

MINUTES

Meeting of the Hunter College Senate

5 Febraury 2025

The 699th meeting of the Hunter College Senate convened at 3:58 PM in HW 714.

Presiding: Sarah Chinn, Chair

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

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

Minutes: The minutes of 23 October 2024, 6 November 2024, 4 December 2024 and 11 December 2024 were posted on the Senate's website and will be voted on at the next meeting.

Report by the President: Chair Chinn invited President Cantor to report. The report is in Appendix II.

Update on Middle States: Chair Chinn invited Interim Dean of Arts and Sciences Erica Chito-Childs and Professor Thomas DeGloma, Sociology department, co-Chairs of the Steering Committee, to provide an update on Middle States. Their presentation is in Appendix III.

Report by the Administrative Committee:

a) **Reminder: Search Committees for Vice President for Administration and Vice President for Institutional Advancement and Executive Director of the Hunter College Foundation Board**

Chair Chinn reminded the body that the Senate Office is accepting nominations for two search committees: Search Committee for Vice President for Administration and Search Committee for Vice President for Institutional Advancement and Executive Director of the Hunter College Foundation Board. Nominations will be accepted until Thursday, 27 February, 5 PM. College-wide search procedures are in Appendix IV.

Committee Report:

Joint Report by Committee on Academic Assessment & Evaluation and Committee on General Education

Chair Chinn invited Professor Gina Riley, Chair of the Committee on Academic Assessment & Evaluation, and Professor Jeffrey Allred, Chair of the Committee on General Education, to present a report. The report is in Appendix V.

The meeting was adjourned at 5:08 PM.

Respectfully submitted,

Sarah Jeninsky
Secretary

APPENDIX I

The following attendance was noted from the meeting

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

Faculty					
AFPRL	Anthony Browne	A	Mathematics & Statistics	Sandra Clarkson	X
	Milagros Denis-Rosario	(A) A			0
	Lázaro Lima	(A) A		Robert Thompson	(A) X
Anthropology	Jackie Brown	X		Barry Cherkas	(A) X
	Stephanie Levy	(A) X	Medical Laboratory Sciences	Chad Euler	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
	Emily Braun	(A) X		L. Poundie Burstein	(A) A
Biological Sciences		(A)		Steven Spencer	(A) X
	Ben Ortiz	A	School of Nursing	William Samuels	X
	Jesus Angulo	X			0
Chemistry	Paul Feinstein	(A) X		Tara Heagele	A
	Carmen Melendez	(A) X		Deidre O'Flaherty	(A) X
	Gabriela Smeureanu	A	Philosophy	Omar Dahbour	X
Classical & Oriental Studies	Nancy Greenbaum	(A) X		Daniel Harris	(A) X
	Brian Zeglis	(A) X		Kyle Ferguson	(A) A
	Nadya Kobko-Litskevitch	X	Physical Therapy	Steve Kofsky	A
Computer Science	Frederick Rogals	A		Chad Woodard	(A) X
	Doron Friedman	(A) A			(A)
	Alex Elinson	(A) X	Physics & Astronomy	Ying-Chih Chen	X
Curriculum & Teaching	Felisa Vazquez-Abad	X		Yuhang Ren	(A) X
	Raj Korpan	(A) X			(A)
	Saptarshi Debroy	X	Political Science	Lina Newton	X
Dance	Justin Tojeira	(A) X		Robert Jenkins	(A) X
	Edgar Troudt	A		Michael Lee	(A) A
	Stephen Demeo	A	Psychology	Darlene DeFour	A
Economics	Maverick Zhang	(A) X		Nesha Burghardt	X
	Tim Farnsworth	X		Glenn E Schafe	(A) X
	Darvejan Jones	X		Peter Serrano	(A) A
English		0 (A)	Romance Languages	Noran Mohamed	X
		0 (A)		Monica Calabritto	(A) X
	Tim Goodspeed	X		Julie Van Peteghem	(A) X
Environmental Foundations & Counseling Programs	Michelle Liu	A	School of Social Work	Samuel Aymer	X
	Kenneth McLaughlin	(A) A		Daniel Gardner	X
	Avi Liveson	(A) X		Seon Mi Kim	(A) X
Film & Media Studies			Sociology	Yi Wang	(A) X
	Sarah Bonner	(A) A		Mark Halling	A
	John Keegan	(A) A		Mike Benediktsson	(A) X
Geography & Environmental Science	Veronica Muller	X	Special Education	Heba Gowed	(A) X
	Sarah Chinn	A		Salvador Ruiz	A
	Janet Neary	A		Melissa Jackson	(A) X
German	Mark Miller	X	SLPA	Kristen Hodnett	(A) A
	Katie Winkelstein-Duvenec	(A) X		Nancy Eng	X
	Kelly Anderson	A		Michelle MacRoy-Higgins	(A) X
History		X	Theatre	Stanley Chen	(A) X
	Omar Hammad	(A) A		Claudia Orenstein	A
		0 (A)		Phillip Brown	X
Library	William Solecki	X			0 (A)
		(A)	Urban Policy and Planning	Victoria Johnson	A
	Sun Shipeng	(A) X		Lily Baum Pollans	(A) X
Nutrition and Public Health*	Christina Mekonen	A			(A)
	Elke Nicolai	(A) X		Susan Cardenas	A
	Aine Zimmerman	(A) A		Khurshed Navder	(A) A
Women & Gender Studies	D'Weston Haywood	X		Steven Trasino	(A) X
	Aaron Welt	(A) X		Christopher Mitchell	A
	Mary Roldan	X		Priscilla Yamin	(A) A
	Iris Finkel	A		Rupal Oza	(A) X
	Ajatshatru Pathak	X			
	Dorian Onifer	(A) A			
		(A)			

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Students

Daniel Cronin	A
Ariadna Pavlidis-Sanchez	A
Lorraine Santana	X
Nishat Raihana	X
Viet Thanh Phan	A
Izadora Lima Soares Prereira	X
Priscilla Jimenez	A

At-Large, Lecturers and Part-Time Faculty

Student Services	Burhan Siddiqui	X
	Luis Roldan	(A) X
Library	Jocelyn Berger-Barera	A
English		0
Psychology	Stefan Schlussman	A
Social Work	James Mandiberg	X
Medical Lab Science	Hongxing Li	X
Religion	Wendy Raver	A
Geography	Ines Miyares	X
Classical and Oriental Studies	Christopher Stone	X
Special Education	Gina Riley	A
Registrar	Jennifer Dennington	A
THHP	Sarah Jeninsky	A
Art & Art History	Peter Dudek	X

Ex-Officio

President, USG	Bushir Juwara	X
President, GSA		0
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	Francisco Sandoval	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 Student Affi	Joseph Fantozzi	A
Dean of Nursing	Ann Marie Mauro	A

APPENDIX II

“First of all, welcome back. We will talk a little bit in a minute about what we have been welcomed back into, but a crazy time for sure. I want to begin with some positive stuff.

“As I mentioned in my remarks last December, we are in full swing this Spring with strategic planning. We held listening sessions with faculty and staff in each academic school, split by division within Arts and Sciences, and the Library. We also met with 19 different student groups. Those sessions are continuing this semester. Recently, we held two wonderful, I thought, listening sessions for all staff. It was really well-attended, full of very helpful feedback. There was a lot of enthusiasm for building connections across offices, departments, schools and sharing information. We are trying to think about whether there is an intranet online or kind of bulletin board that we can create within the college to host listening spaces or small groups where one could get together to work on particular problems and some spaces just to chill for staff and faculty. People also talked about building community engaged work into jobs and how jobs are evaluated, which I think is a really interesting point to think about. Another one was posting campus jobs for students and college assistant jobs. This is something for departments to know about that the career services “Handshake Portal” would really like to post those so that students can know where there are jobs across the college.

“Then, we did the “Dream Survey.” It was a one question survey: aspirations for the college by faculty, staff and students. There were a lot of wonderful really interesting comments in there. Manoj and I talked about this. We were really uplifted by the fact that people had things to criticize, of course, but there was also a real spirit of connectivity to this place, lot of desire for cross-departmental co-teaching and small grants for interprofessional communities across the Schools, thinking about ways to streamline business services, procurement, HR, tech services, thinking about how we prioritize well-being and mental health that could not be more important given the current environment we are in. From the student side, there was a lot of talk about more efficient systems for students to navigate Hunter. There is certainly a lot of interest in doing that and also thinking about access to classes to remove any barriers to timely completion. The transfer process that we will talk about in a minute will help that, I think, as well. Then, more spaces. Again, space is always such a priority to think about, and we know that.

“So, all of this information and more will be conveyed to the Strategic Plan Steering Committee which has thirteen members: faculty, students, and staff across the college chaired by Manoj Pardasani. Then, they will go into high gear in the next few weeks digesting the feedback, bringing their own expertise to the table and thinking about what kind of working groups can be formed for the strategic plan. That is where I want to pause and say to all of you: I want people volunteering for those work groups. Just keep that in mind; they will be coming at you, so to speak. Then, that will intersect with the Middle States. So, that is all coming together at once, which may seem like a big load, but I think in some ways it is great that those come together rather than thinking of them in separate silos. So, that is the update on that.

“I also want to remind everybody about the Promoting Civil Discourse and Intellectual Dialogue series. We had a really interesting, I thought, event last night talking about Israel and Palestine after October 7th at Roosevelt House. There is one coming up on February 13th at 3pm at Roosevelt House on “The Intersection of Identity: Growing up Palestinian American”. The speaker will be Susan Muaddi Darraj, a really interesting person, who has just gotten an American Book Award for her book. I would urge people to sign up for that. Along the same lines, CUNY is partnering with the Constructive Dialogue Institute. Collin Craig is going to be our liaison to that but lots of people were trained last semester by them: both faculty, student facing staff, and some students. We will be extending that, and Collin will give us updates on what happens with that.

“That brings me, as Sarah said, to where we are today. It is our responsibility, all of us, to really get in touch with the sense of anxiety, stress and concern across different groups in our community. And, it is quite wide. Obviously, we cherish our LGBTQ+ members of our community. We have got families and friends with cultural or faith-based connections and conflicts at home and abroad. We have got scholars and staff working on national grants on equity. Many of us have spent our careers working on questions of diversity, inclusion, belonging, identity, inner-group dialogue; the very things that are the words that those algorithms are being used to root out. We have got to come together. We have to know what Hunter is about, what it has always been about, and we have to stick with what we are about. I feel very strongly about that. I am glad to be the one you point to if you want to say “I am going to keep teaching what I teach; I am going to keep doing the grant work I do; I am going to support the students I support.” We have lots of support places. I know that spaces are crowded here, but we have wonderful, for example, affinity group spaces in Thomas Hunter Hall: the Immigrant Student Success Center, the LGBTQ+ Student Center, our Black Affinity space, our Asian Affinity, Latin space. USG is there to support people. The Dean of Students Office is absolutely there for this purpose. I also want to argue that this is one of those examples where all of us need to be there for this purpose. You know where to find me. You know where to find the Provost Office. You know where to find your deans. You know where to find each other. Don't hesitate to come together. If you have issues, for example with respect to research funding and grants, the Provost Office is holding the first of many town halls on Friday at 2pm on Zoom and in the

Faculty and Staff Dining Room. We are renaming that, by the way. As far as we are concerned, we are doing our work. We are who we are, and we keep doing that.

“We have had very few stop orders on grants, just two at this point, I think, and we are on top of that. If you get any kinds of federal notices, or something that is local, but it is woven through from federal notices, immediately let us and the Provost Office know. We will work with CUNY, with the Research Foundation, etc. I heard today that there are concerns among students about financial aid. Joe Fantozzi and I talked about getting out a message to students directly from the Financial Aid Office. There are, as far as we know, no orders to stop financial aid. All of that is done through Congressional approval. It would be a tremendous amount of coordinated effort to try to overturn that. As far as we know, there is no hint of that right now. It does not mean things can't be said in newspapers. It does not mean things can't be done. You can reassure your students who are worried, but you can also go through Financial Aid.

“We also ought to remember that there are many legal challenges. Now, those take a while, but the very fact that they are being filed is very important. The National Association of Diversity Officers in Higher Education filed a very important lawsuit with a number of other complaints on the various federal challenges to DEI de-funding. There are lots of them in play. Today, a federal judge came out with a federal injunction against the birthright citizen executive order. So, that is very good news for many of our students and many of us.

“Our own protocols are very clear on issues if immigration enforcement comes to campus. They need a judicial warrant, not just an administrative warrant, but a judicial warrant. Anybody who gets any inkling of people coming and asking for personal information or asking about individuals, immediately get Public Safety involved, and immediately get our legal counsel involved. You know how to reach them, get them involved. There is a very clear protocol that we have on that.

“ICIT and Student Affairs are very careful about guarding protected personal information, as is HR. I am not trying to underplay in any way the pressure of all this and the stress of all this, but we do need to know that there are people pushing back, and we do need to know that there are protections in place. New York Attorney General Tish James came out with a very strong statement about New York shield laws on transgender issues and gender affirming identity issues. So, there is lots of push back now, and State Attorneys General have sued. There are various legal battles going on many of the executive orders.

“When I am done, I am glad to answer or even now answer any questions. It is a very fast evolving situation, but we are spending a lot of time worrying about it and thinking about it. We have a personal case of a wonderful student whose mother, for example, was detained and sent to a detention center in Colorado. We are working night and day, literally. I am deeply grateful to Eija for the amount of work that has gone on to put arms around our students like that. So, just know that we are there. I think a lot of places are being very silent on this, but as my father said, “That just ain't my style.” So, we have to be who we are, and I say that not to be funny, but really to be serious. This is who we are. People know that. It is why many of us are here. We are not going to step away from it, which does not mean we do things just to be targeted. We do things because they are central to what we are and what we need to do.

“So, speaking of why we are, let's talk about enrollment. We have good news. Our current headcount for Spring 2025 stands at 21,693 amazing students. 16,300 of those are undergraduates. 5,393 are graduate students. We are still extraordinarily diverse; just an amazing set of wonderful students. 55% of our undergraduates received Pell grants. That is an uptick from last couple of years. 37% are first-generation college students; this is who we are, many from all the boroughs of New York and beyond. In terms of Fall admissions, we have 33,832 undergraduate applications. I have no idea how Joe's folks go through all those, but they do. That is a 1.1% increase over last year. We have already admitted 12,000 undergraduate students. We received 2,131 graduate applications. That is a 20% increase over last year which is amazing. Part of that is a wonderful new Nurse Anesthesia, DNP program, which received 300 applications. We are so very excited. One of the things I am very excited about is our “College Now” program. We partner with 35 New York City public high schools in Manhattan. 23 sections of courses are being offered all across astronomy, mythology, computer science, economics, math, music, women and gender studies, and the list goes on. We have 546 students this spring. We have the largest “College Now” enrollment in CUNY. That is a historic high for Hunter. The pathway starts early, and there is lots of national data that suggests that students do really well if they have some taste of college in high school. So, that is what we want to do.

“Speaking of tastes of college. We want to really up our effort on transfer recruitment and success. We have the Hunter College Promise Program that does a lot of pre-enrollment engagement with various CUNY community colleges: BMCC and LaGuardia in particular. There is a new transfer credit evaluation process from CUNY, which many of your departments have taken part in. It is very important to streamline and make smooth the transfer from two-year to four-year institutions, so that majors can have a seamless transfer pathway. We started with six majors in Accounting, Computer Science, Biology, Math, Psychology and Sociology. We are continuing on to other areas. We are dreaming about, and I am sure it will be talked about in the strategic plan, a Transfer Student Success Center. We are really going to look for all of your engagement.

“In terms of engaging students, we need your engagement in converting our Fall admits to enrolled students. There is an admitted student day on March 22nd. There are all kinds of events, for example Hawk Talks and departmental outreach. Those are really important. There is a graduate admissions program there next week. So, faculty are really important in getting students to enroll. I really urge people to come out and connect with our Admissions’ folks and really think about how we increase what students know about Hunter as they are making their choices.

“So, in the staff town halls and the “Dream Survey” people talked about facilities and wanting spaces and places. In some ways that is all the more important right now. I just want to run down a long list. Gustavo Ordóñez is sick today; otherwise, he would be here correcting me. I am going to run down a long list of the kinds of work that is going on facilities. One really wonderful thing is our lactation rooms are now completely ready: one in the West building and one in the North building. They are open and operational. We have had very good feedback. This is considered a medical accommodation for faculty, staff, and students. So, for access, faculty and staff go through HR. Then, students go through the Office of Accessibility. Of course, access will be granted. Again, we have had very good feedback on those. Our all-gender restroom project is going forward. The design is almost finished on eight multi-stall bathrooms to completely renovate it on the 3rd, 7th and 9th floors of the North building, and we will continue working that out over time. The design is almost completed on two separate meditation rooms to be centrally located on the B1 level in the West building. We hope that work will be completed by the end of Spring 2025. We are doing additional classrooms. Design is almost completed on two 40-seat classrooms. The renovation construction has commenced on the second floor of the Library. We hope that will be completed by the end of September 2025.

“Then, there is the decanting Brookdale program that is under way. The Medical Lab Sciences, the Physical Therapy program and Biology and Chemistry teaching labs will be in the North and West buildings at 68th Street. That has commenced. Nursing will go to 63 Madison and co-locate with Baruch there. Then, there will be space at the CUNY Graduate Center for Speech Pathology and Audiology. So, those are all underway. West Building lecture halls renovations are underway. The Kay Playhouse renovations are underway. The West Building Terrace renovation is done. I always like to get notices that something is done. Last time, we talked about student lounges and seating. We are really pushing ahead on that. Design is completed for the bridge seating. That will be in the West building near the elevators and the 7th floor lounge. We are doing a whole lot of renovations on all kinds of lounge spaces.

“I want to talk about our dorms. You know that after the Spring 2025 semester, the Brookdale dorm will be coming down. We have worked hard to make sure that we can get enough beds between 79th Street and 51st Street dorms that are affordable, although the 51st Street dorms would be a little bit more expensive than the Brookdale, but less than they are now at 51st. All 153 of 79th Street beds will be at the same rate as offered at Brookdale. That is really important. We are subsidizing that to make that happen; otherwise, those would have been more expensive than Brookdale. Altogether it is 599 beds which is only 39 beds less than what is currently occupied at Brookdale. There are more beds on paper at Brookdale, but the occupancy rate is only 39 more than that. We are working on getting more for next year. What has been really important to me is to try to keep these affordable. So, in addition to the 79th Street ones being at the same rate as Brookdale, which is tremendous, we are keeping the rates at the 51st Street dorms as affordable as we can—less expensive than they are right now at the 51st Street dorms.

“Then, the final note on facilities. I want to point out that there is a tremendous amount of work going on with sustainability projects. The Sustainability Council is coordinating with the Office of Sustainability. There are a lot of decarbonization initiatives with HVAC, cooling, and heating. I know heating and cooling are always big issues here. We are really trying to get those systems upgraded. We are thinking about waste and recycling, tracking water, how to work with the new food service to have some better coordination about waste and food waste. We are also thinking about green labs initiatives, and even things like non-toxic paint supplies and reusing furniture because there has been a lot of new furniture, and then the old furniture gets dumped. It is just waste and not good for the climate. So, there is a lot of work going on, and there is a lot of great feedback from the Sustainability Council.

“Now, I mentioned the new food service. I do not know if you have had a chance to have Taiwanese Yummy in the West lobby on the first floor. That is open Monday through Thursday 7:30am to 7:00pm. Hunter College Campus Eats is the vendor’s name. There is also the Hungry Hawk Cafeteria that has the halal food, kosher meals, and a whole variety of options. We have had a lot of good feedback from students in particular. Then, there is the Harvest Bagels and coffee shop. This food service is apparently really a step up. They have been very successful at Queens College, and that is where we got turned on to them. At Silberman, there are a lot of renovations; on the second floor, we are looking to have a small food area, maybe with this vendor again. We will see.

“I want to highlight and urge you to go see the amazingly beautiful mosaic murals unveiled before the holidays by MTA in our very own Hunter College subway station in 68th Street. If you have not seen those, you really should. They are the artwork of our very own professor and alum of Arts, Lisa Corinne Davis. She worked on them for over a year and a half. I hope you will forgive me, but I can’t resist to quote her thoughts on the murals and the station and Hunter. She says, and I quote, “As a graduate of Hunter’s MFA program

and as a professor, I have had many years to observe the muscular congregation of the mostly white and wealthy residents of the neighborhood with the racial, ethnic, religious, economic, and political diversity of the Hunter College population. Their interaction fills this station with ample evidence of both the realities and aspirations of social and geographic mobility. It is a place where intersecting worlds collide and coexist on route to other actual metaphorical or metaphysical destinations.” I should stop there. It really is such a description of Hunter, of the critical role of the arts in bringing us all together in space, in thought and in feeling, and, I think, of the magic of New York City. So, if you have not seen those murals, please go down to see them. They are amazing.

“That brings me to other inspiring news from our Schools and units. I should say that our wonderful deans gave me lists of amazing things. I am only going to pick and choose a few, and maybe next time I talk, I will put some other ones in. So, the School of Social Work has an amazing Cabrini Hunter fellowship. This goes across Social Work and Nursing students, and it is so wonderful. Each cohort is 30 students: 15 from the MSW program and 15 from the Psychiatric Mental Health Nurse Practitioner graduate program. It is this interprofessional team with seminars, labs, professional development, and help for alums with licensures, and of course, scholarships to cover tuition and fees for an academic year. It is just an amazing program to be proud of. Then, also, there is very exciting news from Social Work in terms of the mental health of New York City residents which could not be more important right now. The City Council has allotted funding in the fiscal year 2025 to create the New York City Council Social Work Fellows Program. Hunter’s Silberman School of Social Work was awarded \$600,000 in scholarship funding to support our MSW students who are employed or completing internships in New York City public agencies or non-profit organizations. Really, really exciting.

“The School of Education: in terms of scholarships, the School of Education has created 27 undergraduate student-teacher scholarships, and I think that is going to be on the increase, as well. That is really exciting. They have new science of reading grants that Jenny Tuten has done an amazing job in putting together. I just have to do a nod to Julie Gorlewski and her colleagues. They did an amazing event called “Inspiration, Aspiration, Impact, Collaborating to Transform Public Education”. This was hosted at Roosevelt House with approximately 50 city and state leaders discussing ways to transform public education; an amazing array of partners for us and the ed school faculty, of course. So, really kudos to them.

“Our Nursing BS program graduates have scored ten points above the state average on the recent licensure exam; that is no small feat. 97.58% passed. That is just incredible. Also, in the Fall the School of Nursing received a significant gift in memory of a mother of a Hunter trained nurse who passed away in 2022. Nearly \$500,000 will be designated for scholarships for Nursing students. Speaking of Nursing students. Dean Ann Marie Mauro had a fabulous op-ed in the *New York Daily News* that really highlights the role of our Evelyn Lauder Community Care Nurse Practitioner Program, which is such an important program that has so much impact, so kudos to Ann Marie.

“In the School of Health Professions: the Hunter College Center for Communication Disorders has some amazing workshops going on this Spring semester. For example, they had a 40 plus people waitlist for their Gender Affirming Voice Group for the Spring. This week, the Weekly Aphasia Narratives Group has been approved by the Toastmasters International Gavel Club, which may sound funny, but it is actually the only college in the northeast affiliated with them. It is a really important evidence-based treatment approach for individuals with aphasia. It is a really important group. Then, they do a weekly Parkinson's group, and that is a wonderful group about students and faculty speaking out about training and philosophy of Parkinson's treatment. So, lots of really excellent community engagement and obviously education going on there.

“Now, in Arts and Sciences, I have already mentioned the mural. Another Arts’ related item is the student led interdisciplinary Hunter production of the Japanese play Thread Hell. This is the first time that this play was performed in New York City in English. It was a wonderful collaboration between our Japanese program and the Theater department, and it brought together students from six different departments. Two of our programs in Economics and Film & Media have been awarded CUNY inclusive economy grants to have career mentoring and training and internship programs within the department. You will remember that Human Biology was our first program to be funded on that. It has really been a great success. So, we are really excited about adding those two more programs. Then, Arts and Sciences is doing a mentoring initiative. They sponsored four faculty professional development workshops in the Fall with more than 50 part-time and full-time faculty participating. In the Spring, there is a whole new slate of workshops, including one geared for department chairs. I think that is so important, so be on the lookout for that. I am sure they will welcome chairs from other schools, not just from Arts and Sciences.

“The Library renovation is under way. They want to make sure everybody knows they are there, and they are there to help. Please get that word out. They are excited about the 2nd floor renovations and construction that are going on. They are very excited to have their archive group participating in the alumni week festivities which I will talk about in a minute.

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“Then, when we think about broad collaborations across the college, Niki Bennett, who is here, has collaborated with faculty across the college and has been awarded two grants from the Luce Foundation, one a \$600,000 planning grant to do STEM identity with girls from middle schools in East Harlem and the Upper East Side, and the other a \$635,000 Luce Women in Science grant that matches funding for students and faculty and mentoring programs. Absolutely critical. So, congratulations to Nikki and her colleagues.

“Then, student awards. I always have to come to our amazing student awards. Steve Lassonde's office is just on a march. A Hunter alum whom I cannot name yet has won the Luce scholarship. Each year, the Luce Scholars Program selects fifteen to eighteen emerging leaders nationally, and we have one this year, to deepen their ties and understanding of Asia's countries, cultures, and people. This is the seventh student to win the Luce scholarship in Hunter's entire history. Then, we have two Hunter alums who we met the other day at Roosevelt House in the Advisory Board meeting: Devashish Basnet and Alexis Fisher who have just been named John Robert Lewis fellows for 2025-2026. We all know what a hero that John Lewis was. They will be immersed in a national cohort really looking at his nonviolent philosophy, taking trips, going to Washington. It is just a really wonderful program. So, we are really proud of them. Speaking of our fabulous alums, I am delighted to welcome Kristin Matthews, Hunter's new Executive Director of Alumni Relations. Welcome Kristen. She is a rock star. She comes to us from decades of experience in higher ed, most recently Director of Donor Relations at SUNY Stony Brook. She and Alexis and the team are really out to bring up our alumni engagement. One of the things we heard in the staff town halls was that a number of our staff are Hunter alums, and they want a Hunter Alumni Affinity group for staff and faculty. So, that is going to have some leadership. In addition, we are doing our first reunion weekend since 2019. So, March 27th to March 30th it will be at 68th Street, Roosevelt House, East Harlem, and Kips Bay campuses. All alumni are being invited back; milestone classes of 1975 to 2000 but everybody is being invited back. And, here is the plea. The plea is for every department to get involved because that really has an impact in coalescing our alumni and really connecting them to us and us to them. So, we will be hearing more from Kristin. You will be getting notices to get involved and volunteer in the reunion weekend so more to come on that.”

APPENDIX III



Middle States Accreditation – Report to the College Senate

February 5, 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**

HUNTER
The City University of New York

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



Middle States Accreditation – Report to the College Senate

February 5, 2025

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



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 Groups

- ▶ Populated during Spring, 2025
- ▶ Begin meeting early Fall, 2025
- ▶ Evaluate their assigned standard in the context of the college's **Institutional Priorities**, **Mission Statement**, and **Strategic Plan** (in some cases, the **ILOs** may be relevant). **i.e., OUR VISION & PRIORITIES**
- ▶ "conduct a thorough analysis of the institution's compliance with the standards and identification of opportunities for improvement or innovation to be submitted to the Steering Committee for eventual inclusion in the Self-Study Report" (SSI Mod 1, p. 9).
- ▶ The five Middle States "**Guiding Principles**" are variously relevant to each standard / working group.
- ▶ Evaluated their assigned standard with attention to MS Evidence Expectations and other forms of institutional data to develop a data-driven report.
- ▶ Report to the Steering Committee according to our accreditation timeline, ultimately producing a chapter to be included in the Hunter College Self Study Report
 - ▶ **FIRST DRAFTS DUE early FALL 2026**

The Steering Committee

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

Working Group Co-Chairs (one working group for each of the seven Middle States standards for accreditation)

Administrative staff with expertise in the process, including:

- ▶ Manoj Pardasani, Provost and Vice President of Academic Affairs
- ▶ Jim Llana, Advisor to the Provost
- ▶ Lynn Beller, Executive Consultant to the Provost, Accreditation Liaison Officer
- ▶ Geralyn Lederman, Chief of Staff, Provost's Office
- ▶ Joel Bloom, Director of Assessment



The Steering Committee will...

- ▶ Meet periodically throughout the Process
- ▶ "Identify the outcomes of the Self-Study;
- ▶ oversee the development and refinement of the Evidence Inventory;
- ▶ develop the lines of inquiry for each working group; and
- ▶ organize any site-visit activities" (SSI Mod 1, p. 10).
- ▶ Discuss important constituencies to be included in the process; develop and implement communications plan and connect with campus communities
- ▶ gather feedback on self-study report drafts
- ▶ Report to the college Senate and other relevant parties
- ▶ "assemble and edit the drafts submitted by each of the Working Groups and to prepare the final Self-Study Report and related documents" (SSI Mod 1, p. 10).
- ▶ Organize and participate in Middle States visits including the final Evaluation Team Site Visit
- ▶ SEE SSI Module 1, pp. 3-4 for detailed list...



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)
- ▶ Emails
- ▶ Social Media
- ▶ Campus Screens



Working Group I: Mission & Goals

"The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission."

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

“Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.”

Co-Chairs:

Ian Blecher, Doctoral Lecturer, Philosophy

John Rose, Dean, Diversity and Compliance



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

“An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.”

Co-Chairs:

Paul McPherron, Professor & Chair, English

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



Working Group IV: Support of the Student Experience

“Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.”

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

“Assessment of student learning and achievement demonstrates that the institution’s students have accomplished educational goals consistent with their program of study, degree level, the institution’s mission, and appropriate expectations for institutions of higher education.”

Co-Chairs:

Lawrence Kowerski, Associate Professor, Classical and Oriental Studies

Gina Riley, Clinical Professor, Special Education



Working Group VI: Planning, Resources, and Institutional Improvement

"The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges."

Co-Chairs:

James Mandiberg, Associate Professor, Silberman School of Social Work

Justin Stec, Assistant Vice President of Finance and Business Operations



Working Group VII: Governance, Leadership, and Administration

"The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges."

Co-Chairs:

Sandra Clarkson, Professor, Mathematics and Statistics

Geralyn Lederman, Chief of Staff, Provost's Office



Proposed intended outcomes of self-study

1. Demonstrate how Hunter currently meets the Commission's Standards for Accreditation and Requirements of Affiliation.
2. Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities.
3. Engage the institutional 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.



Developing Institutional Priorities

1. Social Mobility
2. Enhance and promote **public-facing scholarship** as a way of addressing pressing social issues, promoting dialogue with research and teaching, and contributing to the well-being of our world.
3. Anchor work.



APPENDIX IV

SENATE NEWS BULLETIN

Office of the Hunter College Senate

Room 1018 East Building

Telephone: 772-4200

NO. 2

15 January 2025

Establishment of Search Committee for Vice President for Administration

President Cantor has asked the Hunter College Senate to begin the process of electing a Search Committee for Vice President for Administration. In accordance with the "[College-wide Search Procedures](#)" (below), nominations for membership on the Search Committees will be conducted as follows:

Membership Panel:

In the case of a search for Vice President for Administration, the Hunter College Senate shall elect a panel of 4 students and 6 faculty members in such a manner as to achieve the widest possible distribution among the divisions, and 6 members of the staff. Nominations of members of the staff shall be made by petition to the Senate Office of at least 25 signatures by members of the staff. The panel shall include at least two faculty/staff members primarily based at the 68th Street Campus, and at least two faculty/staff members not primarily based at the 68th Street Campus. From this panel the President shall choose 2 students, 3 faculty members, and 3 members of the staff -- at least one of the 6 members of the faculty and staff shall be from a campus other than the 68th Street campus.

Nominations for Chair:

Any member of the Hunter community may submit nominations for Chairperson. The Senate shall elect a panel of 3 from among the Hunter community at-large 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.

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All nominations must be received by the Senate Office, Room E1018, NO LATER THAN 5:00 p.m. on Thursday, 27 February 2025. This is an absolute deadline. (Election of the Search Committee will take place at the March 5th Senate meeting.)

Please call the Senate Office at 772-4200 if you have any questions, or e-mail senate@hunter.cuny.edu.

SENATE NEWS BULLETIN

Office of the Hunter College Senate

Room 1018 East Building

Telephone: 772-4200

NO. 1

15 January 2025

Establishment of Search Committee for Vice President for Institutional Advancement and Executive Director of the Hunter College Foundation Board

President Cantor has asked the Hunter College Senate to begin the process of electing a Search Committee for Vice President for Institutional Advancement and Executive Director of the Hunter College Foundation Board. In accordance with the "[College-wide Search Procedures](#)" (below), nominations for membership on the Search Committees will be conducted as follows:

Membership Panel:

In the case of a search for Vice President for Institutional Advancement and Executive Director of the Hunter College Foundation Board the Hunter College Senate shall elect a panel of 6 students and 8 faculty members from the pool of nominees in such a manner as to achieve the widest possible distribution among the divisions, 6 members of the staff from areas affected by the Vice President for Development, and 4 representatives from the donor organizations (e.g., Alumni Association, H.C. Foundation, Scholarship & Welfare Fund). Nominations of members of the staff and representatives from donor organizations shall be made by petition to the Senate of at least 25 signatures. From this panel the President shall choose a search committee consisting of 4 faculty members, 3 students, 3 members of the staff, and 2 representatives from the donor organizations.

Nomination and Election of Candidates for Chairperson:

Any member of the Hunter community may submit nominations for Chairperson. The Senate shall elect a panel of 3 from among the Hunter community at-large 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.

=====

All nominations must be received by the Senate Office, Room E1018, NO LATER THAN 5:00 p.m. on Thursday, 27 February 2025. This is an absolute deadline. (Election of the Search Committee will take place at the March 5th Senate meeting.) Please call the Senate Office at 772-4200 if you have any questions, or e-mail senate@hunter.cuny.edu.

APPENDIX V
Hunter College Flexible Core Assessment 2023-2024
Summary Report

Methodology

As outlined in Hunter College's General Education Assessment Plan, passed by the Hunter College Senate in April 2018 and reaffirmed with a new five-year assessment schedule in May 2022, the Hunter Senate's Joint Committee on General Education Assessment, in collaboration with the Assessment Office and the Provost's Office, planned and implemented student learning outcome assessments in three flexible core categories in Fall 2023: Creative Expression, US Experience in its Diversity, and World Cultures & Global Issues. Two additional categories—Individual & Society and Scientific World—were assessed in Spring 2024.

To effectively assess the several flexible learning outcomes within each category, the Committee conducted a comprehensive syllabus review of approved courses and selected the top three learning outcomes in each area for assessment. Some learning outcomes were further dissected into component parts to facilitate more focused and meaningful assessment.

The Committee and Assessment Director drafted rubrics for each flexible core category, which were utilized in the previous assessment cycle. Relevant faculty were invited to review these rubrics and suggest edits. This feedback was used to modify the rubrics and provide greater clarity on their use in this cycle.

The Joint Committee reached out to each department with courses in the selected flexible core categories, providing a list of courses from which they could select one or more sections for assessment. Each department was asked to assess a total of 50 students' work, with the hope of obtaining samples large enough for at most a 5% margin of error with 95% confidence. This target size ranges between 320 and 350, depending on the category. Rubric workshops, one-on-one meetings between faculty and the Director of Assessment, and discussions at Hunter's Council of Assessment Coordinators helped facilitate departments' assessment efforts.

Participation

Assessment was conducted in 30 sections across 22 departments, with nearly 2,000 pieces of students' work assessed. Participation in four out of five categories was notably larger in 2023-24 than in the previous cycle.

Summary of Participation in 2023-24 Flexible Common Core Assessments

Flexible Common Core Category	Invited Departments	Participating Departments	Sample Size ¹	Total Student Population
Creative Expression	9	5	97-217	2,812
United States Experience in its Diversity	3	2	88	1,908
World Cultures and Global Issues	7	6	391-415	2,973
Individual and Society	14	8	296-420	5,561
Scientific World	8	5	430-838	3,612

Instructors utilized various forms of student work for their assessment, as listed below, and valuated them using the provided rubrics. Section sizes ranged from 23 to 113 students, with most in the 20s or 30s.

Types of Student Artifacts Assessed

- In-Class Writing (including short essays and short, open-ended items on examinations or quizzes)
- Take-Home Writing (including short and long essays, laboratory and analysis reports, and research reports)
- Homework Assignments
- Selected Questions on Quizzes or Examinations
- Creative Projects

¹ The sample size is a range because some sections were not assessed for all learning outcomes.

Results

In most learning outcomes across the five flexible core categories assessed, large majorities of students met or exceeded expectations, with few failing to meet expectations. Overall, however, the percentages of students meeting and exceeding expectations in 2023-24 were somewhat lower than in 2020-21. Identifying the specific causes of this decline is challenging, given the variations in courses, instructors, assignments, and student populations across the two assessment cycles, as well as other factors discussed in the Conclusions section.

Instructors expressed concern in the previous cycle that their assessment efforts were impacted by the COVID- 19 pandemic and ensuing emergency shift to online learning, leading to reduced confidence in the results. The current cycle's data may be more reliable due to the return to relatively normal operations, generally larger sample sizes, and increased faculty experience with assessment. The results in each category are summarized and analyzed below, with details in the tables and charts.

Creative Expression

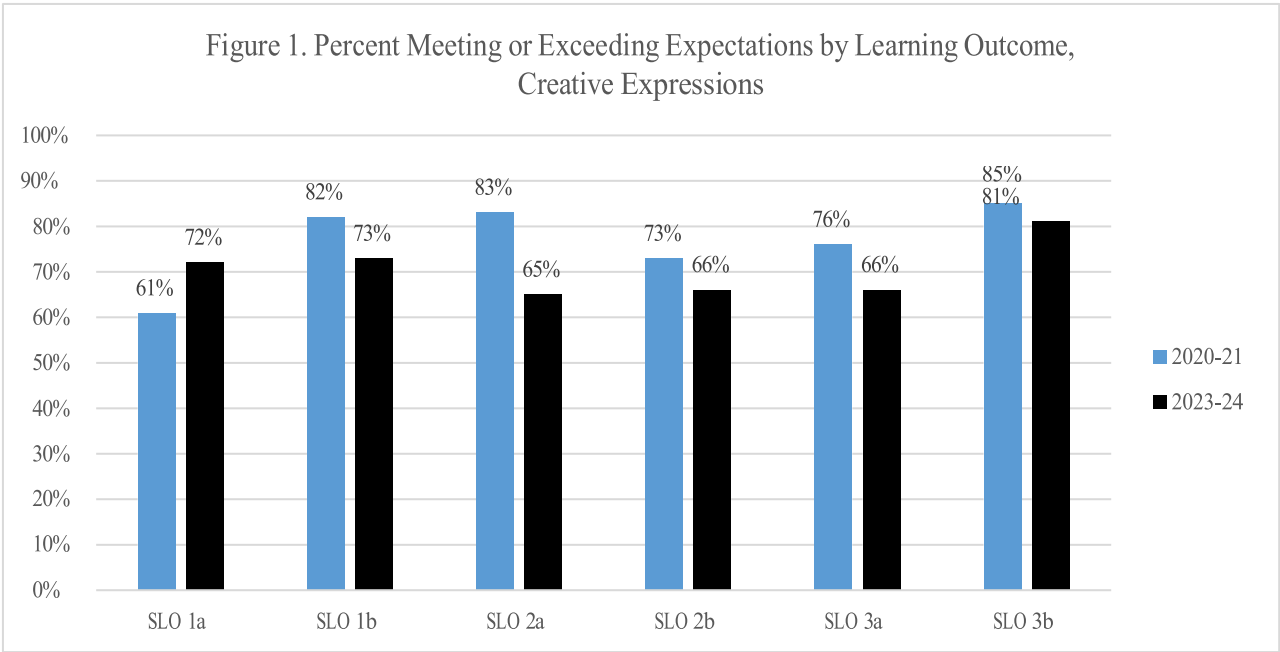
Five departments participated in the Creative Expression assessment, with section sizes ranging from 5 to 46. As shown in Table 1, three CUNY learning outcomes were split into component parts to facilitate meaningful analysis. There were substantial differences between the results of each part of the outcomes in 2020-21. This time, these results were comparable except for Outcomes 3a and 3b. However, the sample sizes for outcomes 1b and 2b were smaller than in the previous cycle, and one department was unable to assess some outcomes.

Table 1. Creative Expression Assessment Results²

Student Learning Outcome	Does Not Meet Exp.	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Exp. Combined	Num. of Students	Num. of Sections
1a. Identify the fundamental concepts & methods of a discipline or interdisciplinary field exploring creative expression.	4.6%	23.5%	37.8%	34.1%	71.9%	217	5
1b. Apply the fundamental concepts & methods of a discipline or interdisciplinary field exploring creative expression.	2.4%	24.6%	48.4%	24.6%	73.0%	126	4
2a. Analyze how arts from diverse cultures of the past serve as a foundation for those of the present.	7.3%	28.0%	36.2%	28.5%	64.7%	207	5
2b. Describe the significance of works of art in the societies that created them.	3.1%	30.9%	34.0%	32.0%	66.0%	97	4
3a. Articulate how meaning is created in the arts or communications.	4.2%	30.1%	42.0%	23.8%	65.7%	143	4
3b. Articulate how experience is interpreted & conveyed in the arts or communications.	7.6%	11.7%	30.5%	50.3%	80.7%	197	5

² The Does Not Meet, Approaches, Meets, and Exceeds Expectations columns may not total exactly 100% due to rounding. The "Meets & Exceeds Exp. Combined" column may not be the exact sum of the Meets and Exceeds columns for the same reason. This applies to all Results tables throughout the report.

Figure 1, below, compares the percentage of students meeting or exceeding expectations (combined) between the two assessment cycles, showing a decline in all but one outcome.



Departments recommended the use of more engaging pedagogical methods, a greater focus on analytical skills, and the inclusion of more low-stakes assignments to build writing skills.

US Experience in its Diversity

US Experience in its Diversity was assessed by two departments in three sections ranging from 28 to 41 students each. As shown in Table 2 below, both parts of the first outcome showed strong results, with over 70% of students meeting or exceeding expectations. Only 0-1% of students failed to meet expectations.

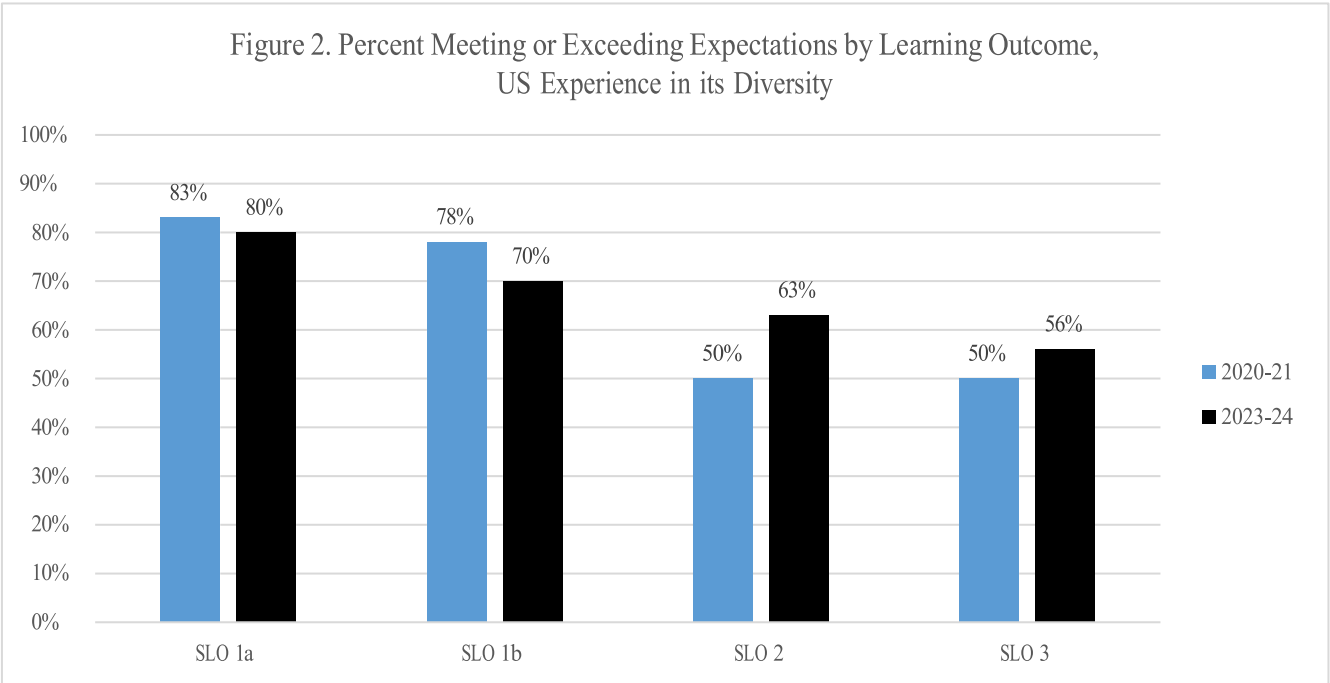
However, Outcomes 2 and 3 exhibited weaker performance, with some of lowest levels of students’ meeting or exceeding expectations. Outcome 2 requires analyzing and explaining major themes of US history from more than one informed perspective, a high-level cognitive task. Further, two sections in one department used assignments of different lengths, and students with the shorter assignments showed weaker performance.

In addition to differing lengths, the assignment used to assess Outcome 3 provided enough options that not all students addressed issues relevant to the outcome. Both departments recommended that future assessments use assignments that require students to address all learning outcomes. The lower level of students meeting or exceeding expectations, and the 11% not meeting expectations, in Outcome 3 may be due to these issues.

Table 2. US Experience in its Diversity Assessment Results

Student Learning Outcome	Does Not Meet Exp.	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Exp. Combined	Num. of Students	Num. of Sections
1a. Identify the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity.	0.00%	20.5%	54.6%	25.0%	79.6%	88	3
1b. Apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity.	1.1%	28.4%	50.0%	20.5%	70.5%	88	3
2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.	0.0%	37.5%	39.8%	22.7%	62.5%	88	3
3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.	11.4%	33.0%	38.6%	17.1%	55.7%	88	3

Figure 2, below, compares the percentage of students’ work assessed as meeting or exceeding expectations for each learning outcome in Fall 2020 and Fall 2023. In both 2020 and 2023, Outcome 1 saw better results than Outcomes 2 and 3. There is less difference than that seen in the previous assessment cycle, as the numbers for SLO 1a and 1b declined while those for SLO 3 and 4 rose.



In addition to uniformity in the length and content of assessment instruments, departments recommended that courses include a greater focus on analytical skills and incorporate short, weekly, scaffolded assignments.

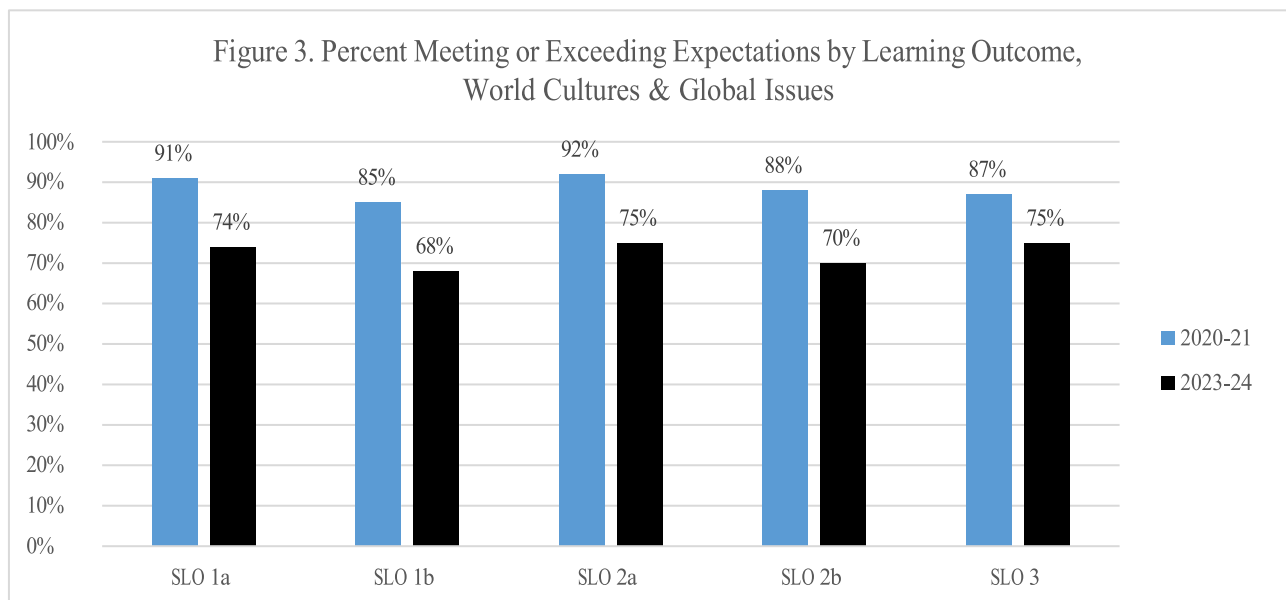
World Cultures and Global Issues

Five departments assessed World Cultures and Global Issues, using 7 sections ranging from 16 to 93 students each, with 415 students total. Table 3 again shows the detailed results. Roughly 2/3 to 3/4 of students met or exceeded expectations in all outcomes. However, this category also had some of the highest levels of students failing to meet expectations, as seen in outcomes 1a and 1b especially.

Table 3. World Cultures and Global Issues Assessment Results

Student Learning Outcome	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets or Exceeds	Num. of Students	Num. of Sections
1a. Identify the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.	9.4%	16.6%	51.8%	22.2%	74.0%	415	7
1b. Apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.	10.6%	21.20%	47.2%	21.0%	68.2%	415	7
2a. Analyze culture, globalization, or global cultural diversity	6.8%	18.6%	45.7%	29.0%	74.6%	414	7
2b. Describe an event or process [related to culture, globalization, or global cultural diversity] from more than one point of view.	6.1%	24.3%	44.6%	25.0%	69.6%	408	7
3. Analyze the historical development of one or more non-U.S. societies.	8.7%	15.9%	46.8%	28.6%	75.5%	391	7

Figure 3 compares the percentage of students' work assessed as meeting or exceeding expectations for each learning outcome for Spring 2021 and Fall 2023. There was a decline across all learning outcomes, though it is worth noting that results in 2020-21 were exceptionally strong.



Departments recommended modifying course content emphasis (adding or highlighting some topics), enhancing assignment and test design, focusing more on building students' reading and analytical skills, and introducing students to a broader range of source materials.

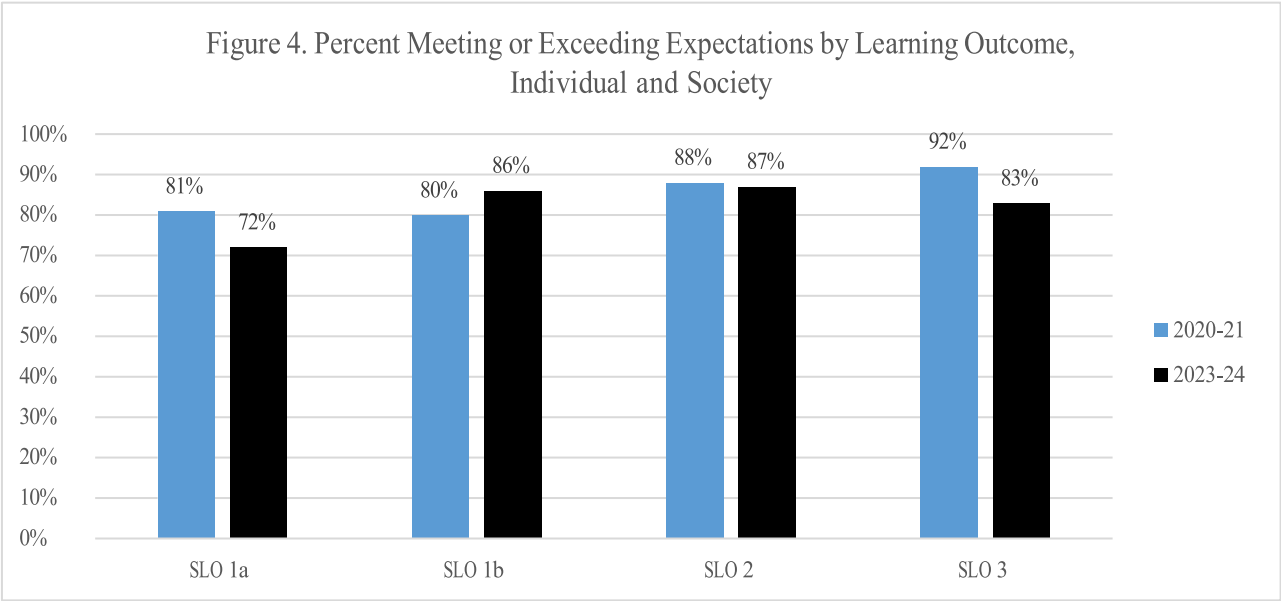
Individual and Society

Individual and Society assessment involved eight departments with section sizes ranging from 20 to 113, for a total of 420 students. Sample sizes range from a low of 296 for Outcome 2 to a high of 420 for Outcome 1a. The percentage of students meeting or exceeding expectations was generally high, as shown in Table 4 below. Few students failed to meet expectations, except in Outcome 1a where over 10% did not. This outlier appears to be mainly due to one section where many students did not meet expectations. Considerably fewer students met or exceeded expectations in this section relative to the others.

Table 4. Individual and Society Assessment Results

Student Learning Outcome	Does Not Meet Exp.	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Exp. Combined	Num. of Students	Num. of Sections
1a. Identify the fundamental concepts and methods of a discipline exploring the relationship between the individual and society.	10.5%	17.9%	46.9%	24.8%	71.7%	420	8
1b. Apply the fundamental concepts and methods of a discipline exploring the relationship between the individual and society.	2.0%	12.3%	51.0%	34.7%	85.7%	300	6
2. Examine how an individual's place in society affects experiences, values, or choices.	1.4%	11.8%	51.4%	35.5%	86.8%	296	6
3. Articulate and assess ethical views and their underlying premises.	5.3%	11.3%	37.1%	46.4%	83.4%	302	6

Figure 4 below compares the percentage of students meeting or exceeding expectations for each learning outcome for 2020-21 and 2023-24. It shows a decline in Outcomes 1a and 3, an increase in 1b, and a negligible decrease in Outcome 2.



Departments recommended a variety of possible improvements, including the addition of short homework assignments or the scaffolding of larger projects to help students build analytical skills. Departmental reports also suggested the creation of richer online tools and the implementation of standard final projects. They further recommended developing methods to increase student engagement and more proactively informing instructors of the learning outcomes.

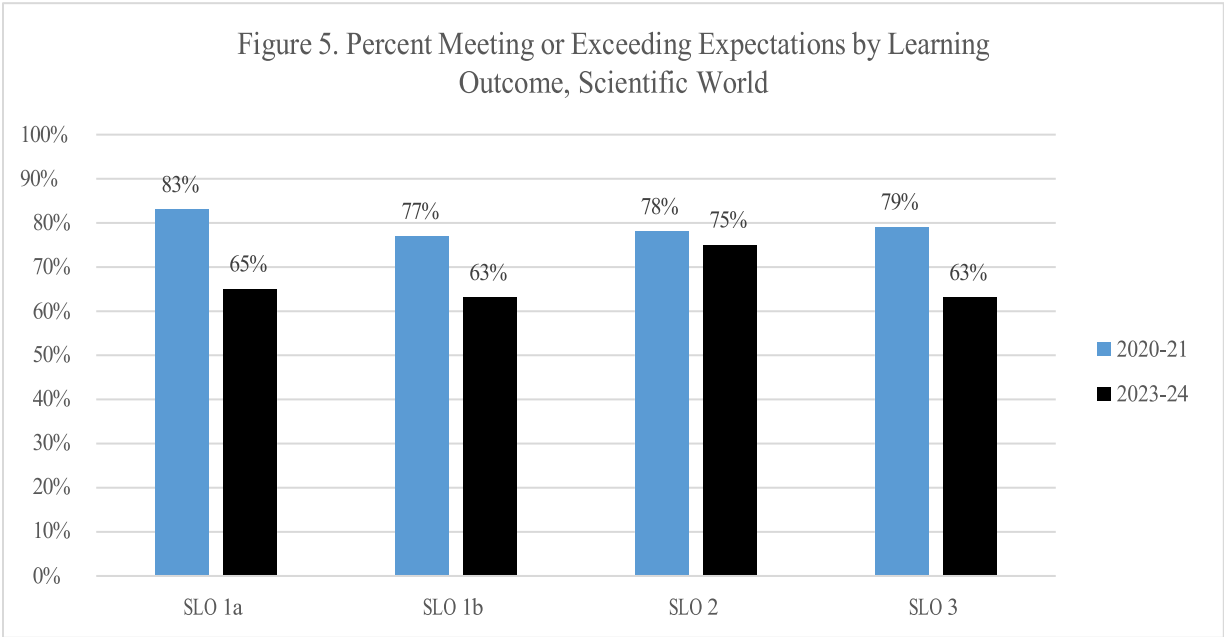
Scientific World

Five departments conducted assessment in Scientific World, using a total of seven sections ranging from 54 to 225 students each. Sample sizes range from 430 for Learning Outcome 2 to 838 for Learning Outcome 1b. The percentages meeting or exceeding expectations were slightly lower compared to other categories. The number of students not meeting expectations was also markedly higher; for three of the four learning outcomes, the percentage who "did not meet expectations" was well into double digits.

Table 5. Scientific World Assessment Results

Student Learning Outcome	Does Not Meet Exp.	Approaches Expectations	Meets Expectations	Exceeds Expectations	Meets & Exceeds Exp. Combined	Num. of Students	Num. of Sections
1a. Identify the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world.	16.4%	18.5%	51.4%	13.8%	65.1%	829	7
1b. Apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world.	19.0%	18.7%	42.8%	19.5%	62.3%	838	7
2. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.	14.4%	10.5%	55.1%	20.0%	75.1%	430	4
3. Articulate and evaluate the empirical evidence supporting a scientific or formal theory.	7.9%	29.0%	28.7%	34.4%	63.1%	442	4

Figure 5, below, compares the percentage of students’ work assessed as meeting or exceeding expectations for each learning outcome for 2021 and 2024, with all outcomes showing varying levels of decline.



Departments made a variety of suggestions, including creating more pre-lab exercises and other low-stakes, formative assessments that emphasize analysis and evaluation. Departmental reports also suggested providing clearer and more detailed instructions in laboratory assignments, synchronizing lecture and laboratory materials, and having students review concepts and procedure videos prior to coming to lab. Finally, they recommended encouraging more open-ended inquiry, such as working in small groups in recitation sections.

Conclusions

The current assessment cycle reflects significant efforts to engage more departments and improve communication around the assessment process, including enhanced rubric workshops and additional meetings and committee discussions that offered clarity and specificity. This contributed to increased participation across four of the five categories, with notable growth in World Cultures & Global Issues and Scientific World. All but three departments in Hunter's School of Arts and Sciences, along with one department from the School of Health Professions, participated in this year's assessment.

The observed decline in proficiency levels compared to 2020-21 may be attributable partly to pandemic-related learning loss and heightened expectations during the current assessment cycle, driven by improved familiarity with the assessment process. Another factor could be instructors' better understanding of, and adherence to, the provided rubrics. In the past, for instance, faculty were hesitant to use the "Does Not Meet" and "Approaches" expectations categories, but they were more comfortable using the full range of scoring options this time. Training and communication in this cycle emphasized that assessment is used only for institutional improvement, not evaluation purposes.

Recommendations

Based on these assessment findings, the following recommendations are proposed:

- **Proactive Communication with Faculty:** Ensure that all faculty teaching general education courses include material related to all learning outcomes and provide students with sufficient opportunities to demonstrate their learning in those areas.
- **Comprehensive Assessment Instruments:** Ensure that all learning outcomes are addressed consistently to provide a complete picture of student performance.
- **Targeted Support for Learning Loss:** Support departments in developing initiatives to assist students in overcoming post-pandemic learning deficits.
- **Closing the Loop:** Encourage departments to continuously monitor student performance in relation to learning outcomes and to adjust curricula accordingly to enhance educational effectiveness.
- **Institutional Support:** Invest in resources and training to assist departments in the implementation of recommendations, fostering a culture of continuous improvement in teaching and learning.