

MINUTES

Meeting of the Hunter College Senate

8 October 2025

1 The 707th meeting of the Hunter College Senate convened at 4:00 PM in HW 714.
2

3 **Presiding:** Sarah Chinn, Chair
4

5 **Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.
6
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 “Recently Alicia Alvero, the new Interim Executive Vice Chancellor and University Provost at CUNY
14 Central, sent out an information-packed email (although it didn’t seem to go to faculty at all campuses).
15 The email welcomed faculty to the 2025-2026 academic year and listed an array of programmes and
16 initiatives that CUNY was working on, from Research Bridge Funding in response to the slashing of
17 research grants, CUNY Beyond (a programme to help departments provide career readiness for their
18 majors), a Transfer Initiative, an AI Critical Literacy Institute, and so on.
19

20 “At almost the very end of this long email, Alvero included a 6-paragraph explication of academic
21 freedom at CUNY, what it included, and what it did not cover. The statement got off to a good start,
22 reassuring faculty that ‘CUNY is committed to fostering a rich educational environment where faculty
23 members are free to teach and express their ideas.’ From that point onward, things became more
24 worrisome; appended to the statement about our freedom to teach and express our ideas was the caveat
25 ‘without due interference.’ What, I wondered, qualifies as ‘due interference;? Who decides when
26 interference might be warranted? Even more alarming was the sentence that came after this already
27 somewhat qualified assurance of academic freedom: “However, while this right is broad, it is not
28 limitless.”
29

30 “So, what are these limits? Primarily to ensure that ‘the campus environment is free from discrimination
31 and harassment.’ Fair enough, one might think. But, again, what are the parameters of these behaviours?
32 In recent days, a number of people in and outside of academia have been fired for expressing mildly
33 negative views of Charlie Kirk, the founder of both Turning Point USA, an influential right wing student
34 organization, and Professor Watch, which targeted faculty expressing leftist political opinions not only in
35 the classroom but in their personal lives. Is critiquing Professor Watch discriminating against students on
36 the far right?
37

38 “Alvero’s email follows this warning with some general platitudes about the importance of academic
39 freedom, stressing that freedom in the classroom extends only to ‘the scope of the course subject.’ To a
40 certain extent that makes sense. I have absolutely no business teaching physics or pretending to be an
41 expert in ancient Sumerian culture or the political geography of sub-Saharan Africa. I would be doing a
42 disservice to my students pretending that I did.
43

44 “But Alvero emphasizes this point, arguing that ‘these rights granted to faculty by the principles of
45 academic freedom come with corresponding obligations.’ What are these obligations, you might ask?
46 Well, they’re not the ones enumerated by the American Association of University Professors (AAUP),
47 the organization that essentially invented the concept of academic freedom and acts as a watchdog for
48 violations. For the AAUP, we are obligated to act ethically in our teaching and research (for example,
49 research using human subjects has to be reviewed by IRB boards). We must be evaluated by our colleagues
50 to show that we are what they call professionally competent; that is, that we know what we’re talking
51 about and can back it up with meaningful evidence. And finally, that we have collective responsibility to
52 our students, so that if a multi-section course requires a uniform textbook across sections to ensure

57 consistency of knowledge, or a course has to cover specific material to make a student eligible for
58 certification in a profession, individual faculty members can't go rogue and decide they'd rather use a
59 different book or cover different material. That's it.
60

61 "Let's see what CUNY believes our obligations are. Since, as the email declares, 'academic freedom is
62 not absolute,' it maintains that we should stay in our lanes, and lead 'classroom discussions that are both
63 relevant to the course subject matter and do not have the effect of being discriminatory or creating a hostile
64 environment for students.' To my mind, this is when the email goes totally off the rails. First of all,
65 'relevance' can be a broad palette, not least if some of us believe that our duty as college instructors is to
66 help our students mature into responsible citizens, able to engage with the difficult and complex realities
67 of our world. Moreover, often students want to talk about urgent issues in the world around them in a
68 space that they know encourages engaging with hard questions. In my teaching on nineteenth century
69 American literature and culture, students often bring up analogies with current social and political
70 phenomena, the ongoing legacy of enslavement, the rise of nativism, the debates in Black communities
71 around Black nationalism versus integration, the conflicts between white suffrage activists and their Black
72 and Indigenous counterparts who insisted on integrating questions of race and class into the fight for
73 women's right to vote. Is talking about the Black power movement of the 1960s or current immigration
74 policy 'relevant' to those questions? If not, should I just tell my students 'I'm sorry – we can't talk about
75 that in this class'?

76
77 "What does Alvero mean by 'hostile environment'? 'Hostile' as defined by Title VI and Title IX? What
78 is the distinction between 'hostile' and 'challenging'? If we see our job as encouraging our students to
79 rethink social and cultural truisms, something that can be profoundly uncomfortable, are we fostering a
80 hostile environment? These days, specific political beliefs and even methodological approaches have
81 been defined as creating a hostile environment – how do we counter those claims? Moreover, Alvero's
82 email places on faculty's shoulders 'the obligation to create a safe learning environment.' What exactly
83 does that mean? Safety is not just an amorphous concept – one student's feeling of safety might be
84 another's sense of threat – it runs exactly counter to what the best kind of education does in creating a
85 feeling of being a bit unmoored and in over your head: the prerequisite to learning. More to the point, the
86 assertion that students should feel safe in the classroom unwittingly reveals our assumptions about what
87 kinds of safety and danger we judge as bearable and unbearable. As my colleague Rupal Oza points out,
88 this generation of college students has had to endure active shooter drills since kindergarten – that is to
89 say, they are told that they can't be safe from being slaughtered by semi-automatic weapons, but they have
90 to be protected from ideas.
91

92 "Of course, we're not free to insult or belittle our students or subject them to slurs of one kind or another;
93 we're not free to tell them what to believe or evaluate them on the basis of our own opinions, however
94 correct we might think they are. And we probably shouldn't take up significant class time lecturing about
95 our take on current events without at minimum inviting discussion and disagreement (and most likely
96 shouldn't do that to the extent that it deprives students of covering the actual class material, something
97 our syllabi promise to do). We know that our scholarly work must be evaluated by our peers in order to
98 be taken seriously.
99

100 "These limitations are fairly easy to explain and understand. They don't traffic in abstract, undefined
101 concepts. More to the point, academic freedom is a promise, not a threat. That the chief academic officer
102 of CUNY enumerates the meanings of academic freedom in this way is profoundly alarming. I am not a
103 catastrophist by any stretch of the imagination, but the fact that in the face of existential threats to the
104 mission of higher education and the active persecution of colleges and universities as well as the faculty
105 who teach in them, this is what CUNY chooses to memorialize as its official stance on academic freedom
106 is at best disappointing and at worst a sign of worse to come. As faculty, students, staff, and administrators,
107 we must work together to maintain our own standards of academic freedom: standards that celebrate the
108 discomforts of learning – really learning – not just academic disciplines, as well as how to be active,
109 responsible, and critical thinkers and actors. Which is to say, citizens in a democracy."
110
111
112

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117 **Middle States**

118 **Update:** Chair Chinn invited Professor Thomas DeGloma, co-Chair of the Steering Committee, to introduce co-
119 Chairs of the Mission & Goals Subcommittee, Peter Englot, Senior Vice President of Communications
120 and External Affairs & Executive Deputy to the President, and Professor Zachary Shirkey, Chair of the
121 Political Science department. Their presentation is in Appendix II.
122

123 **Report by**
124 **the Provost:** Chair Chinn invited Provost Manoj Pardasani to give a report. The report is in Appendix III.
125
126

127 **Report by the**
128 **Administrative**
129 **Committee:**

130 **a) Approved Curriculum Changes**

131 The following curriculum changes as listed in the attached reports Part I and II dated 8 October
132 2025 have been approved as per Senate resolution and are submitted for the Senate's information.
133 Items: UR-2845 Philosophy (Routine change in course), US-2835 Nutrition and Public Health
134 (New Minor), US-2836 Nutrition and Public Health (Change in course and Add W and P&D/1),
135 US-2843 Classical & Oriental Studies/Arabic (New course), and UE-2846 Film & Media
136 (Routine Deregistration of a Program).
137

138 **b) Election of Committee Chairs**

139 The floor was open for nominations for Chair of the Budget Committee.
140

141 Professor Gina Riley (Special Education) was nominated.
142

143 It was moved that the Secretary be instructed to cast a single ballot in favor of the
144 nominee. The motion carried by voice vote without dissent, and Professor Riley was re-
145 elected.
146

147 The floor was open for nominations for Chair of Master Plan Committee.
148

149 Professor Nancy Eng (Speech-Language Pathology and Audiology) was nominated.
150

151 It was moved that the Secretary be instructed to cast a single ballot in favor of the
152 nominee. The motion carried by voice vote without dissent, and Professor Eng was re-
153 elected.
154

155 The floor was open for nominations for Chair of General Education Requirements Committee.
156

157 Professor Jeffrey Allred (English) was nominated.
158

159 It was moved that the Secretary be instructed to cast a single ballot in favor of the
160 nominee. The motion carried by voice vote without dissent, and Professor Allred was
161 re-elected.
162

163 The floor was open for nominations for Chair of the Charter Review Committee.
164

165 Professor Laura Keating (Philosophy) was nominated.
166

167 It was moved that the Secretary be instructed to cast a single ballot in favor of the
168 nominee. The motion carried by voice vote without dissent, and Professor Laura
169 Keating was elected.
170
171
172

176
177 The floor was open for nominations for Chair of the Nominating Committee.

178
179 Professor Edgar Troutd (Curriculum & Teaching) was nominated.

180
181 It was moved that the Secretary be instructed to cast a single ballot in favor of the
182 nominee. The motion carried by voice vote without dissent, and Professor Edgar Troutd
183 was re-elected.

184
185 **c) Election of Nominees for Handling Appeals to Faculty Complaints**

186 Chair Chinn announced that the election of nominees for Handling Appeals to Faculty
187 Complaints will take place at the 22 October Senate meeting.

188
189 **d) Results of the Search Committee for the Dean of the School of Arts & Sciences**

190 Below is a list of the Search Committee members selected by the President.

191
192 **Chair Panel:**

193 Khurshed Navder, Interim Dean of the School of Health Professions

194
195 **Member Panel:**

196 **FACULTY**

197 **1. Humanities & Arts:**

198 Prof. Kelly Anderson, Film & Media

199
200 **2. Social Sciences:**

201 Prof. Jessica Rothman, Anthropology Prof. Heba Gowayed, Sociology

202
203 **3. Sciences & Mathematics**

204 Prof. Raj Korpan, Computer Science

205
206 **STUDENTS**

207 Bryan Zhao (Social Work)

208 Lily Shahein (History)

209 Serhiy Stoperkevych (Political Science)

210
211 **e) Establishing the Search Committee for the Dean of the School of Health Professions**

212 Chair Chinn announced that the Senate was asked to begin the process of establishing the Search
213 Committee for the Dean of the School of Health Professions. The Senate Office will accept
214 nominations for the Search Committee until Tuesday, 21 October, 5:00 PM. The election of the
215 Search Committee will take place at the 22 October Senate meeting. College-wide Search
216 Procedures are in Appendix IV.

217
218 **Committee**
219 **Report:**

220 **Committee on General Education**

221 Chair Chinn invited Professor Jeffrey Allred, Chair of the Committee on General Education, to give a
222 report.

223 Professor Allred said the following:

224
225 “Thank you, Sarah. I will try to be brief. We have a couple of different projects going on in our committee
226 this semester. First and foremost, we are starting up our mandated assessment work for the current
227 academic year. So, our brief this year is to assess Institutional Learning Outcomes (ILOs). Our committee
228 will be collaborating with the Committee on Academic Assessment and Evaluation chaired by my
229 colleague, Gina Riley. We will be working this Fall on two of those ILOs: Research and Communicate
230 Effectively and Think Critically and Creatively. Then we will do the rest of the ILOs in the Spring
231 semester. We will be working with a number of departments in this effort. This effort is crucial as we start
232 to face the deadlines regarding Middle States. Our work very much feeds into that larger project, and so,

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237 when my committee or Gina's committee comes knocking on your department's door asking for a little
238 extra oomph in your assessment work, we ask that you cheerfully participate. It takes a village.
239

240 "The other major project that we have this term is regarding the Pluralism and Diversity. As you know,
241 over the past few years, we have completely renovated our Pluralism and Diversity requirements college-
242 wide. We are kind of turning a corner now as a college in this effort. We have had this fast-track process
243 at a feverish pace trying to get a critical mass of courses that have these new P&D designations. We are
244 now turning the corner and reverting to the regular routine. So, future proposals for courses to be
245 considered as P&D Categories 1 through 4 will go through the Undergraduate Course of Study
246 Committee; just like any new courses or course changes. Our job as a committee is to put a finger on the
247 pulse and make sure that our supply and demand are matching and that we have enough courses in all four
248 of the different areas that are appropriate for students across the college. We are going to be hearing from
249 Brian Buckwald on student achievement at our November meeting and go over the numbers to make sure
250 that we are at a good balance and that we are not going to be confronting bottlenecks as students try to
251 move in a smooth way through the curriculum and get all the exposure to all the amazing courses that
252 embody this ethos of pluralism and diversity. Thank you."
253

254 **Committee on the Calendar**

255 Chair Chinn invited Professor Zachary Shirkey, Chair of the Committee on the Calendar, to provide an
256 update on the Bell Schedule.
257

258 Professor Shirkey said the following:
259

260 "Mostly, just as a reminder of two things. One, in the Spring, we are moving to the new Bell Schedule.
261 Presumably, everyone knows that because they have submitted schedules or have been on a submitted
262 schedule, so they know when they are teaching in the Spring. Just a reminder, we will have the
263 Monday/Wednesday, Tuesday/Thursday day pairing; both in day and evening. The other thing I would
264 like to remind is that the Resolution that this body passed says that we will review/assess how well this
265 works. So, the Calendar Committee will do that in Fall of 2026. That way we will have two semesters of
266 data to work with; both a Spring semester and a Fall semester which of course may function slightly
267 differently. Then, in due course, we will report back to this body on how well this is working."
268

269 **Ombus**
270 **Report:**

271 Chair Chinn invited Professor Ines Miyares, Acting Ombuds Officer, to give an annual report. The report
272 is available in Appendix V.
273
274
275

276 The meeting was adjourned at 4:56 PM.
277

278 Respectfully submitted,
279

280 Sarah Jeninsky
281 Secretary
282

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) A			0
	Lázaro Lima	(A) X		Robert Thompson	(A) X
Anthropology	Jackie Brown	A		Barry Cherkas	(A) X
	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	A
	Maria Pelizzari	(A) A		L. Poundie Burstein	(A) X
	Chitra Ganesh	(A) X		Steven Spencer	(A) X
Biological Sciences	Ben Ortiz	A	School of Nursing	Jennifer Majumdar	A
	Jesus Angulo	X		Tara Heagle	X
	Paul Feinstein	(A) X		Ashley Ritter	X
	Carmen Melendez	(A) X			(A)
Chemistry	Gabriela Smeureanu	E	Philosophy	Omar Dahbour	X
	Nancy Greenbaum	(A) X		Laura Keating	(A) X
	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) X		Kelle Cruz	(A) E
	Alex Elinson	(A) X	Political Science	Charles Tien	A
Computer Science	Felisa Vazquez-Abad	A		Rob Jenkins	(A) X
	Raj Karpan	(A) X		Michael Lee	(A) A
	Sven Dietrich	A	Psychology	Darlene DeFour	A
	Justin Tojeira	(A) X		Roseanne Flores	A
Curriculum & Teaching	Edgar Troutd	A		Glenn E Schafe	(A) A
	Stephen Demeo	A		Amber Alliger	(A) A
	Maverick Zhang	(A) X	Physical Therapy	Steve Kofsky	X
		0		Nicki Silberman	(A) X
Dance	Maura Donohue	A		Tom Holland	(A) A
	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	X
	Jessica Van Parys	(A) A		Seon Mi Kim	(A) X
Educational Foundations & Cou	Sarah Bonner	A		Yi Wang	(A) X
	John Keegan	(A) A	Sociology	Mark Halling	A
	Veronica Muller	(A) X		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) A		Kristen Hodnett	(A) A
Film & Media Studies	Larry Shore	A	SLPA	Nancy Eng	X
	Omar Hammad	A		Michelle MacRoy-Higgins	(A) X
	Kelly Anderson	(A) X		Stanley Chen	(A) A
		(A)	Theatre	Claudia Orenstein	A
Geography & Environmental Sci	William Solecki	X		Phillip Brown	X
	vacant	(A)		Louisa Thompson	(A) X
	Sun Shipeng	(A) X	Urban Policy and Planning	Victoria Johnson	A
German	Aine Zimmerman	A		Lily Baum Pollans	(A) X
	Elke Nicolai	(A) X		vacant	(A)
	Edward Dawson	(A) A	Nutrition and Public Health	Steven Trasino	A
History	Aaron Welt	A		Khursheed Navder	(A) A
	Manu Bhagavan	(A) X		Wendy Vaughn	(A) X
	Mary Roldan	E	Women & Gender Studies	Chris Mitchell	A
Library	Iris Finkel	A		Priscilla Yamin	(A) A
	Ajatshatru Pathak	X		Rupal Oza	(A) X
	Dorian Onifer	(A) A			
		(A)			

Students

Kyle Guttierrez	A
Nishat Raihana	A
Izadora Lima Soares Prereira	X
Odelia Boone	X
Serhiy Stoperkevych	A
Amaryllis Rodriguez	A
Bryan Le	X
Bryan Zhao	A
Catherine Splendore	A
Lily Shahein	X
Cross Elizardo	A

At-Large, Lecturers and Part-Time Faculty

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

ADMINISTRATION

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

APPENDIX II



Mission & Goals Subcommittee Members

Peter Englot (Co-Chair)	Senior Vice President of Communications and External Affairs & Executive Deputy to the President
Zachary Shirkey (Co-Chair)	Professor & Chair, Political Science
Jill Bargonetti	Professor, Biology
Alexis Eggleton	Interim VP of Institutional Advancement and Executive Director of the Hunter College Foundation
Christopher Florez	Student, M.S. in Special Education
Jennifer Klein	Lecturer, School of Education
Stephanie Margolin	Associate Professor and Librarian
Melissa O'Connor	Associate Dean for Research Professor, School of Nursing
Hetal Shah	Instructor and Clinical Educator, Speech and Language Pathology
Howard Singerman	Professor, Art and Art History
Raquel Torres	Manager, Immigrant Student Success Center
Steven Trasino	Associate Professor, Nutrition and Public Health
Teneia Wooten	Assistant Director of Student Activities and Leadership Development

Mission & Goals: Self-Study Lines of Inquiry

- Are the mission and strategic plan effectively publicized internally, are they periodically evaluated, and are the latter processes sufficiently reflective and collaborative?
- To what extent is the college's mission expressed through its strategic plan, institutional priorities, institutional learning outcomes, vision statements of various college units, and the priorities and plans of departments and programs?
- To what extent do the mission and strategic plan prioritize, catalyze, and support scholarship and creative activity?
- To what extent do the mission and strategic plan prioritize student learning and achievement?
- How effectively do the mission and strategic plan address the different needs and life experiences of our constituent communities, support work to achieve fairness and equity in outcomes, services, and policies at all levels, and foster a sense of belonging at the College?
- How effectively are resources mobilized to achieve Hunter's mission, strategic plan, and institutional priorities at all levels of college operations and how substantial is the evidence for institutional improvement as an operational goal at the College?



Current Hunter College Mission Statement

Hunter College of the City University of New York, a distinguished public university, values learning in the liberal arts and sciences as a cornerstone of individual development and a vital foundation for a more just and inclusive society. Continuing our long tradition of expanding opportunity, we seek students from all backgrounds to engage in a rigorous educational experience that prepares them to become leaders and innovators in their communities and in the world. Hunter also contributes to intellectual discourse by supporting excellent scholarship and creative activity by its accomplished faculty.

Hunter undergraduate, graduate and professional curricula challenge students to think critically—to approach problems from multiple perspectives, distinguish the questions each raises, and recognize the kinds of evidence each values. The College's academic programs stress the significance of human diversity, emphasize research and artistic creation, and invite students to extend their education beyond campus. We cultivate the qualities our graduates need to thrive in their chosen careers and make a difference as active citizens.

We embrace our setting at the heart of New York City—we seek to draw on its energy, capitalize on its remarkable resources, weave it into the fabric of our teaching, research and creative expression, and give back to it through our service and citizenship.

Approved by the Hunter College Faculty Senate 2011



Questions?

Zachary Shirkey
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zshirkey@hunter.cuny.edu

Peter Englot
212-772-4272
peter.englot@hunter.cuny.edu

APPENDIX III

“Good afternoon, everyone. First, I want to share two exciting appointments with you. Nancy and I routinely speak about promoting community engagement and publicly engaged scholarship at Hunter College. I am delighted to announce that Dr. Jenny Tuten from the School of Education has joined my office as a Special Advisor to the Provost on Community Engagement and Public Partnerships. Many of you have worked closely with Jenny. Jenny is a professor of Literacy Education at Hunter College. With more than two decades of experience bridging university scholarship and community practice, she has established herself as a leader committed to equity and collaborative partnerships. She has also served as the Acting Dean of the School of Education and an Associate Provost for Faculty Affairs. Jenny's most significant community impact comes through her direction of READ East Harlem Hunter College, a \$2.3 million professional development initiative funded by the New York Community Trust Brooke Astor Fund for Public Education. This five-year collaborative project united university faculty with K-3 teachers and school leaders across East Harlem's elementary schools and became a collaboration that recognized and leveraged the expertise in both university and community settings. We are very excited to have Jenny on board. She has already hit the ground running. She will be reaching out to the college community to learn about the various initiatives all our academic departments and faculty are currently engaged in. She will also solicit recommendations on how we can enhance our community engagement efforts across New York City. So, stay tuned for some innovative projects and research opportunities. In fact, I can give you a brief preview. In the next day or two, we are announcing some pilot grants for people to engage in community partnerships and publicly engaged scholarship. We just want to start getting people to think about ways across disciplines, within disciplines with community, so please look out for an email coming from both Jenny and me.

“My second announcement. Last spring, the Sorensen Center for International Peace and Justice moved to the Roosevelt House Public Policy Institute at Hunter College. This Center fosters the legacy of Ted Sorensen by nurturing students dedicated to public service, empowering tomorrow's leaders to preserve and enhance the ideals of peace and justice. Over the last decade, the Center's fellowship program, speaker series, and exhibitions, among other initiatives have enabled students to gain first-hand experience addressing issues of peace and justice, learn from leading figures, and engage in creative and strategic thinking on the most pressing issues of our time. This summer, Hillary Schrenell joined us as the new Executive Director of the Center. Hillary brings two decades of experience working within and across local and federal government, and institutions of higher education. She most recently served as Senior Advisor to the Chief Operating Officer of U.S. Agency for International Development where she held key organizational change initiatives to modernize the agency. She has also been the Director of Project Development at Columbia World Projects; a university-wide initiative mobilizing research and scholarship to address a variety of global issues. The Sorensen Center also offers paid student internships and other opportunities, so we are very excited that Sorensen Center has come to Hunter College. Hillary also wants to reach out to all the academic departments. Peace, justice and social justice are broad terms. She is going to be working with Arts and Sciences, but also with our professional schools. So, if you do not hear from her, please reach out if you have ideas on what more we can be doing. I hope you will both welcome both Jenny and Hillary and find ways to work with them.

“Also, as you have heard from Nancy in various forums, we have launched several initiatives to Promote Intellectual Discourse and Constructive Dialogue at Hunter. We need more dialogue. We do not need to stifle dialogue. We need to have the dialogue, but we also need the skills and the tools in how to conduct these discourses and dialogues. We truly believe that engaging in meaningful and reflective dialogue helps to build bridges, increases empathy and understanding, helps to build community, and most important will help us address the pressing issues of our time.

“I want to share some of the initiatives that we are launching, and those that we are continuing. Some you might have heard from Nancy in other forums, but I thought it is best we repeat ourselves since we are reaching out to the widest audience. For students, the first initiative is called Real Talk. This will be a series of campus conversations moderated by two of our very own faculty, Dr. Gina Riley from the School of Education and Dr. Vicki Lens from the School of Social Work who are experts in constructive dialogue. A workshop where college students will come together to have honest, respectful conversations about real-world issues using the tenets of constructive dialogue is a chance to practice talking across differences, share perspectives, and walk away with tools for better everyday conversations. One session was already conducted on October 3rd and was well-attended. A second is being scheduled for the week of October 20th; stay tuned for that announcement. I hope you will encourage your students to attend. I truly believe that this will enhance the discussions in the classroom and contribute to better learning inside the classroom and outside. And if you have more questions, Gina is right here to answer.

“Then, there is a second initiative, not just for students but we are starting with students, called Perspectives. What is Perspectives? The Constructive Dialogue Institute has developed an evidence-based training program that equips students with practical skills to engage in dialogue across lines of difference. It is online and fully asynchronous. It comprises six modules that each take thirty minutes to complete. This resource is available completely at no charges to staff, students, and faculty. We are encouraging students, staff, and faculty, but we are really making a push with students. Eija and Misha have really been recruiting students to take this. Because it is asynchronous, students can do that on their own time because they have such busy schedules. We have five sections of first-year seminar students signed up

bringing a total of 120 students. We have one section of English 341 signed up. At the end of the semester or sometime in January or February when students return, we hope that most of them have completed the six sessions. We will then have community town halls where students get to practice putting these skills to use. Then, we will have hot topics that people can discuss in small group discussions led by facilitators. We are very excited about that. They are calling it Chat and Chew, and to entice students, there will be food every single time. We have also signed up about 90 additional students for Perspectives across six scholars programs, so we are starting and building out. Please, we want you to encourage your students to take this. You can email me; I will send you the link for the Perspectives training. We think this is a start and not to say we are only focusing on students; we are doing the same with faculty and staff.

“Here is what we plan for faculty. Lunch, Learn, and Launch Gathering on Monday, November 3rd for faculty and staff to be introduced to the “Constructive Dialogue Perspectives Program” and explore how it can enrich classroom instruction and professional practice. Another one is Coffee, Donuts, and Dialogue Syllabus Design Workshop on January 21st and 26th for faculty; both full-time and adjunct and staff. We will have the opportunity to integrate these Perspectives’ concepts into their syllabi and courses if they wish. ACERT will provide hands-on design support along with copies of the CDI Perspectives lesson outlines to jumpstart. There are wonderful resources on this Perspectives website. I will put it in an email and send it to everybody. To sustain momentum, as you know, ACERT does a whole series of workshops and sessions on a wide variety of topics. ACERT will also convene a monthly teaching circle throughout Spring 2026 for those who are interested in deepening their use of CDI concepts in their teaching, in their classroom, in their syllabus.

“Together these gatherings will foster open, authentic dialogue across lines of difference at Hunter; both in the classroom and throughout our college community. We are also continuing the Pluralism series this year. I think I am giving our VP of Advancement a heart attack on how many we are organizing because of the cost associated, but we are very excited and really happy. We have an exciting lineup of speakers and topics. I am going to send you the entire program once it is confirmed. We are still waiting for session dates and times. Just to give you an idea, here are the topics that have been suggested by members of the Hunter community, and we are still taking suggestions, so please bring them in. We take each and every one seriously, and we will get right working on it. With the help of Bill Herbert, we have finalized a three-speaker panel for November 13th. This is part two about free speech, academic freedom, and the need for civil discourse. We will send that information out. Professor Joe Lowndes who is a professor in the Department of Political Science and the Director of the Public Policy Program at Roosevelt House agreed to a talk on December 10th surrounding right-wing politics, particularly in the current climate. We are also in the early stages of a discussion with Meena Srinivasan who is a prominent voice in the field of emotional intelligence and belonging. She is an expert on social-emotional learning, and we want her to come to Hunter. We are also planning to bring Dr. Laura Quiros back to present on community healing and trauma. Humanities Action Lab, which is now at Hunter College; I hope you have attended some of the sessions they have had to introduce themselves; is also planning a session highlighting the connection between immigration, detention, and mass incarceration. There are also sessions planned to address current immigration policy, political violence, and of course, we want to continue to hear first-person narratives of lived experiences. So, lots to come, please attend, and please encourage your colleagues, your students, your staff to attend.

“Then, we get to the exciting work of more meetings this semester, and that is strategic planning. If you recall, about a year ago or more, we conducted the DREAM survey to ask our community what they wished for at Hunter. We then convened a steering committee with representatives from faculty, staff, and students. The committee helped analyze the survey responses and identified five major institutional goals or priorities. Those are Academic Excellence and Curricular Innovation, Student Access and Belonging, Faculty, Staff, and Campus Community: Building a Sense of Community, Community Engagement; this is more external community engagement, publicly engaged scholarship, public partnerships as well as how we enhance Hunter's role as an anchor institution; and Communication, Infrastructure, and Operational Efficiency. So, five committees have been formed. They comprise faculty, staff, and students, and in some cases, a dean or an administrator. What they are going to do now is they are going to reach out to the wider community. We are planning to do a combination of focus groups and town halls with a variety of stakeholders to get your recommendations on how we advance these goals, what we need to do to implement them, what some of the challenges are that we might encounter, what the resources are that are needed. We are then going to compile this sometime at the end of this semester or December/January and have a rough draft ready. We then want to share it with the entire Hunter community in January or February, invite feedback from the entire community, and then hopefully have a strategic plan ready to go starting Spring 2026.

It is ambitious, and that calls for a lot of meetings, but we hope you will attend these meetings and encourage your colleagues and students. We really made sure that we have students on every committee, and we are reaching out to the widest group of students and staff.

“Finally, the topic on everybody's mind is Brookdale decanting which is impacting many lives across all campuses. Gustavo and Chris could not be here because they are dealing with those issues as we speak. Just to give you a quick update, we are still scheduled to decant or vacate the Brookdale campus as of January, 2026. Faculty and staff have started packing. We started sizing up the instruments, furniture and the equipment that need to be moved. Speech-Language Pathology is going to move to the Graduate Center. They will be housed there

until the new Brookdale SPARC campus is built and ready to move into. Physical Therapy and Medical Lab Sciences are moving to 68th Street along with the Biology and Chemistry teaching labs that are also currently at Brookdale. That has required creating new spaces here, renovating them and getting them ready for these academic programs and teaching labs. In order to get us ready for this move, construction at 68th Street is in full swing. In fact, to meet our deadlines so that people can move out of Brookdale and move here or other places, the construction crew here is working three shifts daily. While we have done our best to minimize disruption to our community, inevitably, students, faculty, and staff have been impacted. We know that, we understand that, and we recognize that. We sent out an email with a phone number for contact. People who feel disrupted because of noise, dust, or any other reasons can reach out directly to us, and facilities will respond as soon as possible to address it. Our staff will do their best. Please, spread this information. In the past couple of weeks, some people have gone into the construction zone to talk to construction workers themselves. It is not safe space for anyone to be: students, staff, or faculty. Just call us, and then professionals will go into those spaces to deal with it. So, where is Nursing going? We spent a year telling you that Nursing was going to share space with Baruch at 63rd Madison. As of today, that is not the case. After looking at several spaces, we have now found space at 40 Rector Street. The premises are currently the premises of the Metropolitan College of New York, but they are downsizing and moving in different directions, so luckily, that space is a college space, so we did not have to create classrooms. However, they would still need some minimal renovations and construction. So, that is ongoing as we speak. 40 Rector Street will be ready for the School of Nursing as of January 2026. As we get closer, we will tell you more. So, that is the most recent update on Brookdale.

“I just want to end by saying that every day at Hunter, Nancy and I constantly say to each other how we are in awe of the dedication and commitment demonstrated by our faculty and staff towards students and the mission of Hunter. We are also grateful to our students for their dedication, their leadership, their passionate advocacy and their pursuit of learning which is an inspiration to all of us. Thank you.

APPENDIX IV

SENATE NEWS BULLETIN

Office of the Hunter College Senate

Room 1018 E

senate@hunter.cuny.edu

NO. 3

8 October 2025

**Search Committee for
Dean of the School of Health Professions**

President Cantor has asked the Hunter College Senate to begin the process for the election of a Search Committee for Dean of the School of Health Professions. In accordance with the "*College-wide Search Procedures*," nominations for membership on the search committee will be conducted as follows:

A. Nominations for Faculty and Student Members from the School of Health Professions:

Faculty and students from departments in the School of Health Professions who want to be nominated for membership on the Search Committee through departmental election should contact their department chair promptly. Nominations by petition of 25 signatures will be accepted in the Senate Office. (The procedures are outlined below.)

B. Nominations for Chair from Outside the School of Health Professions:

Members of all units of the College, OTHER THAN the School of Health Professions, may run for the position of non-voting Chairperson for the Search Committee. (See "*Procedures*" below.) Interested persons should submit their names directly to the Senate Office.

All nominations, including by petition, must be received by the Senate Office NO LATER THAN 5:00 P.M. ON TUESDAY, OCTOBER 21. Panels will be elected at the Wednesday, October 22 Senate meeting. Please email senate@hunter.cuny.edu.

Procedures for Searches for Divisional (or equivalent) Dean:

Each department (or other appropriate subdivision) in the Division or equivalent may nominate one or more full-time faculty members by election among its full-time faculty members and one or more students by election among its student majors (or equivalent) for service on the search committee. Faculty members (including part-time faculty) and student majors from this division may also be nominated by petition of 25 faculty members and 25 students respectively.

The Hunter College Senate shall elect a panel of 8 faculty members and 6 student members from this pool of nominees in such a manner as to provide for the widest possible distribution of departmental or programmatic representation on the committee. From this panel the President shall choose a search committee consisting of 4 faculty members and 3 students. Departments not represented on the committee shall be specifically invited to testify before the committee on their concerns and recommendations.

Any member of the Hunter community may submit nominations for chairperson. The Senate shall elect a panel of 3 from among all divisions other than the one for which the search is being conducted, from which the President shall choose a non-voting Chairperson. The Chairperson shall function as the executive officer of the committee, sending out all correspondence, distributing information on candidates, arranging interviews, etc.

APPENDIX V

Hunter College of the City University Of New York
Office of the Ombuds
Ines Miyares – Acting Ombuds Officer
October 8, 2025

The Ombuds Office is an independent, informal resource designed to be neutral, holding all communications with those seeking assistance in strict confidence and not disclosing confidential information unless the visitor permits. The Ombuds office is often an excellent place to begin the conversation when you have experienced something and need an informal place to explore options before involving others. Visiting the Ombuds Office is always voluntary.

Reporting Cycle

October 2024-September 2025

This report is based on the activities of the Hunter College Ombuds Office, which includes data from October 2024 to September 30, 2025. There was a gap in the availability of the Office of the Ombuds, but all of the emails that came in during that gap were responded to. The office will continue to update the report format to identify opportunities for constructive changes and ongoing conversations across the Hunter College community. Previous reports are posted on the Ombuds webpage.

Contact the Office

For information on how to schedule an appointment, please use the following link:

Ombuds@hunter.cuny.edu. All meetings were in person or via Zoom as needed during the 2024/2025 academic year at a time that worked best for the visitor.

Information and Highlights

During the 2024-2025 academic year (October 2024-September 2025), the total number of people requesting help from the Ombudsperson was 39, more than the previous academic year. During this academic year, many of the situations were addressed via email, often involving multiple conversations with a variety of offices in the college. A few of the meetings were in person, but most live meetings for situations that could not be resolved via email were addressed via Zoom. The table below is not sorted by semester since situations that required multiple contacts carried over from the fall to the spring, and several student situations were addressed over the summer, or carried over to the summer.

Total Number of Visits/Contacts/Requests for Assistance Oct '24-Sept '25

Visitors	Number
Students	34
Faculty	3
Parents/Relatives	0
Administration	0
Staff	1
Other	1
Total	39

Trends and Recommendations

This section provides an overview of the trends and issues raised by visitors over the 2024-2025 academic year. For this report, an issue became a trend when multiple visitors from across the College came to the office about the same topic/problem/concern.

**Meeting of the Hunter College Senate
8 October 2025****Student Related Concerns**

During the 2024/2025 academic year, undergraduate and graduate students visited the Ombuds Office to discuss academic integrity, grade appeals, degree requirements, graduation, and perceptions of discrimination. Many students continued to report being emotionally and financially stressed. In the past, a couple of students visited the office over the year to discuss academic integrity issues. A number of students reached out for assistance with readmission, transfer credits, grade appeals, and graduation appeals. We addressed issues concerning the dorms and club status. Most meetings took place with an individual, as all matters discussed are confidential. Finally, as in the past, visitors copied the office on emails sent to other areas in the College, with the individuals not directly requesting to meet with the Ombuds Office.

Students were referred to their respective departments, programs, Student Services, and the registrar or guided through the grade appeal process whenever possible. However, as not all issues raised by visitors had definitive answers, such as fear of retaliation and medical emergencies, the office continued to provide an informal space to listen and affirm visitors' emotions and experiences. The office also provided visitors with resources and assured them that they were welcome to return in the future should the need arise. A few issues brought to the office since the beginning of the semester are still in the process of being resolved, and follow-up will be done by Professor Flores, who returns to the position of Ombudsperson as of October 1, 2025.

Faculty, Administrators, and Staff Related Concerns

The concerns raised by faculty and other Hunter College community members over the academic year mainly dealt with job-related employment, facilities issues, public safety/access, and perceptions of harassment.

As in the past, several visitors mentioned that they did not know the office existed, but would return in the future if the need arose, and would pass on the existence of the office to other colleagues. Students seemed to be increasingly aware of the Office of the Ombuds.

Current State of the Ombuds Office and Plans for the 2025-2026 Academic Year

The Ombuds Office continued to adjust its operations during the 2024-2025 academic year to accommodate many visitors who were not on campus more than once a week or whose work schedules did not allow them to come into the office. Additionally, due to the role being filled by an acting Ombudsperson, most live meetings occurred via Zoom, with a few being held in Prof. Miyares' department office. During the Fall 2025 and Spring 2026 semesters, the Ombuds Office will continue to meet with visitors in person or on Zoom based on need. Moreover, the Ombuds Office would like to begin providing resources online to give the Hunter College Community a better understanding of the role of the Ombudsperson and what they do. See the attached document for a brief overview.



CODE OF ETHICS

PREAMBLE

The International Ombuds Association (IOA) is dedicated to excellence in Organizational Ombuds¹ practice. The Code of Ethics provides Practice Principles and Core Values that are the foundation for the IOA Standards of Practice.

This Code of Ethics reflects IOA's commitment to the establishment of consistently structured Ombuds programs, ethical conduct by Ombuds, and the integrity of the Organizational Ombuds profession.

CORE VALUES

The Ombuds role requires Ombuds to conduct themselves as professionals. The following Core Values are essential to the work of Ombuds:

- Act with honesty and integrity;
- Promote fairness and support fair process;
- Remain non-judgmental, with empathy and respect for individual differences;
- Promote dignity, diversity, equity, inclusion, and belonging;
- Communicate accurate understanding through active listening;
- Promote individual empowerment, self-determination, and collaborative problem-solving; and
- Endeavor to be an accessible, trusted, and respected informal resource.

FUNDAMENTAL PRINCIPLES

INDEPENDENCE

The Ombuds is independent in structure, function, appearance, and decision-making. The Ombuds reports to the highest possible level within the organization and does not report to a function or entity that could affect, or be perceived as affecting, the Ombuds' independence.

IMPARTIALITY

The Ombuds is a designated neutral and impartial resource who does not take sides or serve as an advocate for any person or entity. The Ombuds avoids conflicts of interest and conduct that could be perceived as a conflict of interest.

INFORMALITY

The Ombuds does not participate in any evaluative, disciplinary, legal, or administrative proceedings related to concerns brought to the Ombuds' attention. The Ombuds is not authorized to make business and policy decisions or conduct formal investigations on behalf of the organization. The Ombuds is not an agent of the organization for purposes of receiving notice of claims against the organization and is not authorized to be a formal reporting channel for the organization on matters brought to the Ombuds' attention except when specifically and expressly mandated by law.

CONFIDENTIALITY

Confidentiality is the defining characteristic of Ombuds practice. The identity of those seeking assistance from the Ombuds and all communications with them are confidential to the maximum extent permitted by law. The Ombuds may, at their sole discretion, disclose confidential information when the person seeking assistance gives permission to do so; when failure to do so might result in an imminent risk of serious harm; or as necessary to defend against a formal complaint of professional misconduct.

¹ The term "Ombuds" includes all applicable nomenclature in use for an organizational ombudsperson.



COMMUNICATING WITH: FACULTY & STUDENTS

TRUSTED NAVIGATORS

An ombuds acts as a no-barrier, first-stop when seeking information and insight from a trusted advisor who is independent, impartial, confidential and informal.

An ombuds is a safe, credible, accessible and voluntary resource. They deal with the widest range of concerns and conflicts within a university setting, exploring and analyzing all options.

A growing number of renowned academic institutions are turning to the ombuds as a source of insight and guidance.

Whether you are an education leader, student or faculty member, ombuds can help you survey the terrain, assess risk, monitor trends, address challenges, and advocate for fair processes at your institution.

On college campuses and in other learning institutions, ombuds can help by:

- | Analyzing a problem and identifying options
- | Explaining relevant policies and procedures
- | Clarifying the channels available to follow
- | Providing neutral, confidential advice
- | Expediting matters that have been delayed
- | Investigating problems when regular channels have been exhausted
- | Assisting parties in resolving disputes.

A SOURCE OF EMPOWERMENT

Ombuds can empower you to overcome disputes, conflicts and barriers that stand in the way of reaching your full potential.

Ombuds complement traditional HR, legal and compliance channels and departments, and help build a culture of engagement that can save costs and improve the learning environment.

While many visitors to an ombuds office have a problem, they can also get help with any underlying issues such as management effectiveness, faculty conduct, or policy concerns.

Ombuds at your institution are there to engage in constructive problem-solving toward the goal of instilling respect, civility and justice in your community, organization and professional relationships.

LEADING THE WAY

Today, the environment in which people work, study and interact continues to change – and more rapidly than ever before.

Ombuds and their peers are continuously evolving, learning and growing in order to respond to new trends, emerging risks and dynamic environments.

You can trust ombuds to collaborate with you in any situation that requires flexibility, professionalism and a focus on solutions.

We are working on your behalf to lead organizations and communities toward greater fairness, justice and equity.

