MINUTES
Meeting of the Hunter College Senate
7 September 2022

1   The 668th meeting of the Hunter College Senate convened at 3:57 PM via Zoom.
2
3   **Presiding:**   Laura S. Keating, Chair
4
5   **Attendance:**   The elected members of the Senate with the exception of those marked absent in Appendix I.
6
7   Alternate Senators were formally seated consistent with the procedures approved by the Senate for in-
8   person meetings, and they were enabled to vote using iClicker.
9
10
11 **Agenda:**   The revised agenda was adopted with the provisions that the President's report and Strategic Plan's
12   presentation be moved to after the Nominating Committee report and that the election of the Chair of the
13   Charter Review Committee be postponed to the 21 September meeting.
14
15 **Minutes:**   The minutes of 16 February, 2022, 2 March, 2022, 16 March, 2022 and 13 April, 2022 were distributed
16   by email and will be voted on at the next meeting.
17
18 **Report by the**
19 **Administrative**
20 **Committee:**

21   a) **Approved Curriculum Changes**
22 The following curriculum changes as listed in the attached reports Part I and II dated 7 September
23 2022 have been approved as per Senate resolution and are submitted for the Senate's information.
24 Items: GS-1482 Special Education (Change in degree program), GS-1483 Special Education
25 (Change in degree program), GS-1476 Special Education (Change in degree program), GS-1492
26 Special Education (Change in degree program), GS-1493 Special Education (Change in degree
27 program), GS-1494 Special Education (Change in degree program), GS-1495A Special
28 Education (New courses), GS-1496A Special Education (Change in courses), GS-1496B Special
29 Education (Change in Courses), GS-1463 School of Education (Key Course designations update
30 for SOE graduate courses), US-2477 German (New course), and US-2478 German (Change in
31 Courses. Add InS, Cre, P&D, W), US-2479 Romance Languages/Italian (Change in degree
32 program). GS-1496C Special Education (New Course) was stricken from the report since it was
33 added by mistake.
34

35   b) **Election of Committee Chairs**
36 The floor was open for nominations for Chair of the Budget Committee.
37
38   Professor Randall Filer (Economics) was nominated.
39
40   It was moved that the Secretary be instructed to cast a single ballot in favor of the
41   nominee. The motion carried by unanimous consent and Professor Filer was re-elected.
42
43 The floor was open for nominations for Chair of Master Plan Committee.
44
45   Professor Nancy Eng (Speech-Language Pathology and Audiology) was nominated.
46
47   It was moved that the Secretary be instructed to cast a single ballot in favor of the
48   nominee. The motion carried by unanimous consent and Professor Eng was elected.
49
50 The floor was open for nominations for Chair of Nominating Committee.
51

55   Professor Rupal Oza (Women and Gender Studies) was nominated.

57   It was moved that the Secretary be instructed to cast a single ballot in favor of the
58   nominee. The motion carried by unanimous consent and Professor Oza was elected.

60   The floor was open for nominations for Chair of General Education Requirements Committee.

62   Professor Lawrence Kowerski (Classical & Oriental Studies) was nominated.

64   It was moved that the Secretary be instructed to cast a single ballot in favor of the
65   nominee. The motion carried by unanimous consent and Professor Kowerski was re-
66   elected.

68   **c) Update on Fall meeting format**
69   Chair Keating said the following:

71   "There were changes made this April to the state Open Meetings Law and we have been told that
72   CUNY will be issuing guidance to all campuses soon and we are waiting for that.

74   We are currently meeting on Zoom because, by a law passed in January, the in-person
75   requirements of the Open Meetings Law are suspended as long as the Governor continues to
76   extend the Executive Order that declared the COVID 19 disaster emergency. The Governor can
77   make such extensions 30 days at a time, and the most recent one was on August 13 that extended
78   the disaster emergency till September 12.

80   The newly revised Open Meetings Law that will be in effect whenever that emergency
81   declaration expires or is terminated has two main revisions. One is a standing emergency
82   exception to the in-person requirements of the Open Meetings Law that gives public bodies
83   discretion to meet remotely if the Governor (or Mayor) declares a state (city) disaster emergency
84   and the public body judges that 'the circumstances necessitating the emergency declaration
85   would affect or impair the ability of the public body to hold an in-person meeting.'

87   The other and more complicated revision covers normal times when there is no declared state/city
88   disaster emergency. Basically, it is still the case that a quorum must be met by members
89   participating in-person at physical locations accessible to the public. The change is that now a
90   public body may pass a resolution allowing its members to participate in a meeting remotely, if
91   those members are 'unable to be physically present at any such meeting location due to
92   extraordinary circumstances…including disability, illness, caregiving responsibilities, or any
93   other significant or unexpected factor or event which precludes the member's physical attendance
94   at such meeting.' Such members may vote but do not count toward the quorum. Under this law,
95   if we do nothing, then, once the current declared disaster emergency ends, we would operate as
96   we did before the pandemic. So, once we have received the guidance from CUNY, we will need
97   to discuss whether to draft and pass such a resolution and process for an 'extraordinary
98   circumstances option' for what must be a relatively small number of members or not. And
99   whether to do that for both the Assembly and our committees. The Administrative Committee is
100   hoping that, to maximize participation on this issue, we can settle that soon, while we are still
101   able to meet on Zoom. But if the current disaster emergency ends before that, we will have to
102   settle it through wholly in-person meetings."

104   **Committee**
105   **Report:**
106   **Nominating Committee Report**
107   Chair Keating called on Professor, Lisa Marie Anderson, former Chair of the Nominating Committee, to
108   present a report.

110   The Nominating Committee is submitting the following nominations for seats currently vacant on Senate
111   Committees:

                1.   **UNDERGRADUATE COURSE OF STUDY COMMITTEE**
                     Faculty Alternate: Laura Graham (School Social Work)

                2.   **GOVERNANCE COMMITTEE**
                     Faculty from Sciences & Mathematics: Kelle Cruz (Physics & Astronomy)

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

Ombuds
Report: Report by the Ombuds Office
                Chair Keating called of Professor Roseanne Flores, College Ombuds Officer, to present the yearly report. The report is in Appendix II.

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

Strategic Plan
Presentation: Chair Keating called on Professor James Mandiberg, School of Social Work, to present the college Strategic Plan. During the presentation there were questions and discussion. The presentation and report are in Appendix IV.

        Due to late hour, the meeting was adjourned at 5:20 PM.

                                Respectfully submitted,

                                  Sarah Jeninsky
                                  Secretary

APPENDIX I

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

Faculty

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

At-Large, Lecturers and Part-Time Faculty

Student Services	Burhan Siddiqui	X
	Luis Roldan	(A) X
Library	Jocelyn Berger-Barera	A
Library	Tony Doyle	A
Psychology	Stefan Schlussman	A
English	vacant	A
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	X

Students

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

Ex-Officio

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

ADMINISTRATION

Senators:

HEO/CLA Representative	Lori Janowski	A
Vice President for Student Affairs	Eija Ayravainen	X
Provost	Manoj Pardasani	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
Dean of Nursing	Elizabeth Capezuti	A

APPENDIX II

Hunter College of the City University
Office of the Ombuds
Roseanne L. Flores - Ombuds Officer
September 7, 2022

The Ombuds Office is an independent, informal resource designed to be neutral, holding all communications with those seeking assistance in strict confidence and not disclosing confidential information unless the visitor permits. The Ombuds office is often an excellent place to begin the conversation when you have experienced something and need an informal place to explore what options are available before you possibly involve others.

Reporting Cycle

Academic Year (2021/2022) - August 2021- May 2022

This report is based on the activities of the Hunter College Ombuds Office, which includes data from August 2021 through May 2022. The office will continue to update the format of the report to identify opportunities for constructive changes and ongoing conversations across the Hunter College community. Previous reports are posted on the Ombuds webpage.

Contact the Office

For information on how to schedule an appointment, please use the following link Ombuds@hunter.cuny.edu. All meetings will be scheduled via Zoom or in person during the 2022/2023 academic year at a time that works best for the visitor.
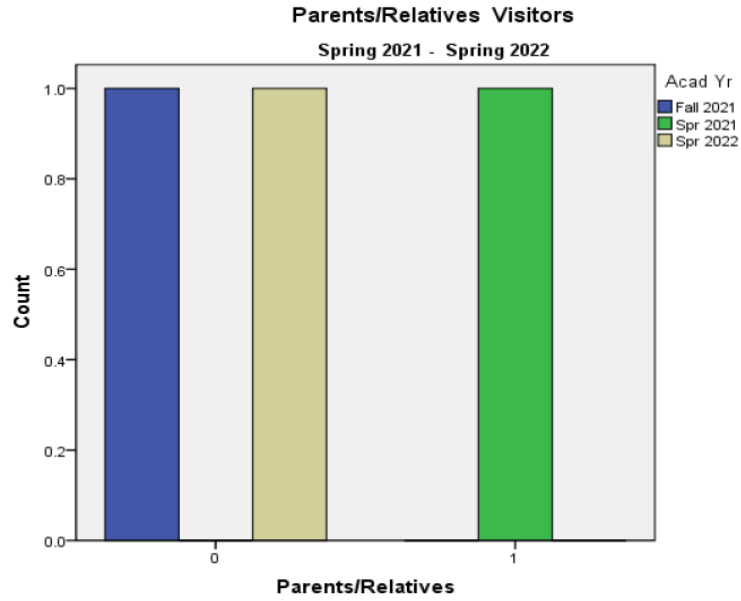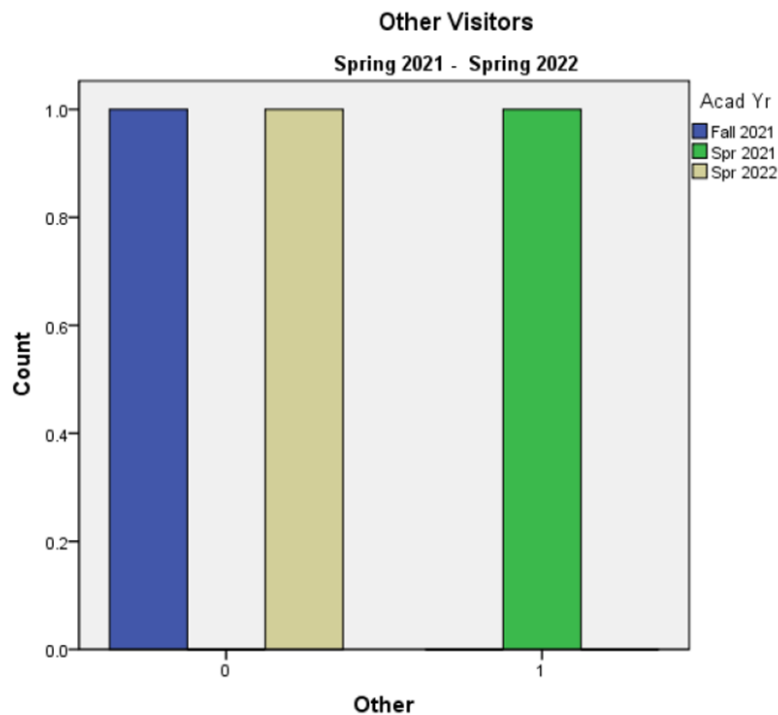
Information and Highlights

Total Number of Visits from August 2021 - May2022

Visitors	2019/2020	2021/2022	Spring 2021	Fall 2021	Spring 2022
Students	33	25	13	13	12
Faculty	2	6	0	3	3
Parent/Relative	0	0	1	0	0
Administrator	0	0	1	0	0
Other	0	0	1	0	0
Totals	35	31	16	16	15

During the 2021/2022 academic year (August 2021 - May 2002), the total number of visitors was 31, which is similar to the total number of visitors during the 2019/2020 academic year. The number of sessions per visitor ranged from 1- 4 visits, with each visit ranging from 30 minutes to 1 hour.

Student Visitors

Spring 2021 - Spring 2022

Acad Yr
- Fall 2021
- Spr 2021
- Spr 2022

Faculty Visitors

Spring 2021 - Spring 2022

Acad Yr
- Fall 2021
- Spr 2021
- Spr 2022

Parents/Relatives Visitors

Spring 2021 - Spring 2022

Administration Visitors

Spring 2021 - Spring 2022

Other Visitors

Spring 2021 - Spring 2022
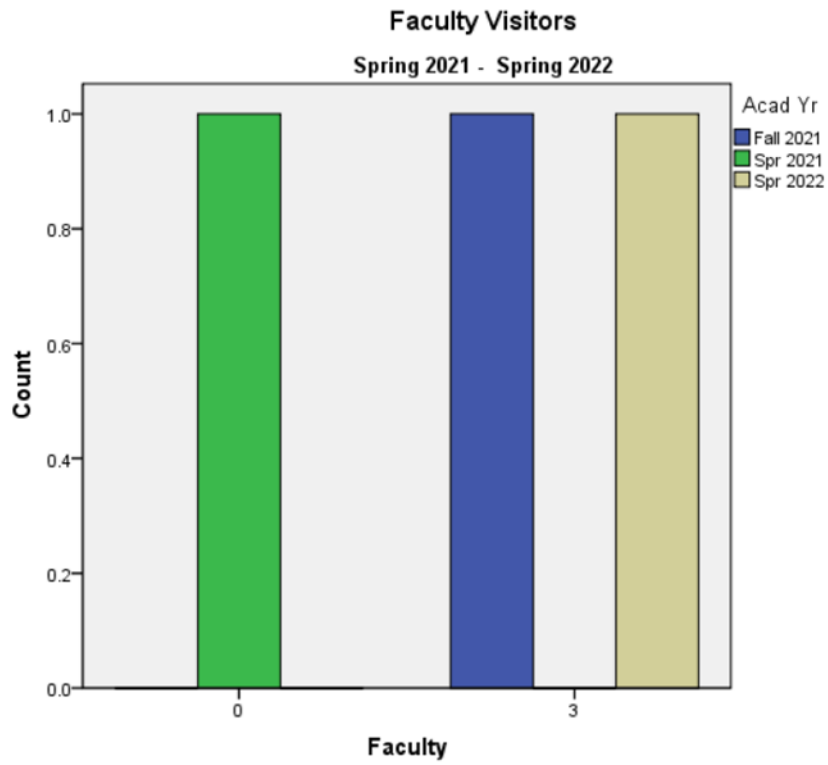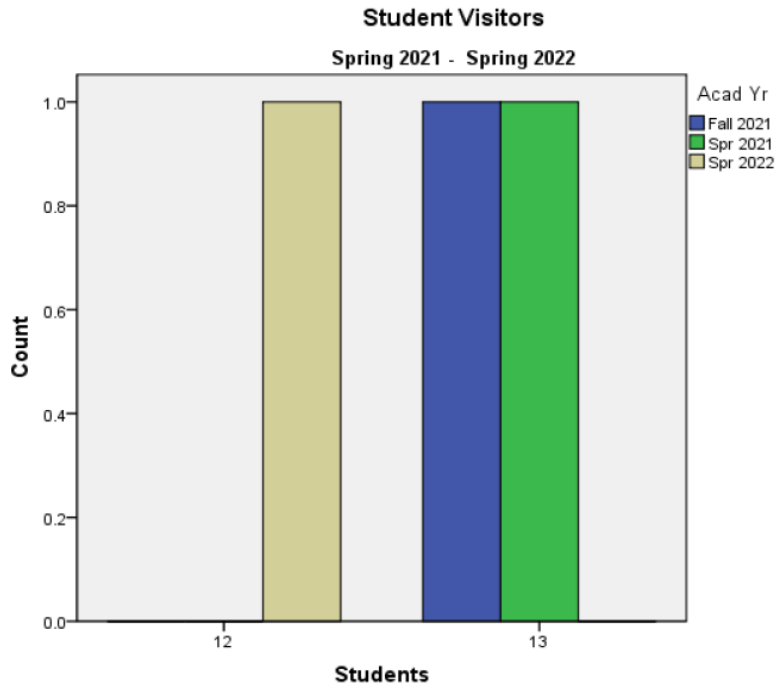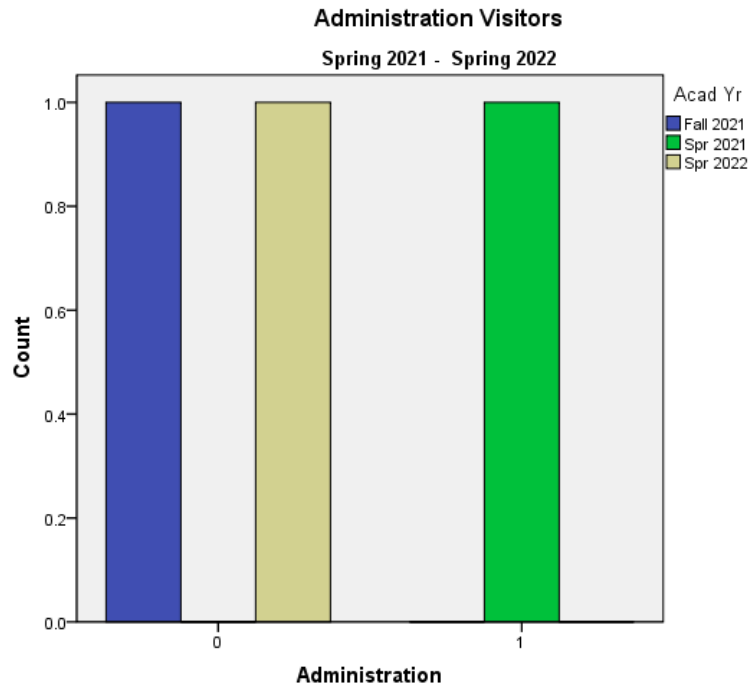
Trends and Recommendations

This section provides an overview of the trends and issues raised by visitors over the 2021/2022 academic year. For this report, an issue became a *trend* when multiple visitors from across the College came to the office about the same topic/problem/concern.

Student Related Concerns

During the 2021/2022 academic year, undergraduate and graduate students visited the Ombuds Office about grade appeals, degree requirements completion, and graduation and COVID-19-related issues. Many continued to report being emotionally and financially stressed and worried about whether they would be able to complete their respective degrees. Furthermore, many students had moved and expressed concerns about not being able to complete their respective degree requirements in person. In addition, as in the past, the office was also copied on emails sent to other areas in the College with the individuals not directly requesting to meet with the Ombuds Office.

Whenever possible, students were referred to their respective departments, programs, Student Services, the registrar, or provided guidance about the grade appeal process. However, as not all issues raised by visitors had definitive answers, such as how to handle job loss, fear over the increase of community violence, illness, and housing insecurity, what the office continued to provide was an informal space to listen and affirm that we are indeed living in unprecedented times. The office also provided visitors with resources and assured them that they were welcome to return in the future should the need arise.

Faculty and Other Visitors Related Concerns

The concerns raised by faculty and other members of the Hunter College community over the 2021/2022 academic year mainly dealt with job-related employment and education/classroom concerns.

As the College transitioned from virtual learning back to in-person and hybrid courses, the Ombuds Office continued to observe issues raised by visitors and, where appropriate, shared that information with the Hunter College community.

Current State of the Ombuds Office and Plans for the 2022/2023 Academic Year

The Ombuds Office adjusted its operations during the 2021/2022 academic year. The office went from allowing visitors to meet privately in the Ombuds Office - located contiguously with the Senate offices to meeting privately on Zoom. During the Fall 2022 semester, the Ombuds Office will continue to meet with all visitors virtually on Zoom as well as in person based on need. As the College continues to transition to in-person meetings, classes, and events, it is hoped that on-campus visits will resume in Fall 2022. That said, the office will continue to leverage the use of technology for those visitors unable to schedule in-person meetings.

APPENDIX III

"The first order of business is to thank Laura who has been an extraordinary partner through the challenges of the pandemic. Probably, when you signed up to be Chair of the Senate, you were not exactly thinking of this, but you have been a remarkable partner. Thank you to the Admin Committee. We have met regularly. What is really exciting is that this morning we had a whole conversation where we did not talk about COVID once. That to me is a new dawn, and I am extremely excited.

"So, it is an extraordinary pleasure to be with all of you today and to officially welcome everyone back. We just came from the street fair. Because of the endless construction around our buildings, it was moved East to the block between Lexington and Third Avenue in front of the driveway of Imperial House. I think our neighbors might have received some popcorn, hotdogs, and tie-dyed t-shirts. That is actually still going on as we speak. I am thrilled to have us back. Laura and I have talked about it. We all hope that some of these meetings will come back in-person. I am thrilled that you are meeting with people in-person if they are here. We are very much back as a community. Over 90% of our classes are in-person. The breakdown is 84% of our classes are fully in-person. 10% are hybrid, and the hybrid is a meaningful hybrid with an actual in-person and online component thoughtfully done and approved by the Provost. 6% is remote. We think this is a really, really great mix, and we will keep learning and seeing what the teaching and the student demand is and how we adjust. The students are, as we can see, really excited to be back and grateful that all of you are back in their classes. All programs, all administrative offices, all departments are open and staffed five days a week. The Library, Athletics, Student Union are also open. So, an extraordinary thanks to all our faculty and the incredible staff, our Public Safety, Facilities folks who have made all of this possible.

"This builds on our June graduation. Since we have not seen many of you since then, it is worth remembering that we made it through our first full scale in-person commencement ceremony in two years. 6,000 graduates; I think about half of them were at Barclays with us. It was a sight to see. Twelve valedictorians each with a perfect 4.0 GPA from Hunter College. We cheered on and celebrated the wonderful Dave Basnet who is our second Rhodes Scholar in four years. His grandfather was a Sherpa in Nepal. The political strife and violence led them to flee the country. When he was six, he learned English, became the family translator and realized when he got scholarships to private colleges that he could not accept them because he was not here with the required legal status. As a DACA student, we celebrated him. He was a Roosevelt Scholar and extraordinary student government president, an immigrant rights advocate and an opera singer. He was actually asked to sing an aria as part of his Rhodes Scholar interview, aced it and was made our second Rhodes Scholar. Thanks to the extraordinary faculty here and the Office of Prestigious Scholarships, especially Stephen Lassonde, we were once again named a Fulbright top producer for the fourteenth time in sixteen years. Four of the six winners were in the graduating class. Many of you may know and have taught Luisais Taveras who overcame incredible challenges. She came to us as a SEEK student. She lived in nine different places in the States and Dominican Republic over fourteen years and managed to persevere with the support of the SEEK program. She majored in Psychology, minored in Women and Gender Studies and got a Certificate in Human Rights, and then went on to get a Fulbright. We have extraordinary students who are going on to get PhDs at Cornell, Bryn Mawr, and Harvard Law School. Another great Hunter story: a young woman named Hannah Lynch started at another prestigious Ivy League school but it did not work out for her. She wound up working at the Shakespeare & Co. bookstore and fell in love with Hunter. She took classes and became a Classics major. She is now starting her PhD at Harvard in Classics. So, very much the great Hunter story, as well as Xin Yu Zhu Jiang who came from Ecuador knowing no English and is now also beginning her PhD at Cornell. These are some of the students that we celebrated at this extraordinary graduation.

"I am very happy to report that our enrollment is extremely strong. We are steady from last year and actually a little bit up. I know Roseanne was mentioning continuing students, but our numbers actually fortunately show that we have increased the number of students who have returned this year on the undergraduate level from last year. As you know, retention and continuation towards graduation is our motivating force, so to see these numbers is really rewarding. Our enrollment numbers are at over 23,000 students, so we are here, we are strong, and we are grateful for everybody on this Zoom who makes it possible in the classrooms.

"We just left convocation. We welcomed our 3,125 new freshmen and 1,600 transfers. I think about 50% of them filled the auditorium. Almost the entire Hunter North auditorium filled with freshmen and transfers which was really a beautiful thing to see. It was very exciting to invite back an extraordinary alumna who many of you I am sure taught. Sasha Ahuja is part of our new program to honor Young Alums as part of what we call our 40 under 40 Hunter superstars. She is now a leader at Planned Parenthood. She ran Andrew Yang's mayoral campaign, was a Policy and Political Science major and just gave wonderful advice to the students. We had a faculty speaker, Sarah Byosiere, who runs our "Thinking Dog Center" and does research with dogs. It was great. At the street fair, I met some students and I said, "What are you going to study" and one student said, "Well, you know, when I walked in today, I thought I was going to study one thing, and then I heard about all these cool things, and I am going to study them." The whole convocation was worth it, just trying to show different options, so a lot of enthusiasm and the reason that we do all that we do.

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7 September 2022

"I would like to spend the next few minutes sharing the stage with the incredible new team of Hunter College leaders who we are so grateful have joined us over the last few months. It seems like a good time, at the beginning of the year, to officially welcome them and ask everybody to introduce themselves to the community, let people know where to find them and talk a little bit about their vision and hopes for Hunter. We start with our academic leader. This is a wonderful story of welcoming a wonderful member of our community home. Manoj Pardasani is our new Acting Provost. As many of you remember, he served so admirably as our Associate Provost and a member of the Social Work faculty for a number of years. He was recruited away to Adelphi where he was the Dean of the Social Work School. When we said to people that Manoj was coming home, the universal response was "I love Manoj." So Manoj, you are the Provost who everyone loves. You have been here for two weeks. We will see how that goes for you in the third week. Please, join me in welcoming an extraordinary social worker, clinician, researcher and someone committed to the Hunter mission, Dr. Manoj Pardasani.

Acting Provost and Vice President of Academic Affairs, Dr. Manoj Pardasani
"Thank you, President Raab. Hello everyone. I am really excited and honored to be here at Hunter College with its history and its impact in the community, not just in New York City but across the world. Just looking at our alumni as well as our students today was so inspiring. Hunter's mission and the President's vision for education, higher education, undergraduate, graduate and professional is what brought me back. I am really excited to work with all of you. I hope that I will get to meet with you in-person. I have met with some of you in-person, but I hope in the near future, we can be in-person. I look forward to working with all of you, respecting shared governance and also respecting all that you bring to the table as faculty members and community members of Hunter College. So, thank you, President Raab."

President Raab
"Thank you, thank you for coming home.

"Then, a new member of our community but someone who the minute she walked into an interview, we just felt she must have been here before because she just felt like she lived the Hunter mission. Nicole "Niki" Bennett came to us from Westchester University in Pennsylvania where she was the Vice Provost for Research and Faculty Development. She started her career as a chemist and a chemistry researcher. She is also devoted to pipeline programs. We are so glad to have that focus on student success particularly in the sciences in the Office of the Provost. Niki will be working as the Associate Provost with a number of different initiatives but very much focused on faculty development. So, welcome Niki.

Associate Provost and AVP for Academic Affairs, Dr. Nicole Bennett
"Hello, everyone. It is a pleasure to be here today. Thank you all for inviting me to this meeting. I am here basically to support the vision of President Raab, the vision of the Provost and to support the work that faculty do. Also, I am interested to see how the faculty development work will dovetail with student development work, see how we can support student success and also look at how we can support the development of students in the STEM fields. So, thank you so much, President Raab."

President Raab
"We are thrilled to have you.

"Also, new to Hunter but a veteran of the City University system and very much a New Yorker is Gustavo Ordonez who is our Acting Vice President for Administration. He spent twelve years in the CUNY General Counsel's Office very much focused on real estate development. We would not have our dorm at 79th Street and our new floor at 51st Street and many other of our physical development projects without Gustavo. He is a legal eagle, a real estate visionary and is already hard at work thinking about how we can support the portfolios within his jurisdiction of our facilities and technology and thinking through better ways to serve Hunter. Gustavo, you have come over from 42nd Street, and you are bringing your magic here. Let me introduce Gustavo Ordonez. I should say that we put the bios of each person I am introducing here in the Open Line, and you can see them on the website. We know it is lots of people and lots to absorb, and we wanted to have a chance to introduce you to everyone.

Acting Vice President for Administration, Gustavo Ordonez
"Thank you, President Raab for having me here. It is a pleasure. It is a big job. It is actually a much bigger job than I had at CUNY Central. When I was at CUNY Central, my focus was on the campuses and doing what was right for the campus. Now, I get to make a much bigger impact on the campus and luckily for me, I could not have picked a better campus than Hunter College, the jewel of the system. So, I look forward to supporting you. Professionally, I have been an attorney, so I am client based, and I see all of you including my top client, the President, as my client. I hope to treat you that way. Thank you."

President Raab
"We are really lucky to have you. Gustavo has been here doing two jobs for months, and I really appreciate him helping us open the school year.

"Finally, our newest Acting Vice President is Tuhina De O'Connor who is joining us to be the head of Institutional Advancement which is our fancy word for fundraising. She has been on all sides of this puzzle. She has run nonprofit agencies. She is skilled in asking for money for operations. She has worked at places like Robin Hood which have given out money. She has researched the impacts of philanthropy and people's motivations for giving. Most recently, she has worked in a Public Health Foundation. Her knowledge of all aspects of fundraising is already making a difference, and we are really excited to have her leadership.

Acting Vice President for Institutional Development, Tuhina De O'Connor
"Thank you, President. I am so happy to be here and to be part of this community. It is my second day, so I am still trying to get used to things and probably will for a few months. I am really pleased to help you in any way I can. We have a great fundraising team, and President Raab has done amazing things to get soft money to help and be flexible around here on campus. We always want your ideas. If you have projects that you want to be funded, please let us know so that we can start looking for monies and donors to make your wishes come true. I am very happy to be here, and I hope to meet each and every one of you. Thank you."

President Raab
"On that note, Tuhina is helping us really beef up our alumni office. We have some technology now to connect Hunter students with Hunter alums for mentoring. I think Tuhina may ask for a little time at one Senate meeting, so everybody sees some of the tools that we have to better integrate our alums. We are going to talk a little bit about career readiness today as a strategic goal. We all know that one of the ways to do better for our students in terms of career options is to involve more of our alumni. So, we are very excited to have your leadership for that.

"It is really a thrill to introduce a top notch Chief Information Officer who has hit the ground running, Henry Saltiel. When you talk in CUNY about a great ICIT leader, sort of like "Prince", it was only "Henry". I actually did not think I knew your last name and you got here because it was just one name Henry: the rock star. We were very excited when Henry agreed to join us after 22 years as VP and CIO at LaGuardia Community College. He comes, as I said, to be the CIO and Associate Provost for Technology. He has already begun to support faculty, students and staff in new ways to modernize technology and make it help us do our jobs, serve our students, do our research in better ways. Henry, welcome and let me turn the mic to you.

Chief Information Officer and Associate Provost for Technology, Dr. Henry Saltiel
"Thank you very much, President Raab. Today basically wraps up two months already. It seems like a lot longer than that. We have got a lot done. I have been really focusing on addressing and improving the college's infrastructure, such things as 1,200 new computers were put into classrooms and labs, projectors, smart classrooms and the networking equipment. The goal is to establish a solid foundation for the support of success initiatives, both in terms of how they go through college themselves and also in terms of supporting you, the faculty, in how you run your curriculum, and providing you help. I have been a longtime supporter of the Faculty Senate and contributor. I am hoping to be able to partner with this group, with your Senate in the future."

President Raab

"Thank you, Henry. I know there will be a lot of conversations since we have just learned that there is going to be a new learning management system. We are going to be turning to you to ask for help and explanations. Laura, that might be something we want to devote some time to at a Senate meeting because I know faculty will be eager to see that impact. So, thank you, Henry, for being with us.

"Finally, getting the word out about Hunter's successes, your successes, everything you do for our students, the work of new discoveries and new artistic creations that all of you do so incredibly well falls to our Assistant Vice President for Communications. We are very lucky Vince DiMiceli has agreed to join us full time. Vince has done part time work for us over the years and has been writing for various magazines. It just seemed like he really got Hunter, loved this mission and felt like a part of our community. After twenty years in the New York newspaper world, both as a writer and an editor and operations executive, he has joined the Hunter team. Let me introduce Vince DiMiceli.

Assistant Vice President for Communications, Vince DiMiceli

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"Thank you, President Raab. I am very excited to be here. I love all the stuff that goes on at Hunter and love getting the word out about it. In the short time that I have been here, we have had a Democratic debate at the Kaye theater which we were able to host. That was great. It got us a lot of attention. We are working on some stories with WNYC right now. I just spoke with a reporter about some students that we have that have come from both Ukraine and Russia on scholarships. They basically got taken out of a war zone and brought to New York City to be safe and learn here at Hunter. These are the types of stories that are happening all the time here at Hunter College. My job is to make sure those stories get out. Thankfully, I have lots of friends in the industry that can help us do that. So, if you have any ideas, you want to throw something my way, please, my door is always open, my phone is always ready to take some calls, email; however you want to get to me, we can get the word out. Thank you."

President Raab
"Thank you, Vince. We will be coming back and talking to you a little bit more, but I just want to give a quick shout out and thanks to Professor Yasha Klots in the Classics department who helped us do some outreach to foundations to support these Ukrainian and Russian students who are starting at Hunter. It is very moving to be able to support this mission. Also, through some philanthropic gifts, we have just welcomed the family of an Afghani scholar who was able to get out of Afghanistan and will be in residence at Hunter. We are really trying to do our piece through philanthropy and outreach for refugee communities, and Vince is helping us share that story.

"One final introduction of someone who is not new but going into a new position, and I wanted to congratulate him publicly. It is our own Brian Buckwald. So many of you relied on him in the Student Services portfolio. He was and still is our EAB wizard and has done so much for Student Services. We are very pleased to announce his promotion to Assistant Dean for Student Achievement in the School of Arts and Sciences. We are happy that we will be able to see more of Brian and that he will have even more impact on our students. We are very lucky to have him here at Hunter.

"I wanted to invite all of you to a celebratory opening next week on Thursday, September 15th at 11:30am. We will be holding the official ribbon cutting for the renovated 5th floor of the Library. As you know, we are doing this renovation of the Cooperman Library in stages because students rely on this space. We could never have taken it all offline. We are doing this exclusively with private philanthropy. It takes time to raise this amount of money. We are thrilled that we have finished the 3rd, 6th and 7th floors and B2. Then, we will open the 5th, as I said, on Thursday. Then, we will begin plans for the next phase which includes the 2nd floor. We have already had focus groups with a number of you to talk more about what goes on the 2nd floor. We are thrilled that on the 5th we have been able to provide new office space for our extraordinary library faculty who have moved in. We also have a beautiful Faculty Resource Center, a gift from a colleague, Dr. Ada Peluso, a retired Math professor who helped create this Faculty Resource Center. ACERT will be moving into some of the offices. There is a conference room, and we are going to be turning to all of you to really understand the best way to use the Faculty Resource Center to support you and your work. There will be offices for visiting faculty and faculty coming from Brookdale, Silberman, from our MFA studio space, so faculty from Hunter who do not have an office on 68th Street will be able to rent an office, so to speak, for a day. There will be lockers. The idea was to provide a beautiful space for faculty to work and to convene and to do much of the faculty development work that goes on. So, that is a big part of the floor. There are two beautiful, big classrooms that we will be making available for people to teach in and student space as well. We are hoping that you will be able to stop by. We will have a ribbon cutting and a celebratory lunch on the terrace. So, now you will be able to walk from the 7th floor of the Library up that staircase to the beautiful terrace in that building which will be open for students to study in if the weather permits. We hope many of you will join us.

"A minute on construction. We will come back and talk a little bit more, but on behalf of Gustavo and myself I just wanted to say a big thank you for your patience. We know it is crazy out in front of the school, and it is all for good purposes. Sometimes you wait for things to happen, and then they all happen at exactly the same time. That is pretty much what we have been experiencing. This summer, we had to start a really critical Local Law 11 project that is the safety and facade work on the North building. It has fortunately gone well and is ahead of schedule, but that is occurring at the same time the very long awaited repair and entire renovation of the West Plaza, which every time we have repaired it there have been leaks, particularly on the athletic facilities. So, this will actually do the trick. But as we started the West Plaza, the MTA launched the project they have been talking about for over 20 years, and that is the renovation of the 68th Street subway station. So, that is why the 68th Street corners look how they look. The very good news is that finally the 68th Street station will be a handicap accessible subway station. It has been way too long and coming but it is a complicated project. So, the North building finishing Local Law 11 work and the West Plaza renovations will be done by the end of the year. The MTA will go on longer, but they will finish pieces of it. So, we are trying to work with them to make it manageable, but we apologize, everything sort of came at once. You wait so long for these projects that you have to be partially pleased that they are happening but we understand it is a very crazy time out there. We are doing what we can to address it, move things along and make it easier for people to get in and out of our buildings.

"Then, the last item I want to talk a little bit about, if I may is - your next agenda item- the Strategic Plan. Before I do that, I should ask if there are any questions on anything we have discussed already or any questions to anyone from the new team. If not, I will go on, maybe if it is okay to speak briefly to the Strategic Plan from our perspective, and then turn it over to Dr. Mandiberg who has done such an awesome job with the project.

"So, thank you so much to the Senate for shepherding this forward and for asking Jim Mandiberg from Social Work to lead us through. He will talk about the very focused, inclusive and really thoughtful process that has led us to the plan he will discuss today. What is really exciting for us is that it was not a struggle. Sometimes in strategic planning, there are conversations where people are looking for threads and trying to get a consensus. Here, it was so organic, and we sort of knew where we needed to go and were able to think about and envision the future. In 2019 we went through, it seems so long ago before the pandemic, an incredibly successful Middle States accreditation process thanks to all of you on this call - incredible committee leadership, Professor Deb and others who really moved us through that process. We had no areas that needed improvement or recommendations. Then, Middle States challenged us and said, "We are not requesting new things you need to address. What we would like you to do, based on the self-study and all the work your committees have done, is to pull out of this self-study, and work on your priorities. Where do you as a community want to go in the next ten years? What have you learned from the self-study, and what do you think you need to focus on?"

"As a community, we identified three priorities. The first involved a community of our faculty, and that is our adjuncts. A real commitment that we made was to create a strategic plan to focus on supporting our adjuncts, engaging them more in our community, understanding that 50% of our teaching is done by these extraordinary scholars and teachers, and we needed to do a better job of integrating them into our community. The second two pillars that came out of Middle States involved student success. So, as with many strategic plans, we did not discard our last strategic plan which had, as a student success goal, a real focus on graduation rates. We have talked as a community for the last ten years about how we needed to get Hunter closer to and actually achieve the national average for graduation rates from 4 year colleges. The national average for graduation from 4 year colleges is 60% in 6 years. So, to have 60% of your students graduate in 6 years is the standard. It is the average. It is the goal we want to reach. Obviously, private more elite colleges have much higher numbers, but that is the average of the public colleges in America. We have gone from a very, very low number; 35% in early 2001/02 to 58.5%. We are waiting for our newest numbers, so if we can see 60%, we are really there. That does not mean we do not keep trying in that area. We do, but we have gotten very close and are just about to taste success to the goal that we set. That is thanks to everybody here - from the faculty to student services, to a security officer who greets and helps students, and philanthropy through scholarships. It is a community effort, and we have gotten there. So, in the Middle States process, student success is the big push and there are two areas that we have determined as a community needed our focus. First, transfer students. The numbers are not as good as with students who start with us. We have many tools at our disposal to think about how to support transfers. But, we have not yet as a community really committed to helping this group of students, and that is what this strategic plan is about. We are going to be asking faculty to help work with community colleges in their areas to talk about articulation agreements. We are going to be sharpening advising. We are going to think about incentivizing scholarships. There are a lot of things we need to do as a community to do better for our transfers, even something as simple as a convocation. We did not always invite transfers or we did not really push them to come. I just met a group of students who transferred here. They felt happy to be here and felt a little bit part of a community. The third initiative that is part of the Strategic Plan is a focus on career readiness. That is a vision that everyone thinks about when a student starts with us: where are they going to go after they graduate? What is their path forward, and how are we contributing to that? We are very much at our heart and soul a school of liberal arts education, and notwithstanding this idea of career readiness, I think we are all smart enough to know that the people who try to predict what is coming next are very unlikely to get it right. I think if anybody thought that Zoom was going to be what it is now four years ago, no one would have believed it. So, we can guess, but essentially the skills that all of you impart to our students are in the liberal arts: the ideas of critical thinking, quantitative reasoning, qualitative reasoning, the idea and the importance of communication both through the spoken and the written word. All of those fundamental values of a liberal arts education are critical to success. Having said that, there are certain things in which we can support and steer our students. So experiential learning in fields - that first internship that often suggests what the possibilities are in a profession, certain professional skills, such as focusing as we have on computer science. We made a commitment to double the number of computer science students five years ago, and we have hit that goal. It is very important, and we have done it in a smart way where we have embedded professionals working with the faculty to make sure the computer science curriculum is very much connected to professional qualifications and also entails a first level internship which then leads to the more sophisticated internship pipeline. With that formula, we have not only doubled the number of graduates, but we are seeing them placed in very successful careers. So, the career readiness is thinking through what all of our responsibilities are from experiential learning to curricular reform related to what the job market looks like, working closely with the faculty and our admirable career services staff to rethink what is next in the career service world, how we run a great career service center that helps people get those jobs. So, that is the third goal that came out of Middle States.

"The next two goals really came out of the fortuitous events of the last few years. The first I mentioned, and I call it not letting a terrible crisis go to waste, what we learned from the last two, three years about technology. I think we have learned with our student body, and particularly our undergraduate student body, that learning in-person for most of them is a more successful tool, but we have also learned that there are ways to use technology in the classroom and to support teaching online. So, we want to get better at that tool. Where is teaching and technology most successful? We have some of you in graduate programs that have talked about places where it really works for the more mature students. So, we really want your focus on making sure we take the opportunity to see what we have learned and the new tools we have developed to do what we do in an even better fashion. That goes to other areas besides in classroom teaching. Eija and I have been working very hard on that question for student services. We believe there is no substitute for that advisor meeting where you meet one on one with a student, and the student just turns around on the way out and says something really important, or there is a certain bond that is happening in that room. But we also know that if we do not use Zoom sessions to capture a student who needs to ask about financial aid at 6 o'clock at night in Brooklyn and cannot commute to get help and get financial aid and stay in school, then really shame on us if we do not diversify the way we offer support from financial aid, mental health, to advising. All of those different areas, we need to use technology in a smart way to enhance our connection with students. Then, very much in Tuhina's area, we have now found that we have alums in California and Michigan, people who we have not seen and we will not see, and they are Zooming into events. We match them with their scholarship recipients, and a 20 minute Zoom, and they are just enthralled, they feel a part of Hunter, and they give again. So, how do we use technology through our events or alumni relations to expand Hunter's reach without saying we are just an online entity? So, that is the first real strategic challenge, the question asked to that committee. And then of course, there was our Task Force on Racial Justice, Diversity, and Equity. The task force was divided into about 7 different groups and has done some amazing work. I am really grateful, Laura, for the effort that is now going on at the Senate to look at our Pluralism and Diversity curriculum that came out of that discussion. We have a standing committee, and we are actually looking for more people to volunteer to participate, to make sure that the recommendations that were made from the committees of that strategic task force are implemented or evaluated for implementation. So, that committee has done a lot of work as a task force. And now the strategy is how we implement it.

"Then, the final pillar was something that we brought over from the last Strategic Plan. It was something we asked Jim to bring and consider for community adoption. It was the focus on Hunter as a research institution. This is something that is very important to me. This is the way that we support our faculty as creators of new knowledge and creators of new creative and artistic projects. That is one of the things that defines you as a faculty member. It is one of the things that makes this place so incredibly special today. At the convocation, we had one of our psychologists talking about the neuroscience research she does with dogs. The students were all over it. It is just so wonderful. Then, we have people creating extraordinary studio art and people on archaeological digs with new finds. So, the range of scholarships in the arts, the sciences, in the professional schools is just breathtaking, and Hunter is to renew our support for this strategic pillar. How can we help you as researchers and creators do what only you can do? So, those are organically out of life events, world events, and the Middle States process, and then pulling up from our last decade of strategy, something that needs to be on the top burner as a strategic priority: research, what came through as the basis of the strategic plan. I think with that I am going to turn it back to you Laura or to Jim to talk about next steps. We are hoping that for the next few weeks of conversation from the Senate, and hopefully we would ask you for your consideration of approval, we can get going and bring back the committees and find the members who are committed to the next stage of implementation. Thank you for this opportunity to report."

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 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.
   1.1 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.
   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

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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,

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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.

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

<u>Members:</u>
- 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)