

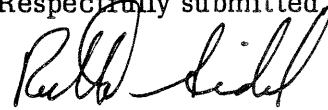
MINUTES

**Meeting of the Hunter College Senate
8 October 1986**

	The 211th meeting of the Hunter College Senate was convened at 4:05 PM in Room W714.	1 2
Presiding:	F. Fulton Ross, Chair	3
Attendance:	The elected members of the Senate, with the exception of those listed in Appendix I.	4 5
Report by the President:	A summary statement of President Shalala's report to the Senate concerning the 1987/1988 budget request and the asbestos issue is attached as Appendix II.	6 7 8
Report by the Ombudsman:	The Ombudsman's report was postponed to the next meeting.	9
Report by the Administrative Committee:	Prof. Ruth Sidel, Secretary of the Senate, presented the report as follows: <u>Special Fall 1986 Election to fill vacant seats on the Hunter College Senate</u> In accordance with Article IV, Section 1. H. i & ii of the Hunter College Governance Charter, Prof. Sidel presented the names of all nominees as distributed. A motion to approve all nominees as a slate carried by voice vote, and the following were elected:	10 11 12 13 14 15
	<u>Students:</u>	16
	Felicia Banks (undeclared) Day	17
	Evan Camp (Honors) Day	18
	David Eisikouits (Communications) Day	19
	David J. Eskin (undeclared) Day	20
	Rosa Heredia (undeclared) Day	21
	Chris Kikis (Theatre/Communications) Day	22
	Elizabeth Petry (Media/Communications) Day	23
	Yolanda Puente (Political Science/Sociology) Day	24
	Christopher Seeger (Political Science) Day	25
	Herbert Weiss (Political Science) Day	26
	Dennis Gianco (History) Evening	27
	Susan Conrad (School of Social Work) Graduate	28
	Amy Pearsall (Social Research) Graduate	29
	John D. Young - Graduate	30
	Peter Gallert (Mathematical Sciences) Day	31
	Tamara Barinski (Political Science) Day	32
	R.V. Phoewhawm (undeclared) Day	33
	Floralba Arbelo (undeclared) Day	34
	<u>Faculty:</u>	35
	Bernice K. Baxter (Academic Skills)	36
	Hector Martinez (Academic Skills)	37
	Maria Rodriguez (Academic Skills)	38
	Marilyn Daley-Weston (Academic Skills)	39
	Prof. Ross informed the Senate that 32 student vacancies and 14 faculty vacancies remain, and opened the floor for nominations.	40 41
	The following students were nominated:	42
	Neil Apostolakis - Day	43
	Lindsay Hamilton - Evening	44
	Renee Williams - Day	45
	Margit Genther - Day	46
	A motion to accept the additional nominations carried by voice vote and each nominee was elected to the Senate.	47 48

Committee	<u>Report by the Select Committee on the Distribution Requirement</u>	49
Reports:	Prof. Allan Brick, Chair of the Committee, presented the report as distributed.	50
	The complete report is attached as Appendix III.	51
	After discussion a motion to declare the Select Committee on the Distribution Requirement inactive, but not dissolved, carried by voice vote.	52
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	The meeting was adjourned at 5:35 PM.	54

Respectfully submitted,



Ruth Sidel,
Secretary

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APPENDIX I

The following members were noted as being absent from the meeting:

FACULTY:

Anthropology: Louise Lenihan "E"
Susan Lees

Biology: Robert Grant

Black & P.R. Studies: Jaffer Kassamali

Chemistry: Dixie Goss

Communication: Serafina Bathrick

Computer Science: Constantin Negoita

Economics: Robert Shakotko

Educational Foundations: Joan Buxbaum "E"

History: Delores Greenberg "E"

Mathematics: Edward Binkowski

Music: Jana Feinman

Nursing: Joan Sayre "E"

Philosophy: Christine Sistare "E"
Virginia Held "E"

Physics & Astronomy: Sook Lee
Rodney Varley

Political Science: Andrew Polsky "E"
Michael Jaworskyj
Benedetto Fontana

Psychology: Gerald Turkewitz

Romance Language: Francesca Sautman

Social Work: Rose Starr "E"

Sociology: John Cuddihy
Vladimir Nahirny

Special Education: Katherine Garnett "E"

Student Services: Sandra LaPorta "E"

Theatre & Film: Joel Zucker
Sara Beilis Uttley

Urban Affairs: William Milczarski "E"

Administration: Dean Hugh Scott
Vice President Sylvia Fishman "E"
Dean Everlena Holmes

STUDENTS

Roger Kenedy
Mikell Knights
Colleen Kojima
Leonor Alvarez
Sheila Dowling
Maryana Buneta
Anthony Mancini
Debra Schmitt
Beth Warhofskey
Helene Reisman
Salvatore Capalbo
Michael Kraljev
Laurie Sherman
Julie Harrison
Donald Morgan
Austin McBean
Linda Flannelly
Kathleen D'Arcy
Anahit Djirdjirian
Barbara Hughes
Michelle Joyce "E"
Hyacinth Wright
Paul Flannelly

APPENDIX II

The following is a summary statement of President Shalala's report to the Senate:

Budget: The President reported that she went to Albany to present Hunter's 1987-88 Budget request which included a significant request for what is considered to be Hunter College's highest priority—student retention, a combination of money for counseling and development efforts, and a substantial increase in the Library budget. Included in the statistics which were presented to the State budget people was Hunter's student to counselor ratio which is 1 to 1300, and the ratio of the number of foreign student advisors which 1 to 700. The President said that it was argued very strongly that Hunter College is way out of line with what is applied at other universities and what is necessary to provide proper student services. We also argued very strongly for a substantial increase in the Library budget and pointed out that the College's Library facilities have tripled with no increase in the number of positions, and that more positions are desperately needed in order to provide appropriate the level of services. It was argued that our book-buying budget was way below what it should be, given the fact that Hunter has now 3000 graduate students, which means more graduate students than the CUNY Graduate Center or any other part of the CUNY and SUNY systems except Buffalo, and that we have not been appropriately funded in this area. Students have requested more hours for the Library to be open, an area which is very restricted on funding. The President indicated the need to try and squeeze the budget to see if Library hours can be improved. Problems in Financial Aid, particularly at registration, were discussed at length with the State. The requirements for paperwork for financial aid have increased tremendously and additional positions are needed in this area to deal with the volume of work which resulted in long lines at registration. Extensive discussions were held concerning our need for renovation money for the Brookdale Campus, School of Social Work, and the North Building. President Shalala felt that the State budget people were more sympathetic and listened more carefully this year. She thought that it was the best budget hearing in a long time, and that a chance was provided for really arguing Hunter's case.

In response to a question from the floor concerning the quality of the classrooms, President Shalala said that this is an important issue that will be seriously considered at the time of distributing the capital budget. The President responded to a question concerning the security request by saying that the CUNY is making a centralized request which reflects Hunter's strategy to increase the number of security employees on the college payroll as opposed to contracting, and that she expects the University to be successful in this area.

Environmental Safety and Health: President Shalala discussed the College's plan concerning environmental issues, and stated that the new buildings prodded us into this direction because of the many discussions of environmental health problems which might be created. It was also clear that the College would move into major renovations programs in the North Building, School of Social Work, and the Brookdale Campus. It was therefore important that Hunter not only have a bureaucracy in place to anticipate and review environmental issues, but more importantly, that we establish an independent body which is committed to protecting the interests of the various constituencies. A committee was appointed which is chaired by Prof. George Kupchik of the Environmental Health Science Program. Other members are: Prof. Jack Caravanos (School of Health Sciences), Prof. Marvin Friedman (Biological Sciences), Prof. George Hoffman (Art), Prof. Jeff Wijnen (Chemistry), Mr. Desmond Eaton from Security, Ms. Judi Huertas from the Provost Office, Mr. Anthony Mazzella from Employee Assistance Program, Mr. Ted Rieper from Campus Planning, Vice President Anthony Picciano, and Ms. Gille Petersen as a student representative.

The Committee was charged with not only anticipating the issues, but with providing direction in terms of how to deal with issues, and more importantly with monitoring implementation. For more than two years the Committee has worked on environmental health issues in general and on the asbestos issue in particular. It has given advice in terms of how asbestos should be handled in the older buildings, and it has brought in experts from the State who answered as well as raised questions. The Committee has also designed a strategy for using Hunter's internal expertise to train appropriate college personnel. The President said that the important point is for Hunter to be a model on these issues. A high priority of the College is that we have a strategy in place, that we have independent supervision for policies as well as for implementation, and that faculty and students are involved in this process. We have tried to anticipate what the issues will be, and we have called in our own in house expertise to call in outside experts to make sure that we are not only fulfilling State and Federal regulations in these areas, but also raised questions concerning those areas.

President Shalala introduced Professors George Kupchik and Jack Caravanos from the School of Health Sciences, who answered questions from the floor. The questions raised and answered were concerned with the recent accident of loosening of asbestos in the basement of the North Building. A follow up report on this issue will be presented at the next Senate meeting.

APPENDIX III

Report by the Select Committee on the Distribution Requirement

At a meeting on May 7, 1986, the Select Committee discussed the revised Distribution Requirement as it has emerged. In light of the three years of work by this Committee, and the one year of work by the special Dean-appointed committees of each of the three directly-concerned divisions, we offer the following assessment.

We appreciate the hard work done by many departments, by divisional curriculum committees, and by the Senate Undergraduate Course of Study Committee, to arrive at the present revised Requirement. It certainly marks a step forward on a road that we hope the College will now be able to follow toward a general education design appropriate for today's Hunter students. At the same time, we must question whether what has been arrived at pragmatically, in a Division-centered piecemeal fashion, is actually the basis for such a design. It is still our view that Hunter should have a College-wide general education requirement, conceived as such and not necessarily determined on a divisional basis.

Here are this Committee's specific comments on the present revised Requirement and related areas of progress.

1. The attention now being paid by the College under the leadership of the Provost, and of Assoc. Provost Muyskens in particular, to timely completion of remediation and of English 120 is very promising. The needs of Hunter students in this regard--particularly of the majority who enter Hunter needing remediation in one or more categories--are being addressed. The needs of departments for adequately prepared students entering College-level courses are being addressed as well. As we have said many times, the proper functioning of the entire distribution requirement system depends on this.
2. The need for a second-semester (following Eng. 120) required course in English Language Skills is being addressed. At the request of the Senate Select Committee and in response to the Senate Resolution of May 8, 1985, to this effect, Provost Muyskens is taking steps to move the College into a program that will eventuate in a requirement in this area. He has been conducting meetings with faculty members, directly concerned departments, and members of the administration to explore possibilities of a second-semester requirement.
3. The overall Distribution Requirement is now improved from the point of view of some of the criticisms made in the 1985 Select Committee Report. A general tightening has taken place as the number of distribution requirement courses has been reduced in some areas. Also, the departmental and divisional curriculum committees have emphasized, apparently with some effect, the Senate's request that general education guidelines as specified in the list of questions in the 5/8/85 Senate Resolution be applied to all distribution requirement courses.
4. The Humanities and Arts separation of courses into three groups, is a substantial step forward. This design resembles the Level Two aspect of the plan put forward in the Select Committee Report.
5. The Division of Science and Mathematics design seems little changed; the Committee is, however, encouraged by reports that this Division is still working to develop a single course or a course sequence that will meet the general education needs of undergraduates not directed toward the Science majors.
6. The Division of Social Sciences distribution requirement remains essentially the same, though there is a somewhat increased specificity of courses and a slight reduction in numbers of courses applicable to the distribution requirement. The Select Committee believes that

Appendix III -- continued:

significant areas of need still need to be addressed with regard to the distribution requirement approach taken in this Division. It is important to recall that in 1984 the Social Science Division committee that had been appointed by Dean Weiss to recommend a general education design for that Division recommended a "core" two-semester course which would introduce the various Social Sciences and would include an emphasis on history (not as a department but as an approach to knowledge common to all fields). While the Select Committee recognizes the overall two-course-per-department rule adopted for the distribution requirement overall, and realizes that this guarantees some 'spread' in introductory experiences in the Social Sciences as elsewhere, we believe that the core-introduction approach put forward by the Social Science Division's committee in 1984 would be preferable to the completely non-directive listing still constituting Category VI. The Committee hopes that the continuing movement toward an introductory core approach in Science and Mathematics--particularly for non-Science students--and the emphasis on grouping now made in the Humanities and Arts design will be conducive to further work and, possibly, similar approaches by Social Science.

7. The Select Committee continues to believe that undergraduate general education for today's world requires significant experience in seeing fields of knowledge in relation to each other and in seeing a particular field in terms of its applications to other fields and to 'the world' in general. We believe that this kind of integrative experience is particularly valuable to the student, as it is essential for Society, if it occurs after the student has had preliminary grounding in various fields. Therefore, we continue to recommend the additional upper-level requirement of a course or courses concerned with "inter-disciplinary" or "discipline outward" relationships.