MINUTES
Meeting of the Hunter College Senate
25 May 2022

1 The 667th meeting of the Hunter College Senate convened at 3:38 PM via Zoom.

Presiding: Laura S. Keating, Chair

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

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

Agenda: Chair Keating informed the body that there were no meeting Minutes for approval today. The agenda was adopted as revised.

Report by the President: President Raab's report is in Appendix II.

Strategic Plan: Chair Keating called on Professor James Mandiberg (Silberman School of Social Work) to present an overview of the college Strategic Plan. Professor Mandiberg's presentation and the draft of the report are in Appendix III. Questions followed.

Report by the Administrative Committee:

a) **Approved Curriculum Changes**
The following curriculum changes as listed in the attached report dated 25 May 2022 have been approved as per Senate resolution and are submitted for the Senate's information. Items: GS-1434 (New course), GS-1444C (Change in courses), GS-1505A (Change in courses), and GS-1509 (New course).

b) **Ad Hoc Committee on Senate Rules, Practices, and Procedures**
Chair Keating presented the Resolution to Revise and Extend Charge of the Ad Hoc Committee to Compile Senate Rules, Practices, and Procedures.

To Revise and Extend Charge of the
Ad Hoc Committee to Compile Senate Rules, Practices, and Procedures

Be it resolved that that the charge of the ad hoc committee below be revised as follows and its term extended to the end May, 2023:

Charge:
1. To collect, organize, make easily accessible, and link to identifiable Senate actions,
a) existing Senate rules (rules of order and standing rules), practices, and procedures for the operation of the assembly and its committees,
b) existing rules pertaining to other actions requiring Senate consultation or approval,
c) Hunter College academic policies as posted in the Hunter College Catalog.

2. The committee may also identify rules, procedures, and policies with unclear origin and bring them to the Senate's attention for possible action.

3. To design and recommend a plan for maintaining and further developing the above record and a plan for making this information accessible on the Senate website.

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55   **25 May 2022**
56
57   The committee will report to the Senate by the end of Fall 2022 on progress and on any relevant
58   recommendations for Senate approval.
59
60   Membership:
61   Chair: Laura Keating (Chair, Senate)
62   Sarah Jeninsky (Secretary, Senate)
63   Lara Miranda (Senate Admin Executive Associate)
64   Tony Doyle (Senate Parliamentarian)
65   Eckhard Kuhn-Osius (Former Chair Undergraduate Course of Study Committee)
66   Elke Nicolai (Chair, Charter Review)
67   Kevin Sachs (Chair, UARC)*
68
69   *through Summer 2022
70
71   The Resolution carried by unanimous consent.
72
73
74   **Committee**
75   **Report:**   **Undergraduate Academic Requirements Committee**
76   Chair Keating called on Professor Kevin Sachs, Chair of the Undergraduate Academic Requirements
77   Committee, to report. Professor Kevin Sachs presented Resolution on Credit Sharing Policy at Hunter
78   College. Discussion and debate followed.
79
80   **RESOLUTION ON CREDIT SHARING POLICY AT HUNTER COLLEGE**
81   **25 May 2022**
82
83   RESOLVED, that as of the Spring 2023 semester, the following policy shall be implemented and
84   reflected in the Hunter College Undergraduate Catalog:
85
86   "Policy on Credit Sharing Between or Among Multiple Majors"
87
88   Credit sharing occurs when credit hours earned in a course count towards the credit requirements of more
89   than one program at Hunter College.
90
91   Some programs and majors, after approval through curricular governance procedures of the Hunter
92   College Senate, may allow for some credit sharing between or among majors where the same courses are
93   accepted towards different declared majors without requiring the student to take additional courses to
94   reach the required number of credits in each major. Please refer to the program descriptions for each major
95   in the Hunter College Catalog to see if this is allowed between or among specific majors. If such allowance
96   is not stated in the program description in the catalog, the student must take additional courses as approved
97   by the major departments or programs to reach the required number of credits in each major."
98
99   Explanation: This resolution codifies a policy in effect but never authorized by the Hunter College Senate.
100   There are no policy changes in this resolution.
101
102
103   There was a motion to recommit the Resolution to the Committee. It was seconded. Debate followed.
104   There was a motion to withdraw the above motion. There was no objection.
105
106   There was a motion to amend the original resolution and consider an alternative proposal [differences
107   indicated by strikethrough and underlining below]. It was seconded.
108
109   **RESOLUTION ON CREDIT SHARING POLICY AT HUNTER COLLEGE**
110
111   RESOLVED, that as of the Spring 2023 semester, the following policy shall be implemented and reflected
112   in the Hunter College Undergraduate Catalog:

116
117   "Policy on Credit Sharing Between or Among Multiple Majors
118
119   Credit sharing occurs when credit hours earned in a course count towards the credit requirements of more
120   than one program at Hunter College.
121
122   Some programs and majors, after approval through curricular governance procedures of the Hunter
123   College Senate, may ~~allow for~~ restrict or prohibit credit sharing between or among majors where the same
124   courses are accepted towards different declared majors without requiring the student to take additional
125   courses to reach the required number of credits in each major. Please refer to the program descriptions for
126   each major in the Hunter College Catalog to see if this is ~~allowed~~ restricted or prohibited between or
127   among specific majors. If such ~~allowance~~ restriction or prohibition is not stated in the program description
128   in the catalog, the student ~~must~~ will not be required to take additional courses ~~as approved by the major~~
129   ~~departments or programs~~ to reach the required number of credits in each major."
130
131   There was a motion to amend as follows:
132
133   Credit sharing occurs when credit hours earned in a course count towards the credit requirements of more
134   than one program at Hunter College **without requiring the student to take additional courses to reach**
135   **the required number of credits in each major**.
136
137   Some programs and ~~majors~~ **departments**, after approval through curricular governance procedures of the
138   Hunter College Senate, may restrict or prohibit credit sharing between or among majors. ~~where the same~~
139   ~~courses are accepted towards different declared majors~~ ~~without requiring the student to take additional~~
140   ~~courses to reach the required number of credits in each major.~~ Please refer to the program descriptions for
141   each major in the Hunter College Catalog to see if this is restricted or prohibited between or among
142   specific majors. If such restriction or prohibition is not stated in the program description in the catalog,
143   the student will not be required to take additional courses to reach the required number of credits in each
144   major."
145
146   The amendment of the amendment carried by unanimous consent.
147
148
149   iClicker voting to amend the original resolution to the alternative proposal produced the following results:
150   39 in favor, five against, one abstention. The motion carried.
151
152
153   There was a motion to extend the meeting for 10 minutes until 5:35 PM. The motion carried by unanimous
154   consent.
155
156
157   There was a motion to call the question. It was seconded.
158
159   iClicker voting to adopt the amended proposal produced the following results: 31 in favor, 12 against,
160   zero abstenstion. The Resolution failed.
161
162
163   There was a motion to extend the meeting for 10 minutes until 5:45 PM. The motion carried by unanimous
164   consent.
165
166
167   **Committee on General Education and Committee on Academic Assessment and Evaluation**
168   Chair Keating called on Professor Lawrence Kowerski, Chair of the Committee on General Education,
169   and Professor Gina Riley, Chair of the Committee on Academic Assessment and Evaluation, to report on
170   a 5-year Assessment Plan for General Education. The report is in Appendix IV.
171
172   The report was approved by unanimous consent.

174   **Meeting of the Hunter College Senate**
175   **25 May 2022**
176
177   **Old**
178   **Business:**   **The Select Committee on Student Success**
179   Chair Keating presented Charges to The Select Committee on Student Success in the Transition Out of
180   the COVID-19 Emergency.
181
182   CHARGES TO THE SELECT COMMITTEE ON STUDENT SUCCESS IN THE TRANSITION OUT
183   OF THE COVID-19 EMERGENCY:
184
185   Resolved that, starting this Fall, the Select Committee on Student Success study the challenges facing
186   undergraduate students as we move out of the COVID-19 emergency, including those related to success
187   in course work, timely program planning (advising), and mental health. The committee will report to the
188   Senate by the end of Fall 2022, making any recommendations it deems appropriate.
189
190   Resolved that the Select Committee on Student Success, in consultation with UCSC, GCSARC and
191   UARC, and appropriate administrative offices, consider and make recommendations by the end of Fall
192   2022 concerning how to increase student awareness and commitment to the values of academic integrity.
193
194
195   There was a motion to recommit The Charges to the Student Success Committee. The motion carried by
196   unanimous consent.
197
198
199   **New**
200   **Business:**   There was a motion to reconsider the initial **Resolution on Credit Sharing Policy at Hunter College.**
201   It was seconded.
202
203
204   RESOLVED, that as of the Spring 2023 semester, the following policy shall be implemented and
205   reflected in the Hunter College Undergraduate Catalog:
206
207   "Policy on Credit Sharing Between or Among Multiple Majors"
208
209   Credit sharing occurs when credit hours earned in a course count towards the credit requirements of more
210   than one program at Hunter College.
211
212   Some programs and majors, after approval through curricular governance procedures of the Hunter
213   College Senate, may allow for some credit sharing between or among majors where the same courses are
214   accepted towards different declared majors without requiring the student to take additional courses to
215   reach the required number of credits in each major. Please refer to the program descriptions for each major
216   in the Hunter College Catalog to see if this is allowed between or among specific majors. If such allowance
217   is not stated in the program description in the catalog, the student must take additional courses as approved
218   by the major departments or programs to reach the required number of credits in each major."
219
220   Professor Sacks moved to amend as follows:
221
222   Some programs and majors, after approval through curricular governance procedures of the Hunter
223   College Senate, ~~may~~ allow for ~~some~~ credit sharing between or among majors where the same courses
224   are accepted towards different declared majors without requiring the student to take additional courses
225   to reach the required number of credits in each major. Please refer to the program descriptions for each
226   major in the Hunter College Catalog to see if this is allowed between or among specific majors. If such
227   allowance is not stated in the program description in the catalog, the student must take additional
228   courses as approved by the major departments or programs to reach the required number of credits in
229   each major."
230
231   There was a motion to extend the meeting for 10 minutes until 5:55 PM. The motion carried by unanimous
232   consent.

236
237   The question was called.
238   An attempt to adopt the Resolution by unanimous consent failed.
239
240   The question was called.
241
242   There was a motion to call the quorum.
243   iClicker voting produced the following results: 35.
244   Due to lack of the quorum, there was no voting on adopting the Resolution.
245
246
247   Due to late hour, the meeting was adjourned at 5:57 PM.
248
249   Respectfully submitted,
250
251
252   Sarah Jeninsky
253   Secretary

APPENDIX I

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

Faculty

Department	Name		Code
AFPRL	Anthony Browne		X
	Milagros Denis-Rosario	(A)	X
	Lázaro Lima	(A)	A
Anthropology	Jackie Brown		X
	Stephanie Levy	(A)	A
	Milena Shattuck	(A)	A
Art & Art History	Harper Montgomery		X
	Chitra Ganesh		X
	Emily Braun	(A)	X
	A. K. Burns	(A)	X
Biological Sciences	Ben Ortiz		A
	Jesus Angulo		E
	Paul Feinstein	(A)	X
	Carmen Melendez	(A)	X
Chemistry	Gabriela Smeureanu		A
	Nancy Greenbaum	(A)	A
	Brian Zeglis	(A)	X
Classical & Oriental Studies	Yasha Klots		E
	Fang Dai	(A)	X
	Doron Friedman	(A)	A
Computer Science	Sven Dietrich		X
	Felisa Vazquez-Abad	(A)	X
		(A)	
Curriculum & Teaching	Lacey Peters		X
	Jason Wirtz		X
		0 (A)	
	Tim Farnsworth		X
Dance	David Capps		A
	Maura Donohue	(A)	X
		(A)	
Economics	Tim Goodspeed		A
	Michelle Liu		A
	vacant	(A)	
	Avi Liveson	(A)	X
Educational Foundations & Couns	Sarah Bonner		A
	Jeanne Weiler	(A)	A
	Markus Bidell	(A)	X
English	Sarah Chinn		X
	Amy Robbins		X
	Collin Craig		A
	Janet Neary	(A)	A
Film & Media Studies	Larry Shore		X
	Andrew Demirjian	(A)	X
	Ricardo Miranda	(A)	X
Geography & Environmental Scie	Allen Frei		X
	William Solecki	(A)	X
		(A)	
German	Elke Nicolai		A
	Eckhard Kuhn-Osius	(A)	X
	Aine Zimmerman	(A)	E
History	Daniel Hurewitz		A
	Manu Bhagavan	(A)	X
		0	
Library	Sarah Ward		A
	Iris Finkel		A
	Mee' Len Hom	(A)	A
		(A)	

Department	Name		Code
Mathematics & Statistics	Sandra Clarkson		A
		0	
	Robert Thompson	(A)	X
	Barry Cherkas	(A)	X
Medical Laboratory Sciences	Abigail Morales		A
	Chad Euler	(A)	X
	Muktar Mahajan	(A)	X
Music	Jewel Thompson		X
	Michele Cabrini	(A)	X
		(A)	
School of Nursing	Carolyn Sun		X
	William Samuels		A
	Stephen Yermal		X
	Ah-Yun (Emily) Yeh	(A)	X
Philosophy	Laura Keating		A
	Frank Kirkland	(A)	X
	Omar Dahbour	(A)	X
Physics & Astronomy	Kelle Cruz		A
	Yuhang Ren	(A)	X
		(A)	
Political Science	Robert Jenkins		X
	Lina Newton	(A)	A
	Michael Lee	(A)	X
Psychology	Roseanne Flores		A
	Michael Lewis		X
	Glenn E Schafe	(A)	X
	Peter Serrano	(A)	A
Physical Therapy	Milo Lipovac		X
	Jaya Rachwani	(A)	A
		(A)	
Romance Languages	Paolo Fasoli		A
	Magdalena Perkowska	(A)	X
		0 (A)	
School of Social Work	Samuel Aymer		X
	George Patterson		A
	Marina Lalayants	(A)	X
	Keith Chan	(A)	X
Sociology	Mark Halling		X
	Mike Benediktsson	(A)	X
	Michaela Soyer	(A)	X
Special Education	Imani Irving		X
	Elizabeth Klein	(A)	A
	Kathryn Furlong	(A)	X
SLPA	Donald Vogel		X
	Nancy Eng	(A)	X
	JungMoon Hyun	(A)	A
Theatre	Louisa Thompson		X
	Jonathan Kalb		X
	Claudia Orenstein	(A)	X
Urban Policy and Planning	Lily Baum Pollans		A
	Victoria Johnson	(A)	X
	Matthew Lasner	(A)	X
School of Urban Public Health	Susan Cardenas		A
	Khursheed Navder	(A)	X
	May May Leung	(A)	E
Women & Gender Studies	Jennifer Gaboury		A
	Catherine Raissiguier	(A)	X
	Rupal Oza	(A)	X

Students			At-Large, Lecturers and Part-Time Faculty		
Hunter Moran	A		Student Services	Kevin Nesbitt	X
Nafeeza Ali	X			Luis Roldan	(A) X
Ariana Ahmed	X		Library	Jocelyn Berger-Barera	A
Ariel Glazman	X		Library	Tony Doyle	A
Fariha Uddin	A		Psychology	Stefan Schlussman	X
Nicole Palmetto	E		English	Cary Fitzgerald	X
Rida Akhlaq	A		Medical Lab Science	Hongxing Li	A
Afrin Ansary	X		Religion	Ron Long	X
Jackson Rasenberger	X		Political Science	Rosa Squillacote	X
Alia Codelia-Anjum	X		Special Education	Salvador Ruiz	A
Amber Javenero	A		Special Education	Gina Riley	A
Tabia Ahmed	A		Social Work	James Mandiberg	A
Auroa Hom	X		THHP	Sarah Jeninsky	A
Christopher Orzech	X		Art and Art History	Peter Dudek	X
Nicole Kuznetsov	X				
Junia Sharmin	X				
Noa Hacker	A		**Ex-Officio**		
Umor Uddin	X		President, USG		
Viet Thanh Phan	A		Vice President, GSA	Kamalpreet Kaur	X
Yamila Martinez	X		President Alumni Association	Barbara Poseluzny	A
Nourhan Ibrahim	X		President, HEO Forum	Denise Lucena-Jerez	A
Anastasia Villarreal	A		President, CLT Council	Amy Jeu	X
Sultana Wahab	X				
Luisais Taveras	X				
Yostina Girgis	X		**ADMINISTRATION**		
Julian Reich	A		Senators:		
Cade Terada	A		HEO/CLA Representative	Lori Janowski	A
Andrew Ackroyd	A		Vice President for Student Affairs	Eija Ayravainen	A
			Provost	Valeda Dent	X
			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	A
				0 vacant	

APPENDIX II

"Thank you so much, Laura. I am here to say thank you to everyone for another incredible year. This time of transition, as we move to come back to campus, has been really rewarding and refreshing but also filled with challenges. I am incredibly grateful for everyone's contributions.

"We made it through another extraordinary year despite the challenges. We are proud to have our second Rhodes Scholar in Hunter's history, the second in four years. Once again, we are a Fulbright top producer. We had our first Soros Scholarship winner in eight years. Three Goldwater scholars which is the most Hunter students ever. It is the top junior level science award. It is pretty amazing. Stephen Lassonde reports that Hunter students won 65 prestigious scholarships this year which is a 25% increase over the 51 last year. So, notwithstanding all of the challenges, we get to graduation on June 10th at 2 pm at Barclays with thousands of students getting to the finish line because of the extraordinary work of all of our faculty here on this call and in our community. So, I wanted to take a moment to express incredible gratitude for your extraordinary work under such challenging conditions. I am looking forward to a number of celebrations when we return. We will start with the ribbon cutting on the 5th floor of the Library which will be open to students. I am also excited for our library faculty who will get well-deserved new offices there. Then, we will be beginning to plan a design for the next phase and fundraising for that.

"Laura, thank you for the Senate leadership and participation in the strategic plan. I believe you will be discussing it today and then have a vote in September. I just wanted to really express my gratitude to all of you and ask everybody to give a real shout out, applause and thanks to Jim Mandiberg. He has been an incredible leader of this process, a beautiful writer who has been working an incredible number of hours with the committees and synthesizing the reports and the ideas and separating bigger strategic goals with a lot of evidence and thought pieces and ideas that will help inform the implementation of the strategic plan. So, I am really grateful, proud and excited about the vision in this plan that we have all come together to posit for the next decade. Over 100 faculty, students and staff have been on the actual committees and worked on the writing. People came to testify and talk to the different committees. So, it has really been a community process. I just want to ask people to think about what level of engagement they would like to have in the various implementations. For example, we have had a big call out for a standing committee on the Racial Equity Task Force. Many of you have volunteered or been volunteered by your department, so that committee is coming together. Then, in Career Readiness and Technology are areas of new thought and commitment of the College. We are looking for ways to structure that implementation. As you talk today, I hope people will think, "Oh, maybe that is something I really care about, have a sense about or I would like to be engaged in." I would ask you to reach out to Jim or me and let us know your interest because when we come back in September, we are really going to be focusing on how we take these great ideas and this vision and turn it into reality so that it is not sitting on a shelf but it is a plan that lives and breathes and informs what we do.

"The summer is shaping up well. We have about 7,000 students enrolled in summer school. It is a little bit of a decrease from last year but I think coming out of the pandemic, it is not completely surprising. Per the faculty conversations, we have left most of the classes online this summer because we do find that that is the students' preferred mode of instruction over the summer. But I am also very excited to say that in terms of our classes for the fall, for which we started registration just today, 90% of our undergraduate classes are back in-person and about 73% of our Master's classes are back in-person. I think that is probably a smart and strategic mix on those two levels of education. The remainder in both categories are a mix of fully online and hybrid which is also, I think, healthy participation. This gives us the ability to test different ideas. So, we are expecting, as I said, good participation in the summer and a real return to campus in the fall.

"With that, I thank everyone: the Senate, particularly you, Laura, and the Administrative Committee for your partnership during the year. I look forward to seeing everybody. Graduation is a little bit later in the year than we usually have it, but I really do hope everyone can join us at Barclays on June 10th to celebrate the extraordinary class of 2022. We have invited both January graduates, since we were not able to have that ceremony because we had the big Omicron outbreak at that point, and of course, our May/June graduates. So, we are expecting thousands of wonderful young newly minted Hunter graduates. We hope that many of you can be there to help us celebrate. Thank you, Laura, for this opportunity to report and express my appreciation."

APPENDIX III

Hunter College Strategic Plan 2022

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

Why a Strategic Plan?

- It's required: Middle States Commission on Higher Education – MSCHE
  - The *self-study* for our next MSCHE accreditation will include specifics on how we met the goals included in our strategic plan.
- It's a chance to revisit and reaffirm Hunter's mission, vision, and longstanding commitments.
- It's a chance to get broad stakeholder input on critical issues for the college going forward, including ideas for how to address them.
- It builds community: It allows us all to focus on Hunter as community.
- It helps us recognize the knowns and acknowledge the unknowns as we carefully move forward.

What's Included in the Formal Strategic Plan?

- How we think about ourselves.
- How we understand how others see us.
- Aspirations.
- Broad goals to which we want MSCHE and others to hold us accountable.
  - Sub-goals and in some instances specific objectives we know we want to address and that we have the resources to do so.
- Challenges we anticipate moving forward.

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 like 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 are addressed as needed
- Issues that are the purview of an existing body or process
  - E.g., curricular issues; budget issues; etc.

How the Strategic Plan was developed

- Task forces and committees
  - Draft reports
- The goals of the draft reports analyzed
  - Did they fit the charge of the committees
  - Were they at the appropriate goal level
  - Did they need editing for language and intent consistent with the strategic plan
  - Were there other plans and processes occurring at the College that coincided with the work of the committees that also needed to be included
- Draft of the Goals section of the strategic plan circulated to the Senate and Committees
- To be voted upon by the Senate at the beginning of the 2022-23 school year.

Things to Keep in Mind

- Most of the issues, changes, and improvements that will occur 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

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25 May 2022

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

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

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.

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,

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

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.

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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.

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

- 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).

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

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)

APPENDIX IV

General Education Requirements assessment will proceed in a repeating five-year cycle according to the following:

Year	Academic Year / Semester	Assessment Activities
0	2022 Spring	• Senate votes on revised framework for Assessment of General Education and Institutional Learning Outcomes (ILO's)

1	2022/2023	• Required Core:
		  o English Composition
		  o Mathematical and Quantitative Reasoning
		  o Life and Physical Sciences

2	2023/2024	• Flexible Core:
		  o World Cultures and Global Issues
		  o U.S. Experience in its Diversity
		  o Creative Expression
		  o Individual and Society
		   -Humanities
		   -Social Sciences
		  o Scientific World
		  o one additional course from any category

3	2024/2025	• Hunter Focus:*
		  o Language Proficiency Requirement
		  o Concentrated Study
		• Pluralism and Diversity*
		• Writing Requirement*

4	2025/2026	• Institutional Learning Outcomes:* **
		  o Acquire broad and specialized knowledge
		  o Research and communicate effectively
		  o Think critically and creatively
		  o Practice civic engagement and social responsibility
		  o Value Pluralism and Diversity and Demonstrate Global Awareness

5	2025/2026	• Fifth Year Review:
		  o Close the loop on whole process
		  o Develop recommendations for the process
		  o Revise framework

*Learning outcomes needed by 2023/2024

**The relationship to AES needs to be considered

General Education assessment will proceed along the following yearly schedule:

Month	Task	Committee/Office
September	Close the loop meeting of faculty from previous year's assessment with tentative report; begin to develop recommendations	**GER, AAE**
	Workshops for current year's assessment	**Office of Assessment**
October	Present report to GER and Assessment committees with discussion	**GER/AAE**
	Present report to the Senate	**GER/AAE**
February	Workshops for current year's assessment	**Office of Assessment and Assessment Coordinators**
	Rubric for next year's assessment	**Office of Assessment**
March	Rubric for next year's assessment approved by GER and Assessment committees (Office of Assessment develops)	**Rubric development – Office of Assessment** **Rubric feedback/approval: GER/AAE**
April	Contacts programs / assessment coordinators / instructors for next year's assessment.	**Office of Assessment**
Summer	Office of Assessment compiles data from previous year and plans closing the loop session for September Office of Assessment reminds faculty of upcoming assessment of the task.	**Office of Assessment**