

MINUTES

Meeting of the Hunter College Senate

4 November 2009

1 The 507th meeting of the Hunter College Senate was convened at 3:45 PM in Room W714.
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3 **Presiding:** Sandra Clarkson, Chair
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5 **Attendance:** The elected members of the Senate with the exception of those listed in Appendix I.
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7 Alternate Senators were formally seated in accordance with the procedures approved by the Senate, and
8 clickers were distributed to them.
9
10 **Report by the** The Chair presented the report as follows:
11 **Administrative**
12 **Committee:** Special Election for Vacant At-large Seats on the Senate – Fall 2009
13 The Chair presented the following nominations in accordance with Article IV, Sections 2.H.i & ii, of
14 the *Charter for a Governance of Hunter College*:
15
16 Students: Jonathan Morales (Anthropology/AFPRL)
17 Ayman Ahmed (Computer Science)
18 Cristian Vergara (undeclared)
19 Francisco Mena (Sociology)
20 Andrew Kile ((undeclared)
21 Angelo Rosado (History)
22 Raphael Tomkin (Film/Political Science)
23 Luard Dilja (undeclared)
24 Camille Lampel (Archaeology)
25 Lauren Saenz (Pre-Law)
26 Jennifer Liu (undeclared)
27 Raya Harris (undeclared)
28
29 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees. The
30 motion was approved by voice vote without dissent.
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32 Clickers were distributed to the newly elected senators.
33
34 Approved Curriculum Changes
35 The following curriculum changes as listed in the Report dated 4 November 2009 were approved as per
36 Senate resolution, and were submitted for the Senate's information: Item UE-1610 (Minor in
37 Philosophy).
38
39 It was moved that item US-1607 (Urban Affairs) be recommitted.
40
41 After discussion the questions was called and carried.
42
43 The motion to recommit carried by voice vote.
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45 College Calendar for 2010-2011
46 The university-wide College Calendar for 2010-2011, as issued by the CUNY Central Administration,
47 was submitted for the Senate's information. The Calendar is attached as Appendix II.
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Announcement:

The Administrative Committee informed the Senate that it is in the process of reexamining the current *College-wide Search Procedures* for administrators in light of the evolution of the structure of the College, including the addition of important administrative positions, and with the experience of searches over the last several years. We will be reporting on our recommendations in the near future, and the Senate will have the opportunity to discuss and act on changing these procedures.

**Report by
President:**

President Raab presented the PMP Goals for the 2008-2009 academic year in a Power-Point presentation (see Appendix III).

**Committee
Reports:**

Nominating Committee

Professor Clarkson presented the following nominations on behalf of the Nominating Committee:

Undergraduate Course of Study Committee:

Faculty from Sciences & Math:	Roger Persell (Biology)
Faculty from Education:	Dennis Robbins (C&T)
Faculty from Health Prof.:	Khursheed Navder (Health Sci)
Faculty At-large:	Jeff Allred (English)
Faculty Alternate:	Linda Alcott (Philosophy)
3 Students and 3 student alternates:	August Wojtkiewicz (Classics Major)
	Marta Petryna (Biology Major)
	Dhariana Dela Cruz (Psychology Major)

Graduate Course of Study & Academic Requirements Committee

Faculty from Humanities & Arts:	Jeremy Glick (English)
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Undergraduate Academic Requirements Committee

Faculty Alternate:	Jessie Daniels (Health Sciences)
Student:	Lauren Hecker (Music)

Budget Committee

Faculty from Education:	Frank Gardella (C&T)
Faculty from Sciences & Mathematics:	Barbara Barone (Math)
Faculty from Humanities & Art:	Steve Gorelick (Film & Media)
2 Students:	Jason Perper (Accounting)
	James Broughel (BA/MA (Accounting))
Student Alternate:	Ginna Moreano (Psychology)

Departmental Governance Committee

Faculty from Humanities & Arts:	Peter Parisi (Film & Media)
Faculty from Health Professions:	Makram Talih (Health Sciences)

Committee on the Library:

Faculty from Education:	Abby Jewkes (Curriculum & Teaching)
Students:	Dhariana DeLa Cruz (Psychology)
	Melinda Cornwell (Psychology/THHP)
Student Alternate:	August Wojtkiewicz (Classics)

Grade Appeals Committee

Faculty Alternate:	Mark Hauber (Psychology)
Student Alternates:	Kyle Sabo (History)

Master Plan Committee

Faculty from Social Sciences:	Ann Cohen (Political Science)
Students	August Wojtkiewicz (Classics)
	Ginna Moreano (Psychology)

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Teacher Evaluations Committee

Faculty Alan Hausman (Philosophy)

Committee on Computing & Technology

Faculty from Social Sciences: Thomas DeGloma (Sociology)
 Faculty At-large/Research: Bary Cherkas (Mathematics & Statistics)
 Students: Ayman Ahmed (Computer Science)
 Cristian Vergara (undeclared)

Committee on Academic Freedom

Faculty from Library: Hal Grossman
 Faculty Alternate: Violet Malinski (Nursing)
 Student: Kyle Sabo (History)

GER Appeals Committee

Faculty Alternate: Lisa Marie Anderson (German)
 Student Alternates: Lauren Hecker (Music)
 Glenda Holland (undeclared)

Select Committee on Performance Measures & Outcomes Assessment

Faculty from Sciences & Math: Noel Goddard (Physics)

Select Committee on the First Year Experience

Student Alternates: Marta Petryna (Biology)

Calendar Committee

Faculty from Education: Marcus Bidell (Educational Foundations)

It was moved that the Secretary be instructed to cast a single ballot in favor of the entire slate.

The motion carried by voice vote without dissent.

Mellon Project Special Committee to Review the GER – Draft Report on P&D

Professor William Sakas, Chair of the Committee, presented the Draft Report on the Pluralism & Diversity Requirement for discussion purposes only. The draft report is attached as Appendix IV.

At 5:00 PM it was moved that the Senate dissolve itself into a quasi committee of the whole for informal discussion. The motion carried.

The meeting adjourned at 5:25 PM because of the late hour.

Respectfully submitted,

Philip Alcabes,
 Secretary

APPENDIX I

The following members were noted as absent from the meeting:

Faculty:

Africana&PR/Latino	Edgardo Melendez (A)
Anthropology	Tom McGovern (A)
Art	Paul Ramirez
Chemistry	Pamela Mills Dixie Goss (A) "E"
Computer Science	Saad Mneimeh (A) Ioannis Stamos (A) Virginia Teller "E"
Curriculum & Teaching	Bede McCormack (A) Nadine Bryce (A)
Economics	Timothy Goodspeed (A) Avi Liveson Howard Chernick
Film & Media	Tim Portlock
Health Sciences	Stacey Plichta (A) Jack Caravanos "E"
History	Michael Turner Richard Belsky (A)
Library	Lisa Finder (A) Danise Hoover (A)
Mathematics & Statistics	Dana Draghicescu (A) "E" Patrick Burke (A)
Nursing	Elizabeth Simon (A) Lorraine Sanders
Physics & Astronomy	Ying-Chih Chen (A) Noel Goddard (A)
Political Science	Charles Tien (A)
Psychology	Peter Serrano (A) Thomas Preuss
Romance Languages	Guiseppa DiScipio (A)
SEEK	Patricia Martin (A) "E"
School of Social Work	George Paterson Willie Tolliver (A) Kenny Kwong (A)
Sociology	Claus Mueller (A)
Theatre	Deepsikha Chatterjee

Lecturers and Part-Time Faculty

Stuart Ewen (Film&Media)
Case Willoughby (Student Serv)"E"
Lynn Kemen (Psych)
Matthew Knip
Christa Acampora (Philosophy)
Barbara Sproul (Religion)

Administration

Dean Sherryl Graves (A)
Dean Jacqueline Mondros (A)

Ex-Officio

Deborah Francois, USG Pres.
George Wallace, CLT Council President
Sarit Levy, GSA Pres.
Patricia Rudden, Alumni Assoc. Pres.

Students

Valentine Sanders (Classics)
Rosemary Beato (Psych)
Leticia Ribeiro (Math)
Saba Abdulla (History)
Jenny Jenkins (Film&Media)
Joseph Gradante
Scott Powell (Chemistry)
Nieves Veras (Spanish/Engl)
Glenda Holland (Sociol)
Raihan H Mirza (Med)
Jordan Diminich (Poli Sci)
Sabrina Caprioli (Poli Sci)
Jane Dzielsky (Math & Stat)
Daniel Fried (Math&Stat)
Kyle Sabo (Grad)
Runako Taylor
Dorota Botwina (Psych)
Norman Kennard (Anthro/Archaeo)

APPENDIX II

THE CITY UNIVERSITY OF NEW YORK 2010-2011 ACADEMIC CALENDAR

FALL 2010

August 2010:

TH 26 First Day of Classes - Fall 2010

September 2010:

Su 5 No classes scheduled
M 6 LABOR DAY -- COLLEGE IS CLOSED
W 8 No classes scheduled after 4:00 PM
TH 9 – F 10 No classes scheduled
Tu 14 Classes Follow a Friday Schedule
F 17 – Sa 18 No classes scheduled

October 2010:

M 11 COLUMBUS DAY - COLLEGE IS CLOSED

November 2010:

W 3 No classes scheduled before 4:00 PM
TH 25 – Su 28 THANKSGIVING RECESS -- COLLEGE IS CLOSED

December 2010:

Tu 14 Reading Day – No classes
Tu 14 – Tu 21 Final Week of Fall Semester 2010 (Final examinations or last instructional period where no finals are given)
F 24 – Sa 25 COLLEGE IS CLOSED
F 31 COLLEGE IS CLOSED

SPRING 2011

January 2011:

Sa 1 COLLEGE IS CLOSED
M 17 MARTIN LUTHER KING JR. DAY -- COLLEGE IS CLOSED
F 28 First Day of Classes -- Spring 2011

February 2011:

F 11 LINCOLN'S BIRTHDAY -- COLLEGE IS CLOSED
Sa 12 No Classes
M 21 PRESIDENTS' DAY -- COLLEGE IS CLOSED
W 23 Classes Follow a Monday Schedule

April 2011

Su 17 – Tu 26 SPRING RECESS – NO CLASSES

May 2011:

W 18 Last Day of Classes – Spring 2011
TH 19 Reading Day
F 20 – F 27 Final Week of Spring Semester 2011 (Final examinations or last instructional period where no finals are given)
M 30 MEMORIAL DAY -- COLLEGE IS CLOSED

APPENDIX III

President's Report 200802998 Hunter College Performance Goals

GOALS

- Raise academic quality
- Improve student success
- Enhance financial and management effectiveness

GOAL: RAISE ACADEMIC QUALITY

Shift resources to flagship programs to support CUNY's commitment to become a research-intensive institution

Space planning

- Groundbreaking for the Lois V. and Samuel J. Silberman School of Social Work, co-locating with the CUNY School of Public Health at Hunter College and the Centro Library and Archives.
- Roosevelt House Public Policy Institute slated to open January 2010.
- Library renovation plans are being developed.
- RFP for the Brookdale site has been issued.

Academic affairs

- 47 outstanding faculty were hired in all 5 Schools.
- Hunter made progress on joint doctoral programs in the sciences and hired a science advisor to the President.
- Hunter re-established a freestanding School of Nursing (SON) and is implementing the CUNY School of Public Health (SPH) at Hunter College.

Hunter recognitions for academic quality

- The Princeton Review* named HC one of its top ten "Best Value" public colleges.
- Hunter again ranked 12th among public universities in the north in the Best Universities-Masters category in the 2009 *U.S. News and World Report*.
- Hunter received 12,000 first choice undergraduate applications for Fall 2009, up 10%. Transfer applications up 25%. Graduate applications up 37%.

Hunter faculty recognitions

- Benjamin Hett (History) and Jonathan Shannon (Anthropology) won Guggenheim Fellowships.
- Michael Thomas (English) was awarded the world's largest literary prize, the €100,000 International IMPAC Dublin Literary Award, for his debut novel, *Man Gone Down*.
- Louisa Thompson (Theatre) won an Obie Award for Theatre Design Off Broadway for Sahra Kane's *Blasted*.

Investment in external collaborations

- Our participation in the Clinical Translational Science Center (CTSC) includes Weill Cornell Medical College, Hospital for Special Surgery and Memorial Sloan-Kettering Cancer Center.
- Roosevelt House Public Policy Institute entered its 3rd year of collaboration with the renowned Aspen Institute.
- Through Hunter's program with Teacher University (Kipp Academy, Uncommon Schools, Achievement First, Teach for America) 120 teachers enrolled in Summer 2008. The SOE also partnered with New Visions in an innovative urban teacher residency program.
- Our Asia Society partnership includes 2 faculty members being named Associate Fellows: Rupal Oza (Geography) and Manu Bhagavan (History). Many Hunter students have interned at Asia Society.
- Hunter's collaboration with the New York Center for Autism created the ABA Advanced Certification program which has been approved at all levels of Hunter, CUNY and New York State.
- School of Social Work (SSW) expanded the CUNY Veterans Program (PROVE) to four CUNY campuses. New ACE/Walmart funding will allow expansion to two additional campuses in 2009-10.

Program reviews and data analyses shape academic decisions

- Hunter successfully completed its decennial review by the Middle States Commission on Higher Education and met all 14 Standards of Excellence.
- The SOE successfully completed its 5-year NCATE evaluation, met all NCATE standards and was commended in 4 areas.
- Faculty approved a resolution making the minor optional and under the control of the minor department.
- As a result of workforce needs and high demand, the SSW opened a January class of 56 students, and the SON launched an accelerated BS in nursing.

Investing in faculty as scholars and as teachers

- The Presidential Travel Award Program distributed over \$190,000 to nearly 200 faculty in 2008-09.
- Support continued for faculty who are committed to the use of innovative technologies in their courses through the President's Faculty Initiative in Teaching with Technology (FITT) program.
- For the first time, every new hire in the professorial rank received a start-up package.
- Support continued for Faculty Laptop Computer Subsidy program and Computer Replacement program.
- Opportunities for faculty housing in Manhattan were negotiated at reduced rates.

- Tenure and reappointment procedures were revised to accommodate the 7-year tenure clock.
- New Director of Assessment was hired.
- The Senate passed two resolutions requiring the specification of measurable learning goals on all new and existing syllabi.

Use of technology to enrich teaching

- Associate Provost for Instructional Technology position was created and filled on an acting basis by Manfred Kuechler (Sociology).
- Continued to invest in FITT program.
- Hunter created more than 50 new enhanced classrooms; over 90% of classrooms incorporate enhanced technology.
- A&S departments articulated technological competencies required for majors and indicated mapping of competencies in the curricula.
- Senate Technology Committee proposed 7 tech competencies for undergraduates.

Increase faculty research and scholarship

- 592 of Hunter's faculty entered their work into CUNY's online scholarship report system (up from 286 in 2006-2007).
- CUNY purchased Digital Measures and Hunter will implement it.
- The percentage of instructional FTEs in undergraduate courses delivered by full-time faculty increased to 46%.
- The percentage of instructional FTEs in graduate courses delivered by full-time faculty remained stable in all schools but the SOE (where they decreased slightly but increased at the undergraduate level).

Increase percentage of under-represented faculty and staff

- New hires in 2008-09 included 23 full-time faculty from under-represented groups.
- Dean of Diversity prepared comprehensive *Research and Recruitment Guide*, distributed to chairs and posted online.
- Dean of Diversity consulted with Search Committee Chairs and Departmental Chairs on candidate evaluation and selection criteria in a number of searches; he suggested rubrics and other procedural devices to ensure objectivity, consistency and fairness in accordance with best practices and departmental needs.

GOAL: IMPROVE STUDENT SUCCESS**Make progress on Campaign for Success indicators**

- Piloted first "Hunter Horizons" courses to foster student faculty engagement and facilitate transition to college.
- Expanded initiatives for first-year students:
 - freshman/transfer orientations
 - peer advising
 - faculty/ adjunct development for instructors of intro English and math

- Expanded support for students at risk via Rockowitz Reading/Writing Center, Dolciani Math Center, Socrates Biology Center and Chanin Language Center
- Biology 150 was offered as pilot in Spring 2009 as Hunter CSI (Crime Scene Investigation).
- 3 Hunter Horizons course were piloted and assessed in Spring 2009.
- 3 sections of the merged course English 221 were piloted and assessed in Fall 2008.
- Undergraduate advisors and Department chairs were trained to use Degree Works.

Specific Campaign for Success indicators

- Goal 1: *Maintain high percentage of students passing gateway courses with a C or better (87.5% in fall 2007)*
 - While pass rates remained high in freshmen composition (93.1% in F08 down from 94.4% in F07), pass rates fell in math (from 74.3% in F07 to 57.7% in F08).
- Goal 2: *Increase percentage of freshmen and transfers taking courses summer after entry*
 - Percentage increased from 31.5% (F06) to 34.4% (F07).
- Goal 3: *Increase number of credits earned in the first 12 months*
 - Number of credits earned by first-time freshmen in the first 12 months increased to 25.4 credits (F07), up from 24.8 (F06) credits.
- Goal 4: *Increase ratio of FTEs to headcount*
 - Ratio steadily improved and stands at highest level in 5 years.
- Goal 5: *Increase percentage of students with a declared major by 70th credit*
 - Percentage increased to 65.1% (F08) from 60.5% (F07).

Raise the show and pass rates on proficiency exam

- Hunter's show and pass rates on the CUNY Proficiency Exam (CPE) are the highest in CUNY.
- In 2008 Hunter maintained its pass rate of 96.2%.
- Show rates continue to increase:
 - 87.9% in 2008
 - 86.1% in 2007
 - 79.2% in 2006

Increase retention rates

Full-time Freshmen

- First-year retention increased from 81.7% for F06 cohort to 83.6% for F07 cohort.
- First-year retention for underrepresented minorities increased to 82.9% from 79% for F06 cohort.
- 2nd year retention was unchanged (65.6% for F06 cohort).

Transfer Students

- 1st year retention rate was maintained (74.9%).
- 2nd year retention rates increased to 63.6% for F06 from 59.6% for F05 cohort.

Increase graduation rates

Full-time Freshmen

- 6-year graduation rates increased to 41.9% (F02 cohort) from 35.9% (F01 cohort).
 - Black Male graduation rates increased to 28.8% (F02 cohort) from 20% (F01 cohort).
- 4-year graduation rates held steady at 17.1% (F04 cohort) up from 12.5% (F01 cohort).

Full-time Transfer Students

- 6-year graduation rates increased to 50.1% (F02 cohort) from 47.7% (F01 cohort).
- 4-year graduation rates increased to 46.5% (F04 cohort) from 41% (F03 cohort).

Master's Students

- 4-year graduation rates increased to 71.9% (F04 cohort) from 67.7% (F03 cohort).

Increase student engagement

- 500 students benefited from Presidential Initiatives which distributed over \$45,000 to support student-faculty co-curricular activities, student presentations at conferences and student/faculty research opportunities.
- Advising Services continued to provide every freshman with an advisor and increased peer-to-peer advising.
- Implementation of Hobsons CRM tool resulted in increased and better managed communications with prospective students via a personalized webpage designed and tailored to their individual interests.

Improve pass rates on professional certification exams

School of Education

- Hunter maintained 100% pass rates on Liberal Arts and Science Test (LAST) & Assessment of Teaching Skills – Written.

School of Social Work

- 2008 LMSW pass rates on par with national average (74% vs. 69% in 2007).
- 2008 LCSW pass rates fell slightly (77% in 2007 to 74% in 2008).

Schools of Nursing and Health Sciences

- NCLEX pass rate (91.9%) is highest in NYC.
- Communications Sciences pass rate held at 100%.
- PT pass rate (96.8%) is well above state average (74.5%).

Increase student satisfaction with academic support services, advising and technology

- To help engage students and faculty with technology, 60 computers added to student Laptop Loan Program and 65 added to faculty program.
- In response to articulated need for technology upgrades, many public computer labs were updated and 200 computers were replaced.
- For greater access to Public Access Computers (PACs), terminals were relocated to high traffic areas.
- 50 new departmental, programmatic, and administrative websites have been redesigned.

GOAL; ENHANCE FINANCIAL AND MANAGEMENT EFFECTIVENESS

Increase or maintain enrollment targets

- Enrollment was increased to 21,258 as a result of strategic increase in graduate students, particularly in SOE, SON and SSW.
- Enrollment in continuing and adult education was maintained.

- Mean SAT score of first-time freshmen in fall 2008 increased to 1104; mean CAA also rose.
- Hunter's percentage of TIPPS course evaluations continued to increase.
- Scholarships were used to recruit a diverse pool of minority students.

Increase alumni/corporate fundraising by 10%

- In a down economy, alumni and corporate giving remained constant at almost \$18 million, including our \$5 million anonymous gift. This does not include \$30 million from the sale of the SSW building.
- Alumni giving is at 20%, representing an increase in participation among various constituencies.
- \$1.25 million gift from the Laurie M. Tisch Illumination Fund will fund a Public Health Fellow, annual health forum and community health prize.
- Hunter's first gala raised over \$800,000.
- Schools of Education, Social Work and Nursing have established plans for more effective alumni outreach.

Increase revenues, decrease expenses, and improve administrative services

- By achieving our \$1.4 million productivity target we were able to offer students additional courses and sections.
- Percentage of tax-levy budget spent on administrative services has held constant.
- Hunter has implemented its financial plan and maintains a balanced budget.
- Hunter's FY09 grant total was our highest ever at \$48.2 million, up from \$41.5 million in FY08.
- Hunter has met its revenue target for adult and continuing education programs.
- We are on track to implement CUNYfirst in accordance with CUNY's target schedule.
- Sustainability Committee meets regularly and will have a plan in place by Jan. 2010 target date.

Excerpts of CUNY Chancellor Goldstein's comments on Hunter President's 2008-2009 Performance Evaluation

- "I am delighted by the quality and diversity of the faculty that you have hired and how well regarded they are in higher education circles; the college has used its resources very well. Your fundraising efforts are quite good, and the figures for grants and contracts are moving aggressively in the right direction due to your efforts to encourage faculty to seek external support."*
- "I am deeply grateful for your work. Please share my delight and gratitude with your faculty and administrative team. There are great things ahead for Hunter."*

APPENDIX IV

Mellon Project Special Committee to Review the GER Draft Report on the Pluralism & Diversity Requirement (For discussion purposes only)

Preamble

The complexity of today's society requires understanding and appreciating the diversity of cultures, languages, and traditions. Hunter's Pluralism and Diversity Requirement, focuses on practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, experiences, and/or intellectual traditions of societies and groups from both within and outside of the United States.

We believe that a meaning Pluralism and Diversity Requirement should give our students sufficient academic background so that they will be able to:

- recognize that educated people do, and must, engage with people of other cultures
- recognize that there are multiple intellectual traditions
- be able to grapple with issues in society that arise because of differences between different intellectual traditions or out of conflict between groups

History

A Mellon Project subcommittee established in the summer of 2007 began discussions in a number of areas, and submitted a preliminary report on Hunter's Pluralism and Diversity (P&D) Requirement.

In September 2008 sponsored a series of events featuring Lani Guinier, professor at Harvard School of Law, and Johnetta Cole, Director of the Institute for Global Diversity and Inclusion at Bennett College. These included a public conversation on diversity in higher education, and a faculty/student seminar.

In January 2009 the Mellon Project convened a faculty symposium on the topic of P&D at Hunter, attended by about two dozen senior faculty members, to discuss the nature of diversity and issues in implementing diversity education at Hunter. We summarize the preliminary report, and subsequent discussions by outlining what we take to be the faculty's view of the curricular objectives of the P&D requirement:

Curricular objectives

- To encourage students to explore a wide range of global perspectives
- To understand the growing interdependence of the world's political, economic, and cultural relations
- To analyze and understand differences and inequalities within the United States
- To understand theoretical and political constructions of race, class, gender, and sexuality
- To investigate the interconnections amongst class, religious, ethnic, and other group distinctions
- To provide access to developments in scholarship on the above topics

Recommendations:

1) We recommend that students choose one course from each of three areas:

Group 1: Courses on non-European societies, particularly those of Africa, Asia, Latin America, or indigenous American societies

Group 2: Courses on minority groups within the U.S.

Group 3: Courses taking up issues of gender and/or sexual orientation

2) We also recommend that every course to be counted for P&D credit be *certified*. Courses currently satisfying the P&D requirement would have to be re-certified under the new system.

3) We propose a new certification criterion. To be included as counting toward the P&D requirement, a course must focus on two of the following three areas:

Global Society: The effect of worldwide modernization whereby culture, products, services, people, and ideas readily cross geographic and political boundaries and are shared by diverse, and divergent, communities

Intellectual and Cultural Traditions: The history of one or more intellectual and/or cultural traditions outside of, and contrasted with, relevant western (or European) traditions.

Pluralism: The many sets of values that stem from different cultural or societal norms, and the issues in governance, economy, social structure, and politics that result when these values come in conflict.

4) Change the language in the catalog (TBD)

Change in Catalog Language:

FROM:

Pluralism And Diversity Requirement (See pp. 49-63 for listing of approved courses)

The growing interdependence of the world's political, economic, and cultural relations, along with the increasingly diverse character of the American citizenry in general and the students of Hunter College in particular, make it imperative that Hunter undergraduates be exposed to a wide range of intellectual traditions, perspectives, and concerns arising from all corners of the globe. The emergence of sizable bodies of scholarship in recent decades reflecting that intellectual array makes it important for Hunter to present them as an integral part of the education of its undergraduates. Accordingly, all students, including transfer students, who entered Hunter College in the fall 1993 semester or later are required to complete 12 credits in designated courses that address issues of pluralism and diversity before graduating from Hunter College. Students choose three credits from each of the four groups below. Work done at other colleges may be counted towards the pluralism and diversity requirement. When a student is given course equivalence for a course that counts towards pluralism and diversity, that student will also be deemed to have met the corresponding pluralism and diversity requirement except that for, BIOL 100/102 and BIOL 100/160, students must see the department to receive pluralism and diversity credit. All courses used to satisfy Pluralism and Diversity requirements may simultaneously meet a student's Core Requirement or the courses necessary for a major or minor area of study.

Note: While some courses may be listed in more than one group of the requirement, students will be able to apply such course to only one of the four areas.

Group Credits Group or Societal Focus

A 3 A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of non-European societies, particularly those of Africa, Asia, Latin America, or those indigenous to the Americas.

B 3 A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, immigrant experiences, and/or intellectual traditions of one or more of the following groups in the United States of America: African Americans, Asian Americans, Latino Americans, and Native Americans.

C 3 A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the

historical conditions, perspectives, and/or intellectual traditions of women and/or issues of gender or sexual orientation.

D 3 A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of Europe, including the ways in which pluralism and diversity have been addressed.

TO:

Pluralism and Diversity Requirement

The complexity of today's society requires understanding and appreciating the diversity of the world's cultures, languages, and traditions. Hunter's Pluralism and Diversity Requirement focuses on practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, experiences, and/or intellectual traditions of societies and groups from both within and outside of the United States.

The Pluralism and Diversity Requirement is intended to give Hunter students sufficient academic background so that they will be able to:

- recognize that educated people do, and must, engage with people of other cultures
- recognize that there are multiple intellectual traditions
- grapple with issues in society that arise because of differences in intellectual traditions or out of conflict between groups

Group or Societal Focus, 9 credits

Students must take at least three credits of coursework from each of the following three groups:

Group A: Courses on non-European societies, particularly those of Africa, Asia, Latin America, or indigenous American societies

Group B: Courses on minority groups within the U.S.

Group C: Courses addressing issues of gender and/or sexual orientation

Work done at other colleges may be counted towards the Pluralism and Diversity requirement. When a student is given course equivalence for a course that counts towards Pluralism and Diversity, that student will also be deemed to have met the corresponding pluralism and diversity requirement, except that for BIOL 100/102 and BIOL 100/160, students must see the department to receive Pluralism and Diversity credit. All courses used to satisfy Pluralism and Diversity requirements may simultaneously meet a student's Core Requirement or the courses necessary for a major or minor area of study.

See pp. xx-yy for listing of approved courses