

MINUTES

Meeting of the Hunter College Senate

20 March 2024

The 687th meeting of the Hunter College Senate convened at 3:57 PM in HW 714.

Presiding: Sarah Chinn, Chair

Attendance: The elected members of the Senate with the exception of those marked absent in Appendix I.

Alternate Senators were formally seated in accordance with the procedures approved by the Senate for in-person meetings, and they were enabled to vote using iClicker.

Agenda: The agenda was adopted with the provision that agenda item 8 be moved to after item 4a.

Minutes: The minutes of 4 October 2023, 18 October 2023, 1 November 2023, 15 November 2023, and 6 December 2023 were approved as distributed.

**Report on
Writing Task
Force:**

Sarah Chinn invited Professor Erica Chito Childs, Associate Dean for the School of Arts and Sciences, to report on the Writing Committee. Associate Dean Chito Childs' presentation is in Appendix II.

**Report by the
Administrative
Committee:**

a) Special Senate Election for Vacant At-large Seats

In accordance with Article IV, 2H i & ii of the Charter for a Governance of Hunter College, the Administrative Committee is presenting the names of all nominees received to date:

Student:	Ahmed Tabbakh (History)
	Gabriela Covaria (Political Science)
	Labiba iqra (Human Biology)
	Aliyah Harrison (Biology)
	Susana Sanchez (English)
	Rachel Weng (Nursing)
	Rosa Rivera (Computer Science)
	Shannon Benjamin (Undeclared)
	Jasmina Rustamova (Undeclared)
	Iman Meawad (Mathematics & Statistics)
	Hafsa Naseer (Human Biology)
	Nishat Raihana (Human Biology)
	Hridika Tasnim (Biology)

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.
The motion carried by voice vote without dissent.

**Committee
Report:**

Graduate Course of Study & Academic Requirements Committee

Chair Chinn called on Professor Peggy Chen, co-Chair of the Graduate Course of Study and Academic Requirements Committee, to present the Resolution Requesting the Inclusion in the Subject Table of the Weighted Instructional Unit (WIU). Short debate followed.

**RESOLUTION TO ADD THE WEIGHTED INSTRUCTIONAL UNIT (WIU) MESSAGE
COURSE TO THE SUBJECT TABLE AT HUNTER COLLEGE**

WHEREAS, Hunter College recognizes the importance of providing flexibility for graduate students completing full-time academic requirements, including those who are not enrolled in courses or carrying an insufficient credit load, to access financial support and other crucial resources such as loan deferment; and

WHEREAS, the Weighted Instructional Unit (WIU) Message Course (WIU) has proven to be an effective mechanism for enabling students to qualify for financial support and access essential resources, ensuring equitable opportunities for academic success and promoting retention and graduation; and

WHEREAS, the WIU has successfully facilitated full-time academic engagement for students at the Graduate Center of the City University of New York; and

WHEREAS, it is in the best interest of Hunter College to be able to offer the WIU to its graduate and doctoral level students; and

WHEREAS, Hunter College proposes to add the WIU Message Course to the Subject Table at Hunter College beginning in the Fall Semester of 2024, with no tuition fee or academic excellence fee associated with the WIU Message Course;

NOW, THEREFORE, BE IT

RESOLVED, that the Weighted Instructional Unit (WIU) Message Course (WIU) be added to the Subject Table at Hunter College as of the Fall Semester of 2024, with no tuition fee or academic excellence fee.

Voting by iClicker produced the following results: 63 in favor, zero against, and zero abstentions. The Resolution was approved.

**Report by the
Administrative
Committee:**

b) FGL Statement in Response to EVC Hensel's Cost Savings Memo

The memo is available in Appendix III.

Chair Chinn said the following:

“I hope that you all had a chance to read the memo from Executive Vice President Hensel about funding cuts and the Faculty Governance Leaders’ response. I wanted to talk about this for a couple of minutes. There is not that much to say because it does not directly affect us. But I did want to give us a chance to discuss it briefly.

“Essentially, the memo from EVP Hensel was to address budget issues CUNY-wide. I want to preface this by saying that Hunter is very healthy financially. We are not what was called a “college of concern,” which was nine colleges around the system mostly, but not exclusively, community colleges. Our enrollments, as we know, are extremely healthy. There were several issues in the memo that we have dealt with, such as dealing with course caps, schedule optimization and trying to reduce the number of adjunct and contingent faculty. There is a number of various charts about enrollments in the memo. I think the most useful chart for us is on page three which shows the comparative changes in enrollments and revenue. As you can see, it is a real mix among the four-year colleges and not looking great for the community colleges. All of the numbers in red are reductions in enrollments and revenue, and the green is increases in enrollment and savings. As we can see, there are a number of colleges that, not just since

COVID but really even before that in 2018-2019, that have really been hurting in terms of enrollments and in terms of revenue.

“This memo from the Executive Vice President Wendy Hensel basically listed a number of different kinds of solutions and suggestions, for, if not increasing enrollment, which is sort of out of our power to a certain extent, then cutting costs. As you can imagine, a lot of this was organized around what was called optimized scheduling which could mean a number of things. It could mean increasing course caps so that you have more people in a section and fewer sections. It can mean, once you have done that, letting go of contingent faculty and moving classes over to full-time faculty. It can mean if you are York College or Queens College firing a whole number of people, without any warning, the day before classes begin. It can mean any number of things.

“Another issue is about faculty workload. As we know, many of us get release time in order to do administrative work both in our departments and college-wide. I get it for doing this. There are questions about, ‘Is there too much workload release?’ which I think is worthy of discussion. So, several things happened in relation to this; one of which was a few colleges really ran with it, and just before the semester began fired a bunch of people. I should say as well that there really was not -- at least for faculty and students; it may have been for administrators -- much advanced warning that this was coming. After this, the EVP met with University Faculty Senate which is the university version essentially of our Senate but it is faculty only. She reiterated her commitment to shared governance, and she said how surprised she was that people had taken these actions, saying this was only advisory. After this, Faculty Governance Leaders sent EVP Hensel a memo that was drafted by a bunch of faculty governance leaders, myself included and really pointed out that not only is the timing of this very difficult to the extent that it came just before the semester began and so not much time for people to do anything and without much advanced warning, but the response pointed out how this in various ways violated the CUNY By-laws. I want to talk about this just a little bit, just to see if you have questions, comments or concerns about what this means for us at Hunter and for CUNY more-widely. I would say this again: ‘We are fine.’ The EVP has now issued a set of suggestions for revising the CUNY By-laws. That apparently has been in the works for a little bit. The timing is very interesting considering that this statement says it violated the CUNY By-laws. Please read those documents for the next time. This affects us in actuality. Changing of the By-laws will change many things about the way that CUNY is run. It is something that we, as a shared governance organization, faculty, students, staff and admin all need to talk about and figure out if we want to launch our own response. The University Faculty Senate is putting together a response of which, our own Laura Keating as a member of the UFS Executive Committee is chair. I am certainly in touch with her about that. This is something that we really all need to talk about. That is the end of my long preparatory remarks. So, I just want to open up sort of the conversation, discussion or questions.”

**Committee
Reports:**

Academic Freedom Committee

Chair Chinn called on Professor Allan Frei, Chair of the Academic Freedom Committee, to report.
Professor Frei said the following:

“The Committee on Academic Freedom received a complaint in January of this year. We were already very busy, and we are even more busy. We agreed when we had a complaint last year that we maintain confidence of every individual involved in complaints. Thus, we do not share information about who complained about what. The people involved are totally free to say whatever they want to whomever they want but we respect their confidentiality. The procedure is that the committee formed a subcommittee to carry out the investigation, which involves speaking to people, sometimes more than once. That committee exists, and I am not aware that they have spoken to someone yet, but they are on the cusp of that.”

Old Business: SPARK Task Force

Christopher Braun, Associate Provost for Research, provided an update on the SPARC.
Associate Provost Braun said the following:

“The Senate SPARC Task Force is chaired by Nancy Eng who unfortunately cannot be here today. But I want to update you that we had a meeting this past week. We will be meeting again next week to continue the planning process. Where we stand at the moment for the Brookdale swing project is what the architects call “test fits.” So, we are trying to take the physical spaces we will be moving to for the swing period and put our programs in to see how they fit. My honest assessment of that is it is a challenge, but it is an iterative process. We are iterating the fits and trying to reach an acceptable solution. Of course, we must have an acceptable solution. So, just to review, the plan is for all of the units that currently sit at the Brookdale campus to move into what we are calling swing homes for the construction of the SPARC at the Brookdale site. The programs at Brookdale including the School of Nursing, Physical Therapy, Medical Lab Sciences, Speech Language Pathology and their associated libraries and support groups will move out of the Brookdale campus. The current plan is that the School of Nursing and Physical Therapy will move into a rented space to be shared with Baruch which will be close to the Baruch campus. The Department of Medical Lab Sciences and the Arts and Sciences teaching that happened at Brookdale campus will be moved to the 68th street campus. The Speech Language Pathology group will share space with their partner program at the Graduate Center. That is the tentative current plan into which we are trying to make these test fits. The Task Force will meet again next week, as we have planned every two weeks, and we will give updates as we receive them.”

New Business:

Bashir Juwara, Undergraduate Student Government President, said the following:

“The Undergraduate Student Government (USG) has achieved significant milestones this academic year, including hosting a club fair and carnival with over 1,200 attendees, a Thanksgiving dinner attended by over 7,000 students, and various smaller events like speed-friending and game nights aimed at fostering friendships and community connections. Additionally, USG has actively engaged in advocacy efforts by making four trips to Albany in the past two months to lobby for initiatives such as the new deal for CUNY, women's reproductive rights, and our free student MetroCard initiative. The latter, which was pioneered here at Hunter, has since been adopted by the University Student Senate, with support from multiple state elected officials to include it in the budget. The last time this senate floor was fully packed, it was USG's involvement in advocating for Brookdale.

“Despite these accomplishments, we cannot overlook the impact of the Israel-Palestine conflict on our community, which has resulted in a troubling rise in antisemitism and Islamophobia since October 7th, creating a tense political climate on campus.

“It is evident that the handling of these issues by the President's office, including the statements and decisions made, has contributed to the tension. For instance, on October 10th, President Kirshner issued a statement acknowledging the impact of events since October 7th and emphasizing the need for a safe and respectful learning environment. However, two days later, on October 12th, the President expressed support for Chancellor Felix Matos Rodriguez's statement denouncing activities supporting Hamas' cowardly actions.

“Subsequent actions, such as the condemnation of a video depicting anti-Arab and Islamophobic content by Hunter's faculty on October 27th, lacked mention of the anti-Arab hate portrayed. Additionally, in a letter dated March 7th, the President addressed concerns about civility on campus following demonstrations in solidarity with the Palestinian freedom movement, characterizing certain speech as offensive and hurtful without acknowledging the broader context of the conflict.

“Furthermore, despite the presence of Palestinians directly affected within our community, President Kirshner has avoided using terms like ‘Palestine’ or ‘Palestinian.’

“The Arab, Muslim, and sympathizing communities with those affected in Gaza and the West Bank have

faced online abuse and doxing (remember the doxing truck), with external individuals targeting students exercising their freedom of speech. Unfortunately, the college has failed to provide adequate protection to these students, faculty, and staff. Additionally, the Arabic department has been marginalized and silenced within our community.

“It is imperative to normalize discussions about the killings of Palestinians and to hold accountable entities involved in the Israel-Palestine conflict, including the IDF and Israel's illegal settlements, without facing accusations of antisemitism.

“If President Kirshner aims to promote peace and respect, she must treat all sides of the conflict equally. This includes condemning Israel's IDF assault and killings of innocent civilians with the same vigor as she condemned the events of October 7th.

“The Undergraduate Student Government recognizes that students from all perspectives are affected by this conflict and seeks fairness in the actions and statements of the President's office, without taking sides.”

Eija Ayravainen, Vice President for Student Affairs and Dean of Students, informed the body about the passing of Lori Janowski, Assistant Dean for Student Affairs.

The meeting was adjourned at 4:58PM.

Respectfully submitted,

Sarah Jeninsky
Secretary

APPENDIX I

The following attendance was noted from the meeting

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

Faculty					
AFPRL	Anthony Browne	A	Mathematics & Statistics	Sandra Clarkson	X
	Milagros Denis-Rosario	(A) E			0
	Lázaro Lima	(A) A		Robert Thompson	(A) A
Anthropology	Jackie Brown	A		Barry Cherkas	(A) A
	Stephanie Levy	(A) X	Medical Laboratory Sciences	Chad Euler	A
	Milena Shattuck	(A) X		Steven Einheber	(A) X
Art & Art History	Itam Uchenna	A		Muktar Mahajan	(A) X
	Dave McKenzie	X	Music	Michele Cabrini	A
	Chitra Ganesh	(A) X		L. Poundie Burstein	(A) A
Biological Sciences	Emily Braun	(A) X			(A)
	Ben Ortiz	A	School of Nursing	Carolyn Sun	X
	Jesus Angulo	A		William Samuels	X
Chemistry	Paul Feinstein	(A) X		Stephen Yermal	A
	Carmen Melendez	(A) X	Philosophy	Deidre O'Flaherty	(A) X
	Gabriela Smeureanu	A		Laura Keating	A
	Nancy Greenbaum	(A) X		Daniel Harris	(A) X
	Brian Zeglis	(A) X		Omar Dahbour	(A) A
	Nadya Kobko-Litskevitch	X	Physics & Astronomy	Kelle Cruz	X
Classical & Oriental Studies	Yasha Klots	A		Yuhang Ren	(A) X
	Frederick Rogals	(A) A		Ying-Chih Chen	(A) X
	Doron Friedman	(A) X	Political Science	Lina Newton	X
Computer Science	Justin Tojeira	A		Charles Tien	(A) X
	Raj Korpan	(A) X		Michael Lee	(A) X
	Saptarshi Debroy	X	Psychology	Roseanne Flores	A
Curriculum & Teaching	William Sakas	(A) X		Darlene DeFour	A
	Edgar Troutdt	A		Glenn E Schafe	(A) X
	Stephen Demeo	A	Physical Therapy	Peter Serrano	(A) X
Dance	Maverick Zhang	(A) X		Jaya Rachwani	A
	Tim Farnsworth	X		Milo Lipovac	(A) X
	Maura Donohue	X	Romance Languages	Chad Woodard	(A) X
Economics	Ana Nery Fragoso	(A) X		Magdalena Perkowska	X
	David Capps	(A) X		Monica Calabritto	(A) X
	Tim Goodspeed	X		Julie Van Peteghem	(A) A
	Michelle Liu	A	School of Social Work	Jonathan Prince	A
	Kenneth McLaughlin	(A) A		George Patterson	A
	Avi Liveson	(A) X		Marina Lalayants	(A) X
Educational Foundations & Counseling Programs				Keith Chan	(A) X
	Sarah Bonner	(A) A	Sociology	Mark Halling	A
	John Keegan	(A) A		Mike Benediktsson	(A) X
English	Sarah Chinn	A		Michaela Soyer	(A) X
	Angie Reyes	X	Special Education	Salvador Ruiz	A
	Mark Miller	A		Melissa Jackson	(A) X
Film & Media Studies	Janet Neary	(A) A		Kathryn Furlong	(A) A
	Larry Shore	A	SLPA	Donald Vogel	A
				Nancy Eng	(A) X
	Tami Gold	(A) X		JungMoon Hyun	(A) A
	Gustavo Mercado	(A) X	Theatre	Louisa Thompson	X
	Allan Frei	A			0
Geography & Environmental Scien	William Solecki	(A) X		Claudia Orenstein	(A) A
	Sun Shipeng	(A) X	Urban Policy and Planning	Lily Baum Pollans	A
	Christina Mekonen	X		Victoria Johnson	(A) X
German	Elke Nicolai	(A) X		vacant	(A)
	Aine Zimmerman	(A) A	Nutrition and Public Health*	Susan Cardenas	A
	D'Weston Haywood	X		Khurshed Navder	(A) A
History	Manu Bhagavan	(A) X		Steven Trasino	(A) X
	Aaron Welt	A	Women & Gender Studies	Jennifer Gaboury	A
	Iris Finkel	A		Catherine Raissiguier	(A) X
Library	Ajatshatru Pathak	A		Rupal Oza	(A) X
	Mee' Len Hom	(A) A			
		(A)			

			At-Large, Lecturers and Part-Time Faculty		
Students			Student Services	Burhan Siddiqui	A
Nicole Palmetto	A			Luis Roldan	(A) X
Ariadna Pavlidis-Sanchez	A	Library		Jocelyn Berger-Barera	A
Aysha Khan	X	English		Donna Paparella	X
Ronette Johnson	X	Psychology		Stefan Schlusman	A
Olivia Massey	X	Social Work		James Mandiberg	X
Lorraine Santana	X	Medical Lab Science		Hongxing Li	X
Ermina Chowdhury	X	Religion		Wendy Raver	A
Nishat Raihana	A	Political Science		Rosa Squillacote	X
Hridika Tasnim	A	English		Susan Barile	X
Viet Thanh Phan	A	Special Education		Gina Riley	A
Veronica Witkowski	X		0 vacant		
Ariana McNab	A	THHP		Sarah Jeninsky	A
Ahmed Tabbakh	A	Art & Art History		Peter Dudek	X
Gabriela Covaria	X				
Labiba Iqra	X	Ex-Officio			
Aliyah Harrison	A	President, USG		Bushir Juwara	A
Susana Sanchez	A	Vice President, GSA			0
Rachel Weng	A	President Alumni Association		Elizabeth Wilson-Anstey	X
Rosa Rivera	A	President, HEO Forum		Denise Lucena-Jerez	X
Shannon Benjamin	A	President, CLT Council		Amy Jeu	X
Jasmina Rustamova	A				
Iman Meawad	A				
Hafsa Naseer	A				
			ADMINISTRATION		
			Senators:		
			HEO/CLA Representative	Irina Ostrozhnyuk	A
			Vice President for Student Affairs	Eija Ayravainen	A
			Provost	Manoj Pardasani	A
			Dean, School of Arts & Sciences	Andrew Polsky	A
			Dean of Education	Jennifer Tuten	A
			Alternate Senators (3):		
			Dean of Social Work	Mary Cavanaugh	X
			General Counsel & Dean of Faculty		0
			Dean of Nursing	Ann Marie Mauro	A

APPENDIX II



Committee Members

- Adrienne Alaie-Biology
- Nathan Astrof-Chemistry
- Danielle Berke-Psychology
- Mark Bobrow-English
- Erica Chito Childs-Dean's Office
- Collin Craig-English/Dean's Office
- Tom DeGloma-Sociology
- Lina Newton-Political Science
- Anita Raja-Computer Science
- Julie Van Peteghem-Romance Languages/ACERT



Committee Charge-Spring 2023

Charge: Review and evaluate the current Writing requirement and think more broadly about college learning objectives on communication, including both writing and oral presentation

Problem: Current writing requirement is not working, does not have a clearly defined purpose or criteria, and does not reflect best pedagogical writing practices

Committee Work

- Conducted a survey of all departments
 - Consulted with GER committee, and their writing survey results
 - Compiled and reviewed writing models from other peer institutions
-

Preliminary

- The Writing requirement revision proposal should include college-level learning objectives for writing and presentation which would be met through a two-pronged approach:
 - 1) *Introductory level writing, presentation and other communication practices*
 - 1) *Each department comes up with a writing plan that is discipline appropriate, aligns with college learning objectives and is able to be assessed*
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APPENDIX III



Executive Vice Chancellor
and University Provost

205 East 42nd Street
New York, NY 10017
Tel: 646-664-8075
academicaffairs@cuny.edu

MEMORANDUM

To: College Presidents and Deans
From: Executive Vice Chancellor and University Provost Wendy Hensel
Re: Strategies for the Optimal Use of Academic Resources
Date: January 25, 2024

A handwritten signature in blue ink, appearing to read "Wendy Hensel", is written over the date line of the memorandum.

Together we begin the new year acutely aware of the budget challenges that we face as a system and at nearly all campuses. The Office of Academic Affairs is here to work with you and your teams to surmount these challenges and advance our common mission.

To these ends, we have collaborated with campus provosts to identify both short and long-term strategies and academic practices that have been successful at CUNY and elsewhere in reducing costs without compromising academic quality. A few immediate recommendations for your consideration are below, focusing on optimal scheduling because most campuses are now in the process of creating the Fall 2024 schedule of classes.

We encourage you to consider the approaches that fit best with your campus culture and use these ideas to spark innovation and conversation with faculty in support of your work during these difficult budgetary times. Central staff is available to provide technical support and other expertise to help your campus as needed.

1. Primary Recommended Action: Improve Scheduling Optimization

Move to average enrolled section size of twenty-five students and raise fill rates to 85% in a manner that will not adversely impact educational outcomes.

Summary

The management of course sections is a critical operational issue with substantial financial consequences.

From 2018 to 2023, enrollment at CUNY has fallen faster than section offerings, with enrollment down 18% and sections down 13%. During that same period, the average number of enrolled students per section fell slightly at the senior colleges and by about 3 students per section (11%) at the community colleges. Average section sizes vary substantially among the colleges.

In Fall 2023, nearly 75% of all course enrollments systemwide were in courses with three or more sections. Of this group, more than 3,000 sections had 4-15 students per section. This information strongly suggests that it is possible to eliminate sections without creating overly large classes or affecting educational outcomes while simultaneously realizing significant savings.

Impact

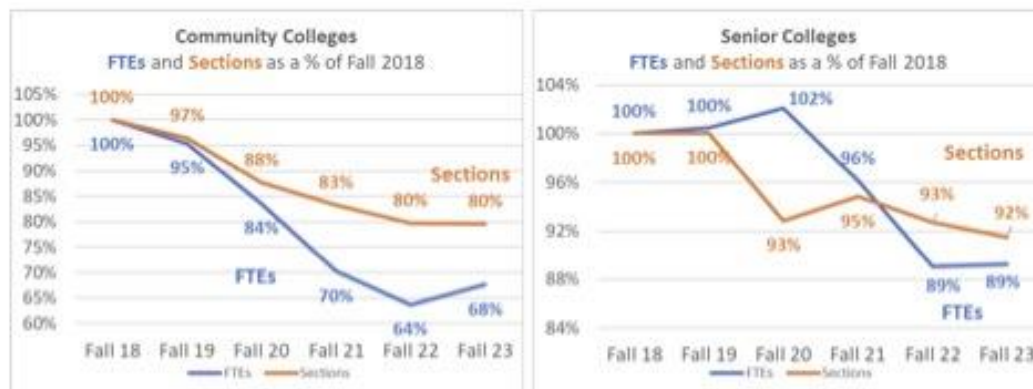
If colleges return to the 2018 average class size, it could save > \$20M systemwide. If senior and community colleges set the average section size at 25 for appropriate courses, it could save \$40M per year (at 27 students per section, savings could reach \$60M).¹

Explanation

In AY 2022-2023, CUNY taught nearly 88,000 course sections, more than 50 percent of which were taught by adjunct faculty. The cost of a typical 3-credit course taught by an adjunct faculty member ranges from \$5,558 to \$6,694. In 2022-2023, total adjunct costs totaled \$369 million.

Adjunct faculty typically fill the gap between the demand for instruction (determined by student enrollment in programs and courses) and the supply of instruction (determined by the number of full-time faculty). Holding the number of full-time faculty constant, the number of sections taught by adjunct faculty typically should grow or shrink with enrollment.

If section offerings are managed optimally, there will be a tight relationship between enrollment (student FTEs) and sections offered. However, that largely has not been the case, especially in the last few years. Since 2018, community college enrollment is down 32 percent while sections are down only 20 percent. Collectively, at the senior colleges, enrollment is down 11 percent while sections are down only 8 percent. Because a few senior colleges have strong scheduling optimization, this discrepancy is significantly larger at some senior colleges.



¹ Please note that the section size statistics and section savings analyses cited in this memo are based on data that exclude any course section with fewer than four students. This is to ensure that we do not inappropriately assume that additional students could be added to independent study and clinical coursework sections, which cannot be easily identified in the data. However, by excluding the lowest enrollment course sections from the analysis, we are likely understating some of the efficiency opportunities.

The chart below shows average section sizes at each college from Fall 2018 to Fall 2023, and the fiscal impact of the change during that period. Spring section size trends and costs are similar.

College	Average Section Size						% Change F18-F23	Millions of \$ (Savings)/Cost
	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23		
Baruch	33	35	36	36	35	36	7%	\$ (1.09)
Brooklyn	27	26	30	25	23	23	-13%	\$ 1.87
City	25	24	26	24	23	25	1%	\$ (0.17)
Hunter	29	29	33	31	30	30	6%	\$ (1.22)
John Jay	25	26	28	24	24	24	-3%	\$ 0.47
Lehman	22	23	26	25	23	25	12%	\$ (1.43)
Medgar Evers	26	24	30	24	20	22	-16%	\$ 0.70
NYCCT	23	23	23	22	21	22	-8%	\$ 1.30
Professional Studies	18	18	19	18	18	19	8%	\$ (0.25)
Queens	26	27	31	29	26	27	3%	\$ (0.45)
Staten Island	28	27	30	28	26	27	-3%	\$ 0.28
York	25	24	25	23	20	20	-22%	\$ 1.63
Graduate School	12	12	12	11	12	11	-4%	\$ 0.13
Journalism School	13	13	12	12	12	12	-9%	\$ 0.04
Labor & Urban Studies	11	12	12	11	13	13	11%	\$ (0.04)
Law School	28	28	28	29	28	29	3%	\$ (0.02)
Macaulay Honors College	12	11	15	14	11	11	-14%	\$ 0.01
Medical School	26	23	28	25	26	23	-12%	\$ 0.04
Public Health	22	25	30	24	25	27	26%	\$ (0.14)
Senior College Average	26	26	28	26	25	26	-1%	\$ 1.66
BMCC	25	25	25	23	21	23	-10%	\$ 1.89
Bronx	22	23	23	20	17	20	-8%	\$ 0.68
Guttman	23	24	26	23	22	24	3%	\$ (0.04)
Hostos	24	23	24	20	21	22	-9%	\$ 0.52
Kingsborough	24	23	23	20	20	21	-14%	\$ 2.05
LaGuardia	24	25	23	22	20	20	-17%	\$ 2.76
Queensborough	24	25	26	23	22	23	-6%	\$ 0.73
Community College Average	24	24	24	22	20	21	-11%	\$ 8.59
CUNY Average	25	25	27	25	23	24	-4%	\$ 10.25

Recommended Actions:

- Determine which courses can strategically increase seat capacity without negatively affecting educational outcomes.

CUNY OAREDA provides a dashboard ([here](#)) that will enable colleges to make useful comparisons across CUNY. For example, the average English course clusters around 22.2 students per course section. At some schools, this average is significantly lower. Adding a nominal number of seats and reducing the number of sections could save considerable expense without harming student learning.