

HUNTER COLLEGE
City University of New York
OFFICE OF THE HUNTER COLLEGE SENATE

MINUTES

**Meeting of the Hunter College Senate
11 December 1996**

1 The 340th meeting of the Hunter College Senate was convened at 4:20 P.M. in Room W714.
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3 **Presiding:** Barbara L. Hampton, Chair
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5 **Attendance:** The elected members of the Senate, with the exception of those listed in Appendix II.
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7 **Agenda:** The agenda was adopted as presented.
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9 **Report by the** Professor Hampton presented the report as follows:
10 **Administrative**
11 **Committee:** Graduation List
12 She moved for the ceremonial adoption by the Hunter College Senate of the listing of
13 candidates for diplomas and degrees to be awarded in January 1997.
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15 The motion carried by voice vote.
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17 Resolution Re: Pepper Spray
18 She presented the following resolution which had been distributed at the door:
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20 BE IT RESOLVED, that the Hunter College Senate does not endorse the use of pepper
21 spray on the Hunter College campus, because of its potentially lethal or permanently inju-
22 rious effects; and
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24 BE IT FURTHER RESOLVED, that the Administration of Hunter College be asked to
25 find less harmful alternatives to serve the purposes of deterrence.
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27 After discussion Professor Gilpatrick moved that the motion be amended by adding the
28 following preface:
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30 "Having already expressed itself in opposition to the carrying of firearms by the security
31 personnel on campus, the Hunter College Senate."
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33 After discussion the question on the amendment was called and carried.
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35 The amendment was approved by hand vote and became part of the main motion on the floor.
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37 After discussion Professor Brick moved that the motion be amended by striking the words "less
38 harmful" and substituting "non-violent".
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40 The question on the amendment was called and carried. The amendment was approved by hand
41 vote.
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43 After further discussion Professor Kirkland moved the following substitute motion:
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45 "that the original resolution with the wording 'less harmful' be restored."
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47 After discussion the question on the motion to substitute was called and carried. The motion to
48 substitute was approved by hand vote.
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50 After discussion the question on Professor Kirkland's substitute motion was called and carried.
51 The motion was approved by hand vote and became part of the main motion on the floor.
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53 The entire resolution, as amended, was on the floor. The resolution was approved by hand vote
54 and reads as follows:
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RESOLVED that, having already expressed itself in opposition to the carrying of firearms by the security personnel on campus, the Hunter College Senate does not endorse the use of pepper spray on the Hunter College campus, because of its potentially lethal or permanently injurious effects; and

FURTHER RESOLVED, that the Administration of Hunter College be asked to find less harmful alternatives to serve the purposes of deterrence.

Reports:

Joint Report y the UARC and UCSC on Remediation

Professor Pamela Mills, Chair of the Undergraduate Academic Requirements presented the report dated 11 December 1996 on behalf of both committees.

The following motion was on the floor:

BE IT RESOLVED, that the planned implementation of the one-semester remediation policy for Fall 1997 be suspended for one year; and

BE IT FURTHER RESOLVED, that ENGL 004 be retained.

After extensive discussion, Professor Press moved that the report be recommitted.

After discussion the question on the motion to recommit was called and carried. The motion was defeated not having received the required number of votes.

The main motion was on the floor.

After discussion Ms. Craven moved that the motion be amended to read as follows:

“...be suspended until further study is done, and...”

After discussion the question on the amendment was called and carried. The amendment was defeated by hand vote.

The question on the main motion was called and carried. The motion was approved by voice vote. (The entire report is listed in Appendix II.)

It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:40 P.M.

Respectfully submitted,



Kenneth S. Sherrill, *sm.*
Secretary

APPENDIX I

The following members were noted as absent from the meeting:

FACULTY

Anthropology: William Parry
Ida Susser
Marc Edelman
Nancy Flores

Art: Jeffrey Mongrain
Emily Braun
William Agee
Peter Dudek

Biological Sciences: Ezra Shahn

Black & P.R. Studies: Pedro Lopez-Adorno

Chemistry: Charles Michael Drain
Lynn Francesconi
Richard Franck

Classical & Oriental Studies: Alex Alexander "E"

Communications: James Roman
Peter Parisi
Stuart Ewen

Computer Science:

Curriculum & Teaching: Dolores Fernandez
Anthony Picciano
Rosa Boone

Economics: Avi Liveson
Howard Chernick
Temisan Agbeyegbe
Nashwa George

Educational Foundations: Kimberly Kinsler
Simi Linton

English: Sylvia Roshkow

Geography: Jeffrey Osleeb
Ines Miyares
Peter Combs

German: Dorothy James

Health Sciences: Deborah Blocker "E"

History: Marta Petruszewicz

Library:

Mathematics & Statistics: Barbara Barone

Music: Susan Gonzalez

Nursing: Marie Mosley
Margaret Lunney

Philosophy: Laura Keating
Bruce Matthews

Physics & Astronomy: Robert Marino

Political Science: John Wallach

Psychology: Cheryl Harding "E"
Phil Ziegler

Romance Languages: Julius Purczynsky

SEEK: Maria Rodriguez
William Wimberly "E"

Social Work: Eleanor Bromberg
Malika Sternberg

Sociology: Jack Cuddihy
Isabel Geiler

Special Education: Marsha Lupi

Student Services: Howard Tarragon

Theatre & Film: Pat Sternberg "E"
Joel Zucker
Richard Tomkins

Urban Affairs: Sigmund Shipp
Stanley Moses "E"

Administration: Dean Carlos Hortas
Vice President Sylvia Fishman
Chief Librarian Louise Sherby "E"

STUDENTS

Clarissa Canadas
Andres Demegret
David Wallach "E"
Ramiro Campos
Sandra Rowe
Joseph Severino
Asad Rahman
Kim Conroy
Liangela Cabrera
Michael Hernandez
Diana Frye
Marta King Schiro
Karen Waithe
Michael Cesare
Rachel Laforest
Tony Berkel
Shannon Richards
Orlando Rodriguez
David Siroonian
Marco Tomaschett
Brad Stoller
Danira Munari
Hyon K. Kim
Gary Braglia

APPENDIX II

Joint Report by the Undergraduate Academic Requirements Committee and Undergraduate Course of Study Committee

The Undergraduate Academic Requirements Committee at its meeting of December 9, and the Undergraduate Course of Study Committee at its meeting of December 10, voted to submit the following resolution for Senate approval:

BE IT RESOLVED, that the planned implementation of the one-semester remediation policy for Fall 1997 be suspended for one year; and

BE IT FURTHER RESOLVED, that ENGL 004 be retained.

RATIONALE:

History: In 1995 CUNY mandated that the senior colleges reduce remediation to either one semester or one year. In response to the CUNY mandate, the Hunter College Senate resolved to implement the one year policy until data could be collected and the remediation program evaluated. This year, Fall 1996 - Spring 1997, the one year plan was implemented. Several developmental courses (ENGL 001, ENGL 003 and previously PHYSC 001) were eliminated, ENGL 110 was created, and the criteria for placement of students into the appropriate developmental course (based on the CUNY-wide Freshmen Assessment Tests) were slightly reshuffled. This one year plan was to be part of a phase-in of a one-semester remediation policy to begin in the Fall of 1997.

It is the opinion of the Undergraduate Academic Requirements Committee and the Undergraduate Course of Study Committee that before implementation of a one-semester remediation policy should occur, the following concerns must be addressed:

1) More data on the progress and retention of students requiring remediation must be collected so that the remediation program can be evaluated rationally. In addition, the effects of the reductions in remediation that have already been made (ENGL 003, ENGL 014, ENGL 001 and Physical Science 001) should be reviewed. Data have been collected on the passing rates of students in the developmental courses, but we have been unable to obtain data on the progress of these students into their college careers.

In particular, the implementation of the one-year policy occurred by eliminating ENGL 001 (Developmental Reading), ENGL 003 (Developmental Writing for ESL Students) and ENGL 014 (Developmental Writing for non-ESL Students). To accommodate students who previously would have placed into these courses, the following criteria were instituted:

a. Students who fell just below the previous passing criteria for ENGL 015, ENGL 005 and ENGL 002 were placed into ENGL 110.

b. Students who previously placed into ENGL 001 but not as low as 003 in writing were placed into ENGL 002 along with students who tested into ENGL 002.

c. Students who placed into ENGL 003 were encouraged to attend the IELI (at Hunter) or the CUNY Language Immersion Institute. Because this occurred for the first time this semester, there has not been any follow-up yet to determine if these students have sufficient skills to be successful in their subsequent course work.

The changes implemented this semester have been substantial. What effect have these changes had on the courses that are one level higher? An evaluation of these changes and their effects on student achievement must occur before any further dramatic changes are instituted.

2) The CUNY mandated change in the remediation policy was supposed to complement a new centralized testing and admissions policy. In particular, a student's set of scores on the assessment tests would be part of that student's profile and would, therefore, impact the college in which that student was placed. However, such coordination of an approach to testing, admission, and subsequent placement in developmental courses did not occur. Rather, students are admitted to Hunter College, then tested, and then, depending upon their scores, allowed to register or sent for ESL classes outside of Hunter College.

Appendix II (continued):

Furthermore, again depending upon their scores, students are put in a program of remediation at Hunter College that they are unlikely to finish in one semester.

We are concerned about the ethics of admitting students to Hunter College while preventing them from registering for certain courses because of their scores on the proficiency tests. Furthermore, we believe that admitting students who cannot complete remediation in the allocated time, or altering the standards of the remedial courses to ensure that these students do finish their remediation program, will result in substantially demoralizing students or negatively impacting the rest of the College Curriculum.

Some coordination among the admissions policy of Hunter College, testing procedures, and placement in developmental courses must occur before further reductions in the remediation program take place.

3) Clarification of what happens to students who fail a course under the one-semester remediation plan.

The one-semester remediation option revolves around two "treatment" plans -- a summer/fall/intersession pathway, and an intersession/spring/summer pathway. Students who take a remedial course in the summer and fail the course, can then retake the course in the fall. Similarly, students who start a course in the spring and fail the course can retake the course in the summer. However, it is unclear what happens to students who start their program in the fall. If they fail the course in the fall, do they have to "pass" the course in the intersession? Can they retake the course in the spring?

4) What happens to ENGL 004? Currently ENGL 004 and ENGL 005 (writing for ESL students) comprise the only two-course sequence in the developmental program. Clearly, if we have a one-semester option, students who place into ENGL 004 will have great difficulty finishing their developmental course work in one of the treatment plans. At present, all ESL students who are given a score of 4 on the Writing Assessment Test (that is, 2, on a scale of 1-6, by two different readers) are placed in ENGL 004, which is a six-hour a week course. There are 264 students in 004 this Fall, and there is no reason to believe that the numbers of students admitted at this level will be lower next year or in future years. While every effort will be made to ensure that such students take 004 as an intensive program in the summer (as 88 students did in Summer 1996), there is no certainty that all of them can be accommodated in this way. If the College offers no 004 sections in Fall 1997, therefore, students at this level who are not able to participate in the summer program will have to be placed in ENGL 005, which is only a three-hour a week course. Such placement must entail either a lowering of standards in 005, with consequent repercussions for the rest of the College Curriculum, or a high failure rate, with consequent demoralization. The only other alternative is to send these students elsewhere, which may mean that Hunter loses them altogether. As long as Hunter continues to admit students with a wide range of English language abilities, the College needs to retain 004.