

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

Page 393

M I N U T E S

Special Meeting of The Hunter College Senate
25 May 1976

The ^{82nd} ~~seventy-seventh~~ meeting of the Hunter College Senate was con- 1
vened at 4:45 p.m. at the Playhouse. 2

Presiding: Rena C. Gropper, Chair 3

Attendance: The elected members of the Senate with the exception of those 4
listed in Appendix I. 5

Provost Schneewind briefly reported to the Senate the latest 6
information available concerning deferred payment plan and 7
the budget situation in general. 8

Report of the Prof. Sylvia Fishman, Secretary of the Senate, informed the body 9
Administrative that the first meeting in the Fall will be held on September 10
Committee: 14th, and that the Overflow meeting on September 28th will be 11
devoted mainly to the election of an Ombudsman. 12

Committee on English Composition Proficiency 13

The first item on the floor was Prof. Bennick's motion to amend 14
the first paragraph of Resolution V by substituting the fol- 15
lowing: 16

The Senate agrees in principle that there should be a system 17
by which students are required to do work at the writing 18
center for the correction of major deficiencies in written 19
English. This system will incorporate a report on the final 20
grade sheet by each instructor stating whether the student 21
was "adequate in written English," "deficient in written 22
English," or "not judged because of insufficient evidence." 23

The Senate therefore mandates that the English Composition 24
Proficiency Committee, in consultation with appropriate 25
members of the Hunter College Community, including the 26
English Department and a representative of the SEEK writing 27
staff, shall establish specific guidelines for determining 28
when a student is to be judged deficient in writing. When 29
the guidelines have been approved by the Senate, the Senate 30
will, at that time, establish the details of the referral 31
system. 32

After discussion, Prof. Korn moved that instead of adopting 33
this amendment, the following sentence be added to Resolution 34
V of the Committee report: 35

"such implementation shall not go into effect until such 36
criteria are provided and distributed." 37

This was accepted by the Committee and became part of the main 38
motion. 39

After further discussion the question was called on Prof. 40
Bennick's motion to amend. The motion was defeated by hand vote 41
with 11 in favor, 40 opposed, and 6 abstentions. 42

Prof. Korn then moved that paragraph 2 of Resolution V (see 43
lines 50 to 54 of the Minutes of May 18th) be amended by 44
inserting the words "mandatory aspects of the," which would then 45
read: 46

"...be exempt from mandatory aspects of the provisions of 47
the preceding paragraph..." 48

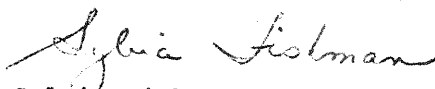
This amendment was accepted by the Committee and became part of 49
the main motion. 50

A motion to further amend paragraph 2 of Resolution V by adding: 51
"providing that specific approved guidelines are established" 52
was accepted by the Committee and became part of the main motion. 53
No further amendments being offered for Resolution V, the floor 54
was opened for amendments to Resolution VI. 55
Mr. Nagel moved that the following proposal to amend Resolution 56
VI, which will be presented by Prof. Myrna Bain on his behalf, be 57
considered: 58
The Senate mandates that in order to carry out the preceding 59
proposal equitably, (a) the English Composition Proficiency 60
Committee should be restructured to include two (2) represen- 61
tatives of the Hunter Student Government from Junior and 62
Senior class, one (1) faculty representative from the Depart- 63
ment of Black & Puerto Rican Studies who teaches literature, 64
one (1) faculty member of the SEEK writing staff and one (1) 64
member from the Hunter College Minority Caucus to establish 65
specific guidelines for determining when a student is to be 66
judged deficient in writing and that (b) the Senate shall 67
elect a five (5) member Appeals Committee comprised of one (1) 68
faculty member from the English Department, one (1) SEEK 69
faculty member, and two (2) voting students who have declared 70
a major as of June, 1976, and one (1) writing professional. 71
No one on the Appeals Committee should be a member of the 72
English Composition Proficiency Committee and all faculty 73
members must be able to demonstrate publication within the 74
past year. 75
After discussion, Mr. Gropper moved that part "b" of this 76
amendment be amended by stipulating "1 Day Session Student and 77
1 SGS Student." 78
This was accepted by the mover. 79
After further discussion, Prof. Gonchar moved the following 80
substitute motion for Resolution VI which was proposed by 81
Prof. Matthews: 82
The Senate mandates that, in order to implement the preceding 83
proposals equitably: (a) the English Composition Proficiency 84
Committee in consultation with appropriate members of the 85
Hunter College community including the English Department 86
and a representative of the SEEK writing staff, shall establish 87
specific guidelines for determining when a student is to be 88
judged deficient in writing, and that (b) the Senate shall 89
elect a five-member Appeals Committee--consisting of two 90
faculty members drawn from the Writing Center and/or English 91
Department, one faculty member from SEEK writing courses, 92
one faculty member without the above affiliations, and one 93
student--to review the written work of students who believe 94
they have been unjustly judged deficient in writing. 95
Prof. Korn moved that part "a" of the substitute motion be 96
amended to read as follows: 97
"...SEEK writing staff, shall propose specific guidelines, 98
to be approved by the Senate, for determining when a 99
student..." 100
This amendment was accepted by the movers and became part of the 101
main motion on the floor. 102
Mr. Weissman moved that item "b" of the substitute motion be 103
amended to read as follows: 104
"...affiliations, and 2 students (1 Day and 1 SGS)--to 105
review..." 106

After discussion the question was called on the Weissman amendment. The amendment was defeated with 31 in favor, 35 opposed, and 2 abstentions.	107 108 109
The motion on the floor is the motion to substitute as amended (see lines 83-95 and 98-100 above).	110 111
The question was called, and the motion to substitute carried with 49 in favor, 14 opposed, and 6 abstentions, and became the main motion.	112 113 114
After discussion Prof. Basquin moved for a recount of the vote on the substitute motion. The recount produced the following results: 47 in favor, 9 opposed, and 9 abstentions.	115 116 117
After discussion Mr. Spector moved that "the English Composition Proficiency Committee be enlarged to include two representatives from the student government who have writing proficiency, one faculty member from Black & Puerto Rican Studies, one faculty member from SEEK, one member from the Minority Caucus."	118 119 120 121 122
The question was called, and the motion was defeated with 20 in favor, 43 opposed, and 3 abstentions.	124 125
No amendments having been offered for Resolutions VII and VIII of the Committee Report, the motion on the floor is acceptance of the whole Report as amended.	126 127 128
The question was called, and the motion to approve the Committee Report as amended carried with 48 in favor, 16 opposed, and 7 abstentions.	129 130 131
(The complete Report as amended and approved is attached as Appendix II.)	132 133
<u>Undergraduate Course of Study Committee</u>	134
On a point of privilege Prof. Sherover advised the body that the Provost, in leaving for a meeting, had left a statement regarding the proposed Dance Curriculum to be read to the body, and had requested that he bring this statement to the body's attention at the earliest possible moment.	135 136 137 138 139
The Chair instructed him to read the statement:	140
"in view of the fact that the Report of the Undergraduate Course of Study Committee on Dance raises large issues of fact, of policy, and of the division of responsibility between faculty and administration; and because I cannot remain to discuss these large issues, due to a crucial meeting of the Financial Crisis Committee now in progress:	141 142 143 144 145 146
I request that the Senate defer consideration of this report until a meeting in September."	147 148
After discussion, Prof. Nancy Dean, the retiring Chairman, to be replaced by Prof. Robert July (History), who presented the Report on behalf of the Undergraduate Course of Study Committee, suggested that the Senate approve one of the three alternatives offered by the Committee as presented on page 3 of the Report, and then, in the Fall, use one of these mechanisms to understand and discuss the issue on hand.	149 150 151 152 153 154 155
After discussion Prof. Korn moved that:	156
since this is in effect a curriculum proposal it should go to the Undergraduate Course of Study Committee for consideration and recommendation to the Senate, and moved for Alternative "B" of the Committee Report.	157 158 159 160
Prof. Matthews moved that the motion be amended by having the Undergraduate Course of Study Committee establish an ad-hoc	161 162

Committee as referred to in Alternative "C." This motion was not seconded.	163 164
Prof. de Comminges moved to extend the meeting time to 7 p.m.	165
The motion carried by hand vote.	166
After discussion Prof. Huot moved that no change be made in the existing programs without proper Senate approval.	167 168
During involved and detailed discussion, the Chair requested that the secretary take note that at this junction Dean Freund left the meeting (6:45 p.m.).	169 170 171
After further discussion, the Chair requested the secretary to take note that Dean Freund had returned to the floor with the Provost at 6:52 p.m.	172 173 174
The question was called on the motion to refer the issue to the Undergraduate Course of Study Committee for consideration and recommendation to the Senate (Alternative "B" of the Committee Report).	175 176 177 178
Although the question had been called, the Chair explained that the Provost had been promised the floor if he were at the meeting. Provost Schneewind then addressed the body, requesting a postponement. The Chair then instructed the Senate that, if they wished to accede to the Provost's request, they should vote the motion on the floor down first and then move to reconsider.	179 180 181 182 183 184
The motion to approve Alternative "B" of the Committee Report, to refer the issue to the Undergraduate Course of Study Committee for consideration and recommendation to the Senate, carried by hand vote with 43 in favor, 2 opposed, 1 abstention.	185 186 187 188
Prof. Sherrill moved that the Senate express gratitude and confidence of the body to Professor Nancy Dean.	189 190
The motion carried by acclamation.	191
A motion to adjourn carried. The meeting was adjourned at 7:10pm.	

Respectfully submitted,


Sylvia Fishman
Secretary

A P P E N D I X I

The following members are noted as ABSENT from the meeting:

FACULTY:

Academic Skills: Adaeze Otue

Anthropology: Lester Firschein
Daniel Bates

Art: Richard Stapleford

Biology: Edward Balboni
Marcia Brody
Morris Green
Patrick Cammarata

Black & P.R. Studies: Edgardo Lopez Ferrer
Jose Perez Santiago

Business Ed.: Louis Scrittorale

Chemistry: Richard Wiley
Horst Hoyer

Communications: James Aronson
Fulton Ross

Curric.&Teaching: Elaine Block
Mary Graeber

Economics: Alvin Kabot "E"

Educ.Foundations: Jonathan Levine

Geol. & Geography: Anna Gavasci

Health&Phys.Ed.: Thomas Burke

History: Naomi Miller

Home Economics: Darlene Kness

Health Sciences: Robert Tannenbaum

Library: Lucille Bailey
Kathleen Meier

Mathematics: Marina Cohen

Music: Sylvia Kinney
Michael Spierman "E"

Nursing: Margaret Magnus
Mary Tomaselli
Sara Aronson

Physics & Astron: Alan Crichton

Psychology: Alexander Newman
Rae Silver

Social Work: Joel Walker

Sociology: Celia Heller
Robert Perinbanayagam
Aubrey Bonnet

Student Services: Robert Cohen

Theatre & Cinema: Richard Tomkins
Roberta Sklar
Gaylord Cavalero

Urban Affairs: Walter Stafford

Adult Ed.: Daniel Savage
Julius Buchwald

Dean Eisenberg
Dean Barrett
Dean Decker "E"

GRADUATE STUDENTS:

Nadine King
Linda Carney
Julia Yeung
Robert Sandler
Anne Benyaminovich
Sally Ritter

DAY SESSION STUDENTS:

Rosemary Cacciola
Howard Strongin
Maria Piskorz
Evelyn Seda
Susan Fein
Fred Veasley
Neil Dornbaum
Richard Van Nort
"E" Violet Whiteman
Jeff Olefson
Bonnie Gardner
Jocelyn Berman
Lorraine Kaufman "E"

EVENING SESSION STUDENTS:

Arpard Fazakas
Jeryl Healey
Thom Burns
Michael Frankel
Harold Pickett
Frank Werth

sultants in appropriate academic disciplines, and tutors, will offer diagnosis of a student's problems, followed by individualized work and/or small-group instruction. To be readily accessible to students, it must be housed in or near the 68th Street building. The Senate urges the administration to give high priority to the Writing Center and to make funds available even in these times of financial crisis.

- IV. The Senate urges every member of the faculty, regardless of field of specialization, to assist students in maintaining their proficiency in written English. To achieve this end, every instructor should try to devise ways of assigning written work, other than in class examinations. In classes where it is feasible and academically valuable, at least one essay should be required and each student should be given careful comments on it, either in writing or in a conference. Students should be clearly informed about the adequacy of their writing. Students with specific difficulties in writing should be referred to the Writing Center for assistance. Those whose writing problems are more pervasive should be strongly advised to take another term of formal instruction in writing.
- V. The Senate mandates that a new system for identifying students with writing problems be instituted. Instructors shall specify, on the final grade sheet, whether each student is "adequate in written English" or "deficient in written English." Once the Writing Center is established, students who receive at least two notices of deficiency from at least two different instructors will be required to work at the Writing Center unless they choose instead to take and pass an additional writing course (see VII below); on receipt of at least two notices in subsequent semester(s), a student will be required to take and pass the additional writing course, regardless of whether or not (s)he has been working at the Writing Center. Notices of deficiency will be cumulative (i.e., they need not be received within a single term), but will start to count only after completion of remedial writing and 17 120. For a graduating senior who receives a third notice of deficiency, the Appeals Committee will devise an acceptable method for demonstrating proficiency. Such implementation shall not go into effect until such criteria are provided and distributed.

Instructors shall begin specifying their evaluations of students' adequacy in written English in the Fall semester, 1976. All students who have completed 17 120 or the SEEK equivalent by 31 August 1976 shall be exempt from the mandatory aspects of the provisions of the preceding paragraph, provided that specific approved guidelines are established.
- VI. The Senate mandates that, in order to implement the preceding proposals equitably: (a) the English Composition Proficiency Committee in consultation with appropriate members of the Hunter College community including the English Department and a representative of the SEEK writing staff, shall propose specific guidelines to be approved by the Senate for determining when a student is to be judged deficient in writing, and that (b) the Senate shall elect a five-member Appeals Committee--consisting of two faculty members drawn from the Writing Center and/or English Department, one faculty member from SEEK writing courses, one faculty member without the above affiliations, and one student--to review the written work of students who believe they have been unjustly judged deficient in writing.
- VII. The Senate urges the development of optional writing courses beyond 17 120 for those students who have satisfactorily completed the one-semester required expository writing course but feel the need for further practice in writing, and for those who have received three or more notices of deficiency in written English. The new writing courses should be as close to the students' special area of interest as possible, and should be designed for the upper sophomore or lower junior year. A number of choices should be made available: writing courses in various subject areas (e.g. Writing in the Social Sciences, Writing in the Health Sciences); writing courses attached to large-scale departmental or interdepartmental courses (e.g., Explorations in the Arts, Introduction to Theatre); writing courses taught in varying formats including small-group tutorials. Each Division is hereby urged to develop one or more writing courses in its field. A coordinator designated by the English Department will provide guidelines concerning the number and types of papers to be required, exit standards for each course, and other technical assistance.
- VIII. The Senate instructs the English Composition Proficiency Committee to monitor the implementation of the foregoing proposals, report regularly to the Senate (at least once each year for the next three years), and make further recommendations as necessary.

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