

# MINUTES

## Meeting of the Hunter College Senate

### 9 April 2025

1 The 703<sup>rd</sup> meeting of the Hunter College Senate convened at 3:56 PM in HW 714.

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3 **Presiding:** Sarah Chinn, Chair

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

6  
7 Alternate Senators were formally seated in accordance with the procedures approved by the Senate for in-  
8 person meetings, and they were enabled to vote using iClicker.

9  
10 **Chair's**

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

12  
13 "I have a few opening remarks. First of all, the Senate has a new website on the new template, and it looks  
14 great. It is much more navigable and legible. I just wanted to say that we are very excited.

15  
16 "One thing that we have been talking about in the Administrative Committee is the timing around Senate  
17 meetings and the new Bell Schedule. I imagine this has come up in departments around departmental  
18 meetings. We think that it makes the most sense to stick to roughly the same time. So, under the new Bell  
19 Schedule, it would be Wednesday, 4pm to 5:20pm which is basically the same. Lara is going to be sending  
20 a survey to department chairs asking when you are meeting right now because even though the statutory  
21 time is 2:30pm, I know that many departments have stuck to the old Bell Schedule practice of meeting at  
22 1pm, and then, if the Department has decided yet whether you are going to change the timing of the  
23 department meeting according to the new Bell Schedule. Unless something changes radically, we are  
24 going to go with 4pm to 5:20pm because there is a class here at 5:30pm.

25  
26 "There is one other thing I want to say. We have noticed that our attendance has not been great. If you  
27 look at minutes on the Senate website, you will see a list of attendance on the back page. I do not know  
28 how this got established, but "A" does not mean absent. "A" means attended. "A" in parentheses means  
29 you are an alternate, and you attended. "X" means did not attend, and "XA" means the alternate did not  
30 attend. So, I was looking at a recent set of minutes to proofread them, and I was shocked to see a lot of  
31 Xs. So, next semester, we are going to be working with school deans and department chairs to boost  
32 Senate attendance because this is the decision-making body of the college around curriculum, academic  
33 freedom; things that are super important to us. Particularly with Middle States coming up right, we are  
34 going to have to make some important decisions. A couple of things I do want to say, though. If you have  
35 two senators, that does not mean that you can switch off meetings. It means that both Senators have to  
36 come because our count of senators is both Senators from a given department. If someone does not come  
37 to a Senate meeting three times in a row, we will let the department chair know that we are booting this  
38 person off the Senate and ask to find someone else. If that position stays vacant, as in some departments  
39 Senate seats have been vacant for quite a while, we will then essentially open that seat up to At-large  
40 members for the rest of that senator's term, and they can't come back until that term is over. This is because  
41 the most important thing is that we have people who are in the seats and able to vote. We try and foster  
42 democratic process, but the only way you have democratic process is if you participate. So, all that is  
43 going to start next semester. Another thing we talked about in the Admin Committee is that in the first  
44 week of September, we are going to have an orientation for all new senators to explain to them what the  
45 Senate is about, what we do, why it is important that they attend, and then everyone is invited to a back-  
46 to-school reception. So, that is our plan. Anyone can come to the orientation. If you feel like you have  
47 been sitting here for months or years and have no idea what you are supposed to do or why this exists,  
48 you can come and enjoy cheese and drink wine or non-alcoholic beverages for our under 21 set. So, if you  
49 have colleagues who are elected senators or alternates, and you have noticed their seat absent, nudge them  
50 a bit if you can. We will definitely start enforcing more vigorously next academic year."

51  
52

53 **Minutes**  
 54 **Meeting of the Hunter College Senate**  
 55 **9 April 2025**

56  
 57 **Report by**

58 **The President:** Chair Chinn invited President Cantor to report. The report is in Appendix II.  
 59

60  
 61 **Report by the**  
 62 **Administrative**  
 63 **Committee:**

64 **a) Special Senate Election for Vacant At-large Seats**

65 In accordance with Article IV, 2H i & ii of the Charter for a Governance of Hunter College, the  
 66 Administrative Committee is presenting the names of all nominees received to date:

67  
 68 Students: Laila Ruffin (Geography)  
 69 Carina Fu (Political Science/Public Policy Certificate)  
 70

71 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.  
 72 The motion carried by by unanimous consent.  
 73

74 **b) Approved Curriculum Changes**

75 The following curriculum changes as listed in the attached report dated 9 April 2025 have been  
 76 approved as per Senate resolution and are submitted for the Senate's information: GS-1630  
 77 Various Departments (Change in Degree programs), UE-2803/GE-1632 Biology (De-  
 78 Registration of Program), and GS-1631 Curriculum & Teaching (Change in Course).  
 79

80 **c) Election of Students for Search Committees for Vice President for Administration and Vice**  
 81 **President for Institutional Advancement and Executive Director of the Hunter College**  
 82 **Foundation Board**

83 At the last meeting, Chair Chinn announced that the student slots for both search committees  
 84 elected on 5 March were partial, and more students were needed for the search committees.  
 85 Below are the names of additional students.  
 86

87 **Election of students for the Search Committee for Vice President for Administration**

88  
 89 **STUDENTS**

90 Mamadou Salane, Adolescent Social Studies and History  
 91

92 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee for  
 93 the member panel. The motion carried by by unanimous consent.  
 94

95  
 96 **Election of students for the Search Committee for Vice President for Institutional**  
 97 **Advancement and Executive Director of the Hunter College Foundation Board President**

98  
 99 **STUDENTS**

100  
 101 Catherine Splendore, Educational Psychology  
 102 Nalanie Hariprasad, Integrated Program in Nutrition and Dietetics  
 103

104 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees for  
 105 the member panel. The motion carried by by unanimous consent.  
 106

107 **Committee**  
 108 **Report:**

109 **Committee on General Education**

110 Chair Chinn invited Professor Jeff Allred, Chair of the Committee on General Education, to report.  
 111  
 112

116  
117 Professor Allred said the following:

118 “Welcome everyone. I am going to drop a bunch of wonky details on you. Our committee has been busy  
119 this semester, and I want to keep you abreast of some stuff that has been going on; mostly informational.  
120 First of all and probably foremost, we have been engaged in this multi-semester process of devising and  
121 then rolling out the new revised Pluralism and Diversity designations across our curriculum. The new  
122 P&D, as you probably know, went into effect last semester - the Fall 2024 semester. So, it is in force for  
123 students who matriculated as of that semester. That means that as soon as those students came in, the clock  
124 started ticking on us to make sure we have enough offerings to make sure that that cohort of students and  
125 all the cohorts behind them would be able to fulfill the requirement in a timely fashion. It did not hit  
126 instantly because in the first couple of semesters as a first-year student, you typically do not take those  
127 courses. As of next semester I think is where the rubber starts to meet the road, so we are very concerned  
128 to have enough courses in the pipeline, so we do not inconvenience students or gum up the works. I am  
129 happy to report that the subcommittee of GER that has been working on these course approvals has done  
130 this heroic work of evaluating hundreds of courses. As of late March, it has approved 136 courses. So, we  
131 are doing pretty well. We are also getting a report from Brian Buckwald, and at our May meeting we will  
132 assess how well we are doing. In other words, where in the curriculum, what departments, which of the  
133 P&D Categories we might need to put a little extra pressure on to try to make sure that we have enough  
134 supply or that the kind of supply and likely demand are in balance. At any rate, we will keep you in the  
135 loop about that, but that is where we are right now.

136  
137 “Second, the committee has been engaged in this very long and somewhat Sisyphean process of trying to  
138 fix a really kind of picayune problem in the Hunter Focus. So, Hunter Focus is the language requirement  
139 that is special to our campus within the broader landscape of GER. We have had this problem of some  
140 students who test out of some of their language courses because they came to Hunter with some language  
141 facility or they test out of only 3 hours and so have to finish those 3 hours. We require students who lack  
142 6 hours or 9 hours because of this opting out to engage in a focused study. So, they have to decide on an  
143 area to focus on and create a little extra area of expertise. However, there is no focus when you are only  
144 dealing with 3 hours (1 class). We have affectionately started calling this “the dangling three problem”,  
145 and so we have devised with the help of Denise Lucena-Jerez from the Registrar's Office a way to push  
146 those students with the dangling threes to take one more course in the language of their choice at the 200-  
147 level or above; either a language course or a culture course that is relevant to that language. So, the  
148 proverbial French student will take a course on the French Revolution or the next class in the language  
149 sequence. We are very happy to finish a very long-standing process to solve that problem.

150  
151 “Just a quick update on assessment. The Director of Assessment, Joel Bloom in conjunction with GER  
152 has been devising a pilot of some of the ways that the Brightspace LMS can help us to do assessment. So,  
153 in conjunction with some library 100 faculty, this semester we are running a pilot project to create some  
154 rubrics and see what happens when faculty try to integrate Brightspace into their assessment practices in  
155 ways that will hopefully scale up and make especially Middle States accreditation season work much more  
156 smoothly. So again, this is kind of in process. We do not have any data to show yet but that is something  
157 that we have been working on.

158  
159 “The last thing I want to mention is something that is being brought to GER from elsewhere. We are trying  
160 to assist the Task Force on Writing that is charged with revising the College's W designation for courses.  
161 At our last meeting of the semester in May, we are going to hear from my English colleague, Mark Bobrow  
162 and perhaps also Collin Craig, who have been working on a draft of this revised W designation that would  
163 go with courses that have a writing intensive aspect to the course. They have asked us to give some  
164 feedback since we have some expertise as a committee on writing across the curriculum in how best to  
165 implement that. That is about it.”

166  
167 **Committee on Academic Freedom**

168 Chair Chinn invited Professor Jessie Daniels, Chair of the Committee on Academic Freedom, to present  
169 a report.  
170  
171  
172

173 **Minutes**  
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176

177 Professor Daniels said the following:  
178

179 “Hello everyone, I wanted to share a brief anecdote before I give this report. In the recent past, I had the  
180 opportunity to be at University of Maryland College Park where I was in conversation with two leaders  
181 in my field. One of them is Patricia Hill Collins who wrote *Black Feminist Thought*. The other is Safiya  
182 Noble who wrote *Algorithms of Aggression*. We were having a conversation about the atmosphere on  
183 campus and what the climate was like here at Hunter. I mentioned that we have a new President now,  
184 Nancy Cantor, and so we have a much better atmosphere on campus. And Safiya Noble who has won a  
185 MacArthur Genius Award and who had been at the University of Illinois Urbana-Champaign said, “Oh  
186 my God! Nancy Cantor is at Hunter? Oh my God, that is great!” I also want to say that I have had that  
187 conversation multiple times with people not quite as well-known as those two, so I feel like we have a  
188 really wonderful opportunity to create things in this chaotic and troubling moment including our efforts  
189 around academic freedom.  
190

191 “So, as the Chair of Academic Freedom Committee, I just wanted to let you know that when the Governor  
192 issued her decision to pull the Palestinian cluster hires, we on the Academic Freedom Committee met very  
193 quickly behind closed doors; not in a way that was public to everyone. We drafted a statement, and that  
194 statement got turned around really quickly for Academic Committee, and it was actually published on the  
195 AUP's Blog Academe. I believe it should be as a printout for you at the door. I just want to highlight three  
196 points that we made in that joint statement. The first one was that there is absolutely no relationship or  
197 connection between the field of Palestinian Studies and anti-Semitism. Our second point was that this  
198 particular job search description had terms such as settler, colonialism, genocide and apartheid which are  
199 legitimate and pedagogical topics. Our third point was that academic inquiry has no responsibility to be  
200 balanced or non-divisive. The whole point of academic freedom is to allow scholars and students to freely  
201 analyze, discuss and debate contested topics and issues. So, I mentioned those points and the work of this  
202 committee here in case those points and that work is useful to you as you are having discussions about  
203 academic freedom going forward. The other thing that I want to point out about the work that the  
204 committee has done this semester is that I worked along with the PSC's Academic Freedom Committee  
205 to get this statement adopted by lots of other bodies around CUNY and around the City. So, right now the  
206 count stands at seven different bodies including Bronx Community College, Brooklyn College, Graduate  
207 Center, Hunter College PSC Chapter, Lehman College and Queensborough Community College whose  
208 Academic Freedom Committees have all adopted this statement in solidarity with us. That work had not  
209 happened before this incident this semester, so I am just highlighting that as sort of continued evidence of  
210 that we can create solidarity and good things out of this chaotic and terrible moment frankly. Thanks.”  
211  
212

213 **New Business:** Chair Chinn announced that the Senate Office is accepting nominations for the CUNY Common Core  
214 Committee for a two-year term. The election will take place at the next Senate meeting on 23 April.  
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216  
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220 The meeting was adjourned at 4:56 PM.  
221

222 Respectfully submitted,  
223

224 Sarah Jeninsky  
225 Secretary  
226

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

**Students**

Daniel Cronin	A
Ariadna Pavlidis-Sanchez	A
Lorraine Santana	X
Nishat Raihana	X
Viet Thanh Phan	X
Izadora Lima Soares Prereira	X
Priscilla Jimenez	X
Anel Radoncic	X
Anaya Huggins	A
Solange Arias	X
Alexandra Perez	X
Catherine Splendore	X
Kyle Gutierrez	A
Carina Fu	E

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

Student Services	Burhan Siddiqui	A
	Luis Roldan	(A) X
Library	Jocelyn Berger-Barera	A
MHC	Lev Sviridov	A
Psychology	Stefan Schlussman	X
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	Charles Richards	A
President Alumni Association	Elizabeth Wilson-Anstey	X
President, HEO Forum	Denise Lucena-Jerez	A
President, CLT Council	Amy Jeu	X

**ADMINISTRATION**

Senators:

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

## APPENDIX II

“Hello everybody. Let me start by doing what I have been doing pretty much in each speech to our Hunter folks, and that is to reiterate our complete commitment to diversity, equity, accessibility, inclusion, pluralism; whatever word you want to call this. This is who we are, and we are completely committed despite the national landscape. So, let me give you some examples. Recently, Associate Provost Niki Bennett and Vicki Lens from Social Work and Gina Riley from Special Education received a grant award from the Interfaith America and the American Association of State Colleges and Universities to put together a really interesting faculty team to build co-curricular, community-based and scholarly programming that would complement our robust pluralism and diversity curriculum. Also, Niki Bennett, Daniel Hurewitz, Jenny Rroji, Wendy Raver got another grant from Interfaith America on civic pluralism in the core curriculum. So, we are trying to figure out how we integrate this across so many aspects of our curriculum. They are going to do three new courses, including Religion in the American Democracy, a first-year seminar for critical thinking in American democracy, and explorations of pluralism in the arts, and cultivating civic leadership through the arts. These are just some examples of grants and awards that are still coming in to do the work that we do that we think is so important. Similarly, we are taking part, as I think you know, in the CUNY Constructive Dialogue Institute. Collin Craig is our connective tissue for that. They are going to do a spring pilot with some faculty, staff and students. Then, in the fall, it will really roll out in a big way.

“I think I mentioned last time, but if I have not, that the cluster hires in Palestinian Studies have been reposted, and those searches are going on. We have three amazing pluralism lectures in our series coming up in April, which I really hope people will take advantage of. So, the first one on April 21<sup>st</sup> is on Migration Narratives in the US: Building Community Capacity and Resilience. The second one on April 28<sup>th</sup> is On Compromise: Can a New Approach to Pluralism and Persuasion Heal Divided Communities. The third one, just a few days later, on April 30<sup>th</sup> is Building Bridges, Creating Futures: Community-led Dialogue and Action. The first two are at Roosevelt House, and the third one is at Silberman. I really urge people to go to these. They have been amazing lecture series.

Then, I want to turn to the national landscape with respect to immigration, international students, scholars, and refugees. I am sure you all know what is going on there. Manoj and myself and others have been sending out newsletters, but I just want to repeat a little bit about this. First of all, it is really important that we all are very well-versed in how significant the first-generation immigrants or second-generation students are to enrollments in the US post-secondary education. People are forgetting this part of the narrative in the national dialogue, and I think it is really important that we all are well-versed in this. So, 32% of currently enrolled students in American higher education are of immigrant origin, either first- or second-generation in that way. It is a wonderful panoply of race, ethnicity, and identity. People do not understand it, but it is extremely diverse. For example, in a 2022 assessment, 13% of immigrant origin students in the US post-secondary education were Black, 41% Latino, 26% Asian-American Pacific Islanders, and 3% others. So, amazing statistics. People think of this as a monolith, but it is a very wide global diaspora that really is represented here, and therefore so enriching for our scholarship, for our curriculum, for who we are as a community.

“Now, having addressed the good side on that, let me go to what is happening in terms of executive orders and various things that are happening. I know you know this, but I really believe we need to keep it in our head. First of all, with respect to ICE on campuses, we have a very clear protocol at Hunter and at CUNY. It is on the website. Everybody is trained in this in Public Safety, etc. for protection. We are very aware of what we need to do on this. So, just so you know, very concerning is this registration requirement for non-citizens. It is in a comment period federally right now. It can go into effect on April 11<sup>th</sup>, and that is going to really be very disconcerting for undocumented students. We are worried about the impact on non-citizens, including visa holders who are participating in protests, in free speech, and academic freedom. We need to keep watch that what got floated early on, but has not been revisited, is an attempt to end birthright citizenship that would be extremely destructive in terms of international students, scholars, and fellows. As you may know, I co-chair a national alliance of 570 presidents of universities, and the data we have so far is that something on the order of hundreds of visas have been revoked. They are being revoked in ways that are very hard to trace. They are being revoked on SEVIS, and often the student or scholar does not know it has been revoked putting them at risk for being picked up. It is a very scary situation. Just to assure you; we are checking SEVIS three times a day. Joe Fantozzi is nodding over there on the student side, GERALYN LEDERMAN is nodding on the faculty and scholar side and Michelle Blackman on the staff side. We are checking this constantly. So, we will keep track.

“There is a real concern about traveling abroad. I know Manoj put out a statement to faculty and staff urging to carry documentation. We have concerns about study abroad. We are taking some creative steps to think about what study away would look like, not necessarily study abroad but how we can take advantage of the incredible opportunities just within the US and certainly, even just within the New York area, to create experiential learning opportunities. In terms of refugees, the Presidents’ Alliance was part of the groups that worked with the State Department under Biden, the groups that created what was called Welcome Corps on campus for refugee students, scholars. We teamed up with BMCC, and before January we got one refugee student here who will start at BMCC, lives in our residence

hall, and then will move on to Hunter. So, we are excited about that. But the new administration has canceled Welcome Corps, so that is no longer a clear opportunity.

“Having said all that, I do want to be clear that we are not idle in this process. Hunter has a wonderful Immigrant Student Success Center. I really cannot praise them enough. They are working really hard. They have worked with 612 students already since opening in September, and every day they are working with more students. They are doing tabling; they are doing know-your-rights sessions. We are getting legal aid. It is a great affinity space. It is open to everybody who wants to be an ally, and we all, in my view, need to be. We are doing financial aid discussions. We think New York State is going to roll out a different form other than FAFSA, so that mixed status families who feel at risk in filling out FAFSA will be able still to fill out a New York State form and be eligible for TAP. That is a wonderful addition if that is going to happen.

“One of the things we want to work on a lot is fundraising: for example, awards for internships for undocumented students. Internships are so important, as you know, and often without work authorization undocumented students cannot get paid internships. So, we really want to make sure that we are stepping in and finding ways to do that. The other thing I want to say is that the kinds of scholarship that are happening at Hunter across our Schools can be very helpful in changing the narrative and bringing people's attention to the value of our immigrant population. So, one example in the School of Health Professions, Stephanie Woolhandler published a piece recently in JAMA, the Journal of American Medical Association, pointing out that nearly 5% of the nation's health care workforce are non-citizens, and this is a workforce that has been shrinking tremendously. 5% may not sound like a lot but that is a lot when you think about the hits that that workforce has been taking. So, it is just an example of the kinds of scholarship that can really get out there and make a difference in bringing to people's attention the value of our immigrant origin population. So, I urge anybody who is doing this kind of scholarship to get it out there, just like we want to support the scholarship on LGBTQ rights, on trans experience, on disabilities. They are going after disability which is very hard to believe. So, this is a pretty broad swath, and this is a moment when faculty can actually have huge impact by getting out the scholarship that makes a difference in changing people's minds.

“Speaking of scholarship and the federal grant action front, we have had nine grant cancellations so far. Manoj and I and others are working to fill in as much as possible. We can't always fill in fully, but we can try to make sure that people on those grants right now get covered until we find alternative sources. So, we are working to appeal those cancellations. Chris Braun has been working night and day on this. On the other hand, the likelihood that the appeals actually go forward in terms of making a difference may be slim, but we feel it is very important that the appeals be registered. About 2,000 scientists, including myself, who are members of the National Academies, signed a very forceful letter about the contributions of science broadly defined to the well-being of this country and its knowledge, economy, etc., and its people. It may feel like these letters and statements in the advocacy are not having an impact, but we have to remember that it is the state level people who will pay attention. It is people in Congress who will pay attention. We have to get that out there. We are seeing that in the town halls that are being held across the country where people we would not expect necessarily to be big fans of higher education. They do not want their special education programs cut. They do not want their cancer research trials stopped. People do not want what is happening out there to happen. So, that is an avenue for us all to raise our voices. Now, speaking of the impact of faculty. We have some good news. We have 54 faculty searches happening now. Pretty good, right? Hopefully, we will welcome a whole bunch of wonderful people. And, we are keeping on the lookout for foundation grants and all kinds of things. We had a lot of great proposals for the Simons grants in computer science broadly defined. We are submitting two federal earmarks: one on climate change, another on cancer.

“One of the reasons we keep at it is because we have amazing students. So, let's talk about our student enrollment. So, Spring enrollment is 21,754 fabulous Hunter students. It is only down 60 students. That is good news, right? For the Fall, we have already 36,722 undergraduate applications. Pretty amazing, right? That is a 1.8% increase over last year. We have already admitted 17,000 students. That is 3% ahead of this time last year. 1,600 undergraduate students have already committed to Hunter for the Fall of 2025. That is up 25% compared to this time last year. So, we should give Joe Fantozzi and Irina Amanatidis applause. Our graduate applications are up - 5,646 applications received to date. That is a 17% increase over the last year. We have already admitted 1,144 graduate students. On March 22<sup>nd</sup>, we had a great admitted student day. Around 1,300 students and supporters came to campus. I want to really thank people who were there. We need faculty and departments to really rally and host virtual talks. If you want a list of the potential undergraduates or graduate students in your programs, just go to the Admissions Office, and they will get it to you. The deposit deadline is May 1<sup>st</sup>, so this is critical crunch time in the next few weeks. In terms of financial aid, we have already provided packages for 17,000 potential students. That is extraordinary. Financial aid is doing FAFSA workshops twice a week. We all know how hard the FAFSA is to fill out, so those workshops are really important. We are continuing strongly in terms of recruitment with our College Now programs, adding some private high schools in East Harlem, parts of Bronx and a few neighboring schools. They are all majority minority institutions. That is a really great chance of getting a new pipeline. CUNY Explorers' program, which we are taking part in, is going to be out there

with 6th to 10th graders in New York City public schools, having them do college campus visits just to get acclimated. So, we're very excited.

"I want to point to other quick things with respect to students. We want to start a transfer student success center. We are really excited about that. Transfer students are hugely important to us. They have a different experience than those starting in the first year. We want them to have dedicated advisors and financial aid advisors and a real affinity space to create a community. We want faculty engagement to support the credit evaluations and career pathways, peer mentors. We are looking for actual space for a transfer student success center. But until then, we are still working on putting it together. So very excited about that. Then, we were actually invited to join a wonderful network called Excelencia in Education - Latino Student Success. 30% of our students identify as Latino. So, this is the largest group on our campus. We are very excited to have been invited. It is a broad network nationally, but they are doing a special two-year journey of real intense data analysis and looking at current practices and driving a strategic plan for success. We are one of only six institutions selected for that, so we are very excited about that. Joe Fantozzi is leading our Excelencia team, but it is a broad team across the college. Of course, we find ways for success for Latino students, and we are going to find ways for success for everybody. That is the point of these kinds of programs.

"So, there are a lot of new technology upgrades, and I am not big on how to explain that. So, I am going to skip that part, but just expect to hear more in terms of Hunter Works and our fabulous career pathway programs. I think you all know about the Practitioner in Residence program which puts professional practitioners in residence in different departments. We got another \$115,000 to support the growth of that, and the data so far are very positive on that. So, students who take a practitioner taught course are two times more likely to land a job in their chosen field than their peers within the same disciplines who do not take the course. So, it is a good start, and we really want to extend that. We have also got a lot of new partnerships and internships with New York City agencies for this summer and fall, like Department for the Aging, Department of Parks, Landmarks Preservation Commission. So, some really wonderful groups. On Friday, April 11<sup>th</sup>, CUNY Leads and our Office of AccessAbility, which is such a great office, is hosting a great career fair here. It is a CUNY-wide career fair, but we are hosting it at Hunter. There will be lots of employers thinking about how to integrate accessibility into their career plans, their hiring and their support system. So, we are very excited about that. Our students will come and listen to that as well as other CUNY students.

"So, now let me quickly talk about some news from our Schools. Speaking of accessibility, on March 14<sup>th</sup>, the School of Education held its 1st Annual Hunter College Applied Behavior Analysis Conference. There were about 75 people in the audience. It was amazing. I was there for part of it. It was an incredibly uplifting engagement. This is just the kind of thing we want to be doing to be out there: engaging and creating new curriculum, but doing it in partnership with people around the city. Speaking of which, the Dean of School of Education, Julie Gorlewski is part of a three-person New York State team that is participating in a national governors' convening on setting policy for the State's education program, so pretty impressive. Then, Rosa Rivera-McCutchen and her colleagues at several other institutions just received a Spencer grant to think about community-led redesign of educational ecosystems towards justice and well-being, really integrating questions of justice and well-being in educational curriculum. So, that is Education. How about Social Work? So, Professor Shelton was just awarded a William T. Grant Foundation in the amount of almost \$400,000. Their study will use participatory action research to develop a well-being measure for trans and non-binary youth and young adults. Here is a perfect example of the way in which cutting edge scholarship can keep going and can serve populations and knowledge making that is not being supported apparently federally. So, this is really exciting. The Social Work BSW program is partnering with Imentor, which is a wonderful non-profit in New York City, to build mentoring relationships for firstgeneration students to graduate high school, succeed in college, and then go on in careers. Speaking of partnerships, Silberman also held a human services consortium of East Harlem community members, which was a really fruitful meeting that fostered, again, this kind of good, deep discussion with community partners about what can be done and what we can all do together. Then, moving to the School of Health Professions. The faculty there again are publishing on really interesting things in JAMA. For example, they published on a series of articles on the commercialization of US healthcare and what the conflict between financial ambition and clinical mission looks like. We have all seen that happen to the healthcare system over time, so very important. Then, the Nutrition graduate students hosted a wonderful annual wellness fair at the Silberman campus with all kinds of health-related activities, food centers, healthy food, all of which we should all take part in, and we do not. So, it was really wonderful to see them out there. Turning to Nursing, they have just done a wonderful new memorandum of understanding with Memorial Sloan Kettering that is going to really strengthen their academic practice partnerships and will again lead to great employment opportunities for our students and collaborative community engaged research. Then, Nursing really hit it out of the park at the reunion we had. Literally everywhere you turn, their people were being awarded. So, Leslie Lieth who got a BS in 1972 from Hunter Bellevue School of Nursing was awarded the Community Service award. Judith Aponte, Aliza Ben-Zakaria and Eileen O'Connor were elected to the Hall of Fame. Literally, everywhere you turned, there were faculty and alums for Nursing that were out there in the reunion. Then, Dean Anne Marie Mauro, another great dean, will receive on May 5<sup>th</sup> the George Herbert Leadership Award from her alma mater Seton Hall University College of Nursing. So, another great star out there. Now, Arts and Sciences. Our great

Dean, Erica Chito-Childs is getting us all to dance. She is doing dance programs for faculty and staff. I have to admit I was at the Council of Presidents at CUNY, and I was really wishing I was in your dance program. They had one today. It is every Wednesday, from 2:30pm to 3:30pm in Thomas Hunter Hall 5<sup>th</sup> floor. We should all come out and de-stress with that. The Hunter College Theater Department is having its fabulous spring production of Sophocles Electra run from April 4<sup>th</sup> all through April 11<sup>th</sup>. I think immediately following the Senate today, there is a pre-show panel organized with Classical Studies at 6pm. The show itself starts at 7pm, so very exciting. Computer Science Department faculty just got a grant for summer research experience for undergraduates through the Mathematical Association of America. It is an NSF program. I am really interested that they just got it because we have all been worried that ours were going to be canceled. Some other programs from NSF have been canceled and NIH as well. So, this is very exciting.

“Then, turning to our amazing students. So, Steven Lassonde is knocking it out of the park, as are all the mentors that make a difference here. Hunter students have won 29 national or regional fellowships this year alone. Eight of those are among the most highly sought-after scholarships in the country. The value of those eight alone is more than \$968,000. Pretty amazing, right? We are still awaiting a whole set of awards: Fulbright's, Beinecke's, Boren's, Freeman's, Gilman's, etc. So, let me give you just some quick examples. One of our sophomores won the Critical Language Scholarship to study Mandarin in Taiwan this summer. It is a very competitive language scholarship across national scholarships. Two of our students have won Goldwater scholarships for 2025-2026. Three Hunter students won Jeanette Watson Fellowships for 2025. Really, really amazing. Two graduates of Hunter, recent graduates, are now going to enter graduate school; one NSF graduate research fellowship that pays \$159,000 to each student. So, really, really important. One is going for a PhD at Memorial Sloan Kettering. Another is going for a PhD in Data Science at Columbia. Our faculty and staff are amazing. The only thing better are our students. Speaking of students, there is a great research conference coming up: 200 students have signed up for our April 30<sup>th</sup> Undergraduate Research Conference, and a third of them are coming from non-STEM fields. We are really getting it across the board, and I hope faculty will come out and support them. Then, speaking of coming out and support, our athletes are again doing amazing. I have a whole list of CUNY champions. I will not read them all, but it is quite amazing. Our average athlete GPAs are above 3, with 45 athletes having 3.75 and seven at 4.0. So, these are scholar athletes which is what we want to see.

“Finally, reunion. We had over 600 alumni come back, and this is the first reunion in about 5 years. It was really amazing. We had wonderful turnout. That is the kind of thing we need to keep doing, because it is really important especially in this moment to gather the community. One of the things that I was so impressed with the alumni is that they all represent the same kinds of social mobility and intergenerational change that our current students do. They looked and thought and cared about our students in a way that they can be wonderful mentors. I have had several write to me asking if they can come and mentor students. So, it is a great way to really begin to pull our community together during these hard times. Thank you so much.”