

Office of the Hunter College Senate

Room 1018 East Building

Phone: 772-4200

TO: Members of the Hunter College Senate
FM: Senate Administrative Committee
RE: Meeting of the Hunter College Senate

WEDNESDAY, 29 November 2017, from 3:30 to 5:25 P.M., Room W714

AGENDA

- 1. Brief Remarks by the Chair**
- 2. Distribution of Minutes September 27, October 11, and October 25**
- 3. Report by the Administrative Committee**
 - a) Special Senate Election for Vacant At-large Seats**

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

Student: Sarah Russo
 - b) Approved Curriculum Changes**

The following curriculum changes as listed in the attached Report dated 29 November 2017 have been approved as per Senate resolution and are submitted for the Senate's information, if any.
- 4. Report by the Nominating Committee**
- 5. Report and Resolution Regarding Institutional Learning Outcomes**
- 6. Report by Committee on General Education and Committee on Academic Assessment & Evaluation Regarding a Framework for the Assessment of General Education**
- 7. Old Business**
- 8. New Business**

29 November 2017

Report by the Nominating Committee

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

1. Committee on the Library:

Humanities & Arts:
Faculty Alternate:
Students:
Student Alternates:

Leigh Jones (English)
Peter Moller (Psychology)
Betsy Laganis
Brianna Finley

2. Committee on Grade Appeals:

Faculty Alternate:

Victoria Fischer (UPH)

3. Committee on Master Plan:

Faculty Alternate:

Andrea Baden (Anthropology)

4. Committee on Charter Review:

Education:

Lauren Schnell (Special

5. Committee on Computing & Technology

Student:

Stephon Odom

6. Committee on Academic Freedom:

Faculty from Sciences & Mathematics:
Faculty from Education:
Students:

Veronica Gregg (AFPRL)
Elissa Brown (Special Education) Education)
Ilya Geller (Urban Policy and Planning)
James Hull (Urban Policy and Planning)

7. Committee on Academic Assessment & Evaluation:

Faculty Alternate:

Virginia Gryta (Special Education)

8. Committee on General Education:

Faculty Alternate:

Virginia Gryta (Special Education)

9. General Education Requirements Appeals Committee:

Faculty:

Jack Hammond (Sociology)
Sandra Clarkson (Mathematics & Statistics)

10. Committee on Student Success:

Faculty Alternate:

Elizabeth Klein (Special Education)

Note: The following vacancies remain, and we will try to fill them at our next meeting. If you are interested in joining a Senate committee, or if you have a recommendation, please contact the Senate Office (772-4200). We would greatly appreciate your help in soliciting student interest for service on committees.

Undergraduate Course of Study Committee: (Tuesdays 12-2)

Faculty from Social Sciences, 3 Students, 2 Student Alternates, Ex-Officio Member from Schools of Health Professions, and Ex-Officio Member from School of Social Work

Graduate Course of Study & Academic Requirements Committee

Faculty from Humanities and Arts, Faculty from Social Work, 3 Students, Student Alternate, and 1 Ex-Officio Member from School of Social Work

Undergraduate Academic Requirements Committee	Faculty Nursing, Health Professions, Urban Public Health, Faculty from Social Work, Faculty at-large, Student Alternates, and Director of Advising & Counseling or designee
Committee on the Budget	2 Student Alternates
Departmental Governance Committee	Faculty from Social Work, 2 Students, and 1 Student Alternate
Calendar Committee	Faculty from Social Work, Faculty Alternate, 2 Students, 2 Student Alternate, Ex-Officio Dean of Students, Dir. Of Advising, and Dir. Of Evening Students Services
Committee on the Library	1 Student alternate
Grade Appeals Committee	1 Student, and 3 Student Alternates
Nominating Committee	2 Students and 1 Alternate Student
Committee on Master Plan	Faculty Alternate
Committee on Evaluation of Teaching	2 Faculty, 1 Faculty Alternate, and 1 Student Alternate
Charter Review Committee	Faculty from Mathematics & Statistics, Students, and 3 Student Alternates
Committee on Computing & Technology	Faculty from Sciences and Mathematics, Faculty from Library, Faculty research/at-large, Faculty Alternate, 1 Students, 2 Student Alternates, and 1 Staff (ex-officio)
Evening Council	Faculty Sciences & Math, Faculty Social Sciences, Faculty Education, Faculty School of Professions, Faculty Library, Faculty At-Large, 2 Student Alternates, and Ex-Officio Evening Affairs Commissioner/Undergrad. Student Government
Committee on Academic Freedom	Faculty from Humanities and Arts, Faculty Member from Social Sciences, and Faculty Alternate, HEO Alternate, 2 Students, and 2 Student Alternates
Committee on Assessment & Evaluation	Faculty from Social Work, 2 Faculty from A&S At-Large, 2 students from A&S, and 2 Student Alternates
Committee on General Education	Faculty at-large from A&S, Faculty from Nursing, Health Professions, Urban Public Health, 2 Students at-large, and 2 Student Alternates
Committee on Food Services and Facilities	2 Faculty, Faculty Alternate, 2 Students, 2 Student Alternates, and 1 Staff
GER Appeals Committee	4 Faculty, 2 Faculty Alternate, 1 Ex-Officio, 1 Student, and 2 Student Alternates
Select Committee on Student Success	Student, and 3 Student Alternates

Special Advisory Committee on Academic Functions at Roosevelt House (RHAC)

Faculty from Health Professions
and Faculty from Economics

Committee on Honors

Faculty At-large, Faculty Alternate, Student
Alternate, 2 Academic Cohorts (advisors), and
Director of Financial Aid

Revised May 17, 2017
Statement of Institutional Learning Outcomes

We expect Hunter graduates to look outward and through ethical leadership to make a difference in their communities and in the world. A Hunter College education promotes personal development and self-awareness; it also fosters life-long learning and equips each student with the habits of mind, character, and confidence to embody our motto: *The Care of the Future is Mine*.

Through coursework and the co-curricular experience, Hunter College expects its graduates to achieve the following five outcomes:

Acquire Broad and Specialized Knowledge

The aim of a liberal arts education is to develop the intellect and ability to reason which, along with a strong foundation of knowledge, will serve as the basis for life-long learning.

- Develop a broad knowledge of the humanities, social sciences, and natural sciences through completion of the program in General Education.
- Acquire an in-depth understanding of a major discipline or of a well-defined interdisciplinary area.

Think Critically and Creatively

As critical thinkers, graduates will evaluate different types and sources of claims, and as creative thinkers, they will use novel ideas to better understand and shape the world around them.

- Understand basic quantitative methods and use them to frame and solve problems.
- Use analysis to detect assumptions, implications, and flaws in arguments.
- Use the imagination and fluid thinking to solve problems in new ways.

Research and Communicate Effectively

Hunter graduates will learn to communicate with clarity, coherence, and purpose. As researchers, Hunter graduates will access information and integrate a variety of sources to frame original arguments.

- Gather, analyze, evaluate, and effectively use information in pursuit of discovery, as preparation for life-long learning.
- Make effective use of written and oral communication.

Value Diversity and Pluralism, and Global Awareness

A liberal education at its best frees individuals from the limits of habit and custom, permitting them to think as citizens of the broader world and to appreciate cultural differences and similarities. With a cross-cultural education, Hunter graduates will develop a sense of belonging to a larger, more diverse community.

- Develop an individual understanding of global citizenship.

- Analyze how systems of power and privilege help construct individual and group identities.
- Achieve proficiency in a foreign language.

Promote Civic Engagement and Social Responsibility

As active, informed citizens, Hunter graduates will be engaged with their communities and prepared to have a positive impact on the world.

- Develop and defend a set of values for social engagement.
- Apply the principal frameworks of ethical reasoning to practical situations and decisions.
- Work collaboratively with others and assume leadership to enhance the quality of life in a local community, applying insights from multiple disciplines.

Explanation:

The learning outcomes are the five-underlined items. The bullets are examples of lower-level outcomes of the kind that might be developed in courses and other educational activities to assess the higher-level outcome. Where appropriate, faculty and staff across the institution will develop a variety of other outcomes that map to the broader outcomes. Assessment of the Institutional Learning Outcomes will occur across the curriculum in a sample of courses with relevant learning outcomes, including of course within General Education.