

# THE FACULTY VOICE

## Hunter College Faculty Newsletter

Vol. V

MARCH 1993

Number 5

### THE FACULTY DELEGATE ASSEMBLY RESPONSE TO THE CUNY ACADEMIC PROGRAM PLANNING REPORT

The CUNY Academic Planning Report is out of step with the structural changes that have affected not only American society but the world at large. By proposing consolidation of programs as its main solution, it essentially relies on a cost efficiency rationalization of the City University of New York. In so doing, it makes fluctuating economic forces the guiding principles underlying the recommendations, losing sight of its broader obligations to one of the largest and diverse student bodies in the nation.

Recommendations of the Report are at odds with the principles on which liberal arts education in general and public education in particular are based. The mission of American liberal arts education is to educate young women and men to be informed and responsible citizens of a world that has become increasingly complex, fraught with racial, political, and economics conflicts, and marked by competing demands on personal identities and allegiances. The mission of public education is to provide socially disadvantaged students unhindered access to the benefits of a liberal arts education. Range of course offerings in all disciplines, as well as students choice among them, are two cardinal points of such an education. This Academic Planning Report limits both, making training, in its technical sense, its modus vivendi, at the expense of a liberal arts education.

This is all the more unacceptable, as it makes the City University turn its back on the demands placed upon it by an increasingly diverse and expanding student population, whose needs during a situation of global economic and social crises are best met by a strengthened liberal arts education. What seems rational from a managerial perspective may be highly unreasonable from an educational standpoint. We must continue to allow CUNY students to experience the transformative power of a liberal arts education that will make them better professionals and better citizens.

### FACULTY DELEGATE ASSEMBLY RESOLUTION

- Whereas Chancellor Reynold's Advisory Committee on Academic Program Planning has formulated a strategy for long-range planning that presupposes substantial reversal of roles of faculty and management, and Colleges and University,
- Whereas there are substantial risks associated with experiments in reorganization of large-scale institutions,
- Whereas great numbers of students have entered CUNY with hopes for access for a future economic and civic order that they cannot find by another route,
- Whereas such students, as well as all other students, should be sheltered from experiments in institutional reorganization if traditional methods of reform can be relied upon with reasonable expectations,
- Whereas SUNY has developed, after substantial and open self-study, a direction for long-term development that is consistent with the mission of CUNY and with academic traditions that have made CUNY so great an institution,
- Whereas to follow in that direction does not involve the substantial risks associated with experimental reform, and can be reasonably expected to bring the benefits sought by the proponents of experimental reform,

We therefore espouse the development strategy of SUNY 2000 for CUNY, to wit:

That Colleges of the University plan for academic change, taking into account reasonable projections of revenues and other resources as forecast by the Chancellor and her Administration, striving for:

- Access to undergraduate education;
- Excellence in undergraduate programs and services;
- National competitiveness in graduate studies and research;
- Service of civic requirements in economic development, environmental conservation, health care, public education, and social services;
- Managerial efficiency and effectiveness.