

M I N U T E S

Regular Meeting of the Hunter College Senate
10 October 1984

The ¹⁸⁶173rd meeting of the Hunter College Senate was convened at 4:35 p.m. 1
in Room W714. 2

Presiding: Richard Stapleford, Chairperson 3

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

Minutes: The Minutes of May 2, May 9, and May 16 were approved as distributed. 6

Report by the President: The following is a summary statement of President Shalala's report to 7
the Senate: 8

President Shalala welcomed everyone back and said that this is going to 9
be a very good year for Hunter. 10

RE: BUDGET: The economic picture of the State at this point in time 11
looks pretty good, and the State should have a surplus this year. The 12
difficulty will be in the discussion of what will be done with the 13
surplus. There is already a move on the part of both the Governor and 14
the Republican leadership of the State Senate to take a tax cut, rather 15
than restoring the underfunding of the university system in New York, 16
as well as the need to restore cuts that we took in previous years. 17
We must get into these discussions early. Last week we met with the 18
State budget division on the budget that was submitted by the Chancel- 19
lor. They assured us that we should not have to expect cuts this year 20
as we had in the previous years, and that was certainly good news. 21
They were responsive to a couple of issues that we raised in addition 22
to the request for lines. Of the 350 lines the university is re- 23
questing, the largest percentage is to go to Hunter. They did not 24
reassure us on lines, but they understood what our request was about and 25
listened carefully to our arguments about Hunter being underfunded. They 26
were particularly interested in some of the special requests that we 27
made, i.e. a new challenge grant program for restoration of the Play- 28
house, and a challenge grant to redo the Library collection. We asked 29
for \$2M, which we would then match with private funding. We also made 30
a pitch about our Capital budget proposal--most of which involved the 31
rehabilitation of the Hunter North Building. Of the \$89M requested 32
for rehabilitation projects for the entire university, 25% is the 33
Hunter request. The largest request for lines and for rehabilitation 34
money is for Hunter. We have done very well with the university, but 35
the question is how well we will do in Albany. The period between now 36
and the submission of the Governor's budget to the State Legislature 37
on January 1 is important, and we will do some targeted lobbying on 38
special parts of the budget this year before we get to the legislative 39
sessions. After January 1 we will be struggling with everyone else. 40
We will lobby on the CUNY budget, but will also do some extensive 41
independent lobbying for Hunter. 42

RE: EARLY RETIREMENT: An early retirement program was approved by the 43
State budget division and the State Legislature. Faculty and staff 44
who are eligible have been notified and will have to tell the College 45
by December 1. The President's public position is that she does not 46
believe in early retirement programs. They are a bad way to cut 47
budgets which are always instituted when someone wants to reduce the 48
size and number of personnel. The State has assured us that they will 49
replace those positions one for one, but they have not assured us that 50
they will place the same amount of money on the line. Attrition and 51
early retirement, in the President's view, are not appropriate ways 52
to reduce college and university budgets. More importantly, they send 53
the wrong message to people because of age. Therefore, this institu- 54
tion's position is not even neutral on the subject. However, the 55
College will provide the proper information and support to people at 56
this institution who feel they want to take advantage of the program. 57

The impact on Hunter could be enormous. 49% of the Full Professors, 27% of the Associate Professors, 16% of the Assistant Professors, 31% of the Lecturers, 12% of the Instructors, 28% of the Gittelsohn employees, 27% of Buildings and Grounds staff, and 12% of other administrative personnel are eligible for early retirement. Individuals have to make a personal decision, but there is not enthusiasm on the part of the administration for the program.

President Shalala concluded her report by answering questions from the floor.

Report by the Ombudsman: The following is a summary statement of Ombudsman Korn's report to the Senate:

Ms. Helen Wright who served so well as Assistant to the Ombudsman has been succeeded by Ms. Gylbert Coker. You will find the current Assistant very cooperative and helpful. Some recent complaints involved the bookstore practices on the re-purchase of textbooks. I found that they were following the contractual policy, but students are not well informed at the time of purchase. The bookstore Manager has promised to insert the Refund and Re-Purchase Policy Statement in every book purchased. I am also investigating complaints regarding security policy and practices in the gymnasium and other areas. We are concerned about security, safety and the atmosphere created by some of the guards. This will receive continued attention. Department Chairpersons are being asked to complete a questionnaire on student participation in departmental committees. We are asking about the actuality of such participation--not the quality. Obtained results will be reported at a later time. I was able to reassure students who came to me with a concern about whether their dismissal appeals were being heard. The Chair of the Student Standing Committee, and Student Services, told me that all materials submitted with those appeals were being carefully reviewed. The last item concerns limitations on faculty prerogatives. Faculty may not unilaterally reschedule classes. Classes must meet throughout the semester according to days and times scheduled. Any variance must be cleared with the Department Chairperson. Faculty may not unilaterally dismiss a student--to remove a student from a course. There is a system for disciplinary action that protects the student's rights. The Office of Student Services deals with such problems and recommendations should be forwarded to that office. Of course, in any such problems, this office will also try to help.

Report by the Administrative Committee: Professor Stapleford presented the report as follows:

1. Up-date on Summer Session Bell Schedule
Presented the following statement, which was signed by President Shalala and Professor Stapleford on 22 May 1984:

"The President and the Administrative Committee have agreed to reaffirm the Hunter College Governance Charter in its language concerning the powers and jurisdiction of the Senate. We agree that the Hunter College Senate is "the legislative body of the College with authority to determine College policy on all matters not reserved now or hereafter by Education Law or Board of Higher Education By-Laws to the President of Hunter College, to other officers or duly constituted bodies of the College or The City University, or the Board of Higher Education." The range of that policy-making authority is defined in Article II of the Charter and in the responsibilities assigned in the Charter to the standing committees. This statement is to be construed as a function of our mutual desire to foster the harmonious working relationship between the President as Chief Executive and the Senate as Legislature of the College toward the common goal of creating the most effective educational environment possible."

He moved that the motion on the floor, which carried over from the last meeting (see Minutes of May 16, lines 14-21 and 43-45) be withdrawn.

There having been no objection, the motion was withdrawn.

A P P E N D I X I

The following members were noted as absent from the meeting:

FACULTY

Academic Skills: Anthony Laverpool
Maude Robinson

Anthropology: Louise Lennihan "E"
Edward Bendix
Carol Cambas

Art: Alice Aycock

Biology: Ezra Shahn

Black & P.R. St: Jose Hernandez

Chemistry: Joseph Wijnen
David Beveridge

Communications: Stewart Ewen

English: Jane Benardete

Health & Phys. Ed: Tom Burke

History: Naomi Miller
Robert Seltzer "E"

Health Sciences: Eleanor Gilpatrick "E"

Music: Barbara Hampton

Nursing: Carol Gilbert "E"

Pol. Sc.: Robert Hayton

Psych: Gerald Turkewitz

Sociology: Naomi Kroeger
Charles Green

Spec. Ed: Cathy Rikhye

Theatre & Film: Mira Felner "E"

Urban Affairs: Stanley Moses
Hans Spiegel

Administration: Dean Walter Weiss "E"

STUDENTS:

Athanasios Boutis
Julia Aguilera "E"
Michael Shron "E"
Kirk Callender
Sol Novick "E"
Dorothy Hoffman
Jose de la Rosa
Evaggelia Zarafonitis
Krista Jo Merget
David Reed
Barbara Rizek
Julia Collura
Teresa Raimo
Noel Dalal
Dianne Buonincontri
Christine Weeks
Lois Callender "E"
Beth Weizelberg
Helene Weinbaum
Michael Kraljev
David McLean
Herbert Kallman
Bertha Lopera
Michael Esterson
Pearl De Francesco "E"
Robert Reade "E"
Stephanie Simon
Ellen Harvey "E"
Dolores Sanchez "E"
Michael Alix "E"
Ruth Michael
Austin McBean
Kenneth Sitzman
Helene Reisman "E"

"E" = Excused

A P P E N D I X I I

TO: All Hunter College Faculty

FM: Richard Barickman, Chairperson, Committee on the Calendar

DT: 17 October 1984

RE: EVALUATING THE EDUCATIONAL IMPACT OF THE ALTERNATIVE COLLEGE CALENDARS

Since the Fall term 1982, the Hunter College academic calendar has been based on a 14-week term (13 weeks of classes and one week of final examinations). This experimental calendar was designed to provide two features lacking in the previous, 15-week term: completion of the fall term work before the winter vacation; and a longer intersession. Under the new calendar system, fall term final exams have ended before Christmas; and the combined winter vacation and intersession period has been 43-44 days long.

Programs and activities at Hunter have very different needs, and virtually every activity is influenced by the academic calendar. So it is not surprising that the experimental calendar and class schedule have met with both strong approval and strong opposition. The Senate has debated the issue at length since 1980, when the experimental calendar was first proposed. Last year the Senate Committee on the Calendar conducted a survey, by questionnaire, to sample faculty and student reactions to the new system.

We hope to reach a consensus this year on the most appropriate calendar system for Hunter and to make that system the basis for a two-year academic calendar, rather than renegotiating the calendar every year. A predictable system and a two-year calendar would allow more sensible and effective planning in nearly every area of the Hunter community. When the Senate considers these issues in December, we would like to have full and representative advice from each department at Hunter. To make this possible, we have asked each department to meet in order to compare the new calendar system with the previous, 15-week system. In your discussion, we would like you to assess the effects of each system on the education of the students you teach. It is most important to have every department at Hunter represented in this survey, since the needs of students vary widely from program to program. At the end of your discussion, you will vote on several alternative calendar proposals and your department chairperson will send the results of the vote to the Senate Office by Wednesday, November 14.

Although any number of calendar systems are possible, the debate at Hunter has focused on a few alternatives that seem workable within the framework of the CUNY system. We have outlined two major alternative calendars below, and have given two options under each alternative. To assist your discussion, we have also included some of the arguments most frequently made for and against each option. We have made no effort to assess the relative weight of these arguments.

We have also included brief outlines of Hunter's academic calendars for the past six years--three years under the 15-week (former) system and three years under the 14-week (current) system. In general, the spring term has presented few problems under either system, since there are fewer contractual and religious holidays during the spring; and both the starting and ending dates of the spring term are quite flexible. The fall term has been very problematic because there are five holidays granted by contract to most non-teaching staff members (Columbus Day, Election Day, Veterans' Day, and two days for Thanksgiving) in addition to religious holidays (Christmas, Rosh Hashanah, and Yom Kippur). Most staff members (including college lab technicians) cannot be required to work on contractual holidays; and those volunteers who do work must be compensated with extra pay or extra days of annual leave. Together contractual and religious holidays can add up to as many as ten days, depending on how many religious holidays occur on weekdays. So long as all these holidays continue to be observed in the CUNY system, no perfectly regular schedule of fall-term classes is possible under any academic calendar.