

MINUTES

**Meeting of the Hunter College Senate
13 December 1995**

	The 325th meeting of the Hunter College Senate was convened at 4:15 PM in Room W714.	1 2
Presiding:	Barbara L. Hampton, Chair	3
Attendance:	The elected members of the Senate with the exception of those listed in Appendix I.	4 5
	Professor Hampton asked the Senate to observe a moment of silence in memory of former parliamentarian Thomas Flanagan who died on December 20th.	6 7
	The Chair announced that a special meeting of the Senate would be held on Wednesday, February 21st, 1995.	8 9
Agenda:	The agenda was moved with special orders to consider agenda items 4 and 5 immediately following the report by the president.	10 11
	The motion carried by voice vote.	12
	Professor Weinberg moved that agenda item 3b, Status Report on the Implementation of the Plus/Minus Grading System, be taken off the agenda for referral to the Administrative Committee.	13 14 15
	The motion carried by voice vote.	16
Report by the President:	The following is a summary statement of President Caputo's report to the Senate:	17 18
	He said: "I'll be brief because I know that you have a long agenda today. First, I promised at the last meeting that I would bring you up to date about SEEK. I have met with the Retrenchment Committee and we discussed a series of possibilities. I am now in the process of finalizing the decision and hope to communicate the information via <u>Open Line</u> before the end of the semester.	19 20 21 22 23 24
	Second, I want to wish everyone here a happy and joyous holiday season. I appreciate the many invitations I have received for the various parties, and I will try to get to as many as I can. Again, in the spirit of the season I would like to wish everyone a joyous holiday and a very happy New Year.	25 26 27 28
	Let me move on to the discussion of remediation. As you know, you have a document before you, a memo which I sent, explaining remediation and the proposal that we consider going to one semester. Let me read to you resolutions 15 and 16 as passed by the Board of Trustees last June.	29 30 31 32
	<u>Resolution 15:</u> It shall be University policy that, beginning in Fall 1996, students will be admitted to baccalaureate degree programs only if the remedial and ESL instruction they are evaluated as needing can be accomplished typically through a sequence of courses in each area that can be completed within two semesters. The Office of Academic Affairs may approve alternative criteria proposed by a college based upon a demonstrated relationship between the level of student academic preparation and student success at that institution. Colleges may offer additional basic skills or ESL instruction through their adult and continuing education programs.	33 34 35 36 37 38 39 40 41 42
	That resolution established the two semesters for remediation at the senior college level.	43 44
	<u>Resolution 16:</u> It shall be University policy that, following a review of its mission, resources and student performance, and after consultation with college governance, a senior college president may propose	45 46 47

as an admissions criterion that a student will be admitted to its basic baccalaureate degree program only if the remedial courses needed in one or more basic skills areas or ESL can be accomplished typically through one-semester courses. 48
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The Chancellor may approve such a criterion after receiving the President's recommendation along with the views of the appropriate campus governing body. As a result, the Presidents were asked by the end of December to submit a plan indicating whether we plan to implement the one-semester option, the two-semester option, or a proposed alternative that meets the resolutions' requirements, and also indicating what curricular and pedagogical changes or innovations we expect to make in order to accomplish the above. 52
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Subsequently, 80th Street has redefined what is meant, or explained more fully what is meant by one semester and two semesters. The one-semester option can include a one-semester Fall sequence for entering students, preceded by some sort of intensive summer program and possibly some sort of intersession program. The two semester option includes both summers (the summer before the first year and the summer after), the two semesters, as well as intersession, if that is decided. 60
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The argument that we have been given, and in some cases that has been explained to us individually by members of the Board, is that they would like the senior colleges especially to move away from what they consider to be an excessive amount of remediation. That is the reason why they pose the option of permitting colleges, if they so chose, to go to a one-semester sequence. When this option was presented to me about four weeks ago, I immediately tried to consider the various options. By the way, we were not given a lot of lead time to meet the December 31st deadline. I should add one thing, and that is that a student is given the opportunity to retake a course after receiving a failing grade. So, their remediation could in fact go beyond either the one or two semesters, which is very similar to present policy, although, as I understand it, present policy is not enforced in terms of dropping students who do not complete their remediation by a set time. 67
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I argued for the one-semester option for a variety of reasons which are spelled out. I think it is the best course for us. I also made it clear when I met with FP&B, and as I have talked with others, that this is not an easy choice because you already have in place a variety of remediation efforts and remedial courses and there have been a lot of changes. There are changes going on in the offerings of those courses. There are changes going on in terms of the physical sciences requirement, the 001. However, from looking at imperfect data across the college it does appear that about 70% of the students that we currently enrolled, who need remediation, successfully complete it within two semesters. Even that would take some change on our part. 81
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There was no expectation on my part that any attempts in remediation would, in fact, not involve a very concerted and careful implementation process in terms of looking at and exploring the various alternatives, and that is still the case. It is the reason why my memo specifically states that there would be a committee that would work on this to make sure that, in fact, things were in place with resources to do it. I don't agree with everything in both the English Department's report and the report that you have before you from your Undergraduate Academic Requirements Committee, but I do agree that the last thing we want to do is to set up a revolving door where we admit students and then tell them either two semesters or four semesters later that they have not successfully completed remediation and must leave. I do agree that would be false. However, we need to take a serious look at the amount and at the level of remediation we are offering while at the same time maintaining the high standards that are expected, and ask some basic questions: Is there a better way of doing it? Is there a way to ensure that our students are more successful? I think we would all agree, and here I agree with the English Department's statement, that we want to move students into our 92
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regular courses as quickly as possible and as well prepared as possible. 110
Where we differ, I think, is in terms of how that should be accomplished 111
and whether it can be done in a shorter period of time. 112

Those are my comments. Thank you." 113

**Committee
Reports:**

Undergraduate Academic Requirements Committee on Remediation Plans 114
Professor Pamela Mills, Chair of the Committee, presented the report dated 13 115
December 1995 (see Appendix II). 116

At 4:35 PM Professor Hampton proposed that the Senate go into a Quasi Com- 117
mittee of the Whole for informal discussion. There having been no objection, 118
it was so ordered. 119

The Senate reconvened in formal session at 5:10 PM. 120

The Undergraduate Academic Requirements Committee Report, as listed in Ap- 121
pendix II, was approved with 53 in favor, 4 opposed, and 5 abstentions. 122

UCSC Report on Reduction of Credits for Graduation. 123

Professor Richard Barickman, Chair of the Undergraduate Course of Study 124
Committee, presented the 3-part report consisting of: (a) the report dated 13 125
December 1995, including two resolutions on the "Reduction of Credits Required 126
for the Baccalaureate Degree"; (b) a resolution on the Action by the Board of 127
Trustees to Reduce Credits Required for Graduation at all CUNY Colleges; and 128
(c) a request from the School of Health Sciences and the Division of Programs 129
in Education for a waiver from the 120-credit graduation requirement. 130

At this point it was moved that the meeting time be extended to 6 PM. The mo- 131
tion carried by voice vote. 132

It was moved that the question be divided. The motion carried. 133

The motion on the floor was approval of the request for a letter of intent for: 134
(1) a waiver from the 120-credit graduation requirement for the BS Program in 135
Physical Therapy, (2) a temporary waiver for the BA Program in Elementary 136
Education N-6, the BS Program in Physical Education K-12, and the BS Program 137
in Health Education K12; and (3) authorization to the UCSC for final considera- 138
tion of the actual curriculum proposals for waivers at a January meeting in time 139
for the February 1st deadline. 140

After brief discussion the question was called and carried. 141

The motion was approved by hand vote. 142

The motion on the floor was the following "Resolution on the Action by the Board 143
of Trustees to Reduce Credits Required for Graduation at all CUNY Colleges: 144

WHEREAS: Bylaw 8.6, Duties of the Faculty, of the Bylaws of the Board 145
of Trustees states that: "The faculty shall be responsible, subject to 146
guidelines, if any, as established by the Board for the formulation of poli- 147
cy relating to the admission and retention of students..., curriculum, 148
awarding of college credit, granting of degrees"; and 149

WHEREAS: "The Charter for a Governance of Hunter College" grants 150
policy making powers to the Hunter College Senate in the areas of "Curri- 151
culum and related education matters" and "academic requirements and 152
standards of academic standing" (Article II, Section 1); and 153

WHEREAS: The Board's resolution of 26 June 1995, reducing credits re- 154
quired for the baccalaureate degree to 120 was made without submission 155
of such proposal to the Hunter College Senate for consideration, or to the 156
analogous governing bodies at other institutions; and 157

WHEREAS: We find the Board's rationale for its arbitrary imposition of 158
this new policy (the first change in graduation credit requirements at Hun- 159
ter College since 1925) to be cursory, irrelevant to academic issues and 160
standards, and specious in its use of the data and conclusions of the report 161
by David Lavin on "Degree Credit Requirements at the City University 162
of New York: A Comparison with National Practice"; therefore 163

BE IT RESOLVED: That the Hunter College Senate protests the resolution of the Board of Trustees on June 26, 1995, reducing the credits required for all baccalaureate degree programs to 120; and	164 165 166
BE IT FURTHER RESOLVED: That the Hunter College Senate views the resolution as ill-considered, precipitate and arbitrary; and	167 168
BE IT FURTHER RESOLVED: That the Hunter College Senate protests the Board's failure to submit such a significant proposal to the appropriate governance bodies at the CUNY colleges for their consideration; and	169 170 171
BE IT FURTHER RESOLVED: That we find the rationales given by the Board without educational merit, and, in the case of the Lavin report, flagrant in their distortion of both the data and the report's conclusions; and	172 173 174
BE IT FURTHER RESOLVED: That we view this arbitrary action as part of a recent pattern of decisions made by the Board that ignore or usurp the appropriate governance procedures at Hunter and the other colleges at CUNY; and	175 176 177 178
BE IT FURTHER RESOLVED: That we urge the Board of Trustees to respect the governance charters of the various CUNY colleges and the legislative powers in matters of curriculum and academic requirements granted by these charters to various legislative bodies within the college; and	179 180 181 182
BE IT FURTHER RESOLVED: That we request that the CUNY Board of Trustees rescind or postpone this resolution pending appropriate submission of any proposals relating to graduation credits to the Hunter College Senate and the appropriate governance bodies of the other CUNY colleges for their consideration.	183 184 185 186 187
After discussion the question was called and carried.	188
The resolution was overwhelmingly approved by hand vote (with 1 opposed).	189
The motion on the floor was the following resolution from page 3 of the report dated 13 December 1995, which is to be applied to all BA Programs:	190 191
BE IT RESOLVED, that in order to implement the Board of Trustees' resolution reducing the credits required for graduation to 120, (1) the physical education requirement be eliminated (already in place), (2) the number of elective credits be reduced by four, and (3) students be allowed to use one course for both the major and distribution requirements if the course satisfies the criteria for both sets of requirements.	192 193 194 195 196 197
Professor Polsky moved that the motion be amended by changing the word "major" to " <u>minor</u> ".	198 199
After discussion the question was called and carried by voice vote.	200
Professor Gilpatrick requested a division of the vote.	201
The required number of votes not having been achieved. the motion carried over to the next meeting.	202 203
It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:55 PM.	204 205

Respectfully submitted,



Ken Sherrill *TS*
Secretary

APPENDIX I

The following members were noted as absent from the meeting:

FACULTY:

Anthropology: William Parry
Nancy Flowers

Dean Carlos Hortas
Acting Dean Susan Lees
Dean Hugh Scott

Art: Emily Braun
William Agee
Peter Dudek

Chemistry: Jack Day
Max Diem

Classics: Robert Koehl
Tamara Green

Communications: Peter Parisi
Stuart Ewen

Computer Science: Richard Ward

Curriculum & Teaching: Dolores Fernandez
Nana Koch
Franklyn Greenberg

Economics: Avi Liveson
Howard Chernick
Terence Agbeyegbe
Nashwa George

Educational Foundations: Kimberly Kinsler
Linda Perkins
David Hodges
Caroline Adkins

Geology & Geography: Jeffrey Osleeb
Richard Liebling

German: Eckhard Kuhn-Osius

History: Bernadette McCauley "E"
Marta Petruszewicz "E"

Library: Polly Thistlethwaite

Music: Melinda Wagner

Nursing: Marie Mosley "E"

Physics & Astronomy: Martin den Boer "E"

Psychology: Gerald Turkewitz
Cheryl Harding

Social Work: Irwin Epstein
Eleanor Bromberg
Malka Sternberg

Sociology: Jack Cuddihy
Ruth Sidel "E"

Special Education: Marsha Lupi

Theatre & Film: Jonathan Kalb "E"
Alkis Popoutsis

Urban Affairs: Sigmund Shipp

STUDENTS:

Miguel Muirhead
Johane Alexandre
Lonny Paris
Soshana Roland
Michael Hernandez
Eloise Jackson
Cheri Appel
Kimberly Baxter
Allison Lavalas
Michael Reyes
Marva Constantine "E"
Ursula Gunther "E"
Jesse Ambers
Tanya Brown
Hiro Komatsubara
Shantih Brando
Christine Gengaro
Tamara Gayer
Mercedes Batista
Carin Horowitz
Mary Ann Dolan "E"
Anna Matkovic
Gary Braglia
Michael Avrut

APPENDIX II

**Report by the Undergraduate Academic Requirements Committee
Re: Remediation Plans**

On June 26, 1995 the Board of Trustees passed a series of resolutions that limit remediation at the CUNY senior colleges. Resolution #15 requires that students be admitted to senior colleges only if they can complete their remedial requirements (including ESL) within two semesters. Resolution #16 allows the individual colleges to reduce the two semester option to one semester. President Caputo has asked the Hunter community to consider the one semester option.

The Undergraduate Academic Requirements Committee considered the proposal with a particular focus on Hunter's academic requirements and standards. The committee polled the coordinators of the remedial programs, examined existing quantitative data and reviewed the dramatic changes in the remediation program that are already in place. Although the UARC agrees in spirit with moving students more quickly into College-level courses, we want to ensure that our students are prepared for these courses and that these courses retain a high standard of academic excellence. Therefore, UARC proposes the following resolutions for Senate approval:

BE IT RESOLVED: that to be in compliance with the Board of Trustees' mandates on remediation, the Hunter College Senate opt for the two semester sequence; and

BE IT FURTHER RESOLVED: that time be allotted to the Undergraduate Academic Requirements Committee for a careful and thorough evaluation and assessment of changes in the remediation program that have been recently instituted.

Rationale:

1. The proposed one semester remediation plan is a dramatic change from current practices. To assess (or at least estimate) the impact of such a change on Hunter students, we need a profile of the students who would be subject to such a plan. Because there is, apparently, no plan to alter the Admissions Profile of the entering Freshmen in the near future, we assume the preparation of the entering freshmen will not change dramatically in the next one or two years. Although we hope that CPI will prepare our students for college-level work, we cannot base academic policy on this hope. Thus, we assume that the current freshman class is representative of the incoming classes in the near future.
2. According to the English Department, over 50% of the entering matriculated students need two or more remedial and/or ESL courses.
3. Students who require ESL instruction have different needs than do "native speakers" who require developmental English. Furthermore, the pedagogical approaches differ significantly between ESL instruction and developmental English instruction for "native speakers." The English Department maintains that many entering students -both ESL and "native speakers" -- cannot complete the needed developmental instruction under the one semester option. These students need more time to master American Standard English to the extent required by college-level courses. Therefore, we are concerned that, if forced into the one semester option, these students may be dismissed from the College after failing to fulfill the remediation requirements, or that these students may be advanced to college-level courses prematurely where they perform poorly. We are also concerned that an influx of underprepared students into college-level courses may result in a reduction of academic standards.
4. Remediation in mathematics has effectively been reduced to one semester due to the elimination of Physical Science 001. Before considering a substantive change in the current policy, we recommend that time be allotted for a careful evaluation and assessment of the consequences of this one semester reduction in mathematics on student retention and performance in college-level courses.
5. Beginning in the Fall 1995 semester, remediation previously housed in the Academic Skills Department was merged into the developmental programs of the Mathematics and English Departments. The two-semester math sequence from Academic Skills was collapsed and incorporated into the one-semester developmental math course. A similar reduction occurred in the reading and writing programs. The consequences of these drastic changes in the developmental programs should be evaluated and assessed before further changes are instituted.
6. Although the one semester option actually includes two additional sessions (a six week summer session and a three week intersession), these additional sessions are currently funded through the Freshmen Year Initiative. This funding source is only for students with less than 30 credits and is not part of the main Hunter College budget. Thus, we are concerned with the durability of this funding source and the limits set on the population it serves.