

MINUTES

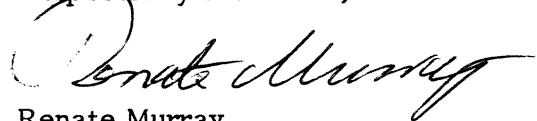
**Meeting of the Hunter College Senate  
10 May 1995**

	The 320th meeting of the Hunter College Senate was convened at 4:20 PM in Room W714.	1 2
<b>Presiding:</b>	Kenneth S. Sherrill, Chair	3
<b>Attendance:</b>	The elected members of the Senate with the exception of those listed in Appendix I.	4 5
	The Agenda was adopted with the amendment that the Undergraduate Academic Requirements Committee Report follow agenda item 3. a.	6 7
<b>Minutes:</b>	The Minutes of February 8, February 22, March 22, and April 5 were approved as distributed.	8 9
<b>Report by the President:</b>	The following is a summary statement of President Blank's report to the Senate:  She said: "I have virtually no news. You are always as up to date as I am, both on the vagaries of the budget and everyone's analysis, and whether it will happen tomorrow, or next week, or the week after, and whether it will be this amount or that amount. It is still clouded in uncertainty. I receive equal and conflicting news in the course of the day from all sorts of experts, so that there is really nothing more to tell you. My usual mode these days is to simply go to meetings and answer questions."  President Blank concluded her report by answering questions from the floor concerning the preliminary retrenchment plan.	10  11 12 13 14 15 16 17  18 19
<b>Report by the Administrative Committee:</b>	Professor Sherrill presented the report as follows:  <u>Approved Curriculum Changes</u> The following curriculum changes, as listed in the report dated 3 May 1995 and the three-part report dated 10 May 1995, were approved as per Senate resolution, and were submitted for the Senate's information. Items: UR-937 (Music), UR-940 (Political Science), US-930 (Romance Languages), US-932 (Physics & Astronomy), US-935 (Health & Physical Education), US-936 (Curriculum & Teaching), US-927 (Education/Dance), US-931 (Music), US-939 (Classics/Hebrew), US-929/GS-395 (Curriculum & Teaching/Educational Foundations/Music), GS-396 (Special Education), GS-398 (Music), GS-399 (School of Nursing), GS-401 and GS-402 (School of Health Sciences), US-944 (Classics/Japanese), US-943 (Political Science), US-942 (School of Health Sciences), US-938 (Theatre & Film), US-941 (Black & Puer- to Rican Studies).	20  21 22 23 24 25 26 27 28 29 30 31 32
<b>Committee Reports:</b>	<u>UARC re: College-wide Quantitative Reasoning Requirement</u> Professor Pamela Mills, Chair of the Undergraduate Academic Requirements Committee, presented the report dated 10 May 1995 for Senate approval. (The complete report is attached as Appendix II.)  The motion on the floor was the following resolution:  RESOLVED, That 1) Retrenchment and budgetary exigency not become a motivation for hasty decisions regarding undergraduate academic requirements. 2) The Senate reaffirm that quantitative reasoning is central to the academic mission of the College, and reaffirm its decision of February 25, 1975 to institute minimum proficiency requirements in quantative reasoning for all Hunter College students.  After discussion the question was called and carried.  The motion was overwhelmingly approved by hand vote.	33 34 35 36  37  38 39 40 41 42 43 44  45  46

<b><u>Undergraduate Course of Study Committee Report</u></b>	47
Professor Joan Tronto, Chair of the Committee, presented the report dated May 10th, 1995 and moved for approval of the following resolution concerning the Creation, Consolidation, Merger and/or Abolition of Majors, Programs, Departments, or Disciplines:	48 49 50 51
<b>WHEREAS:</b> Majors, programs, departments, and disciplines are the institutional framework for college curricula, and	52 53
<b>WHEREAS:</b> Curricular development is universally understood to be the responsibility and prerogative of the faculty and college governance bodies, as recognized by the Bylaws of the Board of Trustees of The City University of New York, and	54 55 56 57
<b>WHEREAS:</b> The Board of Trustees resolved in 1990 that the restructuring of academic administrative units must be approved by its Committee on Academic Policy, Program and Research, and	58 59 60
<b>WHEREAS:</b> The Board of Trustees in its resolution of June 1993 suggested that academic review procedures may lead to consolidations, mergers, suspension, new formations or abolitions of a major, program, department, or discipline, and	61 62 63 64
<b>WHEREAS:</b> The Hunter College Senate has policy making power in the development and approval of curriculum (Article II, Section 1 and Article VIII, Section 3 of the "Charter for a Governance of Hunter College"), therefore	65 66 67 68
<b>BE IT RESOLVED:</b> That any proposal for restructuring majors, programs, departments, or disciplines shall indicate the specific fiscal and academic impact and the number of students and faculty affected by the proposed changes, and	69 70 71 72
<b>BE IT FURTHER RESOLVED:</b> That if academic program review proposes the consolidation, merger, suspension, new formation, or abolition of a major, program, department, or discipline, then the Hunter College Senate must be consulted when such actions are being considered and must vote for such fundamental alterations before such proposals are transmitted to the Committee on Academic Policy, Program, and Research of the Board of Trustees, and	73 74 75 76 77 78 79
<b>BE IT FURTHER RESOLVED:</b> That these resolutions be transmitted to the President, the Chancellor, and the Board of Trustees.	80 81
After discussion the question was called and carried.	82
The motion was overwhelmingly approved by hand vote.	83
<b>New Business:</b> <b><u>Resolution by the Concerned Faculty and Staff of Hunter College</u></b>	84
Professor Carter moved for approval of the following resolution, which had been approved by the Concerned Faculty and Staff of Hunter College:	85 86
In view of the President's report on the retrenchment process and proposed results, the Hunter College Senate resolves that:	87 88
1. The Affirmative Action Impact Statement required in relation to the retrenchment plan be made publicly available for community response before any final report by the President to the Chancellor.	89 90 91
2. The present draft report specifying retrenchment of faculty members in certain areas involved the elimination or serious curtailment of programs central to the mission of the college. Decisions to modify the curriculum and the mission of the College are the province of the Hunter College Senate, which is the College governance organization and should be brought to the Senate for its deliberation.	92 93 94 95 96 97
Professor Gilpatrick moved that the question be divided.	98

The motion carried by hand vote.	99
The motion on the floor was approval of paragraph #1.	100
After discussion the question was called and carried.	101
Paragraph # 1 was approved by hand vote.	102
The motion on the floor was paragraph #2.	103
Ms. Stokely moved that paragraph # 2 be amended to read as follows:	104
"The present draft report specifying retrenchment <u>and non-reappointment</u> of faculty members <u>and staff</u> in certain areas..."	105 106
After discussion the question was called. The motion to call the question was defeated by hand vote.	107 108
After discussion the Chair ruled the amendment out of order.	109
A motion to overrule the Chair was made.	110
The motion failed to receive the minimum number of votes required and carried over to the next meeting.	111 112
It was moved that the meeting be adjourned. The motion carried and the mee- ting was adjourned at 5:50 PM.	113 114

Respectfully submitted,



Renate Murray  
Executive Assistant

Minutes  
Meeting of the Hunter College Senate  
May 10, 1995

## APPENDIX I

The following members were noted as absent from the meeting:

**FACULTY:**

Academic Skills:	Roy Connell Marcia Lipson Barbara Stanley "E" Mary Yepez	Romance Languages:	Marithelma Costa Maria Paynter
Anthropology:	Gerald Creed William Parry John Oates	Social Work:	Jayne Silberman George Getzel Malka Sternberg
Art:	Joel Carreiro William Agee Jane Roos	Sociology:	Martin Warmbrand
Chemistry:	Angelo Santoro David Mootoo	Theatre & Film:	Alkis Popoutsis "E"
Classics:	William Mayer Tamara Green	Urban Affairs:	Sigmund Shipp Stanley Moses
Communications:	Samuel Fleishman James Roman	Dean Carlos Hortas Dean Susan Lees Assoc. Vice Pres. Stanley Sokol	
Computer Science:	Christopher Ward Thomas Wesselkamper	<b>STUDENTS:</b>	
Curriculum & Teaching:	Alene Smith	Jean Lemaitre Simon Kamara M. Johane Alexandre Sherry-Ann Smith Gary Braglia Erica Petersen Inacio Pinto Andrew McCann Allison Lavalas Sonya Martirosyan "E" Michael Reyes Kimberly Baxter Alisha Ostacher Emmanuel Roy Lonny Paris Shoshana Roland Bianna Belfer Desiree Wilson "E" Corina Vizhnay Anna Matkovic Miguel Muirhead	
Economics:	Avi Liveson Howard Chernick Terence Agbeyegbe Nashwa George		
Educational Foundations:	David Hodges		
English:	Karen Greenberg Floyd Horowitz Sylvia Roshkow "E" Trudith Smoke		
Geology & Geography:	Jeffrey Osleeb Richard Liebling		
German:	Heidi Singer		
Health Sciences:	Khursheed Navder "E"		
History:	Marta Petruszewicz		
Library:	Polly Thistlethwaite		
Mathematical Sciences:	Daniel Chess Norma Moy		
Music:	James Harrison Peter Basquin		
Nursing:	Marie Mosley Kathleen Nokes		
Physics & Astronomy:	Al Bennick		
Psychology:	Gerald Turkewitz "E" Peter Moller "E"		

## APPENDIX II

### Report by the Undergraduate Academic Requirements Committee

#### Motion from the UAR On Altering the Quantitative Reasoning College-Wide Academic Requirement

**RESOLVED, That**

- 1) Retrenchment and budgetary exigency not become a motivation for hasty decisions regarding undergraduate academic requirements.
- 2) The Senate reaffirm that quantitative reasoning is central to the academic mission of the College, and reaffirm its decision of February 25, 1975 to institute minimum proficiency requirements in quantitative reasoning for all Hunter College students.

#### Report of the UAR on Altering the Quantitative Reasoning College-Wide Academic Requirement

##### Introduction

The Undergraduate Academic Requirements Committee was requested to review the college-wide quantitative reasoning requirement as a potential cost-saving measure for the College. In 1992, the UAR undertook a lengthy consideration of the requirement when budgetary demands were less pressing and academic considerations were paramount. This serves as an excellent opportunity to review the recommendations of the UAR committee, made in 1992, and to reassess the current status of quantitative reasoning as a Hunter College requirement.

##### Current Practice

Hunter College requires a demonstrated proficiency in quantitative reasoning skills as assessed by the "Hunter Math" exam, in addition to a mathematical proficiency as assessed by the CUNY-wide FSAT. If students fail to receive a grade of 33 on the Hunter exam, they are required to take and pass Physical Science 001 to improve their quantitative reasoning skills.

##### The 1992 UAR Committee Report

In 1992, the UAR was asked to consider the Hunter requirement for demonstrated proficiency in quantitative reasoning. The committee collected considerable data, as well as heard from a wide representation of the Hunter community, on the Hunter requirement. It became clear that two issues were involved: 1) whether Hunter College should have a quantitative reasoning requirement and 2) whether or not PHYS 001 was the appropriate medium for meeting the Hunter requirement.

Clearly, the academic requirement, and the manner in which the requirement is met, are inseparable. Therefore, both issues fall under the purview of UAR and both issues were addressed. A summary of the findings of the committee is as follows (see Minutes, Nov. 11, 1992):

- 1) The committee first addressed what appropriate college-level mathematics/quantitative reasoning skills should be required of all Hunter College students before being graduated. The committee concluded that the level of high school mathematics that was required and the CUNY proficiency requirement were grossly inadequate to ensure college-level mathematics/quantitative reasoning abilities. Although CPI may make a difference in the long run, it is certainly not a short-term factor.
- 2) The committee strongly recommended that college-level mathematics-quantitative reasoning requirements for graduation be established. These should be coordinated with the distribution requirements in the Sciences and Social Sciences, but should be independently defined requirements.
- 3) The committee found the rationales to withdraw PHYS 001 to be inconclusive and therefore voted, without a dissenting vote, to reject the proposal to withdraw PHYS 001 as a college-wide requirement for graduation.

##### The 1995 Opinion

The UAR recommended in 1992, and continues to recommend, that a minimum proficiency in quantitative reasoning be required by all Hunter College students for graduation. This was, and continues to be, the unanimous opinion of the UAR.

The UAR also recommends that the minimum proficiency requirement, and the manner in which it is met, be evaluated by an appropriate academic committee of mathematicians, scientists and social scientists. The Dean of the Division of Mathematics and Sciences has already established a Science Division committee to evaluate this course. Preliminary data from this committee suggests that PHYS 001 has a positive impact on performance in subsequent Statistics, Chemistry and Physics courses (Stat 113, Chem 102, Astronomy 100). Furthermore, this course includes innovative pedagogy (peer tutoring, collaborative learning), appears to have a positive effect on student performance, and is relatively inexpensive to offer. Consequently, in the absence of a clearly defined alternative that is consistent with the recommendation of UAR, UAR again wishes to restate and reconfirm the finding of Dec 1992: Namely, UAR recommends against making any adjustment in the current undergraduate requirement and the manner in which it is met.