

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

MINUTES

Meeting of the Hunter College Senate
24 February 1993

	The 287th meeting of the Hunter College Senate was convened at 4:30 P.M. in Room W714.	1 2
Presiding:	Ken Sherrill, 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 LeClerc's report to the Senate is attached as Appendix II.	6 7
	The report was followed by an extensive question-and-answer period concerning the Report by the Chancellor's Advisory Committee on Academic Program Planning.	8 9 10
Report by the Administrative Committee:	Professor Sherrill brought to the Senate's attention an option not exercised since the early 70's, i.e., to call a Special Meeting in order to take up any important business that may carry over from today's meeting, and to continue discussion of developments concerning the Goldstein report.	11 12 13 14
	Professor DiScipio moved that a Special Meeting of the Senate be convened on Wednesday, 3 March 1993, at 4:20 P.M.	15 16
	The motion was approved by hand vote.	17
	<u>Election of Search Committee for Dean of Social Sciences</u>	18
	The next item of business was election of panels for the Search Committee for Dean of Social Sciences. Prof. Sherrill presented the list of candidates as distributed:	19 20 21
	<u>Nominees for Chair Panel:</u> Prof. Barbara Hampton (Music)	22
	Prof. Gerald Pinciss (English)	23
	Prof. Richard Stapleford (Art)	24
	<u>Student Nominees for Member-Panel:</u>	25
	Scott Sawyer (Political Science Major)	26
	Jay McKenna (Political Science Major)	27
	Sihame Kegnida (Graduate-Urban Affairs)	28
	Elizabeth Kole (Graduate-Urban Affairs)	29
	David von Spreckelsen (Graduate-Urban Affairs)	30
	It was moved that the nominations be approved as a package. The motion carried by hand vote.	31 32
	<u>Faculty Nominees for Member-Panel:</u>	33
	Anthropology: Prof. Burton Pasternak	34
	Economics: Prof. Howard Chernick	35
	History: Prof. Dolores Greenberg	36
	Political Science: Prof. Joan Tronto	37
	Prof. Carolyn Somerville	38
	Psychology: Prof. Robert Fried	4
	Prof. Susan Manning	4
	Prof. Peter Moller	4
	Prof. Vita Rabinowitz	4

APPENDIX I

The following members were noted as absent from the meeting:

FACULTY:

Academic Skills:	Janice Montague Phyllis Rubinfeld "E" Bernice Baxter	Sociology:	Charles Green
Anthropology:	William Parry Thomas McGovern John Oates	Special Education:	Marsha Lupi Marsha Smith-Lewis
Art:	Joel Carrera Ulka Bates Andrea Blum	Urban Affairs:	Stanley Moses
Biology:	Shirley Raps "E"	Dean Carlos Hortas Dean Erwin Fleissner Dean Judith Friedlander "E" Provost Laura Struminger	
Black & P.R. Studies:	Pedro Lopez-Adorno "E"		
Chemistry:	Charles Hecht Lou Massa	STUDENTS:	
Classics:	Tamara Green William Mayer "E"	David Asencio Kristine Mancenido Efua Morgan Scott Lessard Ari Spett Stacey Bell Michael Joseph Todd Smith Zoisa Simmons Rafael Hernandez Frances Goulart Robin Hardy "E" Sigrid Cotto Victoria Kern Timothy Lee "E" Melissa Uber Gina Jones Henry Sirotin Debra Robertson Paul Mittelman Wayne Wilson Simon Kamara Lewanda Hernandez Jose Ramos Damaris Nunez Rebecca Perez Edilberto Soriano Kyle Williams Amy Fatutta George Tong Hema Sareen Moriah Eskow Robert Elia John Geida "E" Kim Ray Helen Pouliaasis Tara Moloney Dyannah Barthold James Painter Arlene King Brian Ibbotson Alicen Willis Amy Kossoy Ida Borday	
Communications:	Tami Gold Serafina Bathrick Fulton Ross		
Computer Science:	Virginia Teller		
Curriculum & Teaching:	Tony Picciano Alene Smith		
Educational Foundations:	Joan Buxbaum Caroline Adkins		
English:	Karen Greenberg		
Geology & Geography:	Richard Liebling Sara McLafferty		
German:	Eckhard Kuhn-Osius		
Health & Phys Educ:	Mary Lefkarites "E"		
Health Sciences:	Ida Susser Carol Silverman "E"		
Library:	Steve Kowalik "E"		
Mathematics:	Barry Cherkas		
Music:	Susan Kagan		
Philosophy:	Gerald Press		
Physics & Astronomy:	Al Bennick "E"		
Psychology:	Peter Moller "E"		
Social Work:	Charles Guzzetta Joann Ivry Jayne Silberman "E" Malka Sternberg		

APPENDIX III

STATEMENT

The Chancellor's Advisory Committee on Academic Program Planning Report, generated with no student representation, without adequate faculty representation, and with no hearings open to the academic community or to the public, would debase the quality of education throughout the CUNY system by dismembering the colleges' liberal arts curricula.

By the year 2000, student enrollment at the City University will approach a quarter of a million. This will represent an increase of close to 25% in about a dozen years if current trends continue.

We are in the midst of massive advances in science and technology, yet CUNY students rarely have access to state of the art computing and scientific equipment. We are experiencing a knowledge explosion in the arts, the humanities, and the social sciences. Traditional academic disciplines are being reconceived and diverse perspectives are increasingly being brought to bear on the human experience. At the same time, virtually all CUNY campuses have cut back on library acquisitions.

In spite of the repeal of mandatory retirement, substantial numbers of faculty trained in the years after World War II are retiring. Rather than replacing these faculty members, the university has allowed the size of the faculty to dwindle.

The New York City public school system is in chaos. The need for compensatory education for CUNY students has expanded. New waves of immigration have resulted in almost half of our students' coming from homes in which English is not the first language, yet fewer faculty are available to teach an increasingly needy student body and the ratio of counselors to students is such that it is miraculous that any serious counseling occurs in the university.

The economies of New York City and of the State of New York have recovered more slowly than the national economy. We now suffer serious shortages of New York's most valuable traditional resource: a literate and broadly well-educated public — people whose liberal education enables them to respond brilliantly to the demands of changing times.

Under these conditions, rational public policy would be to invest massively in public higher education. Yet, draconian cuts have been made in this sector.

New York is the most heavily taxed state in the nation. Yet, it is in the bottom 10% in terms of the percent of the state budget allocated to higher education. In terms of the magnitude of the state's budget, no substantial savings accrue from cuts in funding higher education.

The Board of Trustees of the City University contains many powerful and public-spirited people: people who are fully capable of making an impact on public policy. It includes the former Speaker of the State Assembly, a former member of Congress, and a close advisor to the Governor. It includes leaders in the worlds of finance and industry, members of the clergy, representatives of the varying groups comprising the city's gorgeous mosaic, pillars of the law and activists in the worlds of culture and of charitable organizations. The Board ought not believe that it is without influence in the larger community. The Board must use its substantial powers to persuade the people of the state and the nation to invest more fully in public higher education.

We live in times when it seems easier to protect four separate air forces than to protect majors in Philosophy, Classics or Romance Languages. Over the past decade, the state of New York has increased investments in prisons at a higher rate than it has invested in higher education. The Board must use its influence in the world of ideas as well as in the political sphere to combat such insanity.

The Report by the Chancellor's Advisory Committee on Academic Program Planning does not articulate goals. It provides no discussion of the qualities of a good college education. The only options it considers are options in direct contradiction to CUNY's oft-stated mission of excellence and access. Any effort to operate the university within "the present budgetary exigencies" requires a diminution of excellence and/or of access. Achieving CUNY's mission requires generating the funds needed to operate the university properly. Generating these funds is a major responsibility of the Board of Trustees and it is a major responsibility of New York's public officials. They should take the actions necessary to fulfill this responsibility; they should reject proposals likely to debase the quality of a CUNY education and therefore to harm New York.

The campuses with the highest minority enrollment are disproportionately targeted. The removal of a number of major programs in the liberal arts at these colleges is likely to result in an unconstitutional denial of equal educational opportunities.

This removal rests on two unrealistic assumptions: that students and faculty will shuttle from campus to campus to take and offer courses, and that students entering college will know in what program they intend to major.

Furthermore, should this massive traveling take place, this report makes no provision for space, personnel, and equipment at campuses such as Hunter which potentially would absorb a disproportionate number of programs.

These data, which range from the questionable to the inaccurate were not collected on the basis of any logical or systematic sampling method, and therefore cannot be construed to be a valid depiction of CUNY's programs. Important decisions must not be made on the basis of bad data.

The Report fails to consider any options other than consolidation of programs as a response to "the present budgetary exigencies." The report also fails to consider the likely consequences of the one policy option it proposes.

These failures of the report are irresponsible as public policy.

The process of academic planning unquestionably belongs to the governance bodies of the individual colleges. The report would substantially diminish, if not end, the traditional autonomy and integrity of the individual colleges.

THEREFORE,

BE IT RESOLVED THAT: The Hunter College Senate urge the CUNY Board of Trustees to reject the report of the Chancellor's Advisory Committee on Academic Program Planning — its method, its substance, its findings and proposals; and,

BE IT FURTHER RESOLVED, that the Hunter College Senate urge the CUNY Board of Trustees, along with all of New York's public officials, to fund the City University at a level which protects its autonomy, its integrity, as well as its mission of excellence and access; and,

BE IT FURTHER RESOLVED, that the Hunter College Senate urge the CUNY Board of Trustees that, if no further funds are to be allocated to CUNY, discussions of appropriate courses of action must rest on academic judgment and be initiated at the individual colleges rather than being imposed from above.

To go back to my flow chart here. I will ask the Strategic Planning Committee to give me its views on the campus responses by March 28th. By March 14th the campus responses will go to the Strategic Planning Committee, so it will have in effect two weeks time in which to meet very intensely with me in talking about the issues that are raised at Hunter relative to the Hunter portion of the report. Again, there is a March 12th deadline for all of the various constituency groups and various bodies of the college that are involved now in the process of reviewing the report, to give me their thoughts on paper. Those groups that have been asked by me to involve themselves are the following: the Senate, the Faculty Delegate Assembly, the Strategic Planning Committee, the Vice Presidents, the Deans, Department Chairpersons and Program Directors, the Professional Staff Congress Chapter of Hunter College, the three student governments, and other groups including the FP&B, which has a special committee that is looking at these matters. I believe as well the Latino & Puerto Rican Caucus and BFSARE are looking at the report, and I will be pleased to receive their responses and their reflections upon the recommendations made within the report. This chart is simply another way of illustrating how information will flow. I have asked that there be unique, and discrete, and individual departmental and school responses that will reflect the thinking of departments and programs that are housed within the seven divisions and schools of the college. I have asked explicitly that the views of students in the departments and schools be solicited and incorporated into any divisionally based or departmentally based report. I hope that these groups will submit their responses to the report to my office by the 12th of March. They will then go to the Strategic Planning Committee for a two-week period of discussion within the Strategic Planning Committee. I will have a two-day turn around time between the 28th and the 31st, at which point I'll send my response, and the campus responses, together with all of the attached documents that constitute the totality of voiced written expression on the report to the Chancellor's Office. I believe that the Chancellor will go to the Board at some time in June with her own assessment of the on-campus responses.

The Strategic Planning Committee, as you see, is at a very important juncture in this on-campus process at Hunter. I mentioned this committee to you in the past, and you may recall that it was established last Spring as a consequence of recommendations made to me by the FP&B—the chairpersons of the departments of the College. I chose to make it a cross-sectional committee, a committee that cuts across all of the various units and categories of personnel and students within the college. The committee is therefore quite a large one. It has been working very effectively since last Spring. We tend to meet every two weeks, sometimes every third week to talk about matters of consequence to us, and to see what sort of consensus there is within that group, and what consensus there is about the priorities of Hunter, particularly with regards to the educational program of the college.

I chair the Strategic Planning Committee. Its members consist of the four vice presidents—the Provost, Dr. Kaufman, Dr. Fishman, and Dr. Isler; two deans—Hugh Scott from the Division of Programs in Education and Carlos Hortas from the Arts and Humanities Division, representing one liberal arts division and one professional unit; three chairpersons—the Chair of Biology and the Chair of Classical & Oriental Studies, Shirley Raps and Tammy Green respectively, and Peter Salins the Chair of Urban Affairs and Planning, representing three of the divisions of the college; Steve Zoloth, Director of the Community Health Program, is representing the School of Health Sciences; the Chair of the Senate Master Plan Committee, Victor Goldsmith, is a professor in Geology & Geography, representing the sciences division; the President of the Faculty Delegate Assembly is a professor in the School of Nursing; Ken Sherrill as Chair of the Senate; the Associate Director of Admissions, Joe Fantozzi, represents the HEO non-faculty instructional staff; the secretary of the Romance Languages Department, Aida Silvestry, as a representative of the Gittleston's or the classified employees of the College; the presidents of the three student governments—Yor-el Francis, Reginald Richardson, and David Asencio; and Prof. Harold Weissman from the School of Social Work, who represents doctoral programs of the college. Since we have a major investment in doctoral level education at Hunter, we do six doctoral programs, I thought it wise to have a voice representing doctoral level education. No doubt, at some point in the future the question of doctoral education will get put on the table at Hunter since this is an important part of what we do. It is a very, very good committee, and it has done very fine work so far. It struck me as the logical body in which to feed the information that we gather from the campus on the Goldstein report. Ken Sherrill never misses a meeting. Victor Goldsmith has been assiduous in his attendance as well. I can assure the Senate that the voice of the Senate and the views of the Senate in all matters, but particularly with regards to this report, will be heard and will be appreciated by colleagues on that committee.

Those are my transparencies. I really have great faith in my colleagues at this college to work in ways that are appropriate to us as members of the academy in dealing with issues of responses on this report, but also in dealing with issues that have to do with this college as one of the great institutions of higher learning in America, and in helping us determine what our future should be and the kinds of resources we need to make that future a bright one. We have worked very, very well in the past together. The curricular change that we accomplished after four years worth of work at Hunter is indicative of what can happen at a college when we all share a common concern for the quality of the academic life, and for the importance of process that has to have a high level of integrity always attached to it and has to be respected by all who play a part.

Those constitute my remarks this afternoon. Should you have questions on these matters or any others I'm happy to take those questions now."

APPENDIX I

The following members were noted as absent from the meeting:

FACULTY:

Academic Skills: Janice Montague
Bernice Baxter

Anthropology: William Parry
Thomas McGovern

Art: Joel Carrera
Ulka Bates
Andrea Blum

Black & P.R. Studies: Pedro Lopez-Adorno

Chemistry: Charles Hecht

Classics: Tamara Green

Communications: Tami Gold
Fulton Ross "E"

Curriculum & Teaching: Tony Picciano

Economics: Howard Chernick

Educational Foundations: Mario Kelly

English: Sybil Brinberg

Geology & Geography: Richard Liebling

Health Sciences: Ida Susser

Mathematics: Barry Cherkas

Music: Jana Feinman
Paul Mueller
Susan Kagan "E"

Nursing: Donna Nickitas
Marie Mosley

Political Science: Rosalind Petchesky

Romance Languages: Maritjelma Costa

Social Work: Charles Guzzetta
Joann Ivry
Jayne Silberman "E"
Malka Sternberg

Sociology: Ruth Sidel "E"
Martin Warmbrand

Special Education: Marsha Lupi
Marsha Smith-Lewis

Theatre & Film: Patricia Sternberg "E"

Urban Affairs: Stanley Moses

STUDENTS:

Efua Morgan
Scott Lessard "E"
Sandra Goodrich
Rita Sabini
Ari Spett
Stacey Bell
Michael Joseph
Zoisa Simmons
Rafael Hernandez
Frances Goulart
Lynette Renee Carpenter
Robin Hardy
Sigrid Cotto
Victoria Kern
Timothy Lee "E"
Melissa Uber
Gina Jones
Henry Sirotin
Debra Robertson
Richard Baldwin
Paul Mittelman
Lewanda Hernandez
Jose Ramos
Damaris Nunez
Rebecca Perez
Dierdre Foudy
Edilberto Soriano
Kyle Williams
Amy Fatutta
George Tong
Moriah Eskow
Robert Elia
Yorel Francis
Kim Ray
Helen Pouliaasis
Dynnah Barthold
Judy Smith
Erica Petersen "E"
Brian Ibbotson
Alicen Willis
Amy Kossoy
Ida Borday
Sean Sukal
John Geida "E"

Dean Erwin Fleissner
Dean Judith Friedlander "E"
Vice Pres. Sylvia Fishman

APPENDIX II

College Calendar for 1993-1994

August 1993

17Tu - 25W FALL TERM REGISTRATION (TENTATIVE)
30M **First Day of Classes — Fall 1993**

September 1993

6M LABOR DAY — COLLEGE IS CLOSED
15W - 17F No Classes Scheduled
24F No Classes after 4 PM
25Sa No Classes Scheduled

October 1993

11M COLUMBUS DAY — COLLEGE IS CLOSED
12Tu Classes Follow Monday's Schedule

November 1993

25Th - 26F THANKSGIVING RECESS — COLLEGE IS CLOSED
27Sa Classes will be held

December 1993

13M Classes Follow Thursday's Schedule
14Tu Classes Follow Friday's Schedule
15W No Classes before 4 PM — After 4 PM Classes Follow Friday's Schedule
16TH - 23TH **Final Week of Fall Semester 1993.** (Final Exam Week or last instructional period where no finals are given)
24F - 1/1Sa WINTER RECESS

January 1994

1Sa NEW YEAR'S DAY — COLLEGE IS CLOSED
13Th - 25Tu SPRING TERM REGISTRATION (TENTATIVE)
17M MARTIN LUTHER KING JR. DAY — COLLEGE IS CLOSED
28F **First Day of Classes — Spring 1994**

February 1994

11F LINCOLN'S BIRTHDAY (observed) — COLLEGE IS CLOSED
21M WASHINGTON'S BIRTHDAY (observed) — COLLEGE IS CLOSED

March/April 1994

3/26Sa - 4/3Su ... SPRING RECESS

May 1994

17Tu - 18W No Classes Scheduled
19TH - 26TH **Final Week of Spring Semester 1994** (Final Exam Week or last instructional period where no finals are given)
30M MEMORIAL DAY — COLLEGE IS CLOSED

June/July/August 1994

June 6 - 7 Summer Session registration (tentative)
June 13 - July 19 Summer Session I
July 5 - August 11 Summer Session II

APPENDIX III

FM: The Chairs of the Hunter College Senate:

Professor Lou Massa (Chemistry)	1971 - 1973
Professor Charles Sherover (Philosophy)	1973 - 1976
Professor Rena Gropper (Anthropology)	1976 - 1978
Professor Allan Brick (English)	1979 - 1982
Professor Richard Stapleford (Art)	1982 - 1985
Professor Fulton Ross (Communications)	1985 - 1988
Professor Jo Kirsch (School of Nursing)	1988 - 1991
Professor Elizabeth Beaujour (Classical&Oriental Studies)	1991 - 1992
Professor Ken Sherrill (Political Science)	1992 - present

RE: The December 2, 1992, Report of the Chancellor's Advisory Committee on Academic Program Planning

The Chancellor's Advisory Committee on Academic Program Planning has proposed consideration of the consolidation of many majors and degrees currently offered by the various colleges in the City University. The effect would be for certain majors no longer to be offered at the colleges currently offering them. Instead, these programs would be consolidated with those of other CUNY colleges. The report does not specify how the faculty currently teaching in these departments would be affected, nor does it indicate how students majoring or planning to major in these departments would shift colleges.

In light of this Report, we ask all Hunter groups and individuals to consider endorsing the following statement:

STATEMENT

The Chancellor's Advisory Committee Report makes proposals which if implemented would seem to favor Hunter College to the detriment of certain other CUNY colleges whose programs and faculties would be diminished. The effect however is that this Report damages all CUNY colleges by the published presumption that central administration at 80th Street has the authority to make academic decisions for the individual colleges.

The central administration of the City University has the responsibility to allocate resources, to certify faculty appointments made by the colleges, and to approve curriculum generated by the individual colleges; the central administration also is accountable for recognizing academic responsibility and for upholding academic freedom and for guarding these traditions against infringement.

The historic responsibilities of scholarship and teaching within a specific college must remain with the faculty and governance body of that college. It is the faculty of the college—in appropriate relationship with the students and administration—which has the responsibility to initiate, consider, and decide on proposals which would reduce or eliminate academic programs. The faculty of that college, acting through the college's governance structure, must decide, for example, whether or not science can be taught without a relationship with full departments in the humanities and social sciences, or whether philosophy or history can be taught without the full context of offerings in the sciences.

The people of the City of New York need individual public colleges. Each one of these colleges relates to a wider community which surrounds it and exists as a community within itself. It must function organically in terms of real people, students and teachers, who learn and create in an atmosphere of living ideas. They do this in interaction with each other in their immediate campus situation. This wide range of interaction is the basis of liberal arts education and of the various specializations which depend upon the liberal arts core. The various academic disciplines of the college relate to each other in a number of ways. As students of diverse backgrounds fulfill course distribution requirements, choose majors—of whose existence they were often unaware as freshmen—and choose advanced elective courses, they continue to see their evolving ideas from the perspectives of various disciplines. The integrity of each one of the disciplines, on which these interrelationships depend, must be vigorously maintained by the faculty of the college community.

If the faculties of the individual colleges are to pursue their responsibilities, they must be unrestrained in scholarship and teaching and in the related shaping and reshaping of the curriculum. The central administration must continue to respect full academic autonomy of each college.