

# MINUTES

## Meeting of the Hunter College Senate 17 September 2025

1 The 706<sup>th</sup> meeting of the Hunter College Senate convened at 3:58 PM in HW 714.

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3 **Presiding:** Sarah Chinn, Chair

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

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

9  
10 **Chair's**

11 **Remarks:** Chair Chinn said the following:

12  
13 “Welcome back everyone for our first meeting of the 2025-2026 academic year. We had a terrific  
14 orientation for new members a couple of weeks ago, introducing them to the history and function of the  
15 Senate, parliamentary procedure, and the iClicker system. We’ll be holding an orientation every year, and  
16 everyone is invited, not just new Senators. And of course, if you have any questions about our procedures  
17 here at the Senate, please don’t hesitate to ask me or our parliamentarian, Jill Gross.

18  
19 “I don’t want to take up too much time, but I’m going to spend the next few minutes outlining what we’re  
20 facing in terms of recent attacks on shared governance from both the federal and specific state  
21 governments. I know Nancy is going to discuss the larger implications for Hunter of the cancellation of  
22 grants and the ongoing persecution of immigrants, among other issues. But given the role of the Senate at  
23 the college, I’ll be talking specifically about the dismantling of governance bodies and especially on  
24 faculty oversight of curriculum, institutional governance, and academic freedom.

25  
26 “Yesterday I was part of a zoom meeting that called together faculty from some of the states most affected  
27 by these changes: Texas, Iowa, Ohio, Nebraska, Indiana, and Virginia. I think I’m unusually well informed  
28 about what’s going on in higher education – I read up on these developments in both specialized and  
29 general news sources; I communicate with colleagues from around the country on a daily basis; I’m  
30 involved in several organizations that focus on faculty rights. But I was shocked to hear someone at Ball  
31 State University in Indiana talk about what they’re experiencing at every level. Faculty have been fired  
32 on the basis of not much more than student complaints that their classrooms aren’t “politically neutral,”  
33 or their syllabi include materials that focus on race, gender, or sexuality in any way. Internally funded  
34 prizes for students have been cancelled, whole administrative offices closed down, and academic  
35 departments and programmes disbanded. There are no tenure protections: all faculty are on five-year  
36 contracts and can be fired at will. Their classes can be audited with no warning. I said “it sounds like  
37 living in a war zone,” and he said “yes – that’s exactly how it feels. You can’t even trust your students  
38 anymore.”

39  
40 “Of course, Indiana is not alone. The Texas State University system has dissolved the governance bodies  
41 at all its campuses, replacing them with “advisory councils.” A senior lecturer at Texas A&M was fired  
42 for teaching a children’s literature class that included books for and about Black children as well as  
43 materials that dealt with gender and sexuality. The University of California at Berkeley – the birthplace  
44 of the Free Speech Movement in the early 1960s – was commanded to hand over the personal records and  
45 other documents that “contained information about reports or responses related to alleged antisemitic  
46 incidents” of 160 faculty, students, and staff. They complied and only told those people months later.

47  
48 “Closer to home, our Chancellor testified before the Congressional subcommittee on Education and the  
49 Workplace, along with the presidents of Berkeley and Georgetown, to respond to accusations of  
50 antisemitism. Certainly, we can understand the immense pressure he was under, not to mention the  
51 national spotlight. Even with that caveat, he disappointed. Instead of advocating for our colleges and  
52 praising CUNY’s history of robust political engagement, or arguing for the CUNY Law School’s

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57 representation of Mahmoud Khalil, the Columbia graduate student who was illegally arrested and detained  
 58 last semester, he promised to hire more security and make sure that protest would from now on be limited  
 59 or even punished.

60  
 61 “I don’t want to bum everyone out at our first meeting. Rather, I want to lay out the context for the  
 62 organizing and activism that has been going on over the summer that I’ve been involved in. Within  
 63 CUNY, faculty governance leaders from around the university have joined together to form the CUNY  
 64 Alliance to Defend Higher Education. Our mission is tripartite: to pressure college administrators, the  
 65 Chancellor, and the Board of Trustees to commit to defending academic freedom and faculty autonomy  
 66 in teaching and research; to work with community based organizations to build public support for CUNY;  
 67 and to generate coverage of the threats to higher education by a wide array of media outlets. After getting  
 68 organized over the summer, we have already vigorously presented our concerns to the new CUNY Provost  
 69 and to the Chair of the CUNY Board of Trustees Bill Thompson, with more public-facing action to come.  
 70

71 “A wide array of different constituencies are working together to support our colleagues under enormous  
 72 pressure and protect our own institutions. Stand Together for Higher Ed, an organization made up of  
 73 faculty, staff, and administrators, has put together online toolkits for campuses whose shared governance  
 74 structures have been compromised or have never existed. Just this week we joined coalitions organized  
 75 by PEN America, by alumni groups from Harvard, UCLA, and Columbia, by Higher Education Labour  
 76 United.  
 77

78 “In addition, a national network has grown out of colleges and universities that passed resolutions for  
 79 Mutual Academic Defence Compacts. I’ve been involved in the National MADC Consortium, first formed  
 80 by faculty from Rutgers, CUNY, and the University of Massachusetts at Amherst. The organizing  
 81 principle of the MADC movement is that faculty need to agitate to pressure the leadership of public  
 82 colleges and universities to take material steps to preserve our rights and freedoms as faculty. We need  
 83 them not to accede to the terms on which our campuses are being represented, and to resist the extortionate  
 84 demands of the Trump administration.  
 85

86 “Obviously, there is even more organizing going on nationwide – this is just the work that I’ve been  
 87 involved in. But all of use share the same core belief: that higher education is a public good. This is  
 88 especially true for public universities and colleges – we can just look at what we all achieve at Hunter  
 89 every day to know that.  
 90

91 “New York might not feel like a war zone for higher education, but we can’t help feeling the  
 92 reverberations of the explosives going off to the South and the West of us. I would urge all of us to think  
 93 about how we can support those under fire, even as we build our own ramparts and trenches.”  
 94

95 **Minutes:** There was a motion to create an omnibus motion to pass the minutes of 5 March, 2025, 19 March, 2025,  
 96 9 April, 2025, 23 April, 2025 and 14 May, 2025 together? There was no objection. The minutes of 5  
 97 March, 19 March, 9 April, 23 April, and 14 May were approved as distributed.  
 98

99 **Report by**  
 100 **the President:** Chair Chinn invited President Nancy Cantor to report. The report is in Appendix II.  
 101

102 **Report by**  
 103 **the Provost:** Chair Chinn invited Shiao-Chuan Kung, Director of Center for Online Learning, to discuss the Syllabus  
 104 Checklist. The Syllabus Checklist is available in Appendix III.  
 105

106 **Middle States**  
 107 **Update:** Chair Chinn invited Interim Dean Erica Chito-Childs and Professor Thomas DeGloma, Sociology  
 108 department, co-Chairs of the Steering Committee, to provide an update on Middle States. Their  
 109 presentation is in Appendix IV.  
 110  
 111  
 112

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116  
117 Report by the  
118 Administrative  
119 Committee:

120 a) **Approved Curriculum Changes**

121 The following curriculum changes as listed in the attached reports Part I and II dated 17  
122 September 2025 have been approved as per Senate resolution and are submitted for the Senate's  
123 information. Items: GR-1646 Speech Language Pathology and Audiology (Routine change in  
124 courses), GR-1647 (Routine change in courses), UR-2840 Economics (Routine change in  
125 course), UR-2841 WGS (Routine change in course), US-2838 Music (New course and  
126 Crosslisting and add WoC), US-2839 Jewish Studies Program (New course and Crosslisting  
127 and add WoC), US-2842 Romance Languages/Spanish (New course), GS-1648 Classical &  
128 Oriental Studies/Chinese (Change in degree program), GS-1649 Classical & Oriental  
129 Studies/Chinese (New course), and GS-1650 Classical & Oriental Studies/Chinese (Change in  
130 courses).

131  
132 b) **Election of students for the Search Committee for Dean for School of Arts and Sciences**

133 Chair Chinn reminded the body that at the last Senate meeting, the student slot was not elected  
134 due to lack of nominees.

135 Below are the names of student nominees:

136  
137 **STUDENTS (6)**

138  
139 Scarlett Burwell-Pharel (Political Science)

140 Bryan Zhao (Social Work)

141 Lily Shahein (History)

142 Serhiy Stoperkevych (Political Science)

143 Cross Elizardo (History)

144  
145 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees for  
146 the student panel. The motion carried by unanimous consent.

147  
148 Since there are six slots available and only five nominees at this time, one more student nominee  
149 will be accepted at the next meeting.

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151  
152  
153 Due to the late hour, the meeting was adjourned at 5:22 PM.

154  
155  
156 Respectfully submitted,

157  
158  
159 Sarah Jeninsky  
160 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	A
	Milagros Denis-Rosario	(A) X			0
	Lázaro Lima	(A) X		Robert Thompson	(A) X
Anthropology	Jackie Brown	A		Barry Cherkas	(A) A
	Stephanie Levy	(A) X	Medical Laboratory Sciences	Francesco Lotti	X
	Milena Shattuck	(A) A		Steven Einheber	(A) X
Art & Art History	Howard Singerman	A		Muktar Mahajan	(A) X
	Dave Mckenzie	A	Music	Michele Cabrini	E
	Antonella Pelizzari	(A) X		L. Poundie Burstein	(A) X
	Chitra Ganesh	(A) X		Steven Spencer	(A) X
Biological Sciences	Ben Ortiz	A	School of Nursing	Jennifer Majumdar	X
	Jesus Angulo	X		Tara Heagele	X
	Paul Feinstein	(A) X		Ashley Ritter	A
	Carmen Melendez	(A) X			(A)
Chemistry	Gabriela Smeureanu	A	Philosophy	Omar Dahbour	X
	Nancy Greenbaum	(A) A		Laura Keating	(A) A
	Matthew Devany	(A) A		Kyle Ferguson	(A) X
	Nadya Kobko-Litskevitch	X	Physics & Astronomy	Ying-Chih Chen	X
Classical & Oriental Studies	Frederick Rogals	A		Yuhang Ren	(A) X
	Doron Friedman	(A) A			(A)
	Alex Elinson	(A) A	Political Science	Charles Tien	X
Computer Science	Felisa Vazquez-Abad	A		Rob Jenkins	(A) A
	Raj Karpan	(A) X		Michael Lee	(A) A
	Sven Dietrich	X	Psychology	Darlene DeFour	A
	Justin Tojeira	(A) X		Roseanne Flores	A
Curriculum & Teaching	Edgar Troutdt	A		Glenn E Schafe	(A) X
	Stephen Demeo	A		Amber Alliger	(A) X
	Maverick Zhang	(A) X	Physical Therapy	Steve Kofsky	X
		0		Nicki Silberman	(A) A
Dance	Maura Donohue	A		Tom Holland	(A) X
	Jade Robertson	(A) X	Romance Languages	Noran Mohamed	X
		0 (A)		Ana Tello	(A) X
Economics	Michelle Liu	A			0 (A)
			School of Social Work	Daniel Gardner	A
	John Li	(A) X		Mayra Lopez Humphreys	A
	Jonathan Conning	(A) X		Seon Mi Kim	(A) X
Educational Foundations & Counseling	Sarah Bonner	A		Yi Wang	(A) X
	John Keegan	(A) A	Sociology	Mark Halling	A
	Veronica Muller	(A) A		Mike Benediktsson	(A) X
English	Sarah Chinn	A		Heba Gowayed	(A) X
	Katie Winkelstein-Duveneck	A	Special Education	Nancy Sall	A
	Mark Miller	X		Melissa Jackson	(A) X
	Jeff Allred	(A) X		Kristen Hodnett	(A) A
Film & Media Studies	Larry Shore	A	SLPA	Nancy Eng	X
				Michelle MacRoy-Higgins	(A) X
	Omar Hammad	(A) A		Stanley Chen	(A) X
	Kelly Anderson	(A) X	Theatre	Claudia Orenstein	A
Geography & Environmental Science	William Solecki	A		Phillip Brown	X
	vacant	(A)		Louisa Thompson	(A) X
		(A) X	Urban Policy and Planning	Victoria Johnson	A
German	Aine Zimmerman	A		Lily Baum Pollans	(A) X
	Elke Nicolai	(A) A		vacant	(A)
	Edward Dawson	(A) A	Nutrition and Public Health	Steven Trasino	X
History	Aaron Welt	X		Khursheed Navder	(A) A
	Manu Bhagavan	(A) X		Wendy Vaughn	(A) A
	Mary Roldan	E	Women & Gender Studies	Chris Mitchell	A
Library	Iris Finkel	A		Priscilla Yamin	(A) A
	Ajatshatru Pathak	A		Rupal Oza	(A) X
	Dorian Onifer	(A) A			

**Students**

Kyle Guttierrez	A
Lorraine Santana	X
Nishat Raihana	X
Viet Thanh Phan	X
Izadora Lima Soares Prereira	X
Priscilla Jimenez	X
Odelia Boone	E
Julianna Spoto	X
Serhiy Stoperkevych	A
Sara Algahmi	X
Jubilation Billingslea	X
Santiago Vasquez	X
Scarlett Burwell-Pharel	X
Ace Hartwell	X
Amaryllis Rodriguez	A
Samantha Jones	X
Bryan Le	A
Gia Dreyer	X
Nina Rich	X
Paulina McGowan	X
Bryan Zhao	A
Alexandra Perez	X
Catherine Splendore	A
Laila Ruffin	X
Maliha Anzum	X
Lily Shahein	A
Cross Elizardo	X

**At-Large, Lecturers and Part-Time Faculty**

Student Services	Burhan Siddiqui	A
	Luis Roldan	(A) X
Library	Jocelyn Berger-Barera	A
MHC	Lev Sviridov	A
Psychology	Stefan Schlussman	X
Geography and Environmental Science	Mimoza Frankfurt	A
Medical Lab Science	Hongxing Li	X
Wendy Raver	Wendy Raver	A
Geography	Ines Miyares	A
Classical & Oriental Studies	Chris Stone	A
Special Education	Gina Riley	A
Registrar	Jennifer Dennington	X
THHP	Sarah Jeninsky	A
Political Science	James Bacher	X

**Ex-Officio**

President, USG	Bashir Juwara	X
President, GSA	Charles Richards	X
President Alumni Association	Elizabeth Wilson-Anstey	X
President, HEO Forum	Denise Lucena-Jerez	A
President, CLT Council	Amy Jeu	A

**ADMINISTRATION**

Senators:		
HEO/CLA Representative	Irina Ostrozhnyuk	A
Vice President for Student Affairs	Eija Ayravainen	A
Provost	Manoj Pardasani	A
Interim Dean, School of Arts & Sciences	Erica Chito Childs	A
Dean of Education	Julie Gorlewski	A
Alternate Senators (3):		
Dean of Social Work	Mary Cavanaugh	A
Assistant Vice President for Enrollment	Moseph Fantozzi	A
Dean of Nursing	Ann Marie Mauro	X

## APPENDIX II

“I want to begin by welcoming everybody back and recounting a number of things that have happened over the last few months. First of all, let me start with really good news. Our enrollment is really robust and healthy, and we can thank some folks sitting right there. We have just passed our official census data for the Fall 2025, and the current headcount is 22,805. That is up 1% compared to last year. We have the largest freshman class in Hunter's history: 3,439 freshmen. Transfers are up, as well, and graduate students are up which is really wonderful to hear. So, that is really good news. In addition, we are adding some wonderful programs. So, there are two new scholar programs coming. We have six existing programs: Muse, Athena, Yalow, Roosevelt, Nursing, and Daedalus. We are adding the Salud Scholars which is designed, and this is a quote, “for students interested in turning their passion for science, wellness, and social justice into meaningful careers in public health and the health professions.” So, that should be wonderful. Then, we have NextGen scholars for students committed to caring for the city's youth including future teachers, school counselors, social workers, and juvenile justice advocates. These will each have about 30 students in their inaugural cohort starting in the Fall of 2026. So, very exciting to be expanding those programs. Then, talk about an expansion: we are welcoming to Hunter, for the first time, the ACE program, which is the senior college version of ASAP. This is really exciting. ASAP has been extraordinarily successful at the community colleges. The ACE program will give a wide range of benefits including OMNY cards for the MTA, textbook assistance, tuition support, dedicated advisors and tutors. We are going to focus initially on ASAP transfers, so it will really go with our notion of transfer students' support. They will be housed on the 10<sup>th</sup> floor of the East Building next to the SEEK department, appropriately. We are hoping to welcome our inaugural class of 150 students this coming Spring.

“Now, I mentioned transfers, and I cannot say enough about how excited we are to launch officially the Transfer Student Success Center. Nearly one-third of our students are transfers. They do very well academically in their first semester at Hunter, but then they have trouble navigating through the rest. This is going to be a game changer. It will have dedicated advisors, people who work directly with academic departments to really support the kinds of academic progression that transfers can make. It will have connections to our career services. Right now, it is in a pop-up space in room 417 West, but it will eventually be on the second floor of the West Building above the West lobby. So, we are really excited about this. Transfer students are, in many regards, big for our future and for higher education in general, and places really need to put our arms around them. We have wonderful community colleges that are sending us transfers. BMCC's enrollment, for example, is over the top. So, we can expect that the transfer population will increase. CUNY itself has done, as you may know, a transfer program to make sure that credits are seamlessly transferred and integrated. So, the whole thing is really spot on in terms of what we can do.

“Then, in terms of student success, I want to really call out, and Sarah mentioned this, the need to put our arms around our immigrant students. We have wonderful undocumented, immigrant and mixed-status students, and this is a moment for Hunter to step forward. After all, we were founded by an Irish immigrant who wanted to make sure that there was a place for women when they were being excluded. It could not be a more important moment to do this. I think many of you know that I was a co-founder of the national Presidents Alliance on Higher Education and Immigration. We just had our big convening in Chicago last week. There were 500 or so people from all across the country. Institutions everywhere are really beginning to mobilize and band together, and we need to be at the center of that. We have a fabulous set of staff totally devoted to immigrant student success. I am so proud of it. We have an Immigrant Student Success Center in 305 Thomas Hunter Hall. Make sure if you are in contact with students who want to understand what is going on, if you are an ally and you want to be trained to really be helpful to immigrant students and undocumented students, send them to our Immigrant Student Success Center. They obviously advise our TheDream.US scholars. They help with financial aid with the Jose Peralta New York State Dream Act. They connect students to immigration advice, “know your rights,” and legal advice. CUNY has just mounted an immigration team, if you will, for situations where students or family members are detained. We have really good, seamless connections there, and they have started a Hunter Dream Team for undocumented students. It is a wonderful group. I just cannot urge you enough to watch out for our friends, and really put our arms around. In that same vein, you may have seen a flyer outside, we have teamed up with a group called First Gen Empower to create a set of sessions for faculty and staff who want to be allies and really want to understand the situation as it is unfolding. September 22nd is one Zoom event. October 22nd is another. If you can't do September 22nd, please get a flyer, use your phone and figure out how to sign up for it. It is hugely important. Then, we are also teaming with that same group to do a series of nine. It is a credential program on how to be an ally. Student Affairs staff, Academic Affairs staff, departments and faculty who want to do it can all sign up. So, if you are interested in that, let us know.

“Then, moving from that kind of support, I think you all know that we are doing tremendous amounts of career support. This is Career Week at Hunter College. There are events tomorrow and on Friday. Hunter Works and CUNY Beyond have also really stepped up. We have advisors in departments; we have ACERT doing training; we have various micro-credentials. We have all kinds of curricula. We are bringing industry practitioners into departments. The CUNY Inclusive Economy program is in film and media, economics, and human bio, and we are expanding. Then, we just got a \$2.3 million grant from CUNY to really be one of the

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pilot campuses for CUNY Beyond, so look for that expanding even more in the future. Rob Domanski out of Manoj's office is leading that, and Daniel Hurewitz and he are teaming up.

“Some more good news: we have hired 54 new faculty for this year; 49 of whom are here right now, all across the colleges: 38 in Arts and Sciences, eleven in the School of Education, three in Health Professions, one in Nursing, and seven in Social Work. There are some more who will be joining. This is really exciting. This is really important that we are moving forward with a substantial increase in wonderful new faculty. We had a new faculty orientation and I could have sat there all day. They were fabulous. We have hired a lot of new staff, as well, hired over the past year: 543 - 142 full-time and 401 part-time. You know our staff are so amazing.

“Speaking of our amazing staff: some of you I hope were at our President's Staff Excellence Awards Ceremony on Monday where we gave out awards to ten amazing staff members at Hunter all across from Mail Room, Computer Science department, to Nursing, to Public Safety. Maria is shaking her head in the back because she had a lot to do with putting this together. We should give her applause. We really had a number of people there who said to me afterwards that it was just so wonderful to see that we actually are recognizing people who often are not seen and who really put their arms around us all every day. There were 84 eligible nominations, so this is something that the community really got behind, and we will be doing it again.

“I want to quickly speak about other celebrations. I want to congratulate USG and GSG. They hosted a great community mixer. Some of you may have been there: faculty, staff, and students. It was great, and it was on the newly renovated West Terrace. It was a beautiful day and evening. There is a great event coming up: Women in Jazz on October 8<sup>th</sup>. If you have not seen the announcement for that, you can find out at the Kaye Theater. That goes along with our acquisition of a landmark collection of Billie Holiday's papers: 1,500 pages between 1950s and 1970s, so really, it will be an amazing evening. I hope you also will see the States of Incarceration Exhibit from the Humanities Action Lab. As I have mentioned before to this group, we have welcomed the Humanities Action Lab here. States of Incarceration is a national exhibit that we have now on our 6<sup>th</sup> floor of the Library. It is just really phenomenal about the state of incarceration told through local stories all across the country. So, go see it. Speaking of seeing, Kelly Anderson's fabulous documentary, Emergent City is streaming on PBS television through November 16<sup>th</sup>. It is really an extraordinary piece.

“I am now going to give some kudos to different things happening in our different schools. In Arts and Sciences, we have an Integrated Media Arts alum, Emily Collins who is a founding partner of what is called Mighty Oak; a woman and queer-owned animation studio based in New York City. This company just won an Emmy on Sunday for Outstanding Motion Design for their film Octopus. So, pretty exciting. In this moment, in this country, it is nice to know that good things are happening. People are getting recognized for that. Arts and Sciences is hosting HUMANities in tech series, which is really very interesting. So, it will be a combination of Computer Science and Arts and Humanities faculty and students; a year-long series of interactive events and immersive experiences. You will hear more about that. They are also hosting co-creation cafes, a series of open spaces. We are really trying to encourage co-creation; encourage people to collaborate across the silos of our work and our life. There is Dancing with the Dean which they just did. That is why Erica's face is all red. She has been dancing all afternoon. They are going to have Singing with the Dean, as well.

“In the School of Nursing, they had a very exciting retreat on August 25<sup>th</sup> with a new strategic plan for their School. I will talk about our college-wide Strategic Plan later, but that was very exciting. They have also welcomed a new Senior Associate Dean for Academic Affairs, Dr. Maria LoGrippo coming to us from Penn. She does wonderful work on promoting seamless academic pathways in Nursing and collaborative partnerships. Three Hunter Bellevue School Nursing graduate students won scholarships from the Nurses Educational Fund which is a really interesting group. It was founded in 1912 by nurses for nurses. So, we are very proud of those graduate students. Two of their faculty, Maya Clark-Cutaia and Elsie Jolade were selected as fellows of the prestigious American Academy of Nursing. It is so very exciting.

“At Silberman, we had really good news from the New York City Council. You may remember that last year, the Council awarded a new program of Social Work Fellows to give stipend support and tuition support for fellows that would then go in and work in local non-profits. This year, they doubled it. So, Silberman is getting \$1.2 million in scholarship support for the current academic year, which is really exciting. They need that because Silberman has its largest class of MSW students in its 67-year history. That is really, really phenomenal. They also had a number of prestigious recipients for awards. Dr. Patricia Gray was recently elected President of the National Association of Social Workers in New York State, so that is really exciting.

“The School of Education: *Gabriela Garcia De La Noceda*, a student enrolled in our Advanced Certificate at Hunter and a teacher at PS 243, was selected as a winner of the Big Apple Award for her exceptional work in New York City public schools. This was

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all over the newspapers; really exciting. Our School of Ed graduates and current students do so much in the New York City public schools that it is astonishingly wonderful. I think I mentioned last time that Nadine Bryce was selected as a Fulbright Scholar. She is doing work in Jamaica. This is very important because Fulbright is under the gun, as many programs are. So, we are very excited about that. Five programs will be participating in a grant-funded project supporting the Path Forward. It is a really interesting initiative to support the science of reading in P12 schools and for teacher education.

“Hunter is receiving \$500,000 over the next two years for that. School of Health Professions has really been active. One thing to note is that their graduates across all their departments are achieving very high national exam pass rates and very strong employment data within one year of graduation, which is so important for our students. In Nutrition and Public Health, we are really excited to welcome Mark Chatarpal as our new Director of the New York City Food Policy Center that is really a fabulous center. He is going to really take it to a new level. He does a lot of work on issues of food insecurity and what that means in various populations, so this should be very exciting. In Physical Therapy, Dr. Jaya Rachwani was recognized as a board-certified specialist in Pediatric Physical Therapy, and that is one of the highest distinctions in their profession. Speech-Language Pathology has been really raising their profile. They have done a lot of conference presentations. That is a very strong program that is really growing, so we are very excited about that.

“I also want to mention with respect to the Library that Hunter College Archives have scanned all of the Hunter College yearbooks up to 2015, and they going to continue to do it for the rest. I cannot tell you how important that is to do. I have a personal story on that. Over the weekend, my brother found the Hunter College yearbook for my mother from 1943 and from my father from CCNY from 1940. I have it on my desk if anybody wants to come up, but you can actually look at it in the digital JSTOR. One of the amazing things about it is the resonance with what we are all going through today. Those were the war years, and the yearbooks speak eloquently to that. They describe every department in my mom's yearbook for the 1943 class of Hunter class, and in every department, they are talking about what it means to mobilize positive and to create a new generation that will mobilize to help achieve peace. I just urge you to look at these things. History does not repeat exactly, but it sure gets close. It gave me a great sense of how we can mobilize, which I am going to talk about in a minute.

“So, having said something good, let me note a lot of the bad things that are happening. Sarah talked about a bunch of the really important and scary attacks. Let me assure you that we stand firm in our shared governance, and we stand firm in who we are and our mission. However, we are certainly facing the kinds of pressures and cuts that others have faced. So, in terms of federal grant cuts, so far we have had twelve grant projects impacted which reaches a lot of people. Seven of them are NIH grants that were reinstated after the Massachusetts lawsuit injunction, but we do not know what will happen to those. We hope that reinstatement will stand, but that still leaves five major grants over the next five years that were cut. Then, we are particularly worried about what is happening down the line with the Department of Education. You may have read that the Department of Education is dismantling their minority-serving institution grants. That includes, for example, McNair grants in the TRIO grants. We have had McNair for 25 years. In this institution, it is a phenomenal program sending our undergraduates on to graduate schools. That is being cut as far as we can tell. In addition, our HCAP and AANAPISI grants face issues. They just put in this summer two new grant proposals for renewals. We just heard that new grants will not be funded. So, Manoj and I and others are working very hard. Institutional Advancement is really stepping up to help us try to backstop things. Great kudos to Alexis Eggleton. These are programs that are at the heart of Hunter. We cannot lose these kind of programs, so we have to figure out ways not only to stopgap them now and keep them going, but to fundraise for the future. I assure you; we will work on that. I had a meeting today with the chairs of the Hunter College Foundation to talk about this, and we are planning how we can raise money going forward for these and others. The other side of the coin at the federal level is the financial aid picture. We are very worried about this. So, the worst cuts that were proposed on Pell did not happen in the Senate, so we still do have part-time Pell. Thank goodness. However, in the new House bill that they are debating, they are proposing eliminating SEOG, Supplemental Educational Opportunity Grants. We currently give out almost a million dollars in SEOG each year to over 1,200 students, so this is not a small thing for us; this is really critical. In addition, they are going after work-study, so they are proposing cutting the work-study program by 37%. We currently get \$3 million in work studies that we give out to approximately 1,500 students. If they did that cut across the board, it would reduce us to about \$1.9 million. That would significantly reduce the opportunities. Let us just hope that bill does not pass, but that is really of significance. In addition, effective July 1<sup>st</sup>, 2026, they have eliminated Grad PLUS loans, and that is a terrible loss. It is really important to graduate students all across the country to be able to do Grad PLUS loans. They are also putting new restrictions on Parent PLUS loans. So, there are a lot of things to be concerned about on that. Now, I am not usually the optimistic person. I am the defensive pessimist. I have studied defensive pessimism in my own career, and what defensive pessimism says is that expect the worst and then work like hell to make it not happen. So, it is time for us to work like hell to make it not happen. One of the things we will do, as I have mentioned, is we will raise money. The Institutional Advancement folks went right into action and did a 60-day sort of quick thing and raised \$50,000 from 260 past donors in that 60-day period. That won't get us everywhere but we will keep doing it.

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17 September 2025**

It is a taking the temperature, if you will. It is a way of knowing that there are people out there who are concerned about this and who want to help, and so we will really go full throttle on that.

“I should also mention the impact on international students of visa regulations. We are clearly watching that very closely. We had four students out of a larger group whose visas were denied. We are trying to figure out how we can help them with maximum flexibility. We are also really worried about the new proposed duration of status rule which many of you may have seen. If a student on an F-1 visa goes through a graduate program and then wants to stay for training afterwards, or if the graduate program takes longer than expected, they are proposing to put a time limit on the stay in the country. That would also affect exchange visitors on J visas. It is very disturbing. There is a comment period going on right now. We are going to get lots of comments in there, but they have not paid attention to comments in the past, so we will see. On study abroad; State Department is going after international exchange programs. That is very important to us because our students who study abroad are studying in institutions that may get cut off by funding, and that will be problematic. So, we are watching that one very closely.

“Finally, in the doom and gloom category, I want to make sure that everyone knows about the Department of Justice memo that Attorney General Pam Bondi put out. She put out a Dear Colleague memo. Similar to what Trump had put out in months earlier arguing that everything from affinity spaces to clubs, to residence halls, to all-gender bathrooms, etc. are illegal. As far as we can tell from many lawyers, there is nothing illegal about any of that as long as it is open to everybody. So, remember that if you hear rumblings; if people are pushing back, just remember that it is indeed at this moment completely legal. She is acting as if the affirmative action Supreme Court case could be generalized to apply to that, but there is no legal basis for that as far as we can tell. Fortunately, the New York Attorney General is very supportive of the rights of public institutions like ours. So, let's keep hoping on that. We desperately need our in-state tuition and financial aid for undocumented students to be protected. There are cases where Texas has given up on it; Florida has given up on it. It is just extremely worrisome. New York is still there, hopefully.

“So, having said all that, I really do think this is a moment to pull together. Everybody can take a goal in this. What it means is to create a community that understands that we are all in various positions of jeopardy: whether it is grants, or whether it is programs, or whether it is your documented status, or whether it is your family status, or whether it is your financial aid, or whether it is your mental health more generally. We are in a precarious moment, and the only way, and you have to pardon me but this is the social psychologist in me, the only way you get through that is together. There is no individual way to get through this. So, it is very important that we keep talking; that we keep saying who we are and what we do; that we find ways to showcase our scholarship and our students, to showcase what we are doing together. The Promoting Civil Discourse and Intellectual Dialogue series that we started last year will go full force this year. Please recommend speakers and topics that you want there. We think it is even more important. We are out there talking about climate change. We are out there talking about polarization. We are out there talking about academic freedom. We have to be out there talking, as Sarah was saying. So, make some recommendations of speakers you know or topics that you think we should cover. We are doing the Constructive Dialogue Institute programming, and you will be seeing and hearing a lot about the Perspectives course that they have online for really helping think about how you do constructive dialogues. People are saying to me in the face of what happened with Kirk that we need to create situations where people who disagree can come together. I can assure you; having done years and years of intergroup dialogue in my field, that is not a simple thing. We need to understand how to do difficult dialogues and constructive dialogue, and this is a moment to do that. Eijja and her group have also been very involved in with Interfaith America, and we will be bringing people here who have real expertise in how you talk across lines, if you will.

“Then, there is our wonderful strategic planning process. The provost and others are putting together working groups as part of the strategic planning process. This semester, I want you all to take part in it. There will be 10 to 12 of small groups. There will be small ones, but then they will do focus groups and town halls. The Strategic Plan is going to be so important. You are going to hear from Erica and Tom in a bit about Middle States, and this intersects perfectly with Middle States, so we have to have our Strategic Plan done by January/February.

“The final thing I want to say, and this just may seem silly, but spaces and places matter in this moment. It just matters that we have places where we see each other and where we do not have to talk all the time, but where we can just be together, hang out or just do things. I want to give kudos to Gustavo and his team for really working on how we can create better spaces and places even though we all know we do not have a lot of space at 68<sup>th</sup> Street. We are doing great renovations at Silberman, too. And, of course, there is the Brookdale thing. It will get done. A lot is happening here. You may have noticed those wonderful benches on the bridges, so people are not sitting on the floor as much anymore. I convinced Gustavo to get benches for the other side, so they will be on both sides. We are going to get them on other floors. The lounge outside here has been done. There are other lounges on the 3<sup>rd</sup> and 5<sup>th</sup> floors. The Library has a new study space on the 6<sup>th</sup> floor. There have been some wonderful new classrooms, for example a great renovated lecture room West 511. Those things matter right now. We have to have places to come together. So, one of the things

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that we did is the Library now opens at 7:30 in the morning. Our students were lining up trying to have a space and a place. So, lots of ways of using space and making places. I urge you all to tell us if you have other ideas. We have two meditation rooms now open and five all-gender restrooms: four of them in the North building on the 3<sup>rd</sup>, 7<sup>th</sup>, and 9<sup>th</sup> floor, one in Thomas Hunter Hall on the 3<sup>rd</sup> floor, and three more to come in the North building. It is incredibly important that we do those things to recognize who we are, who we want to be, and how wonderful it is to be the people that we are. So, let's all just hold our heads up, say who we are, get together, and make change.

## APPENDIX III

Hunter College Syllabus Checklist

Updated July 8, 2025



### SYLLABUS CHECKLIST

#### Recommendations based on Best Practices

##### Course Information

- Course name, number & section
- Course mode of instruction (see below)

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Courses can be offered in four main formats:

- **In-Person:** All class meetings take place on campus at scheduled times.
- **Online:** Instruction happens fully online, either through scheduled live sessions (synchronous), flexible deadline-based work (asynchronous), or a mix of both.
- **Hybrid:** Combines scheduled in-person class meetings with online instruction, which may be synchronous or asynchronous.
- **HyFlex:** Gives students the choice to attend each class session in person, live online, or asynchronously - based on their preference.

For detailed definitions of each mode, visit [Modes of Instruction | Hunter College](https://hunter.cuny.edu/center-for-online-learning/online-learning-resources/modes-of-instruction/).  
(<https://hunter.cuny.edu/center-for-online-learning/online-learning-resources/modes-of-instruction/>)

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- Class meeting schedule and location (include all relevant dates, times, and locations whether for in-person room numbers or links to real-time online sessions)
- If using Brightspace, list of [supported web browsers](https://community.d2l.com/brightspace/kb/articles/5663-browser-support)  
(<https://community.d2l.com/brightspace/kb/articles/5663-browser-support>)

##### Contact Information

- Instructor's name & title
- Hunter email address
- Office: room number and building
- Office phone number
- Office hours: day(s), times, and link to online meeting room for virtual office hours. Webpage and/or social media (e.g., LinkedIn, X [formerly Twitter])
- Teaching assistant(s): name(s) and contact information
- Department office information: room/building, phone number

## Course Materials

- Required (and suggested) readings/texts: full citation with ISBN and link to [online bookstore](http://hunter.textbookx.com/institutional/) (<http://hunter.textbookx.com/institutional/>)
- Instructional technologies and tools (e.g., Brightspace, Top Hat, Padlet, VoiceThread)
- Materials on reserve in the library
- Other materials

### **Additional considerations for online course materials:**

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- o Display materials in formats that can be viewed on most computers and mobile devices (.doc, .pdf, .mp3, .mp4).
  - o Instructional materials, such as Word, PowerPoint, PDF, videos and other digital formats, should be created to be accessible to all learners, including students with disabilities, and should be compliant with [CUNY's IT Accessibility Statement](http://www2.cuny.edu/accessibility/statement/). (<http://www2.cuny.edu/accessibility/statement/>).
  - o Evaluate websites and digital content assigned to students for compliance with accessibility standards. Guides such as [National Center on Disability and Access to Education Cheat Sheet](http://ncdae.org/resources/cheatsheets/accessibility.php). (<http://ncdae.org/resources/cheatsheets/accessibility.php>) are recommended.
- 

## Course Description

- Pre-requisites: required courses and skills (e.g. web searching for images, participation in online forums, video creation, or specific software)
- Teaching philosophy & approach
- Goal/Rationale
  - o Statement/s of intent or vision.
  - o How the course will benefit students (e.g., position them to take other courses or advance toward a particular career; enhanced program-level competencies).
- Learning Outcomes: Specific measurable results, expected subsequent to a learning experience (**required on all syllabi by Senate resolution**)
  - o Knowledge (cognitive): Knowledge of disciplinary content that students learn
  - o Skills (behavioral): The learned capacity to do something
  - o Attitudes and values (affective): Changes in views and beliefs about an issue or problem
  - o Abilities: Integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning

**Course Calendar & Content**

- Class meeting dates and topics
- Schedule: instructor-set or self-paced
- Holidays/other non-meeting dates/days when classes follow a different schedule (e.g., a Wednesday that follows a Monday schedule)
- Last date to drop a course (delete from record) / Last date to drop without a W
- Assignments, projects, exam dates

**Grading Method & Scale**

- A clear and explicit explanation of evaluation methodology
  - o Format and weight of course performance requirements - participation, quizzes, assignments, homework, projects, exams, etc.
  - o Indication of grading rubric(s), if applicable.
- Policy for late and missed assignments and exams

**Communication**

- Preferred method to contact instructor for urgent/non-urgent matters
- Time zone for online course
- Estimated instructor response time for emails/phone calls
- Estimated instructor response time for feedback on assignments
- Expectations for appropriate behavior in online forums and consequences for violation
  - o Here are some common netiquette guidelines you can consider adding to your course syllabus: [Online Etiquette Best Practices](https://hunter.cuny.edu/center-for-online-learning/online-learning-resources/online-etiquette/) (<https://hunter.cuny.edu/center-for-online-learning/online-learning-resources/online-etiquette/>)

**Resources (include all that apply)**

- Websites and online resources
- Laboratories and studios
- Study groups/review sessions
- Tutoring (e.g., from peers, at college learning centers)
- Example/s of excellent performance for applicable requirements
- Library homepage or course guide created by librarian
- E-reserve password
- Technical support information
- Other types of help

**Essential Policy Information:**

*Accompanying each item should be a statement indicating how each will have an impact on grades (if applicable).*

- Attendance/lateness policy
- Policies for late work/missed tests/incompletes
- Policy for extra credit
- Policy on the use of instructional technologies (e.g., Brightspace)
- Expected time commitment
- Expectations of frequency for checking email and course site

### **Institutional Policy Statements**

#### **CUNY Policy on Recording of Remote Classes**

If you are planning to record your online synchronous sessions, new guidance from CUNY requires you to obtain your students' consent. If you are recording a synchronous session, you need to obtain consent from your students, by providing the following announcement either in your syllabus, as an announcement in your course site, or by email to enrolled students.

"Please be advised that students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live."

#### **Language for Expectations for Cameras**

Faculty who require the use of cameras and audio in their synchronous sessions must alert students to this requirement at the time of registration and in their syllabus.

"Please be aware that the instructor in this course will require that the camera and audio be on during class sessions."

### **CUNY Verification of Student Enrollment Policy**

Federal Title IV regulations require that a student begin attendance to qualify for Title IV aid. The College must be able to document verification of enrollment in each course or participation in an academically related event connected to that course. A student is considered to have begun attendance if the student attends at least one day of class or is otherwise active and participating in the course or academically related activity (e.g. by submitting assignments, attending a required study group, academic conference or tutorial) for each course used to determine Title IV eligibility.

[CUNY Verification of Student Enrollment Policy: \(https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/registrar/resources/VerificationofStudentEnrollmentPolicy10.20.17-1.pdf\)](https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/registrar/resources/VerificationofStudentEnrollmentPolicy10.20.17-1.pdf)

### **Language for Testing Software**

Faculty who anticipate requiring the use of specific testing software must alert students to this requirement at the time of registration and in their syllabus.

“Proctoring software, which may include the use of browser lock-downs and cameras, will be used for examinations in this course.”

### **Hunter College Policy on Academic Integrity (required on all syllabi by Senate resolution)**

“Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.”

CUNY’s Academic Integrity Policy with Revisions about Gen-AI: [Academic Integrity Policy – The City University of New York](https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/) (https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/)

### **ADA Policy (Suggested language from the Office of Accessibility)**

“In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of Accessibility, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772-4857 or (212) 650-3230.”

**Hunter College Policy on Sexual Misconduct** (required on all syllabi by Senate resolution)

"In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
- b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the Director of the [Office of Student Conduct](https://hunter.cuny.edu/students/student-affairs/office-of-student-conduct/contact/) (<https://hunter.cuny.edu/students/student-affairs/office-of-student-conduct/contact/>)

CUNY Policy on Sexual Misconduct Link: [Sexual-misconduct-8.30.18-PSM-2018-005.pdf](https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/ovsa/policies/Sexual-misconduct-8.30.18-PSM-2018-005.pdf)  
(<https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/ovsa/policies/Sexual-misconduct-8.30.18-PSM-2018-005.pdf>)

**Syllabus Change Policy**

- Sample language: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
- Indication of how students are expected to find out about changes to the syllabus (e.g., via Brightspace, class attendance, etc.)

**Additional Resources**

- o Office of Assessment <http://www.hunter.cuny.edu/academicassessment>
- o ACERT - Academic Center for Excellence in Research & Teaching <http://acert.hunter.cuny.edu>
- o Center for Online Learning <https://hunter.cuny.edu/center-for-online-learning/>

## APPENDIX IV



### Middle States Accreditation – Report to the College Senate

September 17, 2025

DEAN ERICA CHITO-CHILDS, SCHOOL OF ARTS & SCIENCES  
PROFESSOR THOMAS DEGLOMA, DEPARTMENT OF SOCIOLOGY

**HUNTER**  
The City University of New York

## Self-Study Preparation Visit

▶ **TOMORROW! September 18, 8:30—3:00**

▶ Dr. Terence Peavy, Lead Vice President, MSCHE

▶ Open meeting with faculty, staff, and students

1:00-2:00 p.m. – Assembly Hall, North Building 1<sup>st</sup> Floor

**Please come!**

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The City University of New York

## Seven Standards of Accreditation

- I: Mission & Goals
- II: Ethics & Integrity
- III: Design and Delivery of the Student Learning Experience
- IV: Support of the Student Experience
- V: Educational Effectiveness Assessment
- VI: Planning, Resources, and Institutional Improvement
- VII: Governance, Leadership, and Administration



## Institutional Priorities

1. Enhance opportunities for student success
2. Continue to develop Hunter as an anchor institution in New York City
3. Foster an inclusive and robust learning community at the college



## The Steering Committee

**Co-chairs:** Dean Erica Chito-Childs, School of Arts & Sciences  
Professor Thomas DeGloma, Sociology

**Working Group Co-Chairs** (14 total, two people for each of seven groups)

**Administrative staff** with expertise in the process:

- ▶ Jim Llana, Advisor to the Provost
- ▶ Lynn Beller, Executive Consultant to the Provost, Accreditation Liaison Officer
- ▶ Geralyn Lederman, Chief of Staff, Provost's Office



## Working Group I: Mission & Goals

**Co-Chairs:**

**Peter Englot**, Senior Vice President of Communications  
and External Affairs & Executive Deputy to the President

**Zachary Shirkey**, Professor & Chair, Political Science



## Working Group II: Ethics & Integrity

### Co-Chairs:

**John Rose**, Dean, Diversity and Compliance

**Ian Blecher**, Doctoral Lecturer, Philosophy



## Working Group III: Design and Delivery of the Student Learning Experience

### Co-Chairs:

**Paul McPherron**, Professor & Chair, English

**Nicole Bennett**, Associate Provost & Assistant Vice President,  
Academic Affairs



## Working Group IV: Support of the Student Experience

### Co-Chairs:

**Brian Buckwald**, Assistant Dean for Student Achievement

**Joseph Fantozzi**, Assistant Vice President for Student Affairs and Enrollment



## Working Group V: Educational Effectiveness Assessment

### Co-Chairs:

**Lawrence Kowerski**, Associate Professor, Classical and Oriental Studies

**Gina Riley**, Associate Professor, Special Education



## Working Group VI: Planning, Resources, and Institutional Improvement

### Co-Chairs:

**Justin Stec**, Assistant Vice President of Finance and Business Operations

**James Mandiberg**, Associate Professor, Silberman School of Social Work



## Working Group VII: Governance, Leadership, and Administration

### Co-Chairs:

**Sandra Clarkson**, Professor & Chair, Mathematics and Statistics

**Geralyn Lederman**, Assistant Vice President, Academic Operations, Provost's Office



## Communicating with the Hunter Community

The Middle States accreditation process hinges on active participation and support from the entire institution. Our goal is to create a collaborative environment that enhances understanding and commitment to Hunter's accreditation goals.

Each milestone of the process will be communicated to the community, and feedback will be sought, via a variety of platforms:

- ▶ The Middle States Website
- ▶ Senate Meeting Reports
- ▶ Town Hall Meetings (In-Person & Zoom)
- ▶ Email Communications
- ▶ Social Media
- ▶ Campus Screens



## Our Website and Email

### WEBSITE:

[HUNTER.CUNY.EDU/ABOUT/ACCREDITATION/  
MIDDLE-STATES](https://hunter.cuny.edu/about/accreditation/middle-states)

### EMAIL:

[MIDDLESTATES@HUNTER.CUNY.EDU](mailto:MIDDLESTATES@HUNTER.CUNY.EDU)





## Middle States Accreditation – Report to the College Senate

September 17, 2025

DEAN ERICA CHITO-CHILDS, SCHOOL OF ARTS & SCIENCES

PROFESSOR THOMAS DEGLOMA, DEPARTMENT OF SOCIOLOGY

**HUNTER**  
The City University of New York

### Self-Study Design (Outline)

- ▶ Institutional Overview
- ▶ Institutional Priorities
- ▶ Intended Outcomes of Self-Study
- ▶ Organizational Structure of the Steering Committee and Working Groups
- ▶ Guidelines for Reporting
- ▶ Organization of the Final Self-Study Report (an annotated outline)
- ▶ Self-Study Timeline
- ▶ Communication Plan
- ▶ Evaluation Team Profile
- ▶ Strategy For Addressing Annual Institutional Update Indicators And Metrics
- ▶ Strategies For Managing The Evidence Inventory

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The City University of New York

## Enhance opportunities for student success

In line with Hunter's mission to "prepare students to become leaders and innovators," educate with the purpose of "expanding opportunity," and "cultivate the qualities our graduates need to thrive in their chosen careers and make a difference as active citizens," we prepare students to achieve their dreams and become the best versions of themselves they can be. At Hunter, we consistently support our diverse population of students with their success and well-being in mind. This priority also pertains to student satisfaction at the college, in terms of both their educational experiences and their outcomes (admission to graduate school, job placement, etc.). It also addresses our deep commitment to being an engine of social mobility. To this end, we are concerned with supporting students with various resources, providing them opportunities to work with faculty who specialize in their areas of interest, and much more.



## Continue to develop Hunter as an anchor institution in New York City

This priority is directly linked to the public role and importance of higher education in the 21st century. It is also drawn from the spirit of the college mission which calls us to be "a vital foundation for a more just and inclusive society" and to "weave" New York City "into the fabric of our teaching, research and creative expression, and give back to it through our service and citizenship." To this end, we will develop our ability to actively and extensively promote public-facing scholarship in research and teaching, build lasting and impactful relationships with community partners, and give back to the diverse neighborhoods of New York City of which we are an important part. Hunter College is already interwoven with the fabric of our great city. This priority signals our commitment to deepen those connections and continue to be a vital part of the world in which we thrive.



## Foster an inclusive and robust learning community at the college

This priority pertains to students, faculty, and staff of all levels at the college, and to our relationship with the broader community as well. We will accentuate those aspects of our institution that encourage and support both personal and professional development. We will work to develop a strong sense of community at the college, organized around the exchange of ideas and the promotion of knowledge, and centered on the principles of mutual respect and academic freedom. This priority also addresses our need to continue to repair ongoing damage from the Covid-19 pandemic, the impact of national and international tragedies and traumas, and current political challenges faced by institutions of higher education everywhere. At Hunter, our community is as diverse as they come. Our students, faculty, and staff hail from all over the world. They represent every major religion, speak dozens of languages, and carry a diverse array of rich cultural practices and different systems of belief. We seek to develop multiple networks of social support and foster an overall sense of belonging at the college. We will continue to build an inclusive and democratic college community, modeling the type of society we value.



## Proposed intended outcomes of self-study

- 1. Demonstrate how Hunter College currently meets the Middle States Commission's Standards for Accreditation and Requirements of Affiliation.**
- 2. Focus on continuous improvement in the attainment of Hunter's mission and its institutional priorities.**
- 3. Engage the Hunter College community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community and foster stronger relationships in the process.**
- 4. Identify key avenues to build durable relationships that transcend the walls of the college and enhance Hunter's contributions to the various communities of New York City and beyond.**



## Members of Working Group I: Mission & Goals

Howard Singerman	Professor and Chair, Art and Art History
Jill Bargonetti	Professor, Biology
Jennifer Klein	Lecturer, School of Education
Melissa O'Connor	Associate Dean for Research Professor, School of Nursing
Steven Trasino	Associate Professor, Nutrition and Public Health
Hetal Shah	Instructor and Clinical Educator, Speech and Language Pathology
Stephanie Margolin	Associate Professor and Librarian
Teneia Wooten	Assistant Director of Student Activities and Leadership Development
Raquel Torres	Vice President for Student Affairs
Alexis Eggleton	Interim VP of Institutional Advancement and Executive Director of the Hunter College Foundation

## Members of Working Group II: Ethics & Integrity

Jonathan Kalb	Professor, Theatre
Regina Miranda	Professor, Psychology
Justin Garson	Professor & Chair, Philosophy
John Carey	Librarian, Health Professions
Nora Aboali	Doctoral Lecturer, School of Education
Imani Irving Perez	Doctoral Lecturer, School of Education
Steven Baumann	Professor, School of Nursing
Karlene Roberts	Project Associate, Research Administration
Michelle Blackman	Interim Assistant Vice President for Human Resources

**Members of  
 Working  
 Group III:**

**Design &  
 Delivery of the  
 Student  
 Learning  
 Experience**

Mark Spicer	Professor, Music
Mateusz Marianski	Assistant Professor, Chemistry
Raj Korpan	Assistant Professor, Computer Science
Alicia Greene	Assistant Director of Student Services, Social Work
Iris Finkel	Assistant Professor, Web & Digital Initiatives Librarian
Shiao-Chuan Kung	Director, Center for Online Learning
Daniel Hurewitz	Professor, History/ Associate Provost for Student Success
Barbara (Bobbie) Posmontier	Evelyn Lauder Chair in Psychiatric Mental Health & Professor, School of Nursing
Lev Sviridov	Director, Macaulay Honors College
Maria Mavrides Calderon	Assistant Professor, School of Education
Sissel McCarthy	Distinguished Lecturer, Film and Media Studies



**Members  
 of Working  
 Group IV  
 (part 1):**

**Support of  
 the Student  
 Experience**

Ben Ortiz	Professor, Biology
Elise Jaffe	Director of Roosevelt Scholars Program and Pre-Law Program
Sarah Laleman Ward	Associate Professor, Library
Melissa Boronkas	Assistant Dean for Enrollment, Academic & Student Affairs, School of Education
Ashley Rolon-Marlowe	Director of Admissions, School of Education
Kenny Robinson	Director of Career, Professional and Partnership Development, School of Education
Deirdre O'Haherty	Interim Associate Dean for Undergraduate Programs & Doctoral Lecturer, School of Nursing
Anna Ortega-Williams	BSW Director & Associate Professor, School of Social Work



**Members  
 of Working  
 Group IV  
 (part 2):**

**Support of  
 the Student  
 Experience**

Keith Okrosy	Student Career Programs Manager
Miesha Smith	Director of Student Life
Liauty (Lee) Elie	Deputy Director of Financial Aid
Stephen Sukhra	Director Of Media Services and Capital Projects
Charles Tien	Professor and Director of the Asian American Studies Program and Professor of Political Science
Jillian Báez	Associate Professor, Africana, Puerto Rican, and Latino Studies
Chloe Rinehart	Institutional Research Specialist, SAS Dean's Office
Derek Yin	Student Communications



**Members of  
 Working  
 Group V:**

**Educational  
 Effectiveness  
 Assessment**

Sherri Farber	Assistant Professor and Librarian
Nancy Sall	Assistant Professor, School of Education
Melissa Jackson	Assistant Professor, School of Education
Marina Lalayants	Professor, School of Social Work
Stephen Yermal	Specialty Director for the Nurse Anesthesia Acute Care Adult Gerontology, Nurse Practitioner DNP Program & Clinical Professor, School of Nursing
Stephen Lassonde	Director of Office of Prestigious Scholarships and Fellowships
Collin Craig	Associate Professor & Assistant Dean, School of Arts and Sciences
Scott Gentile	Lecturer, Mathematics & Statistics
Wendy Vaughn	Doctoral Lecturer, Nutrition and Public Health
Jera Zhang	Assistant Professor, Nutrition and Public Health



**Members of  
 Working  
 Group VI:**

**Planning,  
 Resources, &  
 Institutional  
 Improvement**

Sara Greenberger Raferty	Professor and Chair, Art and Art History
Cathleen Collins	Assistant Dean for Budget, External Affairs, and Administration, School of Education
Virginia Gryta	Lecturer and Program Coordinator, Education
Erin Bach	Administrative Officer, School of Nursing
Robert Buckley	Director, Research Administration
Teresa Saljanin	ICIT, web services
Jennifer Dennington	Registrar
Christopher Braun	Associate Provost & Assistant Vice President, Research



**Members of  
 Working  
 Group VII:**

**Governance,  
 Leadership, &  
 Administration**

Marshall George	Professor and Senior Associate Dean, School of Education
Michelle Desir	Assistant Dean, School of Social Work
Maya Clark-Cutaia	Evelyn Lauder Associate Dean for Nurse Practitioner Programs & Professor, School of Nursing
Malkie Schwartz	Department of Legal Affairs
Lara Miranda	Administrative Executive Associate, College Senate Chair, HEO Forum and Director, Dolciani Math Center
Barbara Barone	Director, Dolciani Math Center
Julie Van Peteghem	Associate Professor, Romance Languages



## Seven Standards of Accreditation

- ▶ **I: Mission & Goals**
- ▶ **II: Ethics & Integrity**
- ▶ **III: Design and Delivery of the Student Learning Experience**
- ▶ **IV: Support of the Student Experience**
- ▶ **V: Educational Effectiveness Assessment**
- ▶ **VI: Planning, Resources, and Institutional Improvement**
- ▶ **VII: Governance, Leadership, and Administration**



## Working Group Co-Chairs

- ▶ Mission & Goals: Peter Englot, Senior Vice President of Communications and External Affairs & Executive Deputy to the President; Zachary Shirkey, Professor & Chair, Political Science
- ▶ Ethics & Integrity: John Rose, Dean for Diversity & Compliance; Ian Blecher, Doctoral Lecturer, Philosophy
- ▶ III. Design & Delivery of the Student Learning Experience: Nicole Bennett, Associate Provost & Assistant Vice President Academic Affairs; Paul McPherron, Professor & Chair, English
- ▶ IV. Support of the Student Experience: Brian Buckwald, Assistant Dean for Student Achievement; Joseph Fantozzi, Assistant Vice President for Student Affairs and Enrollment
- ▶ V. Educational Effectiveness Assessment: Lawrence Kowerski, Associate Professor, Classical and Oriental Studies; Gina Riley, Associate Professor, Special Education
- ▶ VI. Planning, Resources, & Institutional Improvement: Justin Stec, Assistant Vice President of Finance and Business Operations; James Mandiberg, Associate Professor, Silberman School of Social Work
- ▶ VII. Governance, Leadership, & Administration: GERALYN Lederman, Acting Assistant Vice President, Academic Operations; Sandra Clarkson, Professor & Chair, Mathematics and Statistics

