Office of the Hunter College Senate
Room 1018 East Building   Phone: 772-4200

MINUTES
Meeting of the Hunter College Senate
6 March 2002

1   The 412th meeting of the Hunter College Senate was convened at 4:10 PM in Room W714.

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3 **Presiding:**   Alan Hausman, Chair

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

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7 **Agenda:**   The agenda was adopted as distributed.

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9   The Chair informed the Senate that the President had been delayed.

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11   The Senate moved on to the next item of business.

12

13   **Report re: CUNY Proficiency Exam**

14   Mr. Dennis Paoli, Coordinator of the Reading/Writing Center presented a report concerning the

15   CUNY Proficiency Exam (CPE). A summary is attached as Appendix II.

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17 **Report by the**   A summary statement of President Raab's report to the Senate is attached as Appendix III.

18 **President:**

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20 **Committee**   **Budget Committee**

21 **Reports:**   Professor Barbara L. Hampton, Chair of the Committee presented the following resolution for

22   Senate approval:

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24   WHEREAS, Hunter College enrollment is currently 20,551 students, with Queens College and City

25   College at approximately 15,000 and 10,000 respectively; and

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27   WHEREAS, Hunter College has perennially exceeded its enrollment targets; and

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29   WHEREAS, Hunter College has the status as the CUNY students' predominant first choice; and

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31   WHEREAS, Hunter College, as a result, consistently generates a greater amount of revenue from

32   students, but receives increasingly less State aid; and

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34   WHEREAS, base level equity, equal funding to all senior colleges, regardless of enrollment, leaves

35   Hunter College, compared to other CUNY colleges, with less funding per student than all other

36   CUNY senior colleges; and

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38   WHEREAS, the outside consultant group hired by the City University Board of Trustees recom-

39   mended shifting from base level equity to formula funding in academic year 2000-2001; and

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41   WHEREAS, Hunter College stands to gain a $30 million per annum budget increase if formula

42   funding is adopted; therefore,

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44   BE IT RESOLVED, that the Hunter College Senate urges the Hunter College President to take a

45   leadership role in persuading the Board of Trustees to adopt the recommendation by its own hired

46   consultants; and
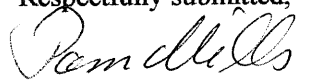
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54   BE IT FURTHER RESOLVED, that the Hunter College Senate pledges its support of the Presi-
55   dent for her pursuit of the goal of formula funding for the senior colleges of the City University of
56   New York.
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58 **Old Business:**   Professor Sandra Clarkson requested that the Administrative Committee look into the establishment of
59   a Senate Committee on CPE Appeals as a parallel committee to the one referred to in Mr. Paoli's
60   report.
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62   It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:10
63   PM.
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67   Respectfully submitted,
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70   Pam Mills,
71   Secretary

APPENDIX I

The following members were noted as absent from the meeting:

Faculty

Anthropology	William Parry	Philosophy	Omar Dahbour
	Jonathan Shannon		
		Physics & Astronomy	Leon Cohen
Art	Gabriele Evertz "E"		Ying Chen
	Katy Siegel		
	Nari Ward	Political Science	John Wallach
Black & P. R. Studies	Juan Flores	Psychology	Sara Durand
			Vanya Quenones
Chemistry	Pamela Mills		
	William Sweeney	SEEK	Maria Rodriguez "E"
	Namby Krishnamachari		
		Social Work	Paul Kurman "E"
Classical & Oriental Studies	Joan Spurza		Elizabeth Danto
	Elizabeth Beaujour		Glynn Rudich
	Der-Lin Chao		
		Sociology	Robert Carter "E"
Computer Science	Ioannis Stamos		
		Special Education	Thomas McIntyre
Curriculum & Teaching	Anne Ediger		
		Student Services	Howard Tarragon
Economics	Howard Chernick		
	Michael Schleifer	Theatre	Barbara Bosch
	Avi Liveson		
	Mark Weinstock	Urban Affairs	Jill Gross
			Lynn McCormick
Educational Foundations	Jeanne Weiler		
	Mary Kopala	Administration	Dean Robert Marino
			Dean Bogart Leashore
English	Cristina Alfar		
	Rob Hollander	**Students**	
	Richard Barickman		

Film & Media	Joel Zuker
	Greg Morris
	Michael Gitlin
Health Sciences	Dorothy Ross "E"
	Camille McIntye "E"
History	Barbara Welter
	Richard Belsky
	Bernadette McCauley
Music	Richard Burke
	Brad Stoller
	Victor Bobetsky

Students

Anna Hristova	Shane McEvoy
Jillian Murray	Tamieka Byer
Imran Chowdhury	Astra Williams
Charmaine Francis	Danelco Moxey
Cowan Cheron	Han Lo
Bevin Bulloche	Roger Waiters
Maya Cohen	John Enderi
Tov Lutzker	Lauren Mahoney
Emanuel Leonard	Rumako Taylor
Ann McGowan	Lee Petruzzelli
Matthew Gardiner	Joshua Caulkins
Mohammed Kraish	Laura Landor
Deborah Kaufman	Claudia Terry
Di Luong	Rosa LoGiudice
Anthony Read	Peter Lee
Oscar Whelan	Bernice Wrenn
Daniel Jones	
Daniel Sebbag	
Adrienne Nyamsi	
Josh Gilchrist	

APPENDIX II
Report Re: CUNY Proficiency Examination (CPE)

1. **What is the CPE?**
   - Mid-career assessment of competence in
     - Reading
     - Writing
     - Critical thinking

2. **What does the exam consist of?**
   - It is a 3-hour exam
   - It consists of two tasks:
     - Analytical Reading and Writing (2 hours)
     - Analyzing and integrating material from graphs and text (1 hour)

3. **Who is required to pass the CPE?**
   - First-time freshmen who enrolled in CUNY fall 1999 and after, when they reach their 45th credit.
   - Transfer students who enrolled in CUNY in fall 2000 and after.
   - Starting January 2002, you cannot graduate with a B.A. or a B.S. degree without passing the CPE.
   - Beginning in fall 2003, students enrolled in CUNY prior to fall 1999, must take the exam to graduate.

4. **When is the first time you may take the CPE?**
   - During the semester in which the 45th credit is attempted
   - Transfer students with 45+ credits, the first semester they are at Hunter
   - Registration for the March 2002 CPE is from February 26th to March 8th; register at the Testing Center, room150 HN

5. **Who is NOT required to take the CPE?**
   - Students who enrolled in CUNY before fall 1999, for now.
   - Students who already have a bachelor's degree from an accredited U.S. or foreign institution.

6. **What are the eligibility requirements to take the CPE?**
   - Must be in good academic standing.
   - Must have a grade point average of 2.0 and above.
   - Must have completed English 120.

7. **What if you fail the CPE?**
   - You will be notified to retake the exam the next time it is given.
   - You may attend workshops to improve your skills before the next exam.
   - You may take the exam three times; you may appeal to take it an additional time.

8. **CUNY Community College Transfers**
   - If you completed all graduation requirements except passing CPE and
   - you transferred to Hunter, you must take CPE during you first semester at Hunter.
   - A.A. or A.S. degrees will be granted only after you pass the CPE.

9. **Policies about missing the CPE**
   - If you miss the exam, it will be considered a failure.
   - Failure the CPE has consequences for being able to register for courses.
   - If you missed the exam and have a valid excuse, go to the Testing Center, room 150 HN

10. **You already took the CPE; do you have to take it again?**
    - If you were notified that you passed, no. It is now on your permanent record that you passed.
    - If you took it in March 2001 and were notified that you failed, the failure does not count as one of the three chances you have to pass the exam.
    - If you took it in October 2001 and were notified that you failed, it counts as one of the three chances you to pass the test. You have two more chances to pass.

11. **Grading Policy for the March 2002 CPE exam.**
    - If you pass, great!
    - If you fail, it counts as a failure.
    - If you sign up but miss the exam, it counts as a failure.
    - If you do not sign up, and you are within the required credit range, your lack of action counts as a failure.

12. **The CPE Appeals Procedure**
    - A committee of Hunter faculty and administrators has been established to review appeals.
    - All appeals must be in writing.
    - All appeals must be submitted to the campus liaison, Dr. Steven Serafin, Reading/Writing Center, room 416 TH.

13. **Examples of appeals**
    - If you wish to take the CPE <u>before</u> the 45th credit is attempted:
      - You must have at least a "C" or better in at least two writing courses.
      - 60th credit can be completed during the next semester.
    - If you wish to take the exam and <u>are not</u> in good academic standing, you may appeal.
      - Your GPA must be 1.8 or better
      - You must have completed at least 45 credits
      - You must have at least a "B" in two writing courses
    - If you wish to postpone a required exam, you must:
      - State in writing the reason for the request to postpone.
      - Provide evidence.
      - Have a serious circumstance.
      - Agree to take the exam the next time it is offered.
    - If you wish to remove a forfeiture, you must:
      - State in writing the reason for the absence
      - Present evidence of circumstances that prevented your attendance at exam
      - Agree to take exam at the next administration

14. **To appeal after three failures**
    - You must have earned at least a "C" in writing courses.
    - You must have a CPE test score in the "high fail" range.
    - If appeal is granted, you may be required to take a writing-intensive course or other interventions before taking the exam for the fourth time.
    - If your appeal is not granted, you may be dismissed from Hunter.
    - You may be allowed to take the CPE a fourth time, after dismissal from Hunter, if compelling evidence is presented.

15. **Interventions—before and after the CPE**
    - Study the written material that is given out at CPE registration at the Testing Center, room 150 HN
    - Attend Reading/Writing Center CPE Workshops
    - Anxiety about the exam? Speak with a counselor in Student Services. Contact Arthur Ford, room 1119E, ext. 4891

Appendix II (continued):

CPE Test Preparation

1. **Where to get test prep help**
   - The Reading/Writing Center—416 TH
   - The Reading/Writing Center website: rwc.hunter.cuny.edu
   - Student Services—1119E

2. **CPE Help from the Reading/Writing Center**
   - Workshops
   - Website
   - Drop-in tutoring
   - Handouts

3. **Writing Center CPE Workshops**
   - Learning about the CPE
   - Reading the Long Essay
   - Reading the Short Essay
   - Reading Study Groups
   - Task I Workshop
   - Task II Workshop

4. **Learning about the CPE**
   - CPE overview: the parts of the exam; the purpose of the exam
   - Test prep strategies: critical reading; time management; applying the writing process
   - What questions do *you* have?

5. **Reading Workshops**
   - Critical reading strategies for reading and analyzing the long essay
   - Critical reading strategies for reading the short essay at the exam
   - Study groups of students to discuss the long essay, facilitated by Reading/Writing Center staff

6. **Task I Workshops**
   - Analyzing the assignment
   - Strategies for summarizing
   - Organizing a CPE essay
   - Quoting and paraphrasing
   - Proofreading techniques

7. **Task II Workshops**
   - Analyzing the assignment
   - Organizing a response
   - Incorporating data in text
   - Proofreading

8. **The CPE on the Web**
   - Reading/Writing Center Website—rwc.hunter.cuny.edu—click on "prepare for the CUNY Proficiency Exam"
   - CPE Test Preparation Program—rwc.hunter.cuny.edu/cpe-doc
   - CUNY Write Site

9. **Other Writing Center Services**
   - Drop-in tutoring—Monday-Thursday 10-7, Friday and Saturday, 10-4
   - Handouts—in-Center, online (Critical Reading; Writing Summaries; Organization; Quotation, Paraphrase, and Plagiarism, etc.)

10. **Helpful CPE Hints**
    - Read the long essay beforehand (twice, at least; once the day before)
    - Practice analyzing graphs and charts
    - At the exam: Give all requested information
    - Be responsive to the assignment (do everything it requires)
    - Think first, then write

HUNTER COLLEGE READING/WRITING CENTER
CPE WORKSHOPS
Spring 2002

For students preparing to take the CPE in March, the Writing Center is offering a series of workshops to introduce students to this test and offer strategies for sucessfully completing the two writing tasks it contains.
The schedule of workshops offered is listed below. For more information, please see our website: rwc.hunter.cuny.edu.

Learning About The CPE

What is the CUNY Proficiency Exam? How can you prepare for it? What questions do *you* have?

Thursday	2/14	12-1 P.M.
Friday	2/15	1-2 P.M.
Tuesday	2/19	1-2 P.M.
Wednesday	2/20	5-6 P.M.
Thursday	2/21	12-1 P.M.
Friday	2/22	1-2 P.M.

Task 1 Workshop

Learn what writing strategies work best in taking the CPE and how to apply *your* writing process to this important exam.

Tuesday	2/26	1-2 P.M.
Wednesday	2/27	5-6 P.M.
Thursday	2/28	12-1 P.M.
Friday	3/1	1-2 P.M.
Wednesday	3/6	1-2 P.M.
Thursday	3/7	4-5 P.M.
Tuesday	3/12	1-2 P.M.
Thursday	3/14	4-5 P.M.

Task 2 Workshop

Practice reading and interpreting information in graphs, charts and tables, and learn how to use your analysis to support or refute claims.

Monday	3/4	1-2 P.M.
Thursday	3/7	12-1 P.M.
Monday	3/11	1-2 P.M.
Wednesday	3/13	5-6 P.M.

Reading the Long Essay

Using critical reading skills–reading, analyzing, and annotating the long essay–to prepare for the test *before* exam day.

Monday	2/25	1-2 P.M
Wednesday	2/27	1-2 P.M.
Tuesday	3/12	4-5 P.M.
Wednesday	3/13	1-2 P.M.

Reading the Short Essay

Strategies for the short essay, including relating one text to another and working under time limits.

Tuesday	3/5	1-2 P.M.
Friday	3/8	1-2 P.M.
Monday	3/11	4-5 P.M.
Thursday	3/14	12-1 P.M.

Reading Study Groups

Small groups of students will study the Long Essay together, facilitated by a tutor from the Reading/Writing Center.

Monday	2/25	2-4 P.M.
Wednesday	2/27	2-4 P.M.
Tuesday	3/12	5-7 P.M.
Wednesday	3/13	2-4 P.M.

The Reading/Writing Center
Room 416 Thomas Hunter Hall

APPENDIX III
Report by the President

The following is a summary statement of President Raab's report to the Senate 2/6/02. She said:

"I am very happy to introduce two new members of our team. Marisa Osorio is our new Deputy Director of Public Relations, replacing Robin Perez. All of you know that Maria Terrone's job is too big for one person. We are trying to get the word out about the wonderful things that are happening at Hunter.

Evelyn Friedman is our new Acting Executive Director of Development. She is replacing Tim Harwood as we are trying to redefine the office. Evelyn's job is to really beef up fundraising. She needs your help in letting her know what is on people's wish lists so that we can start to fundraise for it. Obviously there are school-wide priorities, but the more we know about your needs, the more we can do. Evelyn comes to us most recently from Lycee Francais de New York where she has been building a development program in a school that had no history of raising money. She really did an extraordinary job there. She has marketing experience and a variety of backgrounds that will be very useful here.

I wanted to touch a minute on the issue of the technology fee. I think everyone is aware that the Board of Trustees did pass a resolution requiring full-time students to pay a $75 per semester fee and a fee of $37.50 per semester for part-time students. The good news about this fee is that the money will be returned directly to the campuses. I want to reiterate that we are going to do everything we can to respond to the needs of any student to whom this creates a hardship. But it is our obligation and our goal to send our students out in the world to be technologically literate and competitive with their peers at other universities and colleges. The money that is raised from this fee is going to be aimed at ensuring that students have the equipment, the support through learning, and the administrative support where necessary in the computer room so that they have access to technology. Our next step is to prioritize and begin to plan on how to use what we estimate will be over $2 million in the next year in new resources for technology. Alan and I have been speaking about the best way to get community input. I have also been working with the FP&B on the same issue. What I propose to do is create a Presidential committee with significant membership that is aimed at representing all parts of the community. It will be chaired by Len Zinnanti, our Vice President for Administration. Both the Provost and the Assistant Provost will be on the committee, as will the four deans. Anand from the Office of Computing and Information Technology will be there and I am sure he will be bringing some of his other staff. The Library and Student Services will be represented. I have asked Alan to recommend three members from the Senate and Maria to suggest three members from the FDA. Most importantly, we are looking for six students. I believe that the heads of the student governments have already agreed to serve. We are going to reach out to find four students who are interested in participating in the question of allocating resources. I have also asked the FP&B for additional representation from some of the divisions. The committee should start meeting in about two weeks. I am going to ask the committee to help suggest ways to respond to student needs where there is a hardship created by the fee. I am aware there is a standing committee in the Senate and I have asked Alan to try to create communication between those two committees. I felt it was important that the committee have the representation from the Provost's office and from the four individual deans and schools. I think we will be able to proceed with a lot of community input and begin to plan for the allocation of these resources."

President Raab concluded the report by answering questions from the floor