

MINUTES

Meeting of the Hunter College Senate

28 February 2018

- 1 The 609th meeting of the Hunter College Senate convened at 3:41 PM in HW room 714.
2
- 3 **Presiding:** Thomas DeGloma, 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 Senate,
8 and clickers were distributed to them.
9
- 10 **Minutes:** The minutes of 31 January were circulated at the door and will be voted at the next meeting. The
11 minutes of 8 November were distributed as amended and approved on 14 February meeting.
12
13
- 14 **Committee**
15 **Report:** **Report by the Committee on Computing and Technology**
16 Professor Michaela Soyer, Chair of the Committee on Computing and Technology, presented the
17 report. Professor Soyer said the following:
18
19 “We have been working on two things – one is technological competencies, and I’ve heard it’s not
20 the first time that we have worked on the technological competencies. I’ve used the Institutional
21 Learning Outcomes from the past meeting as a guideline as we were formulating this. This is what
22 we came up with. It is a draft, so I’ll just put it out there. It’s not done yet. It happened within the
23 committee even though we have not formally voted on it in the committee. That’s what we have
24 right now. The particular concern was the issue of knowing sources, knowing how to navigate the
25 Internet, and knowing what kind of sources are appropriate to use for research purposes. We were
26 thinking about any statistical programs like basic word processing, Excel; very basics - going
27 online, looking at data and trying to understand it, especially because there is so much social
28 science data online that there is an important part of it.”
29
- 30 **Research and Productivity**
31
32 Hunter College graduates will be able to apply cohesive and appropriate online search strategies
33 across different technological platforms and devices using critical thinking and sound understanding
34 of what is appropriate for the work he or she is conducting.
35
36 Hunter College graduates will know how to produce and manage documents, including composing
37 standard works such as reports, papers, newsletters, and handouts.
38
39 Hunter College graduates will be able to analyze and organize basic quantitative data.
40
- 41 **Communication and Collaboration**
42
43 Hunter College graduates will be able to communicate and share information with peers and faculty
44 using different digital tools; selecting those most appropriate for his or her course of study.
45
46 Hunter College graduates will be able to create digital presentations using common tools for
47 preparing slide shows, videos, and podcasts.
48
49
50

51 **Minutes**
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54
55 **Report by the**
56 **President:**

President Raab said the following:

57
58 “We are very happy that many of you were to able join us on February 13th when Bill and Melinda
59 Gates, and our own Lin-Manuel Miranda, came to the auditorium to talk about their philanthropy.
60 For those who were not able to join us, there is a link that we have up on the website, and it is really
61 worth watching. Lin-Manuel randomly called on students to ask questions except for an 11 year old
62 boy from the 5th grade from Hunter Elementary who has been following him. He prepared a question
63 for Lin-Manuel and was called on. He was adorable. All of our students were truly extraordinary and
64 had really thoughtful, well-phrased, and well-presented questions. Hunter was shining. Afterwards,
65 LinkedIn wanted to interview Bill Gates. We suggested that our wonderful Rhodes Scholar Thamara
66 Jean join him. Thamara Jean and Bill Gates discussed education in America and other topics. It was
67 a very moving day, and we congratulate all who were involved. As I said, when you have a moment,
68 it is worth taking a look at the video from the event.
69

70 “Speaking of students and awards, I wanted to share great news with all of you. Hunter now has its
71 second Luce Scholar. Hunter is the only CUNY school that is a nominating institution for this award.
72 The Luce Scholars Program is for outstanding scholars who would not otherwise have the opportunity
73 to come to know Asia. The program provides them with a one year immersive experience in Asia.
74 Many of you may remember our most recent graduate and Urban Fellow, Matt LoCastro, who was
75 the head of student government. Matt is our second Luce Scholar and we are very excited for him.
76

77 “I invite all of you to join us on March 14th, after the Hunter College Senate meeting, for the annual
78 HEO Awards. It will take place in the 17th Floor conference room. It is a very special way to celebrate
79 the extraordinary HEOs for the incredible work that they do to make things move forward at Hunter
80 College. This year’s winners were selected from the many wonderful nominations that we have from
81 all of you, so please come and join us.
82

83 “On March 16th we are going to be having the 2nd annual conference at the Belfer Science Building
84 on the floor that we share with Cornell Medical College starting at 9:00 AM. It is a fascinating
85 conference that brings together scientists from the city. Hunter is really taking a leadership role, and
86 this year we have been able to attract the speaker Dr. Eliseo J. Pérez-Stable who is the director of
87 NIH National Institute on Minority Health and Health Disparities which funds our RCMI (Research
88 Center in Minority Institutions) and other research initiatives at Hunter College. If you haven’t had
89 the chance to visit our space and our new facilities at the Belfer Building, it is a great opportunity to
90 see an extraordinary space at Hunter that is research intensive.
91

92 “Speaking of space, those who follow the CUNY agenda will see that, after much work, our expansion
93 of residential living is moving forward on the CUNY agenda. At the March meeting of CUNY’s
94 Board of Trustees, we will seek approval for the dorm that Hunter opened on 79th Street in
95 September. We have 160 beds and entered into a long term lease, so that we can offer these beds, in
96 part, to support our students on a more secure basis. We are very excited to have the opportunity to
97 expand our residential living capacity at Hunter College in such close proximity to the main campus,
98 at 79th Street between Second and First Avenues, for the convenience of our students.
99

100 “Working with Thomas DeGloma and the Administrative Committee, we will be joined by the
101 student government and HEO Forum, and present to the Senate on March 28th an update on what
102 Hunter is doing around the active shooter protocol. It is obviously an issue that is on all of our minds
103 given the recent and horrendous tragedy in Florida. I want to assure you that we have been working
104 very closely with the public security team to make sure we have a well thought out and implemented
105 approach to securing the premises and being as proactive as possible. We want to share and update
106 all of you on this protocol. Once we have this open session, our public safety leaders will be available
107 to come to departments and divisions to address particular concerns. Please be assured that we are
108 focused on how to keep this facility safe in a proactive way and how to react in the case of a tragedy.

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“Finally, Tom asked us to present to the Senate an update on the implementation of the new scholarship created by the government - the Excelsior Scholarship. This is the second semester we have been able to implement the scholarship. We are very proud that we have been very invested in making sure that eligible students are aware of their opportunities and apply. As a result, we now have about sixty students who receive this scholarship at Hunter. We have the highest number at CUNY, and we are going to continue to put out information and seek the students who are eligible under the current income limit and the increased income limits for the fall semester. I want to thank Eija Ayravainen for the extraordinary work that she and her team have been doing and give special kudos to Joseph Fantozzi who will now take over to give a presentation. Thank you on behalf of all students who have been receiving the scholarship. You have done an incredible job reaching our students and making sure they understand that there is one more option for them in terms of getting financial support for their studies. Thank you on behalf of the Hunter community.

Presentation Joseph Fantozzi, the Deputy Director of Undergraduate Admissions and Recruitment gave a PowerPoint presentation on the Excelsior scholarship. The presentation is attached in the Appendix II.

Report by the Administrative Committee: Professor DeGloma presented the report as follows:

a) Special Election for Vacant At-large Seats

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

Student: Sohail Khan (Human Biology)

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The motion was approved by voice vote without dissent.

b) Approved Curriculum Changes

The following curriculum changes as listed in the attached Report dated 28 February 2018 have been approved as per Senate resolution and are submitted for the Senate’s information: Items: US-2155 School of Social Work (Change in minor), US-2167 Community Health (Change in course).

Committee Report: **Report by the Nominating Committee**

Professor Jeffrey Allred, Chair of the Nominating Committee, presented the report. The Nominating Committee is submitting the following nominations for seats currently vacant on Senate Committees:

1. Committee on the Calendar:

Faculty from Social Sciences:	Katherine St.John (Computer Scien
Faculty form Education:	Arlene Zigman (Special Education)
Faculty from Social Work:	Rufina Lee (Social Work)
Students:	Dine Butler (Urban Policy and Planning)
	Mila Adelman (Biology/Psychology)

2. Committee on the Evaluation of Teaching:

Student:	Dine Butler (Urban Policy and Planning)
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3. Committee on Academic Freedom:

Faculty from Social Sciences:	Erica Chito Childs (Sociology)
Faculty Faculty At-large:	Donna Haverty-Stacke (History)

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170

171 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees. The motion
172 carried by voice vote without dissent.
173

174
175 **Old Business: Framework for the Assessment of General Education**
176

177 Professor DeGloma called on Professor Wendy Hayden, Co-Chair of the Committee on Academic
178 Assessment & Evaluation to present *A Framework for the Assessment of General Education*, which is
179 in Appendix III.
180

181 Question was called and carried.
182

183 Voting by clicker produced the following results: 59 in favor, two against, and seven abstentions.
184

185 The motion carried.
186
187

188 The meeting was adjourned at 4:54 PM.
189
190

191 Respectfully submitted,
192

193
194 Dana G. Reimer
195 Secretary

APPENDIX I

The following attendance was noted from the meeting

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

Faculty					
AFPRL	Anthony Browne	A	Mathematics & Statistics	Sandra Clarkson	A
	Denis Milagros	(A) X		Bill Williams	E
	Edgardo Melendez	(A) A		Patrick Burke	(A) A
Anthropology	Jackie Brown	A	Medial Laboratory Sciences	Verna Segarra	(A) A
	David Hodges	(A) A		Chad Euler	A
	William Parry	(A) X		Robert Raffaniello	(A) X
Art & Art History	Daniel Bozhkov	X	Music	Muktar Mahajan	(A) X
	Lynda Klich	E		Jewel Thompson	A
	Susan Cole	(A) X		Michele Cabrini	(A) E
Biological Sciences	Susan Crile	(A) A	School of Nursing		(A)
	Derrick Brazill	A		Christine Ganzer	A
	Shirley Raps	A		Abigail Kotowski	A
Chemistry	Paul Feinstein	(A) X	Philosophy	Charles Reuter	(A) A
	Maria Pereira	(A) X		Omar Dahbour	A
	Akira Kawamura	A		Frank Kirkland	(A) A
Classical & Oriental Studies	Gabriela Smeureanu	(A) A	Physics & Astronomy	Christa Acampora	(A) A
	Nancy Greenbaum	(A) X			(A)
	David Petrain	A			(A)
Computer Science	Dai Fang	(A) A	Political Science	John Wallach	X
	Shawna Leigh	(A) X		Jill Schwedler	(A) A
	Lei Xie	E		Michael Lee	(A) X
Curriculum & Teaching		(A)	Psychology	Roseann Flores	A
	Jason Writz	X		Jonathan Rendina	X
	Karen Koellner	X		Peter Moller	(A) X
Dance		(A)	Physical Therapy	Chris Braun	(A) A
	Maura Donohue	A			(A)
	Carol Walker	(A) X			(A)
Economics		(A)	Romance Languages	Monica Schinaider	X
	Avi Liveson	X		Julie Van Peteghem	(A) A
	Tim Goodspeed	X			(A)
Educational Foundations & Cou	John Li	(A) X	School of Social Work	Carolyn Gelman	X
	Veronica Muller	A		Michael Lewis	A
	Alexander Fietzer	(A) A		Adam Brown	(A) A
English		(A)	Sociology		(A)
	Leigh Jones	A		Mark Halling	A
	Sarah Chinn	A			(A)
Film & Media Studies	Steven Wetta	X	Special Education	Michaela Soyer	(A) X
		(A)		Elizabeth Klein	A
	Sissel McCarthy	(A) A		Jennifer Klein	X
Geography		(A)	Speech-Language Pathology and Audiolo	Elissa Brown	(A) X
	Larry Shore	(A) A		Donald Vogel	(A) A
	Isabel Pinedo	(A) X		Michelle MacRoy-Higgins	A
German	Ines Miyares	A	Theatre	Carol Silverman	(A) X
	Shipeng Sun	(A) E			
		(A)		Jonathan Kalb	A
History		(A)	Urban Policy and Planning	Claudia Orenstein	(A) X
	Elke Nicolai	A		Victoria Johnson	A
	Eckhard Kuhn-Osius	(A) A		William Milczarski	(A) X
Library	Ane Zmmeman	(A) A	School of Urban Public Health		(A)
	Rick Belsky	A		Phil Alcabes	A
	Iryna Vushko	(A) A		Steven Trasino	(A) X
Women & Gender Studies	Jill Rosenthal	A	Women & Gender Studies	Khursheed Navder	(A) A
	Sarah Ward	A		Jennifer Gaboury	A
	Adina Milliken	X		Catherine Raissiguier	(A) X
	Mee' Len Hom	(A) A	Rupal Oza	(A) X	
	Danise Hoover	(A) A			

Students

Mila Adelman	A
Sarah Russo	X
Richard Lu	A
Alexa Michel	X
Sandra-May Flowers	A
Milana Khaitova	X
Polina Safovich	X
Sara Shanaj	X
Kendra Cornelis	X
Noam Sohn	A
Alfie Corteza	A
Lucien Formichella	A
Fatmata Barrie	X
Sohail Khan	A
Shannon O'Rourke	A
Asheley Siewnarine	X
Demi Moore	A
Saim Siddiqui	X
Linda Yohannes	A
Anam Khalid	X
Nicolas Fuchs	X
Nibras Karim	X
Jessica Flaherty	X
Jasmine Azeharie	X
Christoper Cantor	A
Ilya Geller	X
Maneka Phiri	X
Dine Butler	X
Michael Galka-Giaquinto	A
Hieu Dang	X
Cara Fitzgerald	X
Melanie Lozier	X
Darin Kalev	X
Leonid Prog	X
Kiran Javaid	X
Stephon Odom	A
Jacqueline Rozado	X
Zaiba Iqbal	X

At-Large, Lecturers and Part-Time Faculty

Student Services	Brian Maasjo	X
	Shannon Salinas	(A) X
Library	Jocelyn Berger-Barera	A
Geography	Dana Reimer	A
English	Meghann Williams	X
Library	Ajatshatru Pathak	A
Medical Lab Science	Hongxing Li	X
Philosophy	Ian Blecher	X
Sociology	Thomas DeGloma	A
Urban Affairs & Planning	Elaine Walsh	E
Economics	Randal Filer	X
History	Bernadette McCauley	X
THHP	Sarah Jeninsky	A
Psychology	Joseph Lao	A

Ex-Officio

President, USG		
Vice President, Graduate Student Association		
President Alumni Association	Kim Haffner	X
President, HEO Forum	Terry Wansart	X
President, CLT Council	Amy Jeu	X

ADMINISTRATION

Senators:		
HEO/CLA Representative	Brian Buckwald	A
Vice President for Student Affairs	Eija Ayravainen	A
Vice President for Administration	Robert Pignatello	X
Provost, Acting	Lon Kaufman	X
Dean, School of Arts & Sciences	Andrew Polsky	A
Alternate Senators (3):		
Dean of Education	Michael Middleton	X
Special Counsel to the President & Dean	Laura Hertzog	X
School of Nursing	Gail McCain	A

APPENDIX II



HUNTER
Office of Admissions & Recruitment

Excelsior Scholarship Overview

HUNTER
Office of Admissions & Recruitment

Excelsior Scholarship - Overview

What is it?

- **Last dollar gap scholarship** for a NYS resident attending a CUNY/SUNY College
- Available for Fall and Spring semester
- Funds eight consecutive semesters

How much?

- Up to \$5,500 per academic year
- Any remaining balance covered by CUNY

Example of Last Dollar Scholarship

John Smith – Fall 2017

Pell - \$1,000

TAP - \$500

Total Aid = \$1,500

\$3,265 (Hunter tuition per semester)

-

\$1,500 (John Smith's total aid)

\$1,765 (Balance covered by Excelsior)



Excelsior Scholarship – Who is it for?

Residency

- U.S. Citizen or eligible non-citizen
- Resident of NYS
(at least 12 months prior to start of term)

Income

- \$100,000 or less for the 2017-18 Academic Year
- \$110,000 or less for the 2018-19 Academic Year
- \$125,000 or less for the 2019-20 Academic Year

Contract

- Live and work in NYS after graduation for as many years as you received the award.
Exceptions: Graduate School and military service)
- Failure to meet the above results in funding turning to a zero percent interest loan.

Academics

- Attend a CUNY or SUNY College full time
- Successfully complete 30 credits per year
- No breaks in attendance



Excelsior Scholarship – Maintaining the Award

Grades

- Earn Passing Grades (below 2.0 at discretion of Hunter College)

Credits

- Must complete 30 credits per year (at least 12 per semester) towards a degree.

Enrollment

- Eight semesters of consecutive full time enrollment

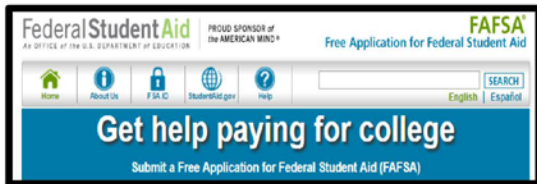
Income

- File FAFSA/TAP and Excelsior application each year and continue to meet income requirement

Exceptions

- ADA Students
- SEEK Students
- Students in registered five year programs

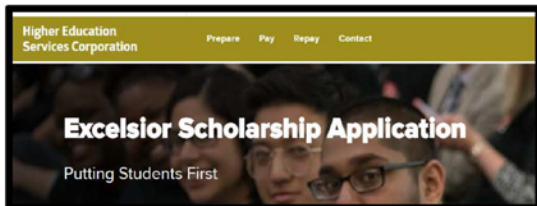
HUNTER Excelsior Scholarship – Application Process



File FAFSA Application every year
Available Oct 1st of each year



File NYS TAP Application every year
Available Oct 1st of each year



File NYS Excelsior application every year
Fall 2018 date TBD

HUNTER Excelsior Scholarship – Examples



James Johnson – 2nd semester Freshman

- ✓ NYS Resident
- ✓ Filed FAFSA/TAP Excelsior application
- ✓ Household Income of \$94,000
- ✓ First time freshmen
- ✓ Completed 15 credits in Fall 2017
- ✓ Registered for 15 credits in Spring 2018

Elizabeth Smith – High School Senior

- ✓ NYS Resident
- ✓ Filed FAFSA/TAP Excelsior application
- ✓ Household Income of \$109,000
- ✓ First time freshmen in Fall 2018



John Smith – Junior at Hunter College, 3.7 GPA

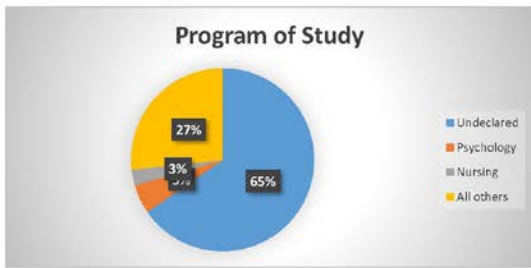
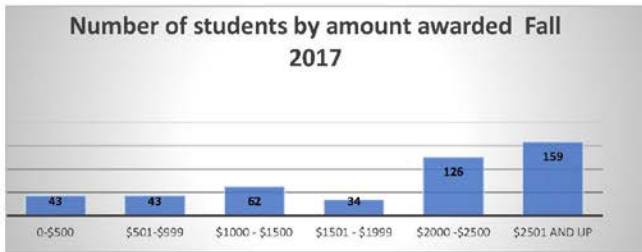
- ✓ NYS Resident
- ✓ Filed FAFSA/TAP Excelsior application
- ✓ Household Income of \$86,000
- ✓ Good academic standing
- ✗ Started College in 2006 but took two years off 2008-2010

Mary Jane – Sophomore at Hunter, 45 credits, 3.5 GPA

- ✓ NYS Resident
- ✓ Filed FAFSA, TAP and Excelsior application
- ✓ In second year, completed 45 credits and enrolled for 15 now.
- ✗ Household Income of \$27,000 and received full Pell/TAP.

HUNTER Excelsior Scholarship – Hunter Student Profile

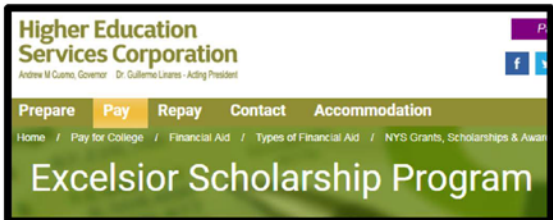
- 468 Hunter Students received the Excelsior Award in Fall 2017
- 154 Hunter Students were eligible, but did not have a balance to cover (already covered by TAP, Pell etc.)
- \$1 million dollars in awards given to Hunter Students



HUNTER Excelsior Scholarship – Where do you send students?



- Hunter Web Page (hunter.cuny.edu/excelsior)**
- Basic updates
 - Overview of the award
 - FAQ's and resources



- HESC Web Page (hesc.ny.gov)**
- Basic updates
 - Overview of the award
 - FAQ's and resources
 - Application



Welcome to the Office of Financial Aid at Hunter College

- Hunter College – Office of Financial Aid**
- www.hunter.cuny.edu/finaid
 Room 241 North
 212-650-4820
finaid@hunter.cuny.edu

Questions?

Appendix III

A Framework for the Assessment of General Education

I. INTRODUCTION:

As a set of institutional learning expectations, General Education is the signature curriculum for any college. In order to earn a bachelor's degree at Hunter, students devote at least one-third of their program to General Education, and the faculty offers hundreds of courses with writing assignments, readings, and other class projects and activities matched to General Education learning outcomes. The purpose of comprehensive assessment of General Education is to define and analyze how our signature curriculum can best serve our students. The major question of this assessment--as well as any assessment--is how well we are meeting the learning outcomes of General Education. Our General Education assessment may also be guided by questions such as: Do lower division General Education courses adequately prepare students to enter advanced work in their majors? If not, what realignments in the curriculum make sense? What resources are needed to implement any improvements in General Education identified by the assessment?

Since General Education is by definition the foundation for Institutional Learning Outcomes (ILOs), ILOs must be agreed upon by the Senate and academic programs and departments. After Institutional Learning Outcomes are made available and adopted, we will standardize the nomenclature to define the relationships among General Education, Pathways, and Institutional Learning Outcomes.

As is the case with all learning outcomes assessment, faculty will design and implement General Education assessment. To avoid redundant effort while maximizing understanding of General Education, we will:

1. Use established assessment practices from programs like math and writing, as there will be few changes to make the current procedures applicable to an assessment of General Education
2. Use previous assessments where possible to gather more data and extend our understanding of student learning through time
3. Use assessment in the majors as part of General Education assessment, where possible
4. Assess across levels—from introductions to capstones--and areas for comprehensive understanding

As an institutional requirement, assessment of General Education requires an institutional effort. **This institutional effort will remain faculty-driven and -owned while being a collaboration with relevant administrative entities.**

In line with its charge, the Senate Committee on General Education Requirements will work closely, in joint meetings as needed, with the Senate Select Committee on Academic Assessment and Evaluation for the purposes of assessing General Education. Since the Offices of the Provost and the Dean of Arts and Sciences provide these committees with *ex officio* members, these committees will also provide the locus for collaboration between faculty and administration.

II. ADMINISTRATION:

The administration of this institutional assessment is to be the result of coordination among three entities: A) The Senate Committee on the General Education Requirements working with the Senate Select Committee on Academic Assessment and Evaluation, B) faculty, departments, and programs offering General Education Courses, C) the Office of the Provost. The responsibilities of each of these is as follows:

A) The Senate Committee on the General Education Requirements working with the Senate Select Committee on Academic Assessment and Evaluation will have the following responsibilities:

1. Develop and approve all policies and plans related to General Education assessment, including the semester-by-semester determination of what outcomes are to be assessed. Not every learning outcome needs to be assessed every semester.
2. Initiate these policies and plans for assessment of General Education in accordance with the timeline set out in this framework.
3. Make recommendations for the improvement of General Education to the Senate and relevant departments and programs, as needed, based on assessment reports.
4. Provide regular reports on the assessment of General Education to the Senate.
5. Periodically review this Framework and the assessment plan to determine whether they are being implemented effectively at the college.
6. Initiate the process of revising any aspect of this Framework in the Senate.

B) The Departments and Programs offering the courses in General Education will assess the sample. That is, the Mathematics and Statistics department will assess work from General Education math courses, the English Department will assess the General Education Composition learning outcomes, and so on. With regard to assessment of areas that

involve multiple departments (for example, courses within Individual and Society), collaboration between Assessment Coordinators in the various departments will be facilitated by the Office of Assessment and will be conducted by the designated department Assessment Coordinators offering those courses. Faculty teaching the courses being assessed will do the assessment of the sample. In courses that assess information literacy, faculty librarians will collaborate with disciplinary teaching faculty on procedures and rubrics for assessment as well as participate in the evaluation of the sample. Department or Program Assessment Coordinators will thus have the following responsibilities:

1. Work with the Office of Assessment to develop and/or align rubrics and current departmental assessment practices with General Education and Institutional Learning Outcomes.
2. Inform teaching faculty which courses they teach qualify for General Education, and they must indicate the relevant General Education learning outcomes on the syllabus and arrange for assignments appropriate to the learning outcomes that will be assessed.
3. Select and evaluate the sample for assessment.
4. Analyze and determine a response to assessment results.
5. Report these activities to the Provost's Office, Dean's Office, and Office of Assessment.

C) The Office of the Provost will have the following responsibilities:

1. Conduct the practical administration and coordination of the assessment work described in this Framework. This coordination includes enlisting the relevant entities in the Office of the Dean of Arts and Sciences, facilitating the collaboration of departments when assessing Flexible Core outcomes, and ensuring the assessments are completed according to the Timeline below.
2. Collect and organize the data from the assessments completed at the department and program level.
3. Provide regular reports to the Senate Committees on General Education Requirements and Academic Assessment and Evaluation on the data reported by departments and programs.
4. Provide reports, when necessary, to the joint Senate Committees on General Education Requirements and Academic Assessment and Evaluation on the effectiveness of this process.

III. REPORTING:

The Senate Committee on General Education and the Senate Select Committee Assessment and Evaluation jointly will report to the Senate annually and produce a summative report at the conclusion of the five-year cycle.

A summary report of assessment of General Education will be available to the Hunter community. All assessment data will be used solely for the improvement of General Education and none will be used punitively as per the Resolution on the Use of Assessment Results passed by the Hunter College Senate on November 11, 2015.

IV. TIMELINE:

The timeline for General Education assessment will proceed in a repeating five-year cycle:

Academic Year	Assessment Activities
2017-2018	<ul style="list-style-type: none"> • The Senate will vote on the Framework for Assessment of General Education and the Institutional Learning Outcomes • English Composition: All outcomes • Mathematical and Quantitative Reasoning: All outcomes
2018-2019	<ul style="list-style-type: none"> • Flexible Core: All outcomes and associated ILOs
2019-2020	<ul style="list-style-type: none"> • Required Core: Life and Physical Sciences (all outcomes)
2020-2021	<ul style="list-style-type: none"> • Flexible Core: Elective outcomes
2021-2022	<ul style="list-style-type: none"> • Hunter Focus • Concurrent course requirements for Pluralism and Diversity and Writing Intensive Courses • ILOs: Civic Engagement and Social Responsibility

V. AMENDMENTS:

The Senate General Education Requirements Committee and Assessment and Evaluation Committee can, at any time, introduce to the Senate alterations in the assessment plan, proposals for improvements in General Education, and/or

recommendations for resources. This assessment framework and all related materials may be amended by a majority vote of the Hunter College Senate.

VI: RECOMMENDATIONS:

1. Institutional Learning Outcomes should be distributed across departments.
2. The college administration should provide additional resources as needed to departments and programs to conduct effective assessments of the GER.
3. The Senate should develop learning outcomes for the Hunter Focus, Pluralism and Diversity requirement, and Writing Intensive courses by the fall 2018 semester.
4. For their efforts developing, instituting, and following up on this assessment plan, the Chairs of the Senate Assessment and General Education Requirements Committees should receive one course release per year.

VII. APPENDIX: GENERAL EDUCATION LEARNING OUTCOMES

Required Common Core (12 credits / 4 courses)

- English Composition (2 courses)
- Mathematical and Quantitative Reasoning (1 course)
- Life and Physical Sciences (1 course)

Learning Outcomes Common Core

English Composition: A course in this area must meet all of the following learning outcomes. A student will:

1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
2. Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
3. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
4. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
5. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

Mathematical and Quantitative Reasoning: A course in this area must meet all of the following learning outcomes. A student will:

1. Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
2. Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
3. Represent quantitative problems expressed in natural language in a suitable mathematical format.
4. Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
5. Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
6. Apply mathematical methods to problems in other fields of study.

Life and Physical Sciences: A course in this area must meet all of the following learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a life or physical science.
2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
3. Use the tools of a scientific discipline to carry out collaborative laboratory² investigations.
4. Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
5. Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

Flexible Common Core (18 credits / 6 courses)

- World Cultures and Global Issues (1 course)
- U.S. Experience in Its Diversity (1 course)
- Creative Expression (1 course)
- Individual and Society (1 course)
- Scientific World (1 course)
- One additional course will be taken from one of the above areas.

Learning Outcomes Flexible Core:

All Flexible Core courses must meet the following three learning outcomes. A student will:

1. Gather, interpret, and assess information from a variety of sources and points of view.
2. Evaluate evidence and arguments critically or analytically.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

World Cultures and Global Issues: A course in this area must meet at least three of the following additional learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
2. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
3. Analyze the historical development of one or more non-U.S. societies.
4. Analyze the significance of one or more major movements that have shaped the world's societies. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
5. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

U.S. Experience in its Diversity: A course in this area must meet at least three of the following additional learning outcomes.

A student will:

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
4. Explain and evaluate the role of the United States in international relations.

Creative Expression: A course in this area must meet at least three of the following additional learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
2. Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
3. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
4. Demonstrate knowledge of the skills involved in the creative process.
5. Use appropriate technologies to conduct research and to communicate.

Individual and Society: A course in this area must meet at least three of the following additional learning outcomes. A student will:

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1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
2. Examine how an individual's place in society affects experiences, values, or choices.
3. Articulate and assess ethical views and their underlying premises.
4. Articulate ethical uses of data and other information resources to respond to problems and questions.
5. Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

Scientific World: A course in this area must meet at least three of the following additional learning outcomes. A student will:

1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
2. Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
3. Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
4. Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
5. Understand the scientific principles underlying matters of policy or public concern in which science plays a role.