

## MINUTES

### Meeting of the Hunter College Senate

### 22 October 2014

1 The 565<sup>th</sup> meeting of the Hunter College Senate was convened at 3:41 PM in Room W714.  
 2  
 3 **Presiding:** Christa Davis Acampora, 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 in accordance with the procedures approved by the  
 8 Senate, and clickers were distributed to them.  
 9  
 10 **Minutes:** The minutes from April 23<sup>rd</sup> and May 7th were approved as distributed.  
 11  
 12 **Report by the** Eija Ayravainen, Vice President for Student Affairs and Dean of Students, said the following:  
 13 **Provost and**  
 14 **Vice President** “I was asked to introduce new members to our team. We have Sarah Farsad, our new Enrollment  
 15 **for Student** Director for Student Affairs. She will be working with many departments including the Office of  
 16 **Affairs:** Institutional Research. I am also introducing Christopher Aviles, who will be working with  
 17 Shannon Salinas. JoyAnn Hopkins is joining our Financial Aid Office. Last, we have Derrick  
 18 Yen, an IT Associate. He is working with us on getting more information on our freshmen and  
 19 transfer students. He is also working with ICIT and Admissions on getting more accurate data.  
 20 Thank you very much”.  
 21  
 22 Vita Rabinowitz, Provost, presented a report on new faculty. See Appendix II.  
 23  
 24 **Report by the** **The following is a summary statement of President Raab’s report to the Senate. She said:**  
 25 **President:**  
 26 “I am extremely proud of all these recruits.  
 27  
 28 I want to talk about new initiatives coming up on the agenda. We had not included this news in  
 29 the Open Line because it was not signed-and-sealed yet. This is our partnership with New York  
 30 State to create new art teachers for public schools. Hunter is an incredible leader in education,  
 31 particularly under Dean Steiner’s leadership. I think that is something I would like to talk about at  
 32 our next meeting. There is a new reform in the state education system, including new tests.  
 33 Hunter is on the top, leading in CUNY and New York State, something to be very proud of. We  
 34 also have an extraordinary School of Arts & Sciences. We are able to marry the two institutions to  
 35 create people that are experts of pedagogy and experts in substantive areas, making great teachers.  
 36 This was exactly why Thomas Hunter started Hunter College. We previously mentioned in  
 37 passing what we did with our Chinese education program. We have trained the best in this role.  
 38 Similarly, we have a very strong music education program. We have been very proud to support  
 39 this program. We later on moved to the dance education program. We have been working with  
 40 this body for the last 4 to 5 years. We graduated the first scholars last year. Teachers graduating  
 41 from these programs find jobs immediately. There is a lot of support for these teachers and these  
 42 enterprises are flourishing. This summer, we received a wonderful opportunity. Lincoln Center  
 43 decided that it needs a more concentrated way to train teachers. But, they don’t have the ability to  
 44 train teachers. We entered into a partnership. They have raised a significant amount of money to  
 45 run this art teacher education program. The city also increased the number of available positions  
 46 for art educators. The Mayor announced a 23 million dollar investment in arts education in the  
 47 city, including 20 teaching jobs that will be going to Lincoln Center teacher trainees. These  
 48 Lincoln Center fellows will become Hunter students. Lincoln Center selects the students that  
 49 would like to become dance and music teachers, and refers them to Hunter College. The faculty  
 50 and deans from Education and Arts & Sciences have a process for selecting the students. The  
 51 students will be selected by Hunter. Lincoln Center thought that it

55 would be important to offer an accelerated teaching program. So, these are fast-tracked programs.  
56 The students are certified in the classroom while they are getting their Master's. Over the  
57 summer, we started working with the students in the beginning of a program where they can take  
58 the certification exam in January so that they could get into the Master's program. Dean David  
59 Steiner is presenting a proposal for consideration. I very much hope for approval. They picked  
60 Hunter College because of our incredible success in training teachers. The DeBlasio  
61 administration is working on the shortage of art programs. We found an opportunity where the  
62 city is willing to put resources into something we do so well. We will be partners with the city.  
63 We will be working with the Art department in training teachers in the liberal arts. Next will be  
64 the Theater department. This is a great opportunity for our students.

65  
66 I wanted to also talk about the student engagement initiative. We have been working together on  
67 this. Last year, we talked about what we can do to help retain our students and help them graduate  
68 in 4 or 6 years. We also asked the faculty to work with us. I just met with Prof. Michael Steiper,  
69 Chair of the Student Success Committee. He will be calling his committee together. His  
70 committee has discussed an early alert system to help prevent failure in the classroom. We have  
71 been working with Advising and faculty advisors in the departments. I've heard that the  
72 advertisement of the subway map that says "take 15" is very effective. We are emphasizing that  
73 it's important that the students stay on track.

74  
75 We have good news. We have experienced a significant increase in the number of students  
76 graduating within 6 years. We moved from 36% to 50.2% of students graduating in 6 years. This  
77 is a wonderful increase, but it still is not good enough. This means that half our students don't  
78 graduate on time. We need our students to stay on track. Research shows that the 15 credits  
79 work. We ask that everyone that is in a position to advise students to give them this message."

80  
81  
82 **Election of**  
83 **Ombudsman:**

84 The voting procedures for Ombudsman were previously distributed. Nominations are no longer  
85 being accepted, as per the procedure for election of Ombudsman. Two nominees submitted their  
86 resume, platform statement, and signed agreement with the President.

87 There was motion to postpone the election to the next meeting due to one of the nominees for  
88 Ombudsman not being present at the meeting.

89 The motion carried by voice vote without dissent and the election was postponed to the next  
90 meeting.

91  
92  
93 **Report by the**  
94 **Administrative**  
95 **Committee:**

96 The Chair, Professor Christa Davis Acampora, presented the report as follows:

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

98 In accordance with Article IV, 2H.i & ii of the Charter for a Governance of Hunter  
99 College, the Administrative Committee presented the names of all nominees received to  
100 date:

- |                  |                                   |
|------------------|-----------------------------------|
| <u>Students:</u> | Denise Bolognino (Religion)       |
|                  | Robert Revzin (Political Science) |
|                  | Jacob Daniels (undeclared)        |

101  
102  
103 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees. The  
104 motion passed by voice vote without dissent.

114 c) **Approved Curriculum Changes**

115 The following curriculum changes as listed in the Reports Part I and Part II dated 22 October  
116 2014 have been approved as per Senate resolution and are submitted for the Senate's  
117 information. Items in Part I: US-1962 History (Change in degree), US-1963 Anthropology  
118 (Add Course To GER 2E), US-1964 Political Science (Change in minor), US-1965 Art & Art  
119 History (Change in courses), US-1966 Art & Art History (New courses), US-1967 Art & Art  
120 History (Change in degree program), US-1974 Art & Art History (Change in degree  
121 program), US-1968 Philosophy (Change in degree program), US-1969A Philosophy (Change  
122 in courses), US-1970 Psychology (Change in degree program), US-1972 Computer Science  
123 (New course), and UR-1976 Music (Changes to titles). Items in Part II: US-1974 Department  
124 of Art & Art History (Change in degree program), US-1928 School of Social Work (Proposal  
125 to establish Bachelor of Social Work Degree), \*GS-1013 Curriculum & Teaching/Dance  
126 (Change in Master's degree in Dance Education). (\*This proposal has a challenge period ending on  
127 Monday, October 27th. The proposal was approved by the GCSARC pending expiration of the challenge period.)  
128

129 **New Business:**

**Prof. John Wallach, Political Science, presented the following resolution:**

130  
131 WHEREAS the Strategic Plan Implementation Proposal for the School of Arts and Sciences  
132 presented by Acting Dean Polsky in Spring, 2014 (hereafter known as the Plan) has long-  
133 term consequences for the academic work, power, and/or authority of hundreds of faculty and  
134 staff of Hunter College;

135  
136 WHEREAS there are no by-laws for generating such major proposals within the School or  
137 the relationship of such proposals to the authority of the Hunter College Senate;

138  
139 WHEREAS there was significant controversy and uncertainty about the meaning and  
140 implications of the Plan among faculty asked to vote on it, despite a small number of open  
141 forums held by the Acting Dean which most faculty could not attend before they had to vote;

142  
143 WHEREAS Acting Dean Polsky is, indeed, an Acting Dean and may not be Dean when the  
144 Plan would go into effect;

145  
146 RESOLVED the Hunter College Senate asks that any practical implementation of the Plan  
147 passed in Spring, 2014 be suspended until  
148 (1) by-laws are established for the School of Arts and Sciences, and  
149 (2) the implementation of the Plan is vetted and approved via the procedures established by  
150 such by-laws.

151  
152 The question was called and carried.

153  
154 The matter will be treated as "housekeeping", in which case the simple majority of votes are  
155 needed for a motion to carry. A voice vote does not ascertain if the motion carries. A  
156 vote by clicker produces the following results: 28 in favor, 18 against, and 7  
157 abstentions. The motion carries and the resolution is approved.

158  
159 It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:19  
160 PM.

161  
162 Respectfully submitted,

163  
164  
165  
166  
167 Manu Bhagavan  
168 Secretary  
169

APPENDIX I

The following attendance was noted from the meeting

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

Faculty					
AFPRL	Anthony Browne	X	Mathematics & Statistics	Sandra Clarkson	E
	Milagros Denis	(A) X		Verna Segarra	X
	Edgardo Melendez	(A) X		Rob Thompson	(A) X
Anthropology	Jacqueline Nassy Brown	X	Medial Laboratory Sciences	Patrick Burke	(A) A
	Ignasi Clemente	(A) X		Shahana Mahajan	A
Art & Art History	Malik Gaines	A	Music	Robert Raffaniello	(A) A
	Wen-Shing Chou	A		Dean Johnston	(A) A
	Carrie Moyer	(A) X		Jewel Thompson	X
Biological Sciences	Nebahat Avcioglu	(A) X	School of Nursing	Maura Donahue	(A) X
	Derrick Brazill	A		Catherine Coppola	(A) X
	Shirley Raps	A		David Keepnews	A
Chemistry	Paul Feinstein	(A) X	Philosophy	Christine Anne Ganzer	A
	Maria Pereira	(A) X		Anita Nirenberg	(A) A
	Akira Kawamura	A		Justin Gerson	X
Classical & Oriental Studies	Pam Mills	(A) X	Physics & Astronomy	Omar Dahbour	(A) A
	Gabriela Smeureanu	(A) X		Laura Keating	(A) A
	Joanne Spurza	X		Marilyn Rothschild	A
Computer Science	Chris Stone	(A) A	Political Science	Kelle Cruz	(A) A
	Larry Kowerski	(A) A		Ying-chih Chen	(A) X
	Lei Xie	X		Leonard Feldman	A
Curriculum & Teaching	Saad Mneimneh	(A) X	Psychology	John Wallach	(A) A
	Feliza Vasquez-Abad	(A) X		Charles Tien	(A) X
	Nadine A. Bryce	A		Joseph Lao	A
Economics	Jason Wirtz	X	Physical Therapy	Roseanne Flores	A
	Stephen Demeo	(A) X		Brooke Wells	(A) X
	Ben Shuldiner	(A) X		Jason Young	(A) A
Educational Foundations	Timothy Goodspeed	X	Romance Languages	Herb Karpatkin	X
	Avi Liveson	(A) X		Tom Holland	(A) X
	John Li	(A) A			(A)
English	Stephaney Morrison	X	School of Social Work	Monica Schinaider	A
	Veronica Muller	(A) X		Rolando Perez	(A) A
	John Keegan	(A) X			(A)
Film & Media Studies	Leigh Jones	X	Sociology	Juan Pena	X
	Sarah Chinn	A		Mary Cavanaugh	A
	Barbara Webb	(A) X			(A)
Geography	Stephen Wetta	(A) X	Special Education	Ilze Earner	(A) X
	Bill Herman	X		Mark Halling	E
	Ricardo Miranda	X			(A)
German	Joseph McElhaney	(A) A	Speech-Language Pathology and Audiology	Mike Benediktsson	(A) X
	Tami Gold	(A) X		Nilofer Naqvi	A
	Haydee Salmun	X		Elissa Brown	(A) A
History	Jochen Albrecht	(A) X	Theatre		(A)
	Lisa Marie Anderson	A		Susan Wortsman	A
	Eckhard Kuhn-Osius	(A) A		Don Vogel	(A) A
Library	Elke Nicolai	(A) A	Urban Affairs	Elizabeth Galletta	(A) A
	Daniel Margocsy	A		Dong Shin Chang	0 A
	Manu Bhagavan	(A) A		Mia Rovegno	(A) X
School of Urban Public Health	Rick Belsky	X	School of Urban Public Health	Deepsikha Chatterjee	(A) X
	Mee'Len Hom	A		Jill Simone Gross	A
	Sarah Ward	A		Stanley Moses	(A) X
	John Pell	(A) A		(A)	
	Danise Hoover	(A) A		(A)	
				Franklin Mirer	A
					(A)

**Students**

Denise Bolognino	X
Maria Pia Sifuentes	A
Robert Revzin	X
David Ascienzo	X
Stephanie Barragan	X
Abdul Rad	X
Jacob Daniels	A
Kidus Gebrekidan	X
Christine Hirt	A
Jonathan Ayala	X
Ariela Hazan	X
Emily Skoutelas	X
Jasmine Parham	X
Michelle Zak-Strzalka	X
Jason Sloan	X
Sajda Waite	X
James Stanton	X
Eamon Pickard	A
Victoria Hughes	A
Shawn Rafeey	X
Andy Lall	X
Jonah Garnick	X
Benedict Joson	X
Nishat Tabassum	X
Asad Mannan	A

Roman Povolotskiy	X
Brandon Alexander	A
Pascal Maguin	A
Christopher Lai	X
Abraham Gutman	X
Tamzeed Rahman	A
Javier Picayo	X
Ashley Wong	A
Maria Rodriguez	X
Joseph Lipari	A
Maria Rodriguez	A

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

Student Services	Shannon Salinas	A
	Brian Maasjo	(A) A
Mathematics & Statistics	Bill Williams	A
Women & Gender Studies Program	Catherine Raissiguier	A
Library	Jocelyn Berger-Barrera	A
English	Amy Robbins	X
THHP	Sarah Jeninsky	X
Mathematics & Statistics	Barbara Barone	A
Classical & Oriental Studies	Elizabeth Beaujour	A
Film & Film	Gustavo Mercado	X
Economics	John Li	X
Music	Catherine Coppola	X
Philosophy	Christa Acampora	A
SEEK	Sunday Coward	X

**Ex-Officio**

President, USG	Steven Wendel	X
Vice President, Graduate Student Association	Luis Gutierrez	X
President Alumni Association	Anne Seifried	X
President, HEO Forum	Agustin Pita	X
President, CLT Council	Amy Jeu	X

**ADMINISTRATION**

Senators:

Vice President for Student Affairs	Eija Ayravainen	A
Vice President for Administration	Giancarlo Bonagura	A
Provost	Vita Rabinowitz	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Alternate Senators (3):		
School of Education	Dean David Steiner	A
School of Social Work	Dean Jacqueline Mondros	X
School of Nursing	Dean Gail McCain	A

**TEMPORARY REALLOCATION OF SEATS (clickers)**

Department/Program:		
Asian American Studies Program	Jennifer Hayashida	A
Program in Religion	David Cereguas	A
Women and Gender Studies Program	Jennifer Gaboury	A
Religion	Barbara Sproul	X

## APPENDIX II

### Report by the Provost Regarding New Faculty

#### NEW FACULTY BIOS

##### School of Arts and Sciences

##### Catherine Raissiguier, Anthropology

Catherine Raissiguier completed her undergraduate education in France and holds a M.A. in Women's Studies/American Studies and a Ph.D. in Comparative and International Education from the State University of New York at Buffalo. She is the author of *Reinventing the Republic: Gender, Migration, and Citizenship in France* (Stanford University Press, 2010) and *Becoming Women/Becoming Workers: Identity Formation in a French High School* (SUNY Press, 1994). She has taught Women's and Gender Studies at SUNY/Buffalo, the University of Michigan, Middlebury College, University of Oregon, Oregon State University, and the University of Cincinnati. She chaired the Women's and Gender Studies program at New Jersey City University (NJCU) from 2003 to 2010 and continued teaching at NJCU till June 2014.

##### Konstantinos Krampis, Biological Sciences

Konstantinos Krampis is an Associate Professor in the Department of Biological Sciences and Associate Member at the Center for Translational and Basic Research (CTBR) of Hunter College. His research is focused on methods for large-scale biological data analysis and bioinformatics, using high performance software frameworks, compute clusters and cloud computing. With a seed award from CTBR, Dr. Krampis is currently building a core bioinformatics infrastructure and genome sequencing facility at Hunter College.

##### Olorunseun Ogunwobi, Biological Sciences

Olorunseun Ogunwobi is an Associate Professor in the Department of Biological Sciences at Hunter College. He is also a member of faculty for the PhD program in Molecular, Cellular, and Developmental Biology as well as the PhD program in Biochemistry. Dr. Ogunwobi received his medical degree at the University of Ibadan, Nigeria in 2000 and a Master's degree in Biomedical Science by the University of Hull, United Kingdom in 2004.

Dr. Ogunwobi's research is focused on studying the molecular mechanisms of metastasis in solid organ cancers and his lab includes examination of the role of circulating tumor cell biology and epigenetics in the metastasis of solid organ cancers and the biological mechanisms underlying racial disparities in specific solid organ cancers.

##### David Petrain, Classical & Oriental Studies

David Petrain received his Ph.D. in Classical Philology from Harvard University in 2006. After this he taught as an assistant professor at Vanderbilt University before coming to Hunter. David works on Greek and Latin poetry, and on the narrative art of the ancient world. His recent book, *Homer in Stone* (Cambridge University Press, 2014), brings together these two main areas of his research in a study of the *Tabulae Iliacae*: the "Iliac tablets" are a group of stone plaques created at the dawn of the Roman empire that reimagine the story of Homer's *Iliad* and the Trojan War through a series of carved images and inscribed text. The tablets combine word and image to create a new language for expressing ideas about Roman identity. With colleagues from the University of Warsaw (Poland), he co-edited *The Muse at Play* (De Gruyter, 2013), a collection that offers one of the most comprehensive treatments available of riddles, word games, and other phenomena of verbal play in ancient poetry. He has published articles on various topics including ancient public libraries and epigrams preserved on papyrus and stone.

##### Bing Ying Hu, Classical & Oriental Studies

Bing Ying Hu received her B.A. in Economics/Asian Studies from Skidmore College and her M.A. in Teaching Chinese from Hunter College. She worked as the program coordinator and part-time instructor at the newly established Hunter College Chinese Flagship program since 2010. She helped to build the program to become one of the biggest Chinese Flagship programs in the country. As the program coordinator, she contributed to the K-12 Outreach program to provide opportunities for high school and middle school students to learn Chinese. Since 2013, she has served as the Academic Coordinator for more than 65 Flagship students. She has taught Flagship-track language courses at all levels, the innovative Business in China content-based course, and contributed to pilot the program for Hunter College middle school and high School students to enroll in Chinese language courses and ultimately earn college credits.

**Kellie Carter Jackson, History**

Kellie Carter Jackson is a 19th century historian in the Department of History. Before coming to Hunter College, she was a Harvard College Fellow in the Department of African & African American Studies at Harvard University. Her research focuses on violence as a political discourse, slavery and emancipation in the Atlantic World, historical film, and black women's history. Her manuscript, *Force & Freedom: Black Abolitionists and the Politics of Violence*, examines the political and social tensions preceding the American Civil War and the condition and that led some black abolitionists to believe that slavery might only be abolished by violent force. She is currently co-editing a book with Erica L. Ball on *Reconsidering Roots: Observations on the 40th Anniversary of a TV Mini-Series that changed the Way We Understood American Slavery*.

**Chad Euler, Medical Laboratory Sciences**

Chad Euler is an Assistant Professor in the Department of Medical Laboratory Sciences (MLS). For the last three years he taught one of the labs in the MLS Clinical Microbiology course as an Adjunct Assistant Professor. Dr. Euler received his undergraduate degree in Microbiology and Molecular Genetics from The University of Vermont in 1998. At Rockefeller University, Dr. Euler performed his Ph.D. thesis work in the laboratory of Dr. Vincent Fischetti, characterizing the role that bacteriophage (bacteria-infecting viruses) play in pathogenesis and survival of the bacterial species, *Streptococcus pyogenes*. This type of bacteria is associated with a number of human diseases, which range from pharyngitis or "strep throat" to necrotizing fasciitis or "flesh eating disease". The focus of this work is to implement new animal infection models and develop novel antimicrobials based on recombinant bacteriophage lytic enzymes.

**Daniel Harris, Philosophy**

Daniel Harris holds a BA in philosophy at Simon Fraser University in 2007, and completed a PhD in Philosophy in June, 2014 at the CUNY Graduate Center, where he was supported by several competitive awards, including an Enhanced Chancellor's Fellowship, a Doctoral Fellowship from the Social Sciences and Humanities Research Council of Canada, and a Dissertation Fellowship. His research focuses on the philosophy of language and the history of 20th-Century Anglo-American philosophy. His dissertation and recent work defend a new approach to semantics—the interdisciplinary study of meaning in natural languages. His next major project will be a monograph about speech-act theory, which is a branch of the philosophy of language that aims to systematize and explain the many things we do when we speak. Daniel is a co-founder and co-organizer of the New York Philosophy of Language Workshop, which has hosted weekly talks by more than 50 philosophers and linguists from universities around the world since 2011.

**Rachel Schutte, Political Science**

Rachel Schutte completed her Ph.D. at Michigan State University in August 2014. A scholar of American politics and public policy, her research focuses on decision making in federal appellate courts, with particular emphasis on the collegial and institutional features that constrain and influence the behavior of Supreme Court justices. The overarching goal of her research agenda is to provide an empirical micro-foundation of Supreme Court decision-making, ultimately informing theories of intra-court bargaining and improving our understanding of the Court's opinion writing process. A recipient of a National Science Foundation grant, as well as various departmental and college awards while at MSU, Professor Schutte has gathered original data from the private papers of former Supreme Court justices to examine the behind-the-scenes aspects of the judicial process. Included among her projects are investigations of how the justices work together to produce law and how law clerks affect judicial behavior.

**Tyrel Starks, Psychology**

Tyrel Starks is a licensed clinical psychologist and biostatistician. He earned his PhD from Southern Illinois University Carbondale's child-clinical psychology program in 2009. He completed an (APA accredited) pre-doctoral internship at MercyFirst, a residential foster home for youth in Syosset, Long Island before joining the Center for HIV/AIDS Educational Studies and Training (CHEST) as a Postdoctoral fellow. He studies substance use and sexual health. He is particularly interested in factors that regulate health behaviors and mental health among people in main partner relationships. His research interests focus specifically on relationship factors that influence substance use and sexual risk behavior. He has published broadly on HIV transmission risk among vulnerable populations. He is the Principle Investigator of an NIH R34 designed to develop and pilot test an enhanced approach to couples-based HIV counseling and testing with gay men which will focus on both sexual and drug-use agreements in the relationship, and how these may impact sexual risk behaviors with non-primary partners.

**Nesha Burghardt, Psychology**

Nesha Burghardt received her B.A. in Psychology from the University of California at Berkeley and her Ph.D. in Neural Science from New York University. Her research interests involve using animal models to understand the neural circuits that underlie the cognitive impairments and emotional symptoms associated with neuropsychiatric disorders. During her time as a graduate student in the laboratory of Dr. Joseph LeDoux, she addressed fundamental questions about how antidepressant treatment affects fear learning and amygdala function. With her expertise in behavioral neuroscience and mouse genetics she is investigating the neural basis of neuropsychiatric disorders in the following three projects: 1) Developmental Effects of Stress. This project is focused on investigating how chronic stress during adolescence leads to long-lasting changes in the neural circuits implicated in mood and anxiety disorders. 2) Serotonin and Emotional Learning. In this project, she is using optogenetic techniques to identify the circuits involved in mediating the effects of serotonin on fear learning and innate anxiety. 3) Neurobiology of Eating Disorders. The aim of this project is to reveal the mechanisms that increase vulnerability to anorexia nervosa, with a focus on the relationship between anorexia nervosa and dysfunction within circuits mediating mood, anxiety and reward.

**Amber Martin, Psychology**

Amber Martin is currently a lecturer doctoral in Psychology whose teaching specialties are in child development and experimental methods. Dr. Martin received her Ph.D. in child psychology from the University of Minnesota's Institute of Child Development in 2009. Since then, she has held a post-doctoral researcher position at Barnard College studying deaf children in the US and Nicaragua. Dr. Martin's research examines how language and cognition interact across development, and how deaf children's language learning experiences shape their developing cognition.

**Stefan Schlussman, Psychology**

Stefan Schlussman has a PhD in Cell Biology and Anatomy from the New York Medical College. His work focused on effects of long-term exposure to drugs of abuse and on examining strains of mice that differ in their responses to drugs of abuse, in an attempt to study neurobiological substrates that may make an individual more vulnerable to the addictive diseases. During his tenure at Rockefeller he served as a CO-PI on a Project within a NIH-NIDA funded P50 Research Center and Director of the Molecular Biology and Quantitative Analysis Core Resource in our Center. He has authored or co-authored over 40 peer reviewed publications.

**Jessica Hardie, Sociology**

Jessica Hardie received her Ph.D. in Sociology at the University of North Carolina at Chapel Hill and completed a postdoctoral fellowship in Family Demography and Individual Development at Penn State University. She specializes in the areas of sociology of education, inequality, family, and the transition to adulthood. In particular, her research explores how class, race, and gender shape young people's trajectories through adolescence and young adulthood. She has conducted qualitative and quantitative research on adolescent social capital, race and racism in high school, economic resources and romantic relationship quality, and the relationship between maternal health and child well-being. Her current research concerns class and race differences in young women's transitions to adulthood, with attention to how they balance work, school, and family life.

**Office of the Provost**

**Adina Mulliken, Library**

Adina Mulliken comes to Hunter College Libraries from Syracuse University, where she was Associate Librarian for Social Work and Allied Services, as well as serving as the Library liaison to the University's Office of Accessibility. She has a strong research background in helping to develop and facilitate informational resources for students with disabilities, including website evaluation and improvement for those who cannot use the internet under regular circumstances. She was awarded the Syracuse University's High Impact Award for leading more than 30 instructional events and reaching over 500 participants in a single academic year. Prof. Mulliken has also worked on Prison Library initiatives and LGBT Outreach.



Elizabethe C. Payne, Provost's Office

Elizabethe Payne has been appointed as the Interim Director of the LGBT Social Science and Policy Center at Hunter College's Roosevelt House. She comes to Hunter from Syracuse University School of Education and the LGBT Studies program where she specialized in qualitative research methodology, critical theory, youth culture, queer girlhoods, and LGBTQ issues in education. Her current research addresses LGBTQ bullying, explores education professionals' experiences working with transgender elementary school students, and the effectiveness of LGBTQ professional development for educators. She is Founding Director of QuERI – The Queering Education Research Institute©, a research and policy center dedicated to bridging the gap between research and practice in the creation of affirming school environments for LGBTQ students and families. Dr. Payne served on the New York State Dignity for All Students Act (DASA) Task Force, the DASA State Policy Group and the New York State School Professional Certification Committee on Diversity. QuERI has moved to Hunter College.

School of Nursing

Nerfertiti Cano, Nursing

Nerfertiti Cano joined the faculty in January, 2014 as a Lecturer. She had been an adjunct Clinical Lecturer at the School of Nursing since 2011. She received a BS in Nursing and a MS as a Family Nurse Practitioner from Lehman College. Currently, she is a student in the Hunter College Doctor of Nursing Practice program. Ms. Cano maintains practice as an FNP in a pediatric clinic, and has previous practice experience in labor and delivery. She teaches in our undergraduate programs, and has taught maternity and pediatric nursing.

Mary Belmont, Nursing

Mary Belmont joins the faculty as a Distinguished Lecturer and she serves as Advisor to the new Nursing Honors Program. She has been an adjunct faculty member at the School of Nursing since 2011, and was an Assistant Professor in Nursing from 1979-81. Dr. Belmont is a Colonel in the U.S. Army, Retired. Her last service was as Commander of the Battlefield Trauma Readiness Program for the 8th Medical Brigade HHC. She received a BSN from Cornell U., an MA in Nursing Education from Columbia U., a MS in Nursing from Hunter College, and an EdD from Columbia U. Teachers College. She has past experience as a staff nurse, nurse practitioner, administrator, research coordinator, educator, and consultant. In 1998 she created a Geriatric Case Management/Home Care agency titled The Golden Group, Inc., for which she continues as the Vice President.

Elizabeth Capetuzi, Nursing

Elizabeth Capezuti joined the faculty in January of 2014 as the William Randolph Hearst Chair in Gerontology Nursing at Hunter-Bellevue School of Nursing and this semester has become the Assistant Dean for Research. Previous to coming to Hunter College, she was a faculty member at NYU's School of Nursing where she held the Dr. John W. Rowe Professorship in Successful Aging. Dr. Capezuti received her master's degree as a geriatric advanced practice nurse from Hunter-Bellevue School of Nursing and her PhD in nursing from the University of Pennsylvania.

She has published extensively in the areas of fall prevention, restraint and side rail elimination, and APN (advanced practice nurse) facilitated models. Findings from Dr. Capezuti's research have been used to draft both state legislation and federal regulations related to nursing home care. She serves on several national boards and has been a consultant to the Hospital Bed Safety Workgroup of the United States Food and Drug Administration and the Center for Medicare and Medicaid Services. She's also consulted internationally in Australia, Italy, Germany, the Netherlands, and Spain

Caroline Hewitt, Nursing

Caroline Hewitt joined the faculty in January, 2014 as an Assistant Professor and Coordinator of the Doctor of Nursing Practice program. She completed her DNS at the CUNY Graduate Center in 2012 and she holds a master's degree in nursing from Massachusetts General Hospital Institute for Health Professions and a BA in History and Dance from Skidmore College. She danced professionally before becoming a nurse. She is board certified as a Women's Health Care Nurse Practitioner and as an Adult Nurse Practitioner, and practices as a Nurse Practitioner for Planned Parenthood in Westchester County. She consults on reproductive health and family planning. She is the past Director of the Women's Health Nurse Practitioner Program at Columbia University School of Nursing. Her research focuses on competency development in the public health workforce.

School of Health Professions

Nicki Silberman, Physical Therapy

Nicki Silberman joins the Department of Physical Therapy, School of Health Professions, as an Assistant Professor and Director of Clinical Education. She received a B.A. from Tufts University, a master of physical therapy degree from the University of Delaware, a DPT from Massachusetts General Hospital Institute of Health Professions, and a PhD from Nova Southeastern University. For the last ten years she coordinated clinical placements for PT students at Long Island University. She will contribute to the PT Department by using her coordination skills as Director of Clinical Education. In addition, she will work with the NYSIM Center building on her dissertation work with High Fidelity Human Simulation for PT students.

Silberman School of Social Work

Rufina Lee, Social Work

Rufina Lee received her MSW from the University of California Berkeley and her Ph.D. in social welfare from Columbia University, where she also completed a post-doctoral fellowship in psychiatric epidemiology. She has taught at Touro College and Columbia University and has served as a research scientist in the Division of Mental Health Services and Policy Research at New York State Psychiatric Institute. Her research interests include ethnic group differences in the severity of mental disorders and interventions for young adults experiencing first-episode psychosis. Dr. Lee will join Silberman's Center for the Advancement of Critical Time Intervention.

Colleen Katz, Social Work

Colleen Katz received her MSW from Columbia University and her Ph.D. from the University of Chicago. Her research interests include the behavioral consequences of child maltreatment, the intergenerational transmission of violent behavior and evidence-supported interventions for traumatized youth. Dr. Katz will be affiliated with Silberman's National Center for Child Welfare Excellence and will teach in the human behavior sequence.

Colleen Henry, Social Work

Colleen Henry received both her MSW and her Ph.D. from the University of California Berkeley. Her research interests include child welfare practice and policy, and the impact on children of exposure to domestic violence. Dr. Henry will be affiliated with Silberman's National Center for Child Welfare Excellence and will be teaching social policy courses.

Alexis Kuerbis, Social Work

Alexis Kuerbis received both her MSW and Ph.D. degree in social work from New York University. An expert in addiction treatment, she has for the past decade been associated with Columbia University's Addiction Services and Psychotherapy Intervention Research Center and has taught at NYU, Mount Sinai Medical School and St. Joseph's College of New York. Her research focuses on evaluating innovative methods for treating alcohol abuse through moderated drinking approaches, with a special interest in problem drinking among older adults. Dr. Kuerbis will teach courses in alcoholism and substance abuse as well as clinical practice.

School of Education

Bonnie Keilty, Special Education

Bonnie Keilty received her Ed.D in 2001 from George Washington University. She has taught at several institutions, including Teachers College, NYU, and City College. Her specialty areas are Early Intervention and Early Childhood Special Education. She is the author of *The Early Intervention Guidebook for Families and Professionals: Partnering for Success*, published by Teachers College Press, along with numerous peer-reviewed articles and book chapters.

Katherine Furlong-Silverio, Special Education

Kathy Furlong-Silverio has two Masters degrees in special education and social work. She has worked in elementary public schools for nine years as learning specialist, supporting children with IEPs in inclusive classrooms and resource room. She is a former adjunct at Hunter, teaching several practitioner-focused courses, including Learning Lab and Practicum. She joins us as Clinical Professor of Childhood Special Education

**Kristen Pavelec, Special Education**

Kristen Pavelec joins Hunter College with ten years of classroom experience as a teacher and literacy coach. She received her undergrad degree from Rutgers College and remained with the college after graduating to work with the National Institute of Early Education. Here she researched urban schools throughout New Jersey, until beginning her teaching career with the New York City Teaching Fellows as a special educator. During this time she completed her Master's Degree in Special Education at Hunter College and had worked with Hunter since 2009 as an adjunct professor.

**School of Urban Public Health**

**Brian Pavilonis, School of Urban Public Health**

Brian Pavilonis is an Assistant Professor in the Environmental and Occupational Health Program. He received his Ph.D. from the University of Iowa in 2012 in Occupational and Environmental Health and his post-doc from Rutgers University in 2014 in Exposure Science. His research focuses on human exposure assessment and health effects from air pollution.

**Meredith Manze, School of Urban Public Health**

Meredith Manze received her BA from Johns Hopkins University in Public Health & Sociology, MPH in Maternal & Child Health and PhD in Health Services Research, both from the Boston University School of Public Health. She worked as a Project Manager and Instructor in the Boston University School of Medicine's Healthcare Disparities Research Program, prior to coming to Hunter College in the Urban School of Public Health last year as a Visiting Assistant Professor. She is joining Hunter College as a tenure-track Assistant Professor in Community Health (COMHE) and director of the COMHE undergraduate program. Her research interests include sexual health and health care.