MINUTES
Meeting of the Hunter College Senate
19 November 2025

1   The 709th meeting of the Hunter College Senate convened at 3:58 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   **Agenda:**   The agenda was adopted with the provision that agenda Item 8 be discussed before Item 7.
11
12   **Chair's**
13   **Remarks:**   Chair Chinn said the following:
14
15   "I am going to make a few comments. All full-time faculty and staff should have received an email about
16   the Title VI training that is mandated by the State. Please do it because it is a compliance issue, and we
17   can get into trouble if we do not have enough people doing it. When you do it, you will notice that it is
18   somewhat problematic when it discusses academic freedom. There are several sets of people who are
19   working on communicating with the Executive Vice President (who is essentially the University
20   Provost), Alicia Alvaro, including the CUNY Alliance to Defend Higher Education, the University
21   Faculty Senate Academic Freedom Committee, the PSC CUNY Academic Freedom Committee, so work
22   is happening on this. Mainly, the terms that it uses are extremely vague, and its focus seems to be more
23   on disciplining than on advocating. Just as a side note, in a training about civil rights legislation about
24   race and national origin, it does not mention that there are many races and national origins. It certainly
25   does not talk about the kind of racism that we see every day. So, you will notice these things as you
26   watch it. Please do it. This is a new mandated training that came out in part because it is a New York
27   State requirement but in part because of the pressure on CUNY and on the State, as well with all of the
28   political activity that has been happening in the last couple of years. That is all I really have to say about
29   that."
30
31   **Report by**
32   **the Provost:**   Chair Chinn invited Provost Manoj Pardasani to report.
33   Provost Pardasani said the following:
34
35   "I wanted to give a few updates. The first update is that our search for the Dean of the School of Health
36   Professions has commenced. The Senate elected a slate, and a search committee has been formed: four
37   faculty members plus three graduate and undergraduate students. They have already been charged. They
38   have met with Dean John Rose, and soon the job posting will be up on CUNYfirst. They will be working
39   steadily through the end of this semester and into the start of the next semester. Early next semester, we
40   will have campus interviews, and then a candidate will be identified. We already almost completed the
41   search for the Dean for the School of Arts and Sciences. However, at some of the listening sessions, we
42   only had a few people. I am assuming more people were online, but I hope people do come to listen to
43   our Dean candidates even if it is not your discipline. So, that was the first announcement.
44
45   "The second announcement is about Brookdale. We are still on track to vacate Brookdale sometime during
46   the winter intersession which will be in the first or second week of January. We have to empty out the
47   facility completely. Then, they will begin demolition work. The demolition work is not like those hotel
48   buildings in Vegas where they just blow them up. It is a three-year process to dismantle these buildings
49   and empty it out. We are working very closely with the academic departments. As I have said, Physical
50   Therapy and Medical Lab Sciences will be moving here. A new facility for PT is being built in the
51   basement near the gym. The classrooms and faculty offices for the Medical Lab Sciences are also being
52

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57 built. They will be ready for when faculty move in in January. Faculty are already packing at Brookdale
58 as we speak because things have to be moved. Moving companies are involved, equipment has to be
59 moved as well, so that is being planned. Speech-Language Pathology is moving to the Graduate Center.
60 Thanks to their current Chair, Nancy Eng and their former chair, Michelle McCroy-Higgins, we worked
61 out a wonderful partnership with the Graduate Center. They have a suite of offices, classrooms and
62 facilities. They have these specialized rooms and labs that they use. They even have a community clinic
63 that they operate which they will outside of Graduate Center. My fear is they will be so comfortable there
64 that they won't want to come back. The biggest school that is being affected is the Hunter Bellevue School
65 of Nursing. It has almost 1,000 students and several faculty and several staff. They were going to move
66 into a different facility that was going to be shared with Baruch, but that did not work out. So, we are
67 going to move to 40 Rector Street. You might even hear it called 60 West Street. It depends on where the
68 entrances are. The facilities are the current facilities of the Metropolitan College of New York that is
69 moving into the Bronx. Those are the facilities that we are going to lease. There is still a bit of work to be
70 done. It is already set up as a college, so that is helpful, but they did not have a Nursing program, so labs,
71 simulation rooms, and so on need to be set up. So, that is starting shortly. They are going through the
72 design phase. The plan still is for all these programs to move out in the first or second week of January,
73 so at the start of the Spring semester classes can continue uninterrupted, and students can continue
74 uninterrupted. Faculty will have offices as well where they are going to be. So, that is the plan for
75 Brookdale.

76

77 "The third part related to Brookdale. We really think we should celebrate the new beginnings; new
78 chapters. We are planning a "Thank you to Brookdale Party" in December. Invites will go out. We are
79 primarily focused on people who work at Brookdale, faculty, staff, and perhaps students as well, but it is
80 open to other people who want to come and celebrate, especially because not all the academic departments
81 will be in the same place, so they may not see each other as often as they did currently. So, that is what
82 we are excited for; we are hoping for. Of course, it is anxiety-provoking. People are nervous, rightfully
83 so, but we think all the right hands are on board. Those were my announcements. Thank you."

84

85 **Middle States**
86 **Update:**   Chair Chinn invited Nicole S. Bennett, Associate Provost & Assistant Vice President, and Professor Paul
87 McPherron, English department, co-Chairs of the Middle States Self-Study Standard III Subcommittee
88 and Brian Buckwald, Associate Dean for Student Achievement, and Joseph Fantozzi, Assistant Vice
89 President for Student Affairs and Enrollment, co-Chairs of the Middle States Self-Study Standard IV
90 Subcommittee, to provide updates on Middle States. Their presentations are in Appendix II.

91

92 **Report by the**
93 **Administrative**
94 **Committee:**

95

96   a)   **Approved Curriculum Changes**
97   The following curriculum changes as listed in the attached report dated 19 November 2025 have
98   been approved as per Senate resolution and are submitted for the Senate's information. Items:
99   UR-2856 Nutrition & Public Health (Routine change in course), UR-2857 Music (Routine
100   change in course), UR-2858 Curriculum & Teaching (Routine change in courses), UR-2859
101   Curriculum & Teaching (Routine change in courses), GR-1657 Music (Routine change in
102   courses, GR-1658 Curriculum & Teaching (Routine change in courses), GR-1659 Curriculum &
103   Teaching (Routine change in courses), US-2844 Classical & Oriental Studies/Arabic (Change in
104   degree program), UE-2855 Nursing (Routine Deregistration of a Program), US-2860 Classical
105   & Oriental Studies/Japanese (Change in courses), GS-1655 History (Change in degree program),
106   and GS-1656 Urban Policy and Planning (Change in Courses).

107

108   Part IV is the list of courses approved for the new P&D requirement.

109

110   b)   **Results of Election of Nominees for Search Committee for Dean of School of Health**
111   **Professions**
112   Below is a list of the Search Committee members chosen by the President.

Nominees for Chair Panel:
Daniel Hurewitz, Associate Provost for Student Success

Nominees for Member Panel:

FACULTY (4)

School of Health Professions:
1. Department of Nutrition and Public Health:
   Prof. Ruth Finkelstein

2. Speech Language Pathology and Audiology:
   Prof. Nancy Eng

3. Physical Therapy:
   Prof. Cristiana K Collins

4. School of Nursing:
   Prof. Aliza Ben Zacharia

STUDENTS (3)
Savannah Sclafani (Nutrition Integrated Program in Nutrition and Dietetics)
Shelby Wineburg (Speech Language Pathology)
Gabrielle Jingool-Revell (Public Health)

c) **Report by Graduate Student Association**
Chair Chinn invited Charles Richards, President of the Graduate Student Association, and Catherine Splendore, Vice President for University Relations for the GSA, to report. Their report is in Appendix III.

Committee Report: **Nominating Committee**
Chair Chinn invited Professor Edgar Troudt, Chair of the Nominating Committee, to present a report.

The Nominating Committee is submitting the following nominations for seats currently vacant on Senate Committees.

1. **UNDERGRADUATE COURSE OF STUDY COMMITTEE**
   Faculty At-large: Stephanie Margolin (Library)
   Faculty from Education: Nora Aboali (Education)

2. **GRADUATE COURSE OF STUDY & ACADEMIC REQUIREMENTS COMMITTEE**
   Student: Alexandra Perez Jimenez (Educational Psychology)

3. **NOMINATING COMMITTEE**
   Faculty: Laura Graham-Holmes (Social Work)

4. **GRADE APPEALS COMMITTEE**
   Student: Bryan Zhao (Psychology)

5. **COMMITTEE ON ACADEMIC ASSESSMENT & EVALUATION**
   Faculty A&S At-Large: Elizabeth Marcello (Urban Policy and Planning)

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177   **6.   COMMITTEE ON GENERAL EDUCATION**
178   Faculty At-Large from A&S: Austin Bailey (English)
179   Faculty At-Large from A&S: Darlene Defour (Psychology)
180   Faculty At-Large from A&S: Alexander Elinson (Classical & Oriental Studies)
181   Faculty from Education: Kendall Kastner (Special Education)

182

183   **7.   COMMITTEE ON CHARTER REVIEW**
184   Faculty from Sciences & Mathematics: Kelle Cruz (Physics & Astronomy)
185   Faculty from Humanities & Arts: Noran Mohamed (Romance Languages)
186   Faculty Alternates: Howard Singerman (Art & Art History)
187   Peggy Chen (Educational Foundations)
188   Students: Charles Richards (Computer Science)
189   Sumaiya Ahmed (Biology)

190

191   It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.
192   The motion carried by unanimous consent.

193

194

195   **Governance Committee**
196   On behalf of the Governance Committee, Chair Chinn presented the Asian American Studies Program
197   Bylaws and By-Laws of the Thomas Hunter Honors Program. The By-Laws are available on the
198   Senate's website.

199

200   The Asian American Studies Program Bylaws were approved by unanimous consent.

201

202   The By-Laws of the Thomas Hunter Honors Program were approved by unanimous consent.

203

204

205   **Undergraduate Academic Requirements Committee**
206   Chair Chinn invited Professor Kirsten Grant, Chair of the Undergraduate Academic Requirements
207   Committee, to present the **Resolution to Amend the Undergraduate Course Repeat Policy at**
208   **Hunter College**. Questions and discussion followed.

209

210   **RESOLUTION TO**
211   **Amend the Undergraduate Course Repeat Policy at Hunter College**

212

213   **WHEREAS**, the existing Hunter College Undergraduate Course Repeat policy provides no limit as
214   to the number of times a course may be repeated; and

215

216   **WHEREAS**, Hunter College has seen an increase in the number of students who having either
217   withdrawn from a course or received a D or F grade in the course, register for the same course in
218   multiple sequential semesters; and

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220   **WHEREAS**, by repeating the same course multiple times, these students impact their own ability to
221   graduate in a timely manner and prevent students taking the course for the first time from finding
222   available seats;

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224   **NOW, THEREFORE, BE IT RESOLVED** that as of the Fall 2026 semester the Hunter College
225   Undergraduate Course Repeat policy be revised as follows:

226

227   **"Course Repeat Policy**
228   1.   Students shall not be permitted to repeat a course in which they have received a grade of A, B,
229   C or P unless that course has been designated as repeatable in the course description of the college
230   catalog.

231

232

2. Students may repeat a course in which a D was received. The credit for that course will be applied toward the degree once, but both the grade of D and the second grade earned are calculated in the grade point average. If the course is part of a sequence, it should be repeated before continuing the sequence.

3. A student who has received a grade of D may re-register for the course only with the permission of the department offering the course.

4. Students may register for the same course (with registration status measured after registration opens and before the first day of class) no more than three (3) times.

5. Registration for any course in which the student has already registered in previous semesters will be prioritized as follows:
   a) Students taking the course for the first time will be able to register during their open registration window.
   b) Students wishing to repeat the course for the first time (second attempt to pass the course) must receive departmental permission from the relevant departmental advisor for that course and, if granted, will be able to immediately register for the course.
   c) Students wishing to repeat the course for the second time (third attempt to pass the course) must seek permission from the relevant departmental advisor for that course and, if granted, will be able to register for the course two weeks after the grading deadline as published in the Hunter College Academic Calendar.

6. If a student receives a grade of F, NC, W, WU, or FIN in a course and then retakes that course and receives a grade of A, B, C or P, the initial failing grade will remain on his/her academic record, but will no longer be computed into the grade point average. This adjustment to the GPA will occur automatically at the end of the semester when the student has retaken the course and received a grade of A, B, C, or P. The original course in which the failing grade was received must have been taken after September 1, 1984 and repeated after September 1, 1990.

- No more than 16 credits may be deleted from the calculation of the cumulative grade point average.
- If two or more failing grades have been received for the same course and a grade of C, P or better is subsequently earned, both of the failing grades for that course will be deleted from the grade point average, subject to the 16-credit limit.
- The 16-credit limit (F-repeat policy) applies cumulatively to courses taken at all CUNY colleges. (Please refer to the F-repeat policy in the Hunter College Catalog.)
- The repeated course must be taken at the same college as the initially failed course.

Status	Required Steps	Course Registration
Taking the course for the first time	None	May register during their open registration window
Repeating the course for the first time (second attempt to pass the course)	Must receive departmental permission from the relevant departmental advisor for that course	If granted, may immediately register for the course
Repeating the course for the second time (third attempt to pass the course)	Must receive departmental permission from the relevant departmental advisor for that course	If granted, will be able to register for the course two weeks after the grading deadline as published in the Hunter College Academic Calendar

296
297   There was a motion to postpone the **Resolution to Amend the Undergraduate Course Repeat Policy**
298   **at Hunter College** definitely until the next meeting beginning with debate. The motion carried by
299   unanimous consent.
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301
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303   Due to the late hour, the meeting was adjourned at 5:20 PM.
304
305   Respectfully submitted,
306
307
308   Sarah Jeninsky
309   Secretary

APPENDIX I

The following attendance was noted from the meeting   (A) =Alternate, A=Attended, X=Absent, E=Excused

Faculty

Department	Name	Alt	Status
AFPRL	Anthony Browne		A
	Milagros Denis-Rosario	(A)	A
	Lázaro Lima	(A)	X
Anthropology	Jackie Brown		A
	Stephanie Levy	(A)	A
	Milena Shattuck	(A)	A
Art & Art History	Howard Singerman		A
	Dave Mckenzie		X
	Maria Pelizzari	(A)	A
	Chitra Ganesh	(A)	X
Biological Sciences	Ben Ortiz		A
	Jesus Angulo		A
	Paul Feinstein	(A)	X
	Carmen Melendez	(A)	X
Chemistry	Gabriela Smeureanu		A
	Nancy Greenbaum	(A)	A
	Matthew Devany	(A)	X
	Nadya Kobko-Litskevitch		X
Classical & Oriental Studies	Frederick Rogals		A
	Doron Friedman	(A)	A
	Alex Elinson	(A)	A
Computer Science	Raffi Khatchadourian		X
	Sven Dietrich	(A)	X
	Felisa Vazquez-Abad		A
		0 (A)	
Curriculum & Teaching	Edgar Troudt		A
	Stephen Demeo		A
	Maverick Zhang	(A)	X
		0	
Dance	Maura Donohue		A
	Jade Robertson	(A)	X
		0 (A)	
Economics	Michelle Liu		A
	John Li	(A)	X
	Jessica Van Parys	(A)	A
Educational Foundations & Couns	Sarah Bonner		X
	John Keegan	(A)	X
	Veronica Muller	(A)	A
English	Sarah Chinn		A
	Katie Winkelstein-Duveneck		A
	Mark Miller		A
	Jeff Allred	(A)	X
Film & Media Studies	Larry Shore		X
	Omar Hammad		A
	Kelly Anderson	(A)	X
		(A)	
Geography & Environmental Scienc	William Solecki		A
	vacant	(A)	
	Sun Shipeng	(A)	X
German	Aine Zimmerman		A
	Elke Nicolai	(A)	X
	Edward Dawson	(A)	A
History	Aaron Welt		X
	Manu Bhagavan	(A)	A
	Mary Roldan		X
Library	Iris Finkel		A
	Ajatshatru Pathak		A
	Dorian Onifer	(A)	A
		(A)	

Department	Name	Alt	Status
Mathematics & Statistics	Sandra Clarkson		A
		0	
	Robert Thompson	(A)	X
	Barry Cherkas	(A)	X
Medical Laboratory Sciences	Francesco Lotti		X
	Steven Einheber	(A)	X
	Muktar Mahajan	(A)	X
Music	Michele Cabrini		A
	L. Poundie Burstein	(A)	A
	Steven Spencer	(A)	X
School of Nursing	Jennifer Majumdar		X
	Tara Heagele		X
	Ashley Ritter		X
		(A)	
Philosophy	Omar Dahbour		A
	Laura Keating	(A)	A
	Kyle Ferguson	(A)	X
Physics & Astronomy	Ying-Chih Chen		X
	Yuhang Ren	(A)	X
	Kelle Cruz	(A)	A
Political Science	Charles Tien		A
	Rob Jenkins	(A)	A
	Michael Lee	(A)	X
Psychology	Darlene DeFour		A
	Roseanne Flores		A
	Glenn E Schafe	(A)	X
	Amber Alliger	(A)	X
Physical Therapy	Steve Kofsky		A
	Nicki Silberman	(A)	X
	Tom Holland	(A)	X
Romance Languages	Noran Mohamed		A
	Ana Tello	(A)	X
		0 (A)	
School of Social Work	Daniel Gardner		A
	Mayra Lopez Humphreys		X
	Seon Mi Kim	(A)	X
	Yi Wang	(A)	X
Sociology	Mark Halling		A
	Mike Benediktsson	(A)	X
	Heba Gowayed	(A)	X
Special Education	Nancy Sall		A
	Melissa Jackson	(A)	X
	Kristen Hodnett	(A)	A
SLPA	Nancy Eng		X
	Michelle MacRoy-Higgins	(A)	X
	Stanley Chen	(A)	A
Theatre	Claudia Orenstein		A
	Phillip Brown		X
	Louisa Thompson	(A)	X
Urban Policy and Planning	Victoria Johnson		A
	Lily Baum Pollans	(A)	X
	vacant	(A)	
Nutrition and Public Health	Steven Trasino		X
	Khursheed Navder	(A)	X
	Wendy Vaughon	(A)	X
Women & Gender Studies	Chris Mitchell		X
	Priscilla Yamin	(A)	A
	Rupal Oza	(A)	X

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At-Large, Lecturers and Part-Time Faculty

Student Services	Burhan Siddiqui		A
	Luis Roldan	(A)	X

Students

Kyle Guttierez	A
Nishat Raihana	A
Izadora Lima Soares Prereira	X
Odelia Boone	E
Serhiy Stoperkevych	A
Amaryllis Rodriguez	X
Bryan Le	X
Bryan Zhao	X
Victoria Fitzpatrick	X
Sara Algahmi	A
Catherine Splendore	A
Lily Shahein	X
Cross Elizardo	X

Library	Jocelyn Berger-Barera	A
MHC	Lev Sviridov	A
Psychology		0
Geography and Environmental Science	Mimoza Frankfurt	X
Medical Lab Science	Hongxing Li	X
Wendy Raver	Wendy Raver	X
Geography	Ines Miyares	A
Classical & Oriental Studies	Chris Stone	A
Special Education	Gina Riley	A
Registrar	Jennifer Dennington	A
THHP	Sarah Jeninsky	A
Political Science	James Bacher	X

Ex-Officio

President, USG	Bashir Juwara	X
President, GSA	Charles Richards	A
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	X
Assistant Vice President for Enrollment Management	Joseph Fantozzi	A
Dean of Nursing	Ann Marie Mauro	A

APPENDIX II

Middle States Self-Study Standard III

Middle States Self-Study - Design and Delivery of the Student Learning Experience Update   November 19, 2025

Subcommittee Members

Nicole Bennett	Associate Provost & Assistant Vice President, Academic Affairs
Paul McPherron	Professor & Chair, English
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	Asstistant Professor, Web & Digital Initiatives Librarian
Shiao-Chuan Kung	Director, Center for Online Learning
Daniel Hurewitz	Professor, History/ Associate Provost for Student Success

Subcommittee Members

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
Sarah Craver	Director, Education Abroad
Maura Donohue	Professor, Dance

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CHARGE

Working Group III will evaluate the rigor and coherence of the curricula across all programs, degree levels, and modalities, and the effectiveness of instruction as indicated by the qualifications and roles of faculty.

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Design and Delivery of the Student Experience: Self-Study Lines of Inquiry

- To what extent do faculty design and assess **a cohesive and coherent learning experience**? How well do instructors provide quality education experiences for their students which are appropriate to their level of study? How do programs and courses improve based on assessment results?

- To what extent do all degree and certificate programs offer **a coherent learning pathway** (degree maps, catalog descriptions, etc.) which help students navigate through decisions about degree program selection and culminate in a coherent synthesis of knowledge and degree completion in a chosen area of study?

- To what extent does the General Education curriculum provide students with **a foundational liberal arts education** in line with our mission and goals? To what extent do the different backgrounds and experiences of the Hunter student body inform it, and how well does it introduce students to new intellectual experiences and challenge them to understand topics, issues, and cultures beyond their own personal experiences?

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- To what extent do **special learning opportunities** such as internships, experiential learning, research, interdisciplinary work, clinical practice, independent study and others aid learning and achievement for our undergraduate and graduate students? How well do faculty support graduate student professional development and engagement in original scholarship?

- To what extent are all degree and certificate programs **designed, delivered, and assessed by qualified faculty** and other professional educators? To what extent is faculty quality supported through professional development and fair performance review?

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Questions?

Nicole Bennett
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Paul McPherron
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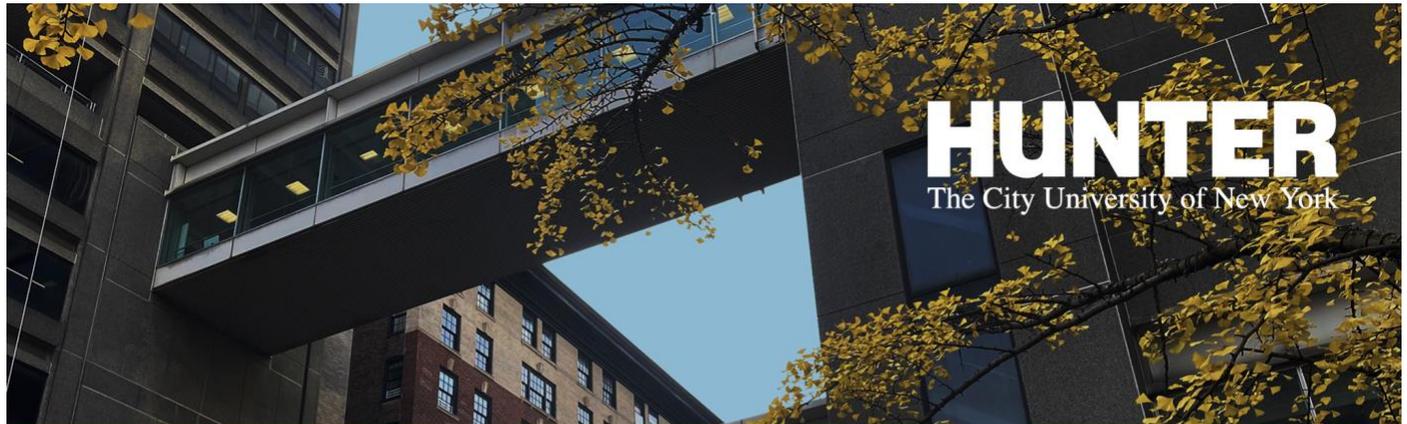
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Middle States Self-Study Standard IV

Middle States Standard IV

November 19th, 2025

What is Standard IV?

What questions are we tackling?

Support of the Student Experience

Focuses on how the college recruits, advises, supports, and retains students to help them succeed from entry to graduation.

Compared to others:
- III → What and how students learn
- IV → How we support their success
- V → How we assess what they've learned

What is the responsibility of the working group?

Utilize and refine Lines of Inquiry that examine how effectively the college recruits, advises, supports, and retains students; identify **evidence** that demonstrates these practices; and assess how well they advance **student success** and **mission alignment.**

Key tasks:
- Gather evidence of student support effectiveness
- Identify strengths and areas for improvement
- Contribute to the Self-Study narrative and recommendations

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Standard IV Lines of Inquiry

1. To what extent does the College clearly communicate fair and equitable policies and align recruitment, retention, and support services with institutional capacity and the needs of students who have a reasonable expectation of success at Hunter?

2. How effectively does the College support student transitions—including first-year programs, orientation, reentry points, and peer-led initiatives—to promote early engagement, belonging, and persistence?

3. Does the College operate under generally accepted policies and procedures governing the maintenance and release of student information and records?

4. To what extent are student support services effectively integrated into the learning experience to foster community, engagement, persistence, and student ownership of academic and career success milestones?

5. How effectively does the College gather, analyze, disaggregate, and interpret student achievement data to improve the experience and success of all students?

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What is our process?

- Each work group member has been assigned 1–2 Lines of Inquiry (LOIs) to focus on. *Co-chairs have also provided scaffolding questions to help break them down.*

- Work begins by reviewing the compiled documentation and evidence. *Members form preliminary responses to your assigned LOIs and note any evidence gaps.*

- Asynchronous collaboration using shared Microsoft 365 templates. *Drafting findings and build on each other's contributions.*

- Use the Evidence Inventory to track sources and identify what's missing.

- Discuss all LOIs during scheduled meetings to ensure alignment and shared progress across Standard IV.

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Who is doing the work?

- Brian Buckwald (Co-Chair), Associate Dean for Student Achievement, School of Arts and Sciences

- Joseph Fantozzi (Co-Chair), Assistant Vice President for Student Affairs and Enrollment

- Ben Ortiz, Professor & Chair, Biological Sciences

- Elise Jaffe, Director of Roosevelt Scholars Program and Pre-Law Program

- Sarah Laleman Ward, Associate Professor and Head of the Zabar Art Library, Hunter College Library

- Melissa Boronkas, Assistant Dean for Enrollment, Academic & Student Affairs

- Ashley Rolon-Marlowe, Director of Admissions, School of Education

- Kenney Robinson, Senior Director, School of Education

- Deirdre O'Flaherty, Interim Associate Dean for Undergraduate Programs & Doctoral Lecturer, School of Nursing

- Keith Okrosy, Student Career Programs Manager, Division of Student Affairs

- Miesha Smith, Assistant Dean for Student Life, Division of Student Affairs

- Liauty (Lee) Elie, Director of Financial Aid, Division of Student Affairs

- Stephen Sukhra, Director of Media Services and Capital Projects, ICIT

- 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, School of Arts & Sciences

- Derek Yim, Institutional Research Manager, Office of Enrollment Data Strategies, Division of Student Affairs

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Appendix III

"Charles Richards: Hello everyone, we're here today to introduce ourselves, the Graduate Student Association (GSA). My name is Charles Richards and I'm a computer science graduate student, an adjunct lecturer, and the president of the GSA.

"Catherine Splendore: My name is Catherine Splendore, and I'm an educational psychology grad student, and the Vice President for University Relations for the GSA.

"Charles Richards: To just give a brief history, as many of you likely know, Hunter went several years without a GSA despite the fact that we represent approximately 5-6,000 graduate students each semester and are the CUNY with the largest graduate student population. So, naturally the Hunter community would prioritize building a strong graduate student community, particularly one with proper representation. Historically, that seems not to have been the case. However, we've been working hard since last February to resurrect the GSA. According to our constitution, the bare minimum number of students needed to form the GSA is three: a president, treasurer, and any other officer. I went to Hunter for Undergrad, and was in Undergraduate Student Government and had been interested in participating in graduate student government since I started in the Masters Program. Due to many different reasons, finding two other eligible people (if you can believe it) proved impossible for one year.

"Catherine Splendore: In my case, I knew NOTHING about Hunter (or CUNY) at all, and had no prior experience in student government. It was thanks to a classmate, Alexandra Perez, another Hunter alum who's involved in Malave and other student leadership initiatives, that I was introduced to the idea of joining (or forming) the GSA. Since I'm very interested in the inner-workings of educational institutions, I accepted the offer to join.

"Charles Richards: The three of us met with Teneia Wooten, from the Office of Student Activities, and managed to start this big project. It's been quite a bit of work to rebuild the foundation of our government. We've had to cultivate a community of famously elusive graduate students, create a new instagram, develop relationships across the College, and reclaim some kind of physical space on campus for students. This last one is our recent achievement, and we are so grateful to the administration for their advocacy and support for us.

"Catherine Splendore: We've found at every event we've had, graduate students have no issues at all connecting and sharing information about themselves and their programs, and many express interest in being more involved.
Charles: Since our inception, we've managed to have several different kinds of events, and made countless connections across the different Hunter campuses. During the summer we also expanded our e-board, and one of our officers is a social work student from Silberman.

"Catherine Splendore: Our current make-up represents Computer Science, Educational Psychology, Geography, Social Work and Integrated Media Arts. Among our other achievements is our involvement in the Hunter Senate, as well as some of its committees. I've been a part of the Graduate Course of Studies and Academic Requirements Committee since last spring. I've also taken part in the search committee for the dean of advancement, am currently in the Middle States Committee Group #5, on Educational Effectiveness Assessment, and lastly am a delegate of the USS, University Student Senate.

"Charles Richards: I've recently joined the Senate Charter Review Committee, am part of the Auxiliary Enterprise Committee, University Student Senate Election Review Committee and the College Association Board. Recently Catherine and I were invited to join the Technology Fee committee for the first time.

"Catherine Splendore: Out of curiosity, how many students are here today? Can you please raise your hand if you're a student senator. Thank you, now, if you know what percentage of the Hunter Senate seats is reserved for students as per our charter, can you please raise your hand. Can one of you please call out the number.

"Charles Richards: We think that this discrepancy signals an area in which we, the Hunter Community, can improve upon. In fact, we're working on a student-led initiative which aims to bridge this gap.
As you all know, our president Nancy Cantor, along with her team, are genuine in their support for students and our community at large. We acknowledge, too, that collaboration is imperative to resolve the issues around student participation. To quote Nancy herself, 'it takes a village to raise a child'.
My time in re-establishing the Graduate Student Association has been one of both challenge and reward. I have found that our successes have always been the result from the support of the broader Hunter Community. As we continue building this foundation, we want to thank all of you: faculty, staff, administrators, and especially students, and to invite you to work with us.

"Catherine Splendore: Although there are many people who have helped us tremendously, we'd be remiss if we didn't specifically thank Assistant Dean of Arts & Sciences Collin Craig, for his unwavering support. He has been indispensable to our success."