining agreement is currently in favor of CUNY. Any reform must include coordination with a faculty group and perhaps be developed at the level of the University Faculty Senate. It is also advisable that concerned faculty consult with and obtain legal representation. Professor Stanley Wine suggests also that the Baruch College PSC Chapter Chair Vincent DiGirolamo be consulted.

V. Reports from College Officers

a. President Wu

President Wu reaffirms the budgetary analysis and financial projection given by Professor Martell and reports that we have turned a corner and our outlook looks very hopeful for the Fall. Historically, Baruch has had the smallest allocation of state aid across the CUNY system. This in part is due to our ability to generate tuition revenue. The president has brought this up with the Chancellor and the Board of Trustees and hopes that there will be implications for the CUNY budgetary model going forward. With respect to the pay increases any authorization of payment must come from CUNY Central. The dollar amount has to be paid from the college budget and since the broader CUNY budget is not as good the contractual raises may not be forthcoming just yet. The State budget bill turned a lot better with an 18 billion increase from last year’s budget. We should anticipate that the CUNY budget should increase accordingly. There is talk about

putting legislation forward to close the TAP gap (The New York State Tuition Assistance Program) further by 2024.

The President goes on to discuss two committees: (1) The hybrid online working group lead by Provost Lee and (2) the reopening committee lead by VP Kathy Cobb. In addition, there are four different subcommittees. It should be noted that CUNY is considering hiring an outside consulting firm *McKenzie College* to be assigned a 4-person team and to look at our reopening plan going forward. They will explore capacity modeling at the college and looking at benchmarks for reopening across the country. We will have a revised plan in place by June 15th with the consulting firm serving as external validation that everything we have done is up to standard. The capacity target is subject to social distancing with an estimated target of 60% of total capacity. There are lot of different variables and the faculty senate and the PSC are well represented on that committee.

CUNY has developed a “high flex” (both online and in-classroom teaching modalities operating at the same time) and a first wave of piloting such pedagogical delivery is in experimentation.

Question and Answer

Professor Guest asks for additional information on the high flex teaching model. President Wu notes the technology equipped physical classroom that will allow students to access the classroom remotely. VP Arthur Downing notes that while the modality is experimental, we have the technological capacity built into some of our classrooms to teach in such a way and that we will be exploring how best to make the high flex classroom a reality at Baruch. Professor Peterson asks if there will be additional tech personnel to assist instructors in this new delivery. VP Downing notes that it depends on the size of the classroom and that currently we are asking instructors to get familiar with the additional podium controls and additional technology in the room. President Wu also notes that additional resources and stipends will be offered for training purposes and that instructors should be aware that there are benefits to being part of these pilot programs. Professor Bellamy asks about the intellectual property rights discussed earlier in the meeting and whether or not instructors are aware of the potential implications for their participation. President Wu responds that while the current CUNY policy on intellectual property rights is imperfect the situation is an evolving one and that transparency in this situation is key and that no one is being forced to participate. Provost Lee notes that the hybrid online working group is discussing these different modalities and that there is every attempt to make public these discussions. Professor Dexin Zhou suggests that the existing technologies such as a simple microphone that can deliver good audio to large lecture environments are outdated and hopes this initiative will bring quality equipment into our classrooms.

b. VP Gorman, *Enrollment Management*

VP Gorman opens her report with some context behind the enrollment figures. The CUNY provided dashboard of our enrollment as of yesterday for this term indicates that we are sitting at just over 19,350 enrolled students. That is up about 1200 over last spring and a 6.7% increase. This increase can be compared with Hunter which is up 1.9% and across all the other senior colleges which are down. Overall, the senior colleges are down 1.1% and the Community Colleges are down about nine and a half percent. The Community Colleges have been across the board devastated and, overall, the university headcount is down about 5.8% this spring over last spring. When we look at our undergraduate numbers our headcount is up about 2% (about 300 students). The big jump is in the graduate headcount. We are up almost 900 students which is close to a 30% increase over the graduate enrollment in spring of 2020. Approximately 800 of those are in the Zicklin School the others are distributed between Marxe and Weissman. Last fall,

we were approaching enrollments of 19,700 we are almost certain to cross the 20,000 mark for fall of 2021. In large part we will have unprecedented numbers of returning students and we expect about 300 more returning undergraduates. This coming fall we anticipate 700 or more returning graduate students and our graduate admissions continues to look very robust. It is VP Gorman's understanding that we are not likely to take as many new graduate students as we did last fall as absorbing that many graduate students this quickly has proved challenging. Our undergraduate numbers continue to have some flexibility and transfer students, but our freshman class is on track to be extremely large. We expect it to be larger than the very large class we took in fall of 19. We are on track to register a class that will have an overall higher GPA coming in. High School Grad GPA is the number one predictor of graduation rates, and so the increase in GPA will likely mean good news for graduation rates going forward. It is still quite early but national decision day is May 1 many students will wait until fairly close to that date to commit. Our commitments are significantly higher than they were this time last year or the year before, and the early returns show significant gains among Black and Latino students and in particular Latino numbers The registration for both the summer and fall semesters are encouraging with over 4100 students registered for summer and over 7300 registered for the fall semester.

Question and Answer

Professor Peterson asks that given the 14,000-person capacity at the Vertical Campus how do we anticipate serving over 20,000 students? President Wu reports that there is a balance that must be struck with the idea that we can create 25% capacity in online instruction in mostly upper-class and graduate student populations. Secondly, it should be noted that the physical real estate and demand for property in NYC is crashing around us. Now might be a good time to increase our physical footprint in our part of the city. Professor Martell reaffirms that we cannot increase our tuition fees nor can we demand more from the state. We are enrollment driven institution at this present time. We need to be mindful about losing faculty to the claim that we don't have resources and we can't pay them a decent salary. Professor Paquita Davis Friday asks if there is an existing equation that is used to calculate how many classes get taught as a multiple of the number of full-time faculty at the college. President Wu notes that the college is beginning to move away from the traditional fixed allocation of monetary resources to an incentive-based budget model where we link the capacity or resource with the demand. If done correctly we become more responsive to where the needs are and that's the essence of what that budget model is supposed to do.

c. VP Cobb, Administration and Finance

VP Cobb presents some of the main points of the reopening plan as it currently stands. Any plan to reopen the campus has taken into account various stakeholders across the campus and it reflects everyone's concerns. In addition to the main committee a number of subcommittees were created to explore particular issues in the reopening process. In order to physically open the campus we are doing a capacity analysis. We are using current CDC social distancing requirements as a starting point. We are preparing the space for re-occupancy by doing deep cleaning of every space. We are doing ventilation assessment which we talked about before in both the capacity analysis-based planning and what additional ventilation we are going to be using. On the HR side we have a subcommittee that will be dedicated staff issues. We will be developing a telecommuting policy and encourage input on this issue. We know that essential workers who have currently been working are going to be there in full force. We want to make sure that we have a staffing plan that is going to support whatever the campus presence is going to be in the fall. We know what the classes are going to be as students are currently registering for these. We are actively supporting the City's vaccination campaign which is going to be absolutely critical for everyone feeling comfortable about returning to campus. We are continuing to do workshops around wellness issues as we know that it's not going to be easy for people who've

been working at home for over a year to return to the physical campus. There continues to be emergency funds available to students through the CRRSAA Act (Higher Education Emergency Relief Fund). This was established in December 2020 and is in addition to the CARES Act passed earlier in the year. We will continue to have a “wear a mask” mandate on the campus and we will continue to have contact tracing. A communication plan, in collaboration with communication and marketing, will ensure that information about the reopening plan will be accessible to everyone. This will include a dedicated webpage and associated links.

Question and Answer

Michele Doney, Director of Student Academic Consulting Center asks what is the process by which departments like SACC that will need additional space to operate in the fall can apply for additional space to meet our needs? Whom should I contact, and by when? Associate Provost Dennis Slavin notes that these services to students will need attention especially since we anticipate 300 additional students in the incoming freshman class. Professor Guest also notes that students with emergency needs should be directed to the offices of the Dean of Students Art King.

- VI.** Old Business
- a. Senate Executive Committee Elections

Requests for nominations to serve on the Baruch College Senate Executive committee were formally opened at the March 4th, 2021, Senate Plenary. The senate executive committee formally consists of the Senate Chair, Secretary, five Vice-Chairs, and five Senators. Nominations are encouraged from the floor of the senate at the April 8th senate plenary. Nominations will be formally closed on May 1st. Polling will be conducted electronically through an emailed ballot linked to a Qualtrics webform beginning May 2nd and closing on Wednesday, May 12. Results will be announced at the senate plenary on May 13th.

Current Nomination for the Senate Executive Committee

Chair: Professor Terry Martell (Eco/Fin)
Secretary: Professor Rick Wilkins (Comm)

Senate Vice-Chairs (5)
Professor Sam Johnson (Psy)
Professor Elliot Axelrod (Law)
Professor Chandrika Kulatilleke (Nat Sci)
Professor Kevin Frank (Eng)
Professor Carla Bellamy (Anthro)

Senators (5)
Professor Andreas Grein (Mkt/IntBus)
Professor Christina Christoforatu (Eng)
Professor Allison Lehr Samuels (Management)
Professor Linda Rath (Lib)
Professor Marios Koufaris (Info/Sta)

- VII.** New Business: None
- VIII.** Announcements

VP Gorman reports on the recent passing of Solei Spears, a Baruch College student, who was tragically killed in her Brooklyn home on April 5. Following the plenary meeting Dean of Students Art King sent the following campus announcement:

April 7, 2021

The Passing of Baruch Student Solei Spears

Dear Baruch Students, Faculty, and Staff,

It is with deep sorrow that I write to inform you of the passing of a Baruch student. Solei Spears, 20, a junior majoring in political science was tragically killed in her Brooklyn home on April 5. She was highly regarded as an active member of the College community, where she engaged in the Department of Political Science's efforts on diversity, equity, and inclusion; served as event planner for the Black Student Union; and contributed to the Black History Month Planning Committee. A promising and gifted member of the student body, Solei was admired by faculty and students alike.

Born in Atlanta and raised in Brooklyn, New York, Solei came from a Trinidadian and Haitian-American background. She was passionate about enjoying and creating art and thought pieces across all mediums—timeless and reflective of the truths that mirrored [mirrored] her identity as a young Black woman. Solei was inspired by a deep sense of purpose, wanting to contribute to and impact the world. She could be found volunteering for the New York governor's Puerto Rico Recovery and Rebuilding Initiative, as well as serving as a NYC conservation aide, where she helped to remove trees to clean Riverside Park.

The Baruch College community extends deepest sympathies to Solei's family, peers, faculty, and all those touched by this loss. As we grieve together, please know the College has made available a variety of services for students, faculty, and staff. Students seeking support can contact the Counseling Center, and faculty and staff in need of support can access the Employee Assistance Program at 800-833-8707 or visit myccaonline.com and use company code CUNY.

As soon as we are made aware of funeral arrangements, the Office of the Dean of Students will share that information with you.

Sincerely,

Art King

Vice President for Student Affairs & Dean of Students

IX. Adjournment at 2:30pm

Respectfully submitted
Richard Wilkins, PhD
Faculty Senate Secretary

Appendix:

Results of the breakout sessions conducted in the March 4 Senate Plenary

CUNY has stated a goal of gradually returning to in-person instruction in fall 2021. Please describe the challenges that the uncertainty of the reopening plan at Baruch presents to (1) your career and (2) your job security at Baruch (3) your mental health? (4) Are there any other related concerns?

Group 1

-On the plus side:

Meetings include more people; everyone can see everyone; names are posted

Counseling students is more intimate; sessions are longer; there is much to be gained

Mastering new technologies for interacting with students and teaching is useful

-On the negative side:

At meetings, only one person can speak at a time and there are time lags that create a stilted environment.

Real concerns about health and safety, especially with underlying conditions for faculty and staff.

Concerns about pre-tenure faculty and younger staff who may be facing challenges with research, mentoring, and feeling a part of the Baruch professional community.

Questions about 'herd immunity' and when it will be achieved.

Concerns about retrenchment.

In terms of mental health, thinking about the unknowns such as retrenchment is so stressful.

General mental anxiety worrying about colleagues and family members.

Group 2

4: Other concerns

Logistics of preparing for an in/person and or hybrid scenario,

Not being able to vaccinate children/family members in the home; Concerns over bringing home the virus

No Surveys about Faculty/Staff Comfort level with uncertainty

Challenge in planning personally and professionally

Concerns over public transportation safety

We need guidance from the top about how much flexibility we have as managers, faculty: regarding everything from HR policies, to proctoring exams; how do we manage differences in staff needs in a fair and equitable way- especially in a unionized environment.

Leaving the door open for classes that meet in person, but where individuals want to go hybrid- how can we manage this co-modality? Will there be guidance in place?

Group 3

Group 4

Concerns about density on campus; concerns for non-traditional students who may face unforeseen challenges concerning personal health

Personal Concerns; are we going to be putting our health at risk

School-level policies on attendance or do instructors make their own rules; what happens if there are too many piecemeal requests for attendance exceptions/late work exceptions/accommodations for 90+ students.

What "testing" parameters are going to be put in place (temp scans upon entry to the building? How might those procedures change in the fall?)

Classroom modalities changing midway through the semester as a disruptive element
What measures are going to be put in place to provide support to individuals who have other circumstances (i.e., compromised individuals at home)
There are some concerns about the junior faculty (not getting research done because of shelter in place); adjuncts who might have teaching constraints based on f2f teaching
Limitations on going to the physical library (we recognize that there are processes in place)
Are there going to be some kind of vaccine requirements for faculty? What about faculty that choose not to or are unable to get the vaccine? Are they going to be banned from entering the building?
Are there going to be mask requirements? For students? For Us?
Timeliness coming out from the college has been frustrating; slow to communicate decision making. We got a lot of last minute information with not a lot of detail.
EXTREME frustration over credit no credit situation last semester; professors were completely blindsided by this last minute dictate---especially frustrating to professors who spent a huge amount of time grading, meeting with students about grades, explaining grade in nuance, going to a huge amount of training and seminars about how to craft meaningful graded assignments---this mandate was so frustrating to just be “issued”.

Group 5

Concerns about Baruch helping students and faculty in the current economic climate.
How students will be adapting to a hybrid format; especially the Freshmen who have never experience in person.
Commuting again where some has a 2 hour commute
Communication
What happens when someone gets sick? How many can if we do have to go back online.
What kinds of security protocols in place? Will we be safe? Do I have to rush out to get the vaccine?
How do you decide schedules?
Finding physical space on campus.

Group 6

Issue: there's no vaccine for anyone under 16, so faculty with kids - especially immune compromised kids - face special challenges in going back to in-person teaching. There are concerns about this hurting teaching evaluations for tenure and promotion.

Issue: female faculty members with young children face significant challenges because they have generally been the ones to do more of the childcare but they are also the ones who research shows also struggle with being taken less seriously as scholars once they have children and they are therefore less likely to speak out about childcare challenges and concerns. Research also suggests that men's professional reputations improve after having children, making them more likely to feel free to articulate challenges and request accommodations. So in terms of returning to the classroom, if faculty members have young children at home who cannot return to school, the challenges associated with requesting and gaining accommodations will be more significant for female faculty members.

Group 7

Group 8

Disconnect between available technology and ability to provide quality education (challenges of teaching live while also responding meaningfully to students in chat, increased burden of information organization such as recording and uploading videos/notes, etc.)

Scale is a big concern moving forward for effective communication and community (Online seems to be working more effectively in smaller sessions because able to establish baseline in communication)

Technology has also introduced new tools and avenues for reaching students that will likely persist and expand (exs. explanatory videos, Slack/Discord), but also more challenges, especially as norm appear around camera use, for example

Physical space was a concern beforehand, and remains very much a worry in relation to reopening

Group 9

Concerns up for tenure and young children, even though can do much more work remote but that's not the norm in the department and worry about asking for this - might upset staffing model /

Have had a conversation about this in March - there was a delay with staff and this wasn't right - when we go back to campus, in whatever progression, we need to do it equitably between faculty and staff - need to have a good rationalization on why it's being brought to campus

Hope there is more flexibly CUNY/local remote work policy

Need two conversations: when will it be safe to return to campus and the second is about remote work policy that is about the work itself and not safeness - it actually can be more productive working from home

Back in March 2020 staff weren't treated equitably

Need to rethink "office hours", library services, figuring staffing is hard - front-line staff when these things can be done remotely

Need infrastructure "hyflex" model not only for classes but also for other college services (Library is already thinking about this)

Worries about air flow and basic sanitation supplies

Think about students who really benefit from being on campus and how to prioritize use of space and staffing

Concern of isolation, especially for international students who don't have family here and have small living spaces - mental health concerns - need option to return

Building office to office zoom capabilities

Group 10:

Mental health is the biggest concern

Concerns about new variants, etc. There needs to be a testing mechanism so we know folks are not carrying the virus to campus. There is no testing in place at CUNY, but there is elsewhere, sometimes every few weeks.

Folks have questions about vaccination requirements, work from home policies, etc.

What will be the policy if a student tests positive? What would trigger a shut-down? If classes switch back and forth between modes would be a nightmare. With such a large campus community, the likelihood that we'll have positive cases on campus is high.

How will mask use be enforced? What is expected of an instructor if a student declines to mask in class?

Student workers are a specific group we need to look at: They have the stress of being online students and being online employees, and what happens if their student and employee roles don't return to in-person in the same way/pace
Student services are important & need advocacy from faculty to make sure there are enough, in the right ways, as enrollment increases.

Group 13:

There were opening concerns about the "thin gruel" offered by the experience of working in the current environment and a strong desire to return to the full experience.

Decision guidance has been unclear and folks are choosing to teach in modes that meet their health and scheduling needs. This is not the best environment to make decisions because we don't have a lens into the future

Group 12:

We ended up with four who are primarily staff, and found that working from home works very well for all of us in many ways. Do not want to revert back to having zero options for working from home. (I was not in the group but I support this comment 100%).

Group 14

We need to set the expectations of students early in terms of what they can expect for choices between in-person and online sections. Students will have demands that will not be available to them

Having the ability and facilities to test students/staff/faculty will be essential