

# MINUTES

## Meeting of the Hunter College Senate 21 September 2022

1 The 669<sup>th</sup> meeting of the Hunter College Senate convened at 4:03 PM in HW 714.

2  
3 **Presiding:** Laura S. Keating, Chair

4  
5 **Opening**

6 **Remarks:** Chair Keating welcomed everyone back to the first in-person Senate meeting held since March 4, 2020.

7  
8 **Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.

9  
10 Alternate Senators were formally seated in accordance with the procedures approved by the Senate for in-  
11 person meetings, and they were enabled to vote using iClicker.

12  
13 **Agenda:**

14 Chair Keating informed the body that the President would not report today, and the joint report from the  
15 Undergraduate Course of Study Committee and Graduate Course of Study and Academic Requirements  
16 Committee was postponed until 12 October. Also, the Strategic Plan discussion would be moved to follow  
17 the Nominating Committee. Finally, the discussion on approving a remote participation option for those  
18 in extraordinary circumstances was dropped since the CUNY Office of General Council is drafting a  
19 resolution for consideration by the Board of Trustees that may authorize allowing members to join  
20 remotely due to extraordinary circumstances. This resolution will go to the BOT Committee on  
21 Governance on October 3 and then to the Board of Trustees on October 24. The Senate will need to wait  
22 to see what is approved before knowing what further action it can take. The agenda was adopted as revised.

23 **Minutes:** Minutes of 16 February 2022, 2 March 2022, 16 March 2022, and 13 April 2022 were approved as  
24 distributed.

25  
26 **Report by the**  
27 **Administrative**  
28 **Committee:**

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

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

32  
33 Faculty: Iris Finkel (Library)

34  
35 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The  
36 motion carried by unanimous consent.

37  
38 **b) Election of Committee Chairs**

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

40  
41 Professor Julie Van Peteghem (Romance Languages) was nominated.

42  
43 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee.  
44 The motion carried by unanimous consent and Professor Van Peteghem was elected.

45  
46 **c) Update on CUNY Response to FGL Memorandum on CUNY Grading Policy**

47 Chair Keating summarized the three main points from the response dated June 28, 2022, by the  
48 new University Provost to the memorandum sent by the CUNY Council of Faculty Governance  
49 Leaders on April 15, 2022 concerning the May 22, 2021 CUNY grading memorandum. The  
50 response from the University Provost is in Appendix II.

51  
52

57 **d) Update on Search Committee for Dean of School of Nursing**

58 Chair Keating reminded the Senate that due to the pandemic, the normal search process for the  
 59 Dean of the School of Nursing had been disrupted. To resume the search process, the vacant  
 60 Chair of the committee had been filled via nominations approved by the Senate in late Spring.  
 61 Over the summer, one faculty seat was vacated and the students on the committee graduated.  
 62 Given these extraordinary circumstances, rather than starting from scratch, which would be the  
 63 standard process, a call for nominations is being made just for those vacated seats. Nominations  
 64 are due to the Senate Office by October 7. Election of two nominees for the one faculty seat, and  
 65 six nominees for up to three student seats will take place at our next meeting on October 12.  
 66

67 **Committee**  
 68 **Report:**

69 **General Education Committee**

70 Chair Keating called on Professors Lazaro Lima (AFPRL) and Lisa Marie Anderson (German), co-Chairs  
 71 of the General Education Committee Pluralism & Diversity sub-committee, to report on the P&D Revision  
 72 project. Their presentation is in Appendix III. Questions and discussion followed.  
 73

74  
 75 **Nominating Committee**

76 Chair Keating called on Professor Lisa Marie Anderson, former Chair of the Nominating Committee, to  
 77 present a report.  
 78

79 The Nominating Committee is submitting the following nominations for seats currently vacant on Senate  
 80 Committees:  
 81

82 **1. UNDERGRADUATE COURSE OF STUDY COMMITTEE**

83 Faculty Alternate: Michaela Soyer (Sociology)

84  
 85 **2. GRADUATE COURSE OF STUDY & ACADEMIC REQUIREMENTS COMMITTEE**

86 Faculty from Social Sciences: Joong Oh (Sociology)

87  
 88 **3. UNDERGRADUATE ACADEMIC REQUIREMENTS COMMITTEE**

89 Faculty from Nursing,  
 90 Health Professions, Urban Public Health: Amil Tan (Nursing)

91  
 92 Faculty Alternate: Jeanne Weiler (Educational Foundations)

93  
 94 **4. GOVERNANCE COMMITTEE**

95 Faculty from Nursing,  
 96 Health Professions,  
 97 Urban Public Health: Lynda Olender (Nursing)

98  
 99 **5. GRADE APPEAL COMMITTEE**

100 Faculty Alternate: Deidre O’Flaherty (Nursing)  
 101  
 102

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

106  
 107 **Strategic Plan:** Chair Keating called on Professor James Mandiberg (School of Social Work) to finish his presentation of  
 108 the college Strategic Plan. Professor Mandiberg’s presentation and the Strategic Plan are in Appendix IV.  
 109

110 At 4:35 PM it was moved that the Senate dissolve itself into a quasi-committee of the whole, and that  
 111 Professor Keating, Chair of the Senate, chair the committee.  
 112

113 **Minutes**  
114 **Meeting of the Hunter College Senate**  
115 **21 September 2022**

116  
117 The motion carried by voice vote without dissent.

118  
119 At 4:45 PM the Senate reconvened into formal session.

120  
121  
122 There was a motion to approve the 2022-2029 Hunter College Strategic Plan. The plan was approved by  
123 voice vote without dissent.

124  
125 **New**

126 **Business:**

127 Chair Keating reported that at the meeting of the CUNY Faculty Governance Leaders on Friday,  
128 September 16, the new University Provost, Wendy Hensel, presented an early draft of the CUNY 2022-  
129 29 Strategic Plan. Chair Keating suggested that we could have the Master Plan committee consider how  
130 it related to Hunter's. There was no objection.

131  
132 The meeting was adjourned at 4:47 PM.

133  
134  
135 Respectfully submitted,

136  
137  
138 Sarah Jeninsky  
139 Secretary

APPENDIX I

The following attendance was noted from the meeting

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

Faculty	AFPRL	Anthony Browne	X	Mathematics & Statistics	Sandra Clarkson	A
		Milagros Denis-Rosario	(A) X			0
		Lázaro Lima	(A) A		Robert Thompson	(A) X
Anthropology		Jackie Brown	X		Barry Cherkas	(A) X
		Stephanie Levy	(A) X	Medical Laboratory Sciences	Abigail Morales	X
		Milena Shattuck	(A) A		Chad Euler	(A) A
Art & Art History		Harper Montgomery	X		Muktar Mahajan	(A) X
		Chitra Ganesh	X	Music	Michele Cabrini	A
		Emily Braun	(A) X		L. Poundie Burstein	(A) A
Biological Sciences		A. K. Burns	(A) X			
		Ben Ortiz	A	School of Nursing	Carolyn Sun	X
		Jesus Angulo	A		William Samuels	A
Chemistry		Paul Feinstein	(A) X		Stephen Yermal	A
		Carmen Melendez	(A) X		So-Hyun Park	(A) X
		Gabriela Smeureanu	E	Philosophy	Laura Keating	A
Classical & Oriental Studies		Nancy Greenbaum	(A) A		Frank Kirkland	(A) X
		Brian Zeglis	(A) X		Omar Dahbour	(A) X
		Nadya Kobko-Litskevitch	X	Physics & Astronomy	Kelle Cruz	A
Computer Science		Yasha Klots	(A) X		Yuhang Ren	(A) X
		Fang Dai	(A) A			(A)
		Doron Friedman	A	Political Science	Robert Jenkins	X
Curriculum & Teaching		Sven Dietrich	(A) A		Lina Newton	(A) X
		Felisa Vazquez-Abad	(A) X		Michael Lee	(A) X
		Laura Baecher	X	Psychology	Roseanne Flores	A
Dance		Stephen Demeo	(A) A		Michael Lewis	X
		Debbie Sonu	X		Glenn E. Schafe	(A) X
		Tim Farnsworth	X	Physical Therapy	Peter Serrano	(A) A
Economics		Maura Donohue	(A) X		Milo Lipovac	X
		Ana Nery Fragoso	(A) X		Jaya Rachwani	(A) A
		David Capps	X	Romance Languages		(A)
Educational Foundations & Cou		Tim Goodspeed	X		Magdalena Perkowska	X
		Michelle Liu	(A) A			0 (A)
		vacant	(A)	School of Social Work		0 (A)
English		Avi Liveson	X		Jonathan Prince	A
		Sarah Bonner	(A) X		George Patterson	A
		Jeanne Weiler	(A) A		Marina Lalayants	(A) X
Film & Media Studies		Markus Bidell	X	Sociology	Keith Chan	(A) X
		Sarah Chinn	A		Mark Halling	E
		Amy Robbins	A		Mike Benediktsson	(A) X
Geography & Environmental Sci		Mark Miller	(A)	Special Education	Joong Oh	(A) X
		Janet Neary	A		vacant	
		Larry Shore	A		Rhonda Bondie	(A) A
German		Andrew Demirjian	(A) X	SLPA	Kathryn Furlong	(A) A
		Ricardo Miranda	A		Donald Vogel	A
		Allen Frei	(A) X	Theatre	Nancy Eng	(A) X
History		William Solecki	(A) X		JungMoon Hyun	(A) X
		Elke Nicolai	(A) E		Claudia Orenstein	A
		Eckhard Kuhn-Osius	(A) X		Louisa Thompson	X
Library		Aine Zimmerman	A			(A)
		D'Weston Haywood	(A) X	Urban Policy and Planning	Lily Baum Pollans	A
		Manu Bhagavan	X		Victoria Johnson	(A) X
Women & Gender Studies		Aaron Welt	A		vacant	(A)
		Iris Finkel	A	School of Urban Public Health	Susan Cardenas	E
		vacant	(A)		Khursheed Navder	(A) A
School of Nursing		Mee' Len Hom	(A) A		Steven Trasino	(A) X
					Jennifer Gaboury	X
					Catherine Raissiguier	(A) X
				Rupal Oza	(A) X	

**Students**

Hunter Moran	A
Umar Faruque	X
Ariadna Pavlidis-Sanchez	
Isabella Grullon	
Nicole Palmetto	E
Rida Akhlaq	X
Amber Javenero	E
Tabia Ahmed	X
Christopher Orzech	X
Junia Sharmin	X
Ketia Newell	X
Viet Thanh Phan	A
Nourhan Ibrahim	E
Anastasia Villarreal	A
Sultana Wahab	A
Julian Reich	X
Cade Terada	X
Andrew Ackroyd	A

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

Student Services	Burhan Siddiqui	A
	Luis Roldan	(A) X
Library	Jocelyn Berger-Barera	A
Library	Tony Doyle	A
Psychology	Stefan Schlussman	X
English	vacant	X
Medical Lab Science	Hongxing Li	A
Religion	Ron Long	A
Political Science	Rosa Squillacote	X
Special Education	Salvador Ruiz	X
Special Education	Gina Riley	A
Social Work	vacant	
THHP	Sarah Jeninsky	A
Art and Art History	Peter Dudek	A

**Ex-Officio**

President, USG	Ariana Ahmed	X
Vice President, GSA		0
President Alumni Association	Elizabeth Wilson-Anstey	A
President, HEO Forum	Abdul Hashim	X
President, CLT Council	Amy Jeu	A

**ADMINISTRATION**

**Senators:**

HEO/CLA Representative	Lori Janowski	A
Vice President for Student Affairs	Eija Ayravainen	X
Provost	Manoj Pardasani	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Dean of Education	Michael Middleton	A
Alternate Senators (3):		
Dean of Social Work	Mary Cavanaugh	X
General Counsel & Dean of Faculty	Suzanne Piper	X
Dean of Nursing	Elizabeth Capezuti	A

## APPENDIX II



Executive Vice Chancellor  
and University Provost

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New York, NY 10017  
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academicaffairs@cuny.edu

### MEMORANDUM

TO: John Verzani, Chair, University Faculty Senate  
Council of Faculty Governance Leaders

FROM: Wendy Hensel, Executive Vice Chancellor and University Provost *UAA*

RE: Response to FGL Memorandum on CUNY Grading Policy

CC: Chancellor Félix Matos Rodríguez  
Senior University Registrar Vivek Upadhyay  
Members, Board of Trustees Committee on Academic Policy, Programs and  
Research (CAPPR)

DATE: June 28, 2022

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Thank you for sharing your concerns regarding the May 2021 CUNY Uniform Grade Glossary, Policies, and Guidelines (the "Memorandum"). Chancellor Matos Rodríguez has requested that I respond on his behalf. Please see below for detailed responses to each of the points you raised.

It is important to emphasize that many of the changes introduced in the Memorandum were in response to issues discovered during federal audits of financial aid at two of our colleges. Moreover, the Memorandum was reviewed by numerous stakeholders, including CUNY's Committee on Academic Policy, the Council of Vice Presidents of Student Affairs and Enrollment Management (SAEM), the Council of Registrars, and the Academic Council of Provosts with representation from the Chief Academic Officers of all the CUNY institutions. Nevertheless, your comments reflect the need for additional clarity and guidance on these important issues.

It is important that we shape academic policies in a manner that is consultative, data-informed, and in compliance with federal and state financial aid regulations. There is no question that we will reach the best results when we have informed input from the faculty. We will work to establish a more systematic process for consulting with the University Faculty Senate on proposed policy changes going forward.

We thank you for your careful reading of the document and appreciate you bringing these concerns to our attention. If you have additional questions regarding the Memorandum, please direct them to Office of the University Registrar at [OUR@cuny.edu](mailto:OUR@cuny.edu).

**Please see the response to each item below:**

**1. On Grade Appeals:**

A. *Retract the Student Appeal and Grade Appeals Process sections on pp. 8-9. In particular, retract:*

i) *The timing restrictions on p.8: "Appeals must be filed [by the student] within 30 calendar days of grade assignment in CUNYfirst" and the subsequent stages are to follow 30 days after. Rationale: The 30-day deadlines would start and/or expire within the January break and the summer annual leave period.*

ii) *That the ruling of the department or college grade appeals committees be only a recommendation to the faculty member, who 15 days upon the receipt of the recommendation is to inform the Registrar of their "decision to either sustain the grade or submit a grade change."*

*Rationale: Making the decision on the appeal only a recommendation to the instructor is inconsistent with a substantive student grade appeal process: it would render the appeal process without force and give students no real recourse from what they see to be faulty decision-making by their instructor. The proposed policy is also inconsistent with powers given to department or college bodies in some campus Governance Charters.*

B. *Honor the decisions made by campuses using their own approved grade appeal processes.*

This section was not intended to override the authority of the grade appeal committees—only to establish university-wide deadlines related to grade appeals that will allow the University to automate the grade appeal process. This automation will also instruct students on the grade change process and alert them to the final outcome once the grade is finalized. We will revise the memorandum to clarify that it does not override the campus grade appeal process.

We will revisit the question of timing in fall 2022 to determine a suitable standardized deadline that will give appropriate time for faculty to address appeals and not jeopardize the student's opportunity to continue their education.

**2. On FIN grades:**

A. *Retract on p.8: "An appeal instituted by a member of the faculty to change an administrative FIN must indicate that the work required to resolve the INC grade was in the instructor's possession prior to the INC deadline date."*

*Rationale: This nullifies long-standing policies on some campuses that allow faculty to permit a student to turn in work after the INC deadline. There the opportunity for such extensions has benefited many students over the years.*

B. *Honor the extensions granted to students beyond the INC deadline, if they are given by faculty according to policy approved by the campus policy-making body on academic matters.*

All CUNY campuses have had deadlines to resolve INC grades and associated appeals process for extension. Campus policies on extension requests remain, and the memorandum does not change that. Once the FIN grade (a failing grade) is issued, the student's aid for next semester may be negatively impacted, as students must make satisfactory academic progress in grades and completion of credits. We will review data regarding the number of students who have received INC grades that lapsed to FIN grades to determine if the changing FIN grades after the proposed deadline has benefitted students.

**3. *On the removal of the 0.00 quality points from the WU (Withdrawn Unofficially) so that receipt of a WU does not affect a student's GPA (Grade Point Average):***

*We recognize that this change may be merited given the fact that there are often cases in which students end up with a WU and the application of 0.0 quality points to their GPA (Grade Point Average) may be unfairly punitive. But a campus faculty/academic governance body may legitimately decide that regular, repeated receipt of WUs (Withdrawal Unofficial) by a student is not consistent with their being in good academic standing on that campus. Thus, colleges should be able to limit the times a student may receive a WU without effect on standing.*

*Thus, either allow campuses to add policies on how the number of WUs (Withdrawal Unofficial) will affect student standing or, if there will be a CUNY-wide policy, go through the proper academic policy-making process of consultation with campuses and approval of a policy by the CUNY Board of Trustees.*

We agree that it would be helpful to reflect further on our use of W grades (W, WA, WN, and WU grades). In Fall 2022, we will review these issues with faculty and other stakeholders.

Thank you for all that you do for our students.



## APPENDIX III

# HUNTER COLLEGE, CUNY

General Education Requirements Committee  
Pluralism and Diversity Subcommittee Briefing  
Hunter College Senate  
September 21, 2022

## Membership

- Lisa Anderson (co-chair)
  - Nicole Bennett (Associate Provost, ex-officio member)
  - Nadine Bryce
  - Sandi Clarkson
  - Laz Lima (co-chair)
  - Janet Neary\*
  - Rupal Oza
  - Gina Riley (Senate Assessment Committee)
  - Abigail Rodríguez Morales\*
  - Calvin Smiley\*
  - Jeanne Weiler (Senate Undergraduate Course of Study Committee)
- \*External member invited to P&D subcommittee because of their work on the “Curricular Enhancements” group of the Presidential Task Force on Racial Equity.

## Brief Overview of Current P&D Categories

- Pluralism & Diversity courses may simultaneously meet Common Core, Hunter Focus, Writing, major or minor requirements
- A Non-European Societies
- B Americans: African, Asian, Latino, Native
- C Women and/or Issues of Gender
- D European Societies

## P&D Subcommittee Charge

[The charge is adapted from the Curricular Enhancements group of the Presidential Task Force on Racial Equity.]

1. Reconfigure and revise Hunter's four existing Pluralism & Diversity (P&D) categories so as to
  - -expand upon and bring nuance to their late-20th-century concerns and understandings
  - -emphasize structural inequality, social justice, and inclusive epistemologies
2. Convene town-hall-style conversations and workshops with stakeholders from across the college to
  - -update the P&D categories as indicated above
  - -develop an approval and expedited re-certification process for courses to fulfill P&D, in collaboration with the Undergraduate Course of Study Committee, the Committee on Academic Assessment, and Senate Leadership, and with additional support from Dean's Offices and the Office of Assessment
3. Work with schools, departments, and programs to provide students with a robust list of courses to fulfill each reconfigured category, ensuring that such course offerings address social issues of import and provide students with a well-rounded education

## Goals

- Facilitate campus-wide discussions related to P&D categories
- Get input from broad campus-wide constituencies on how best to reconfigure P&D categories
- Assist departments and programs seeking to revise existing and/or submit new P&D courses
- Facilitate process for expedited approval of courses under revised P&D categories

## GER P&D Subcommittee Contacts

Lisa Anderson  
lan@hunter.cuny.edu

Lázaro Lima  
lazarolima@hunter.cuny.edu

**APPENDIX IV**

Hunter College  
Strategic Plan 2022

Deepest Thanks to all the Members of the  
Six Strategic Plan Committees and their Co-  
Chairs

Please see Appendix A of the plan - **Committee Membership**  
for a list of committee chairs, members, and their  
departments/academic programs/schools/administrative units

## What is not included in an Academic Strategic Plan & Why

- **Specific Implementation Ideas**
  - These are subject to the normal decision and implementation processes of the college, and in some rare instances to new bodies such as a standing committee.
- **Commitments to goals and implementation ideas where there is uncertainty that they can be accomplished. Uncertainties include:**
  - Budget/resources
  - Things needing agreement/approval from an external actor (CUNY, State)
- **Typically, issues/needs that are already in process, are recurring, or are addressed on an *as needed* basis**
- **Issues that are the purview of an existing body or process**
  - E.g., curricular issues; budget issues; etc.

## Goals – Objectives - Implementation

### Goals: Always in academic strategic plans

- Broad, not directly measurable - guides objectives and implementation

### Objectives: Not typically in academic strategic plans

- **Why:** involves multiple decision units & uncertain future budget commitments
- Always measurable – oftentimes expressed as expected outcomes

### Implementation: Never/rarely in academic strategic plans

- **Why:** requires time-sensitive, evolving, & in-process decisions/expertise
- Specific ways to meet objectives and goals
  - Actionable ideas

## Things to Keep in Mind

- We will be held accountable by MSCHE for what we commit to in the SP.
- Most of the issues, specific changes, and improvements that will occur in the college are not in or as a result of the strategic plan.
  - These are handled through the normal decision processes of the College, e.g.,
    - Senate
    - Administration
    - Schools
    - Departments
      - Curriculum committees
- Current times include significant turbulence and uncertainty
  - Academic strategic plans should not include specific or implied commitments that may be subject to this uncertainty, e.g.,
    - Things that require allocations or approval by external stakeholders
    - Things where there are significant disagreement among internal decision makers.

## Task Force to Advance Racial Equity

1. Overarching Goal: Cultivate a more inclusive, equitable and supportive campus, deepen a sense of belonging for all campus community members, promote and advance inclusive and innovative teaching, scholarship and knowledge capital development.
  - 1.1 Establish and empower a College-wide Standing Committee to review, prioritize and implement Racial Equity Task Force Recommendations.
  - 1.2 Promote and advance innovative interdisciplinary scholarship bringing new knowledge and insights to historical and contemporary events affecting Black, Indigenous and People of Color (BIPOC).
  - 1.3 Strengthen and enhance a welcoming, inclusive and equitable campus environment.
  - 1.4 Review curricular offering with a view to decolonize reliance on a dominant western culture and to broaden inclusion of other perspectives.
  - 1.5 Attract and retain talented students from diverse backgrounds into an inclusive and supportive campus.

## Adjunct Task Force

### 1. Develop Robust and Flexible Part-Time Faculty Orientation Practices

- 1.1 Strengthen the mutual responsibility of departments, other hiring units, and adjuncts to make certain that new adjuncts are oriented to and integrated into the Hunter Community.
- 1.2 Create and implement a plan that improves the onboarding process of adjunct faculty.
- 1.3 Implement the in-person adjunct orientations offered by the college and by some schools, departments, and programs with live (synchronous) and recorded (asynchronous) online orientation sessions.

### 2. Improve Logistical and Technological Supports

- 2.1 Create course scheduling and planning processes that consider the needs of adjuncts for timely information and the many late adjustments that are inevitable in course scheduling.
- 2.2 Designate additional shared spaces on campus for adjuncts to meet with students and to securely store their belongings.
- 2.3 Provide access to additional technology to adjuncts for their on-campus and off-campus work.

### 3. Enhance Professional Development Opportunities

- 3.1 Ensure that adjuncts are informed about the professional development available to them, e.g., via ACERT, the Center for Online Learning, and the Office of AccessAbility.
- 3.2 Design some professional development offerings to be accessible remotely and/or at off-peak times.
- 3.3 Include professional development on areas of most interest to adjuncts, including:
  - Effective teaching and assessment practices for face-to-face, hybrid, and online classes.
  - Addressing racial, cultural, and gender differences in the classroom.
  - Support for students with disabilities and different learning needs.
  - Support for students' mental health and wellness.
  - Grants for adjuncts, grant writing and management, and grant supports.

4



#### **4. Foster Communication for Better Inclusivity and Institutional Culture**

- 4.1 Ensure that there are multiple channels through which the college communicates with adjuncts, including but not limited to direct email and a designated page on the college website.
- 4.2 Update the online handbook with the latest information from the collective bargaining agreement and the Human Resources website. Consider utilizing additional forms of communicating this information, e.g., videos, that clarify complex topics and procedures such as adjunct sick pay.
- 4.3 Provide information directly to adjuncts about College resources, including Counseling & Wellness Services, the Behavioral Response Team, Early Alert, library services, tutoring and learning centers, academic advising, and accessibility and accommodations.
- 4.4 Inform adjuncts specifically about the existing technology supports available to them, including when they are off-campus.
- 4.5 Edit as changes occur Hunter College online information pertinent to adjuncts.
- 4.6 Improve two-way communication between departments and their adjunct faculty, and between full-time and part-time faculty.
- 4.7 Offer more opportunities for adjuncts to participate in social events on and off-campus.
- 4.8 Revise expeditiously professional contact information for current adjuncts on Hunter webpages.
- 4.9 Create new forms of public recognition for the many accomplishments of Hunter's adjuncts.

## **Task Force on Transfer Students**

- 1. Improve the pre-matriculation process by forging deeper connections between Hunter and our biggest source campuses, the CUNY community colleges.**
  - 1.1 Empower faculty and staff to strategically develop articulation agreements concerning course equivalencies with CUNY community colleges.
  - 1.2 Strategically develop and expand scholarship and engagement opportunities for transfer students explicitly through the lens of equity.
  - 1.3 Expand awareness of articulation agreements and opportunities to CUNY community college students.
- 2. Make all transfer processes seamless, frictionless, and equitable.**
  - 2.1 Ensure that transfer processes have equitable outcomes for our students.
  - 2.2 Improve transcript evaluation process by leveraging CUNY technology such as TRex.
  - 2.3 Create processes that provide transfer students with consistent advising and student peer mentoring from pre-matriculation through graduation.
  - 2.4 Improve information sharing about the admissions policies and academic pathways for the most popular majors among our transfer student population.



2.5 Improve the registration process so that transfer students have equitable access to available seats in appropriate courses.

2.6 Ensure that the math transfer process supports student academic achievement.

**3. Ensure that transfer students can complete a Hunter bachelor's degree in a timely fashion.**

3.1 Articulate the most common CUNY AS degrees with their most common Hunter BA majors.

3.2 Ensure that needed courses are available to transfer students to enable them to complete their degrees in a timely fashion.

3.3 Identify tailored best practices in majors that support transfer student success.

3.4 Ensure that transfer students are well connected to academic and co-curricular supports in our learning centers, library, career services, and within our majors.

**4. Hunter College will embrace and celebrate transfer students and ensure that they fully participate in student/campus life.**

4.2 Create and expand hallmark events that celebrate the contributions of our transfer students beyond Transfer Welcome Week.

4.3 Develop leadership opportunities that reflect the assets, interests, commitments, and diversity of our transfer students.

4.4 Facilitate opportunities for transfer students to participate in student government and student clubs.

## **Committee on Career Readiness & Student Success**

1. Create a Careers Leadership Team that works as a centralizing hub linking all career development activities for the college; that builds relationships with faculty and academic departments as part of a shared mission of career preparation; that cultivates ties to alumni, advisory boards, and external partners; and that is organized around career "clusters."
2. Faculty and academic programs & departments need to embed career thinking in their classes, their advising, their student's research opportunities, and student internships.
3. Develop faculty career liaisons within majors and departments whose responsibilities include keeping students' career considerations an active consideration within the faculty.
4. Coordinate shared effort between faculty, departments, and the careers staff regarding internships and experiential learning across the college to bring greater transparency, equity, and opportunity to students regardless of major or program.
5. Ensure that Student Affairs Advisors, from their first contact with students, guide students toward understanding how their Hunter education can serve as preparation for career success, and how students can take on the multiple tasks of developing their own career plans.
6. Leverage Hunter College's extensive network of community stakeholders, which includes alumni, members of Hunter advisory boards, businesses, nonprofit organizations, public agencies, and others to serve as mentors and guides on career opportunities.

## Committee on Research, Scholarship and Artistic Discovery

**Overarching Goal:** Hunter College will advance the vision of innovative partnerships, accelerate scientific and creative discoveries, enhance opportunities to be involved in emerging enterprises, and support and advance Hunter College's designation as a source of outstanding science and artistic discovery and innovation.

### **Outreach and Strategic Partnerships**

The Outreach and Partnerships sub-group endeavored to provide a path for promoting and increasing external partnerships and industry outreach. Through this plan, Hunter College can advance the vision of innovative partnerships, accelerate scientific and creative discoveries, enhance students' opportunities to be involved in emerging enterprises, and support Hunter College's designation as a source of outstanding talent and ideas.

1. Maintain and expand Hunter College's standing as an ideal scientific and creative partner.
  - 1.1 Identify, inventory, and make available a list of the current partnerships and collaborations. Explore ways to promote and strengthen them. Identify new and emerging partners and create a pathway for partnership (see 2.2).
  - 1.2 Advertise and promote the expertise at Hunter College. Develop a website for external partners where faculty can be sorted by area of expertise or subject matter. Provide easy contact information for each faculty member or a central number where someone can call or write to be connected with expertise in the field.
  - 1.3 Develop and publicize areas/centers of scholarship and expertise that can be consulted for local, regional, and national projects and programs for example the Brookdale Center for the Aging, the Food Policy Center, etc.
  - 1.5 Broadly disseminate the finding of studies of our investigators under the Hunter College imprimatur to demonstrate excellence in, and expertise in subjects and processes.
2. Streamline the partnership process.
  - 2.1 Build Hunter's potential to provide facilitated ways of partnering with researchers outside of the College, highlighting Hunter's researchers as attractive collaborators.
  - 2.2 Streamline processes and infrastructure relating to securing and administering external partnership agreements.
  - 2.3 Develop a "fast-track" for contracts and agreements from external partners that are time sensitive.
  - 2.4 Increase Hunter's hosting of grants and contracts when collaborating with partner researchers at other academic and research institutions.

3. Leverage our existing relationships with alumni, emeriti, retired faculty and friends of CUNY.
  - 3.1 Increase the pathways and opportunities for alumni, friends, emeriti, and partners to engage with university programs.
  - 3.2 Facilitate "open-house" days for potential collaborators and partners, i.e., open labs at Belfer for tours, open performing arts facilities/galleries for viewing/consider partnership between dance and artistic endeavors with NYC's rich art and cultural environment.
  - 3.3 Increase and invite alumni, emeriti and retired faculty back for local and regional events to promote partnership and deepen interactions.
  - 3.4 Increase collaborations with industry, scientific, research, entertainment/arts, and cultural partners.
4. Identify new opportunities for partnerships.
  - 4.1 Develop *Portfolios for Partnership* with specific outreach from relevant departments and Centers on campus.
  - 4.2 Explore opportunities with other Academic Institutions across CUNY and with external institutions.

## Committee on Technology

### Overarching Goals

- The complexity of the technology needs of Hunter College requires cross-cutting leadership and coordination, consistent with the charge of the Strategic Plan Technology Committee and inclusive of the goals of the five other Strategic Plan committees.
- Recognizing that members of the Hunter community vary in how they are able to use and access technology based upon their individual circumstances and abilities, the College is committed to equitable access for all users of Hunter College technology.
- Hunter College aspires to strengthen partnership between Hunter/ CUNY and the non-academic technology space to enhance teaching, learning, community engagement and administrative workflow.

### 1. Student Experience

- 1.1 Hunter College seeks to provide its students with equitable access to up-to-date, technological tools that are relevant for their course of study, their engagement in the community, and in their research activities.
- 1.2 The College additionally aims to expose and train students on technological advances relevant to their studies and their career plans.
- 1.3 Hunter College will continue to support its students by offering flexible modalities of instruction, wellness services, and advising to maximize student engagement and academic success. In addition to creating a flexible learning environment, these tools will be used to strengthen a sense of belonging to the campus community beyond the classroom.

**2. Research**

- 2.1 Hunter College aims to provide its community of researchers and artists with ongoing access to the technological tools, software, and hardware necessary for high level, internationally competitive research and artistic production.
- 2.2 The College also endeavors to maintain the technological infrastructure needed by research and creative activities, consistent with resource constraints.

**3. Community Engagement**

- 3.1 Hunter College will build on the lessons learned from the COVID 19 Pandemic to use technology to engage members of the college community, and to increase ways that the college community can engage with the broader community.

**4. Administrative Workflow**

- 4.1 Taking an enterprise perspective, the college will explore plans digitizing and centralizing work processes with the goal to ensure administrative continuity and information sharing between different administrative branches and departments. This interface will be introduced to ease friction and maximize information flow and retention.

**5. Teaching**

- 5.1 The College will continue to encourage and support faculty to integrate technology as a part of innovative teaching and learning. The college is committed to provide teaching and learning technological platforms and infrastructure such as through the Center for Online Learning and ACERT.
- 5.2 The College commits to ongoing training of its faculty so that they have the technological knowledge and skills to teach online and utilize technology to improve their teaching in all modes of instruction.

- 5.3 Hunter College will continue to create and adopt pedagogically sound approaches to structuring online, hybrid and high-flex classes using appropriate technology, including for purposes of equitable access to fulfill general education requirements and others.
- 5.4 In addition to online courses, Hunter College will explore the feasibility of developing online degree programs that will increase access to Hunter College graduate, professional and undergraduate degrees.

May, 25, 2022  
Draft  
2022- 2029 Hunter College Strategic Plan

HUNTER COLLEGE MISSION STATEMENT  
Mihi Cura Futuri —The Care of the Future Is Mine

<< Hunter College Description to be added >>

### Strategic Planning Process

The development of Hunter College's 2021-2029 Strategic Plan is based upon the 2019 self-study accompanying the college's reaccreditation by the Middle States Commission on Higher Education (MSCHE), Hunter's 2012-2020 Strategic Plan, and subsequent events, especially the college's experience of and response to the COVID 19 Pandemic. Three presidential task forces were commissioned following the MSCHE self-study in 2019, prior to the formal initiation of the strategic planning process in 2021:

- The Task Force to Advance Racial Equity
- The Adjunct Task Force
- The Task Force on Transfer Students.

These task forces then became committees of the strategic planning process when its work began in 2021. Three additional strategic planning committees were then commissioned:

- The Committee on Career Readiness & Student Success
- The Committee on Research, Scholarship and Artistic Discovery
- The Committee on Technology

The three task forces began their work before and in the early days of the COVID 19 Pandemic. The three committees began their work about a year after the beginning of the Pandemic and the College's response to it. In their commission by President Raab, the planning groups were asked to consider how the College's collective experience of and response to the Pandemic, and the multiple new realities that result from it, challenge us to think differently about how the college fulfills its responsibilities, consistent with its mission to care for the future.

Jennifer Raab, the President of Hunter College, asked Associate Professor James Mandiberg to Chair the strategic planning process in 2020. Professor Mandiberg is the Chair of the Organizational Management and Leadership program at the Silberman School of Social Work at Hunter College. Professor Mandiberg also served on the Hunter College Senate's Administrative Committee and on its Governance Committee. The membership of the strategic planning committees was selected by President Jennifer Raab and Professor Mandiberg, in consultation with other faculty, administrators, and staff. The total membership of the committees exceeded 150, broadly and inclusively comprised of faculty, staff, students, and administrators. A list of committees and their members may be found in Appendix A.

Each committee had co-chairs who worked with their members to structure the work of the committees and their recommendations. The committees were asked to distinguish goals, which appear in the strategic plan, from implementation ideas, which reside in the full committee reports that will be made available as a resource for decision makers in meeting the strategic plan's goals. This is in recognition that some of the current conditions informing the implementation ideas may change, that ultimately many of the implementations are the decision responsibility of specific individuals and divisions, and that implementation decisions will be made through normal decision processes of the College, including schools, departments, the Senate, and administrators. The phrasing of the committee's goals in the strategic plan were edited to be consistent with how the goals are expressed in the plan and with the charges in the commissioning of the committees. The committees were also asked to focus on "pain points" – problems faced by users and other stakeholders in the six areas of the strategic plan committees. The reports of the committees provide a wealth of analysis and implementation ideas representing the collective wisdom of the committee members, and will be a principal resource moving forward to address the strategic plan's goals.

This 2021-2029 Hunter College Strategic Plan presents six new foci of strategic planning goals. At the same time the College continues to address extensions of many of the goals from the 2012-2020 Strategic Plan, and others, as we confront the many challenges of operating a large urban research-oriented university in a resource constrained environment. Consistent with the previous strategic plan, the College continues to focus on infrastructure and physical plant improvements in conjunction with the



**Meeting of the Hunter College Senate  
21 September 2022**

Senate's Master Plan Committee, and on issues of interdisciplinarity. The six-year graduation rate is now consistent with national averages, but moving forward Hunter remains committed to increasing the rate. Issues related to student success and engagement that were not the focus of the 2012-2022 Strategic Plan's goals, such as career readiness and meeting the needs of transfer students, are now their own categories in the current Strategic Plan. These and other planning needs will continue to be addressed as well.

The following are the strategic plan goals from each of the six committees, starting with the three Presidential Task Forces commissioned in the wake of the college's last self-study and MSCHE review.

**I. Task Force to Advance Racial Equity**

The Task Force to Advance Racial Equity understood their charge as being to create goals and possible ways to dismantle systemic racism where it existed and to advance racial equity at Hunter College. The task force was led by Dr. John Rose, Dean for Diversity & Compliance and Miesha Smith, Vice President for Student Affairs, with a membership and participation of over 100 students, faculty and staff. The names and affiliations of task force members can be found in Appendix A. The Task Force considered goals in six areas, which were synthesized into one overarching goal and five subgoals:

- Admissions and recruitment
- Student support and pipeline programs
- Curriculum enhancement
- Research and public scholarship
- Public programs and conversations
- Anti-racism training

Hunter College's enduring commitment to diversity, equity, and inclusion, most recently acknowledged and affirmed by the campus community through the Presidential Task Force to Advance Racial Equity, can best be realized by and through an institutional commitment to work progressively towards a set of Task Force recommendations to shape policy, protocol, practices and culture to enhance and strengthen diversity, equity and inclusion on our campuses.

1. Overarching Goal: Cultivate a more inclusive, equitable and supportive campus, deepen a sense of belonging for all campus community members, promote and advance inclusive and innovative teaching, scholarship and knowledge capital development.
  - 1.1 Establish and empower a College-wide Standing Committee to review, prioritize and implement Racial Equity Task Force Recommendations.
  - 1.2 Promote and advance innovative interdisciplinary scholarship bringing new knowledge and insights to historical and contemporary events affecting Black, Indigenous and People of Color (BIPOC).
  - 1.3 Strengthen and enhance a welcoming, inclusive and equitable campus environment.
  - 1.4 Review curricular offering with a view to decolonize reliance on a dominant western culture and to broaden inclusion of other perspectives.
  - 1.5 Attract and retain talented students from diverse backgrounds into an inclusive and supportive campus.

**II. The Adjunct Task Force**

The use of adjunct faculty to meet instructional needs has become common across U.S. colleges, universities, and academic centers. It parallels a similar development in organizations more generally where the expansion of contract and "gig" work provides flexibility to both organizations and workers in light of broad economic, social, and organizational uncertainties, shifts, and shocks. Some of the issues for academic institutions include how to maintain quality, uphold consistency in curricular offerings, avoid negative impacts on part-time employees, and retain needed flexibility to rapidly changing circumstances.

Hunter College's 2019 self-study for its re-accreditation by the Middle States Commission on Higher Education included a call for a Presidential Adjunct Task Force. This task force was commissioned by President Raab prior to the initiation of the strategic planning process and was then incorporated as one of the strategic plan committees. The work of the Adjunct Task Force was further

**Meeting of the Hunter College Senate  
21 September 2022**

informed by the practices of Hunter's schools and departments, other CUNY campuses, and more broadly other colleges and universities. This task force comprehensively looked at the experiences of our adjunct faculty and endeavored to propose specific strategies to better support, develop, and engage them, in recognition of their critical role in educating Hunter students. According to the 2019 self-study, part-time faculty deliver 65% of Hunter's undergraduate academic program, and they play an important role in many of our graduate programs as well. The Covid Pandemic heightened awareness of how critical adjuncts are to meeting the college's mission, and to the need to better integrate part-time faculty into the school. The Adjunct Task Force was led by Associate Provost Jennifer Tuten and Professor Lisa Marie Anderson, Chair of the German Department. The names and affiliations of task force members can be found in Appendix A.

1. **Develop Robust and Flexible Part-Time Faculty Orientation Practices**
  - 1.1. Strengthen the mutual responsibility of departments, other hiring units, and adjuncts to make certain that new adjuncts are oriented to and integrated into the Hunter Community.
  - 1.2. Create and implement a plan that improves the onboarding process of adjunct faculty.
  - 1.3. Complement the in-person adjunct orientations offered by the college and by some schools, departments, and programs with live (synchronous) and recorded (asynchronous) online orientation sessions.
2. **Improve Logistical and Technological Supports**
  - 2.1. Create course scheduling and planning processes that consider the needs of adjuncts for timely information and the many late adjustments that are inevitable in course scheduling.
  - 2.2. Designate additional shared spaces on campus for adjuncts to meet with students and to securely store their belongings.
  - 2.3. Provide access to additional technology to adjuncts for their on-campus and off-campus work.
3. **Enhance Professional Development Opportunities**
  - 3.1. Ensure that adjuncts are informed about the professional development available to them, e.g., via ACERT, the Center for Online Learning, and the Office of AccessAbility.
  - 3.2. Design some professional development offerings to be accessible remotely and/or at off-peak times.
  - 3.3. Include professional development on areas of most interest to adjuncts, including:
    - Effective teaching and assessment practices for face-to-face, hybrid, and online classes.
    - Addressing racial, cultural, and gender differences in the classroom.
    - Support for students with disabilities and different learning needs.
    - Support for students' mental health and wellness.
    - Grants for adjuncts, grant writing and management, and grant supports.
4. **Foster Communication for Better Inclusivity and Institutional Culture**
  - 4.1. Ensure that there are multiple channels through which the college communicates with adjuncts, including but not limited to direct email and a designated page on the college website.
  - 4.2. Update the online handbook with the latest information from the collective bargaining agreement and the Human Resources website. Consider utilizing additional forms of communicating this information, e.g., videos, that clarify complex topics and procedures such as adjunct sick pay.
  - 4.3. Provide information directly to adjuncts about College resources, including Counseling & Wellness Services, the Behavioral Response Team, Early Alert, library services, tutoring and learning centers, academic advising, and accessibility and accommodations.
  - 4.4. Inform adjuncts specifically about the existing technology supports available to them, including when they are off-campus.
  - 4.5. Edit as changes occur Hunter College online information pertinent to adjuncts.
  - 4.6. Improve two-way communication between departments and their adjunct faculty, and between full-time and part-time faculty.
  - 4.7. Offer more opportunities for adjuncts to participate in social events on and off-campus.
  - 4.8. Revise expeditiously professional contact information for current adjuncts on Hunter webpages.
  - 4.9. Create new forms of public recognition for the many accomplishments of Hunter's adjuncts.

### III. **The Task Force on Transfer Students**

Hunter College is well known for its wonderfully diverse student population. One exceptionally important aspect of Hunter's diversity rests in our students' own varied academic paths to our campus: Approximately 40% of our undergraduates are transfer students who have begun their college careers somewhere other than Hunter. While the largest group of these students comes from CUNY Community Colleges, appreciable numbers transfer from other CUNY Senior Colleges and private colleges.

**Meeting of the Hunter College Senate  
21 September 2022**

Hunter's transfer students have lower rates of academic achievement, retention, and graduation than our first-time, full-time students. During our most recent MSCHE reaccreditation, our evaluators recommended that Hunter launch a task force to study the transfer student experience and implement strategies to close these gaps. The importance of this work is heightened by the fact that our transfer student population includes a greater proportion of students who identify as Latine, Black, and African American than our first-time full-time population. Historically, Latine, Black, and African American students come from communities with the greatest barriers to economic progress, inclusive of degree attainment. Addressing the opportunity gap between transfer and first-time full-time students would also contribute to addressing our demographic opportunity gaps, promote racial equity at Hunter, and advance the College's vision of creating a more just and equitable society.

In light of the identified need to improve the experiences and outcomes of transfer students, President Raab charged a Presidential Task Force on Transfer Students in Spring 2020 to issue recommendations to address these issues. This Task Force convened, studied existing data relating to our transfer population, and conducted focus groups with transfer students. The Task Force on Transfer Students was chaired by Kevin Nesbitt, Assistant Dean for Student Affairs and Michael E Steiper, Acting Associate Provost for Academic Success, Institutional Effectiveness, & Strategic Analytics and Professor, Department of Anthropology. The names and affiliations of task force members can be found in Appendix A. Implementation of new approaches to supporting transfer students will be addressed by the existing committee on transfer student issues, which will consult the implementation recommendations of the Task Force.

The deliberations of the Task Force on Transfer Students resulted in the following four goals and subgoals:

- 1. Improve the pre-matriculation process by forging deeper connections between Hunter and our biggest source campuses, the CUNY community colleges.**
  - 1.1 Empower faculty and staff to strategically develop articulation agreements concerning course equivalencies with CUNY community colleges.
  - 1.2 Strategically develop and expand scholarship and engagement opportunities for transfer students explicitly through the lens of equity.
  - 1.3 Expand awareness of articulation agreements and opportunities to CUNY community college students.
- 2. Make all transfer processes seamless, frictionless, and equitable.**
  - 2.1 Ensure that transfer processes have equitable outcomes for our students.
  - 2.2 Improve transcript evaluation process by leveraging CUNY technology such as TRex.
  - ~~2.3~~ Create processes that provide transfer students with consistent advising and student peer mentoring from pre-matriculation through graduation.
  - 2.4 Improve information sharing about the admissions policies and academic pathways for the most popular majors among our transfer student population.
  - 2.5 Improve the registration process so that transfer students have equitable access to available seats in appropriate courses.
  - 2.6 Ensure that the math transfer process supports student academic achievement.
- 3. Ensure that transfer students can complete a Hunter bachelor's degree in a timely fashion.**
  - 3.1 Articulate the most common CUNY AS degrees with their most common Hunter BA majors.
  - 3.2 Ensure that needed courses are available to transfer students to enable them to complete their degrees in a timely fashion.
  - 3.3 Identify tailored best practices in majors that support transfer student success.
  - 3.4 Ensure that transfer students are well connected to academic and co-curricular supports in our learning centers, library, career services, and within our majors.
- 4. Hunter College will embrace and celebrate transfer students and ensure that they fully participate in student/campus life.**
  - 4.1 Create and expand hallmark events that celebrate the contributions of our transfer students beyond Transfer Welcome Week.
  - 4.2 Develop leadership opportunities that reflect the assets, interests, commitments, and diversity of our transfer students.
  - 4.3 Facilitate opportunities for transfer students to participate in student government and student clubs.

#### IV. Committee on Career Readiness & Student Success

Although Hunter College was founded in 1870 as the Female Normal and High School, with the mission of training women for the profession of teaching, in more recent times it has been the standout CUNY senior college committed to liberal education through excellence in the Arts, Sciences and Humanities. At the same time Hunter College has outstanding professional schools in nursing, education, social work, and health professions. While Hunter School of Arts and Sciences undergraduates go on to successful careers,



**Meeting of the Hunter College Senate  
21 September 2022**

including for some graduate education, there has not been a college-wide focus on students' post-graduation career readiness that builds upon the arts, sciences, and humanities base of their education.

The Committee on Career Readiness & Student Success was charged with re-imagining and re-invigorating the way Hunter College prepares students to embark on dynamic and rewarding professional careers. Given the school's goal of cultivating students to become stewards of the future, it is imperative that Hunter, in turn, truly prepare students to begin their careers the day they graduate. The Committee on Career Readiness & Student Success was co-chaired by Peggy Segal, Director of the Cooperman Business Center and Daniel Hurewitz, Special Advisor to the Provost for Student Success and Associate Professor of History. The names and affiliations of committee members can be found in Appendix A. Prioritizing and implementing recommendations on career readiness and student success will be led by Daniel Hurewitz, the Special Advisor to the Provost for Student Success.

The Committee's findings indicate that while Hunter has many excellent career preparation programs that have a significant positive impact on some students, these programs are unevenly distributed and there is a lack of coordination of these programs across the College. The result is that too many of our students receive little deliberate career guidance or support while at Hunter. As indicated in the full Task Force report, roughly 2/3 of our undergraduates report having had no interaction with Hunter's Career Services team. Similarly 2/3 of undergraduates report that they have little or no confidence in their ability to secure employment after graduation. Despite the life-changing promise of a Hunter education, many students are leaving Hunter without either a clear career destination or an identifiable path to build on that promise.

A totally reimagined approach is needed at Hunter College that actively addresses the disconnect many students experience between the education they achieve and their future career paths. Raising institutional awareness regarding post-graduate success, integrating career thinking within academic programming, Student Affairs, and other student support services, and building a sense of shared responsibility across the College can dramatically alter the landscape for our students. This fundamental re-thinking must include all involved, especially students, faculty, Career Development Services, and advisors. It must center career thinking in Hunter's physical space as well, so that consideration of post graduate plans are not an afterthought.

1. Create a Careers Leadership Team that works as a centralizing hub linking all career development activities for the college; that builds relationships with faculty and academic departments as part of a shared mission of career preparation; that cultivates ties to alumni, advisory boards, and external partners; and that is organized around career "clusters."
2. Faculty and academic programs & departments need to embed career thinking in their classes, their advising, their student's research opportunities, and student internships.
3. Develop faculty career liaisons within majors and departments whose responsibilities include keeping students' career considerations an active consideration within the faculty.
4. Coordinate shared effort between faculty, departments, and the careers staff regarding internships and experiential learning across the college to bring greater transparency, equity, and opportunity to students regardless of major or program.
5. Ensure that Student Affairs Advisors, from their first contact with students, guide students toward understanding how their Hunter education can serve as preparation for career success, and how students can take on the multiple tasks of developing their own career plans.
6. Leverage Hunter College's extensive network of community stakeholders, which includes alumni, members of Hunter advisory boards, businesses, nonprofit organizations, public agencies, and others to serve as mentors and guides on career opportunities.

**V. Committee on Research, Scholarship and Artistic Discovery**

In Hunter's 2012 – 2020 Strategic Plan, and in its 2019 MSCHE Self Study, the college stated its commitment to increase its standing as a robust research institution. This 2021 – 2029 Strategic Plan reiterates this commitment and clarifies that it includes strong contributions in research, in scholarship, and in artistic and cultural discovery. The College is committed to providing support and infrastructure for these critical activities that make broad social and scientific contributions, but that also increase the impact of our academic curriculum by giving our students access to cutting-edge innovation, scholarship, artistic discovery, research, and knowledge generation in action.

The Committee collectively decided on a process, a set of sub-committees related to research, scholarly activity, and discovery, which by design and intention includes art, dance, and creative projects that help us to see other perspectives, examine our own

**Meeting of the Hunter College Senate  
21 September 2022**

assumptions and imagine the future in new ways. The Committee included the full spectrum of translational, physical, biological and molecular research done at Hunter, now and in the future.

The data sources for the committee's deliberations and recommendations included:

- A four-question discussion tool developed by the committee that could be brought back to the academic departments.
- A review of accessing and interpreting the Collaborative on Academic Careers in Higher Education (COACHE) data.
- The ability to invite additional committee members.

The committee Co-chairs developed a timeline of activities to include scheduled meetings, and the presentation of the findings back to the group for input, interpretation and further guidance.

This detailed process uncovered a tremendous amount of detailed information that was distilled into recommended goals, sub-goals, represented in the strategic plan, and implementation objectives that will serve decision makers in implementing the goals. The strategic planning subcommittees included broad representation from across disciplines and across the college.

The Committee on Research, Scholarship and Artistic Discovery was commissioned to create goals and make recommendations on how the College could strengthen its existing research-oriented culture. The Committee developed a subcommittee structure to facilitate a comprehensive assessment of needs, opportunities, and directions for faculty's contributions to their respective fields:

- Outreach and Strategic Partnerships
- Departmental and Institutional Culture
- Research Infrastructure
- Mentoring, Scholarly Productivity, Tenure and Promotion

The goals of this committee are organized by the focus of the subcommittees.

The committee was led by Professor Elizabeth Cohn, Rudin Professor for Nursing and the Associate Provost for Research and Olorunseun O. Ogunwobi, Professor of Biology. The names and affiliations of task force members can be found in Appendix A. Implementation of college-wide changes in research, scholarship, and artistic discovery will be led and monitored by Christopher B. Braun, Professor, Department of Psychology and Acting Associate Provost for Research and Special Advisor for Science.

**Overarching Goal:** Hunter College will advance the vision of innovative partnerships, accelerate scientific and creative discoveries, enhance opportunities to be involved in emerging enterprises, and support and advance Hunter College's designation as a source of outstanding science and artistic discovery and innovation.

**Outreach and Strategic Partnerships**

The Outreach and Partnerships sub-group endeavored to provide a path for promoting and increasing external partnerships and industry outreach. Through this plan, Hunter College can advance the vision of innovative partnerships, accelerate scientific and creative discoveries, enhance students' opportunities to be involved in emerging enterprises, and support Hunter College's designation as a source of outstanding talent and ideas.

1. Maintain and expand Hunter College's standing as an ideal scientific and creative partner.
  - 1.1 Identify, inventory, and make available a list of the current partnerships and collaborations. Explore ways to promote and strengthen them. Identify new and emerging partners and create a pathway for partnership (see 2.2).
  - 1.2 Advertise and promote the expertise at Hunter College. Develop a website for external partners where faculty can be sorted by area of expertise or subject matter. Provide easy contact information for each faculty member or a central number where someone can call or write to be connected with expertise in the field.
  - 1.3 Develop and publicize areas/centers of scholarship and expertise that can be consulted for local, regional, and national projects and programs for example the Brookdale Center for the Aging, the Food Policy Center, etc.
  - 1.4 Broadly disseminate the finding of studies of our investigators under the Hunter College imprimatur to demonstrate excellence in, and expertise in subjects and processes.
2. Streamline the partnership process.
  - 2.1 Build Hunters potential to provide facilitated ways of partnering with researchers outside of the College, highlighting Hunter's researchers as attractive collaborators.
  - 2.2 Streamline processes and infrastructure relating to securing and administering external partnership agreements.
  - 2.3 Develop a "fast-track" for contracts and agreements from external partners that are time sensitive.

**Meeting of the Hunter College Senate  
21 September 2022**

- 2.4 Increase Hunter's hosting of grants and contracts when collaborating with partner researchers at other academic and research institutions.
3. Leverage our existing relationships with alumni, emeriti, retired faculty and friends of CUNY.
- 3.1 Increase the pathways and opportunities for alumni, friends, emeriti, and partners to engage with university programs.**
- 3.2 Facilitate "open-house" days for potential collaborators and partners, i.e., open labs at Belfer for tours, open performing arts facilities/galleries for viewing/consider partnership between dance and artistic endeavors with NYC's rich art and cultural environment.**
- 3.3 Increase and invite alumni, emeriti and retired faculty back for local and regional events to promote partnership and deepen interactions.**
4. Identify new opportunities for partnerships.
  - 4.1 Develop *Portfolios for Partnership* with specific outreach from relevant departments and Centers on Campus.
  - 4.2 Explore opportunities with other Academic Institutions across CUNY and with external institutions.
  - 4.3 Increase collaborations with industry, scientific, research, entertainment/arts, and cultural partners.

## **VI. Committee on Technology**

The charge to the Committee on Technology was to imagine new ways that technology could improve all aspects of the activities of the Hunter College community, especially in light of what we have learned in our responses to the COVID 19 Pandemic. The COVID crisis required extraordinary improvisation by students, faculty, staff, and administrators to maintain the work of the college and at the same time to make sure that all in the Hunter community were safe and that their various needs were met. Rather than simply reverting to pre-Pandemic ways of operating, which often were already challenging, the Committee was charged with imagining and proposing ways to leverage our successes and challenges during COVID so that, moving forward, we can utilize the advantages technology may give us in multiple dimensions.

Some issues concerning technology are obvious. For example, students, faculty, and staff all need appropriate hardware and software to accomplish their different undertakings. Focusing principally on elaborating that need, however, does not lead the college to truly learn from our COVID experiences. More nuanced issues are far less clear. For example:

- Which College services need to be in-person, which need to be online to facilitate access, and which need both in-person and online opportunities?
- Hunter has offered evening and weekend classes for a long time, but a complete set of student services is not similarly available. Does technology offer a way to resolve this imbalance in a cost effective way?
- The increased offering of some online classes and entire degrees appears to be more viable than it did to many pre-Pandemic. Which courses and degrees should the College consider for online modes of instruction? Would, for example, the availability of at least several sections of each general education course improve students' graduation rate and achieve other student goals?
- Information students and faculty need too often is mediated through one or more individuals. Can technology streamline and accelerate gathering, analyzing, and distributing information?
- Online classes oftentimes facilitate both taking and teaching classes, but also raise issues of academic integrity and quality. Can technology help improve the integrity of online test taking, for example?
- As Hunter College continues to strengthen its research, scholarship, and creative activities, how might those activities be facilitated through technology? For example, can grant applications, grant management, institutional Review Board requirements and activities be placed online, searchable records digitized, and timed requirements tracked?
- Administrative workflow is often siloed and sequential. Are there technologically mediated ways that administrative workflow can be made more seamless?

The committee was led by Professor Michaela Soyer, Department of Sociology, and Brian Maasjo, Director of Academic Advising. The names and affiliations of task force members can be found in Appendix A. Hunter College's Chief Information Officer will lead, coordinate the implementation of technology improvements, supported by Hunter college faculty and staff.

In recognition of the complexity of the technology issues inherent in the Committee's charge, the Committee on Technology divided into five subcommittees, reflecting some of the different ways those in the Hunter College community utilizes and could utilize technology.

- Student Engagement
- Research

- Community Engagement
- Administrative Workflow
- Teaching

Three overarching goals represent the deliberations and report of the Committee:

- The complexity of the technology needs of Hunter College requires cross-cutting leadership and coordination, consistent with the charge of the Strategic Plan Technology Committee and inclusive of the goals of the five other Strategic Plan committees.
- Recognizing that members of the Hunter community vary in how they are able to use and access technology based upon their individual circumstances and abilities, the College is committed to equitable access for all users of Hunter College technology.
- Hunter College aspires to strengthen partnership between Hunter/ CUNY and the non-academic technology space to enhance teaching, learning, community engagement and administrative workflow.

1. Student Experience

- 1.1 Hunter College seeks to provide its students with equitable access to up-to-date, technological tools that are relevant for their course of study, their engagement in the community, and in their research activities.
- 1.2 The College additionally aims to expose and train students on technological advances relevant to their studies and their career plans.
- 1.3 Hunter College will continue to support its students by offering flexible modalities of instruction, wellness services, and advising to maximize student engagement and academic success. In addition to creating a flexible learning environment, these tools will be used to strengthen a sense of belonging to the campus community beyond the classroom.

2. Research

- 2.1 Hunter College aims to provide its community of researchers and artists with ongoing access to the technological tools, software, and hardware necessary for high level, internationally competitive research and artistic production.
- 2.2 The College also endeavors to maintain the technological infrastructure needed by research and creative activities, consistent with resource constraints.

3. Community Engagement

- 3.1 Hunter College will build on the lessons learned from the COVID 19 Pandemic to use technology to engage members of the college community, and to increase ways that the college community can engage with the broader community.

5. Administrative Workflow

- 4.1 Taking an enterprise perspective, the college will explore plans digitizing and centralizing work processes with the goal to ensure administrative continuity and information sharing between different administrative branches and departments. This interface will be introduced to ease friction and maximize information flow and retention.

6. Teaching

- 1.1 The College will continue to encourage and support faculty to integrate technology as a part of innovative teaching and learning. The college is committed to provide teaching and learning technological platforms and infrastructure such as through the Center for Online Learning and ACERT.
- 1.2 The College commits to ongoing training of its faculty so that they have the technological knowledge and skills to teach online and utilize technology to improve their teaching in all modes of instruction.
- 1.3 Hunter College will continue to create and adopt pedagogically sound approaches to structuring online, hybrid and high-flex classes using appropriate technology, including for purposes of equitable access to fulfill general education requirements and others.
- 1.4 In addition to online courses, Hunter College will explore the feasibility of developing online degree programs that will increase access to Hunter College graduate, professional and undergraduate degrees.

**Meeting of the Hunter College Senate  
21 September 2022**

**APPENDIX A: Committee Membership**

**Members of the Task Force to Advance Racial Equity**

The task force was co-chaired by Dr. John Rose, Dean for Diversity & Compliance and Miesha Smith, Vice President for Student Affairs

Members:

- Ariana Ahmed, Student
- Nibras Ahmed, Alumni
- Jessica Alvarez, Legal Affairs
- Kelly Anderson, Film & Media
- Theoni Angelopoulos, Student Affairs
- Judith Aponte, Hunter-Bellevue School of Nursing at Hunter College
- Quilan Arnold, Dance
- Erin Bach, Silberman School of Social Work
- Jillian Báez, Africana, Puerto Rican and Latino Studies
- Diana Baik, Graduate Student, Silberman School of Social Work
- Lilliam Barrios-Paoli, Senior Advisor Office of the President
- Hardik Bhaska Alumni
- Kelvin Black, English
- DeAngelo Blanchard, Graduate Student in Educational Leadership
- Joel Bloom, Director of Assessment
- Yarimar Bonilla, Puerto Rican and Latino Studies
- Melissa Boronkas, Office of Academic and Student Affairs
- Jacqueline Brown, Anthropology
- Robyn Brown-Manning, Silberman School of Social Work
- Anthony Browne, Professor Africana and Puerto Rican/Latino Studies
- Tamara Buckley, Counseling and Psychology
- Ramiro Campos, Geography and Environment
- Austin Carvey, Alumni
- Mary Cavanaugh, Silberman School of Social Work
- Erica Chito-Childs, Sociology
- Monique Correa, Student
- Robert Cowan, Program Development, Assessment, and Review
- Collin Craig, Hunter College Black Male Initiative
- Kelle Cruz, Physics and Astronomy
- Jessie Daniels, Sociology
- Lisa Corinne Davis, Art
- Michelle Desir, Silberman School of Social Work
- Therno Diallo, Alumni
- Maura Donohue, Dance
- Khia Duncan, Graduate Student
- Rebecca Edwards Alumna,
- Philip Ewell, Music Theory
- Joseph Fantozzi, Admissions and Recruitment
- Ruth Finkelstein, Brookdale Center for Healthy Aging
- Rose Dobrof, Brookdale Center for Healthy Aging
- Roseanne Flores, Psychology
- Vanessa Fuentes, Alumna
- Justin Gerald, PhD Student
- Yostina Girgis, Student Welfare Commissioner, Undergraduate Student Government
- Kirsten Grant, Chemistry
- Sherryl Graves, School of Education

**Minutes****Meeting of the Hunter College Senate  
21 September 2022**

- Nancy Greenbaum, Chemistry
- Sumaita Hasan, Alumna
- D'Weston Haywood, History
- Caitlin Ho, AANAPISI Project (HCAP)
- Harold Holzer, The Roosevelt House Public Policy Institute
- Karen Hunter, Film & Media
- Daniel Hurewitz, History & Special Advisor, Provost for Student Success
- Carolynn Julien, Research Administration
- Diana Kennedy, Student, Macaulay Honors College
- Esther Ko, Office of the Arts
- Philena Latcha, Athletics
- Tiffany Leon, Alumna
- Lázaro Lima, Africana, Puerto Rican and Latino Studies
- Vivian Louie, Urban Policy and Planning Director, Asian American Studies
- Valerie Lyons, Student Affairs Office of Academic and Student Affairs
- Edwin Meléndez, Urban Affairs and Planning
- Ricardo Miranda, Film & Media
- Nadia Mohamed, MFA Candidate Integrated Media Arts
- Janet Neary, English
- Kevin Nesbitt, Student Affairs
- Elizabeth Nunez, English
- Onyekachi Okeke, Student
- Anna Ortega-Williams, Silberman School of Social Work
- Oyewole Oyekoya, Computer Science
- Laura Palermo, Anthropology
- Erica Pearson, Undergraduation Appeals
- Joshua Plotnik, Psychology
- Jody Polleck, Literacy Education
- Catherine Raissiguier, Women and Gender Studies
- Kenney Robinson, Career, Professional and Partnership Development
- Abigail Rodriguez Morales, Medical Laboratory Science
- Ashley Rolon-Marlowe, School of Education
- Jennifer Rothstein, Computer Science
- Jennifer Samson, School of Education
- Sanford Schram, Political Science and Sociology
- Malkie Schwartz, Legal Affairs
- Peggy Segal, Cooperman Business Center
- Jama Shelton, Silberman School of Social Work
- Sigmund Shipp, Undergraduate Urban Studies
- Calvin Smiley, Sociology
- Miesha Smith, Student Life
- Alethea Taylor, School of Education
- Sephore Thom, Student
- Christina Torossian-Mira, School of Education
- Vanderie Vielié, SEEK Counselor
- Lori Welch, Undergraduate Admissions
- Jason Young, Psychology
- Maura Zoeller, Student Affairs

**Members of the Adjunct Task Force**

The Task Force was co-chaired by Associate Provost Jennifer Tuten and Professor Lisa Marie Anderson (Chair of German).

**Minutes**  
**Meeting of the Hunter College Senate**  
**21 September 2022**

Members:

- Barry Cherkas, Department of Mathematics & Statistics
- Peter Dudek, Department of Art & Art History (adjunct)
- Jennifer Gaboury, Department of Women & Gender Studies
- Galia Galansky, Human Resources
- Daniel Gardner, Silberman School of Social Work
- Leila Gastil, Department of Psychology (adjunct)
- Sherryl Graves, School of Education
- Michele Kirchner, Department of Chemistry
- Shiao-Chuan Kung, Center for Online Learning
- Andrew Silver, Silberman School of Social Work
- Alexandra Tsybeskov, School of Nursing

**Members of the Task Force on Transfer Students.**

The Task Force was co-chaired by Kevin Nesbitt, Assistant Dean for Student Affairs and Michael E Steiper, PhD, Acting Associate Provost for Academic Success, Institutional Effectiveness, & Strategic Analytics; Professor, Department of Anthropology.

Members:

- Avery Adams, Student
- Colleen Barry, Student Affairs
- Sandi Clarkson, Mathematics & Statistics
- Justin Gbadamassi, Student
- Diego Loayza, Biological Sciences
- Brian Maasjo, Student Affairs
- Stephanie Margolin, Hunter College Libraries
- Maria Mendoza, Student & Alumni Activities and Community Outreach, Academic Advising Manager, School of Nursing
- Irina Ostrozhnyuk, Undergraduate Admissions
- Lacey Peters, Curriculum and Teaching
- Maria-Helena Reis, Student Academic Advising, Psychology
- Gabriela Smeureanu, Chemistry

**Members of the Committee on Career Readiness & Student Success**

The Task Force was co-chaired by Daniel Hurewitz (History) and Peggy Segal (Cooperman Business Center)

- Phil Alcabes, Urban Public Health
- Shayne Bernstein, Career Development Services
- Carmen Brown, Curriculum & Teaching
- Jennifer Ford, Psychology
- Kirsten Grant, Chemistry
- Sarah Greenberg, Honors Student
- Alfred Guaman, Undergraduate Admissions
- Mark Halling, Sociology
- Elise Harris, Computer Science
- Abigail Rodriguez-Morales, Medical Laboratory Sciences
- Dara Myers-Kingsley, Office of the Arts
- Josh Plotnik, Psychology
- Arabella Pollack, Business Certificate
- Sandy Shapshay, Philosophy
- Basil Smikle, Public Policy
- Julie Tay, Classical Studies
- Robert Thompson, Mathematics

**Meeting of the Hunter College Senate  
21 September 2022**

**Members of the Committee on Research, Scholarship and Artistic Discovery**

The Task Force was co-chaired by Elizabeth Cohn, PhD, RN (Co-Chair) and Olorunseun O. Ogunwobi, MD, PhD (Co-Chair)

- Paul A. Dennis, Dance
- Mark G Ing, Brookdale Center on Healthy Aging
- Lazaro Lima, Africana and Puerto Rican/Latino Studies
- Ajatshatru Pathak, Library
- Anna Reva, Student
- Melissa B. Schieble, School of Education
- Tyrel Starks, Psychology
- Jama Shelton, Silberman School of Social Work
- Charles Tien, Political Science
- Arita C. Winter-Potter, Human Research Protection Program
- Brian M. Zeglis, Chemistry

**Members of the Committee on Technology**

- Kelle Cruz, Professor, Physics and Astronomy
- Rebecca Dangoor, President's office, Development
- Partha Deb, Professor, Economics
- Aliya Frazier, Office of Advising
- Larry Kowerski, Classical and Oriental Studies
- Shiao-Chuan Kung, Center for Online Learning
- Vicki Lens, Silberman School of Social Work
- John Pell, Library
- Gina Riley, School of Education
- Evan Silberman, Chief Information Officer
- Stephen Sukhra, Instructional Computing & Information Technology - IT Products
- Steven Trasino, Urban Public Health
- Julie Van Peteghem, Romance Languages (Italian)