

Hello Dean Cammett,

We are aware of the passing of Dean Bilek's father of which we send our condolences to her and hope that she and her family are being held and supported in this continued difficult time. We are therefore directing our inquiry to you and your office, Dean Cammett, and are cc'ing Dean Bilek only for her awareness. We thank her for recently sharing the all-student message about the grading system for the fall. In reading both her and the Chancellor's message, numerous questions arose from the Student Government where we would very much appreciate the administration's response:

- Though we were aware that CUNY Central could potentially reject any proposed grading system, was it always known that the passage of the proposal was ultimately predicated on how peer schools were approaching grades for the fall?
- How will peer schools' approach to grades affect other decisions by CUNY Law as the pandemic continues to unfold? Are there particular peer schools that CUNY Law looks to in making these considerations?
- When/if the pandemic worsens again, how will the decision of a grading system be revisited?
- How will the administration support students who are struggling to receive COVID-related accommodations from faculty members?
- How will the administration advocate for students who, through no fault of their own, are placed on academic probation after a fall of trying to maintain their grades in the midst of a pandemic?
- How will the administration support students who get sick, and ensure accommodations are granted evenly across the program?
- What is the administration's plan for managing classes when/if faculty members get sick?
- How is the administration planning to advocate for students who run afoul of the ABA's minimum attendance requirements due to sickness, technical difficulties, and so on?
- There were many listening discussions that folded into the creation of the grading policy that was ultimately rejected by CUNY central. Even though we are not able to have a mandatory pass/fail or opt-in pass/fail system, are there any of the suggestions that were provided from those listening sessions that will be incorporated into how to approach grading in the fall?
- How will faculty be given guidance in creating evaluation mechanisms and grading schema that are flexible enough to accommodate the many different circumstances in which students are trying to study?

- Relatedly, how will faculty be given guidance to make sure that their expectations for performance are appropriately scaled against the pandemic circumstances and do not penalize students whose circumstances do not allow them to fully focus on school?

Thank you for reading this message, and we look forward to either your or your office's response to our above-listed inquiries.

Many cheers,
Student Government