

M I N U T E S

"Overflow" Meeting of the Hunter College Senate  
23 February 1983

The 16<sup>8</sup>th meeting of the Hunter College Senate was convened at 4:35 p.m. 1  
in the Playhouse. 2

Presiding: Richard Stapleford, Chairperson 3

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

Minutes: The Minutes of December 22nd were approved with the following correction: 6  
line 22 should read: "For example, it should NOT be given as a grade 7  
for excessive absences, and" 8

Report by the President: The following is a summary statement of President Shalala's report to 9  
the Senate: 10

Governor Cuomo's budget is simply devastating for the City University 11  
in general and Hunter in particular. For all practical purposes it 12  
ends the City's and State's commitment to quality public higher educa- 13  
tion. First, it increases the price of admission by raising tuition 14  
by \$150 and the dormitory fee by \$150, with a clear statement that this 15  
is just the beginning. It is not a one shot increase, but a commitment 16  
to raise tuition in public higher education every year. It is the 17  
language that accompanied the tuition increase that was so invidious 18  
in the Governor's message. It compared the tuition of the public 19  
institutions in New York State to the tuition of the surrounding public 20  
institutions, including the university system in Vermont. It also adds 21  
a fee of \$25 for computers for every student. It is not covered by 22  
TAP fees and there is no guarantee that the colleges would get that 23  
money back. The impact of the tuition and fee increase is particularly 24  
hard on our part-time students who get no financial aid from either the 25  
State or Federal governments. In other words, the budget recommenda- 26  
tions sort out the students by income and in some ways by class. 27

The second thing the Governor's budget does is that it removed a 28  
significant percentage of support and teaching personnel for our 29  
underprepared students. For all practical purposes, it removes 30  
academic counseling. A large number of remedial sections would be 31  
curtailed and, on other parts of the academic budget, the cuts are 32  
very deep. 33

Third, it removed a very high percentage of the younger members of the 34  
faculty. It would end the appointments of a very large percentage of 35  
untenured faculty, mainly in our newest areas which are highly untenured 36  
--Computer Science, Nursing, Health Sciences, etc. At some institu- 37  
tions of the City University the cuts go well beyond untenured faculty. 38

Fourth, this institution has had a remarkable affirmative action record 39  
over the past three years. 70% of our appointments have gone to women 40  
and minorities. The President was outraged at the New York Times report 41  
on the Governor's speech in which he described the State's new affirma- 42  
tive action requirements for new hiring when we at this institution and 43  
the City University would have to reduce the number of women and 44  
minorities that we have been hiring over the last three years. 45

Fifth, this is perhaps the most heartbreaking for this institution. The 46  
Governor eliminated 100 plus new positions which are needed to open 47  
the new buildings. He actually took them out of the budget. 48

The most disturbing aspect about this new budget is its social philo- 49  
sophy. Those are not traditional cuts. All of the cuts of the City 50  
University were focused on personnel. We got increases in areas like 51

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energy, OTPS, repair projects. All the "things" parts of the budget	52
were increased while personnel was reduced.	53
The President then read the statement which the Chancellor is making	54
in Albany today before a joint committee. It represents the view of	55
the Presidents of the colleges in the City University:	56
Dear Governor:	57
As the Chancellor and Presidents of the City University of New York,	58
we address this collective letter to you to record our grave concern	59
over the ability of this University to survive the magnitude of	60
reductions that the Executive Budget seeks to impose on it.	61
In your inaugural address, you reminded the citizens of New York	62
that they possessed an educational system that few states--indeed	63
few nations--could rival. It is a system that we have built,	64
nurtured, and protected in earlier times of adversity and it is one	65
of the authentic glories of this State. Yet this Executive Budget	66
not only places that achievement in great jeopardy; it also begins,	67
we fear, a process of dismembering our public colleges and univer-	68
sities and, as such, opens a new and somber chapter in the history	69
of higher education in this society and State.	70
None of us is unmindful of the State's fiscal problems. We share	71
the conviction you expressed throughout the gubernatorial campaign	72
that the time is past for us to make the poor and the disenfranchised	73
the scapegoats for national economic ills. We share the philosophy	74
of a caring society that shaped these words of your budget message:	75
"...a technically balanced budget that fails to meet the reasonable	76
needs of the middle class and the poor would be to us the emblem of	77
hypocrisy." Yet we fail to see how reductions of the magnitude	78
called for in the proposed budget--one thousand teaching and support	79
positions--can do anything other than cripple us in our mission to	80
serve the very people to whom your administration is committed.	81
This University stands now, as it always has, as the single most	82
important vehicle for social mobility and economic opportunity in	83
this City and State. The tens of thousands of students who attend	84
this University simply cannot be thought of in the stereotypic terms	85
that apply to the average American undergraduate. Fully 30% of our	86
176,000 students are either immigrants themselves or the children	87
of immigrants; 35% come from homes in which English is not the first	88
language; 80% come from families in which neither parent has gone to	89
college; 20,000 of them are on welfare; most are from minority	90
groups, most are women, most work either part or full-time to	91
supplement modest family resources, and many require compensatory	92
and remedial assistance. They have sacrificed a good deal in	93
earnings, leisure, sleep, and the pleasures of social life in order	94
to equip themselves for lives of dignity and decency.	95
It is those very sacrifices that are threatened by this budget.	96
When this University loses students in a fiscal crisis, they are	97
denied all access to higher education and its rewards. The vast	98
majority do not have the option of attending private institutions	99
or the State University. Their choice is simple: it is either	100
The City University of New York or ignorance and continued depri-	101
vation.	102
If the Executive Budget is enacted as proposed, it would require	103
that we:	104
. eliminate 1,000 college faculty and staff positions at the	105
very moment when the University's enrollment is at its	106
highest point in six years--and growing.	107
. fire 25% of our non-tenured faculty in the areas where	108
student interest is most intense: computer science, business,	109
the health professions, and performing arts.	110
. destroy our achievements in affirmative action. The	111
majority of the recently hired non-tenured faculty are	112
women and minorities.	113

- . fail to open critically needed new facilities at Hunter 114  
and City Colleges which require maintenance personnel. 115

The reversal of these cuts requires the commitment of the Executive 116  
to an institution that has as its primary mission the education of 117  
the poor and working class people of New York City. This University 118  
has already endured, in the very recent past, the greatest reduc- 119  
tions visited on any public university in the United States at any 120  
time. When the Legislature passed the legislation of 1979 that 121  
brought The City University into the family of State-supported 122  
agencies, it was its clear intent to provide this University with 123  
a safe harbor from fiscal storms that had threatened to destroy it 124  
in 1976. Yet we find it difficult to see that commitment to fiscal 125  
stability reflected in the proposed Executive Budget of 1984. 126  
Rather, it strikes us that The City University is seen by some as 127  
though it were an unwanted member of the State's family, somehow 128  
different because of its origin or heritage or mission and there- 129  
fore not fully worthy of an equal share of the family's attention 130  
and resources. We would argue that The City University has already 131  
weathered one destructive assault upon its existence. It has 132  
survived; now it must be nourished and enhanced for the sake of 133  
the economic and social welfare of thousands and New York's 134  
immigrant, working class, minority and women students. 135

Sincerely, 136

President Shalala provided specifics: (1) They eliminated 70 maintenance 137  
positions for Hunter's new buildings. Without these there can be no 138  
moving into the new buildings. (2) They did the same thing that was done 139  
last year. Namely, in readjusting and lowering our base, they eliminated 140  
a number of other positions related to the new buildings, plus another 141  
42 faculty and administrative positions. (3) Across-the-board cuts 142  
would require layoffs that would eliminate another 64 positions. (4) 143  
And, finally, in something called managed attrition another 26 positions 144  
would be cut. 145

About 1/2 million dollars would be eliminated from the adjunct budget. 146  
That is a total of almost 200 positions, of which 100 would be for the 147  
opening of the new buildings. The Chancellor has submitted a request 148  
to the Governor, specifically concerned with the new buildings for 149  
Hunter and City, arguing that those positions have to be filled, and 150  
that there was a technical error in the budget. We may know by Friday 151  
whether we are going to get the positions for the new buildings. 152

The Chancellor is making a major statement today based on the letter 153  
that all the presidents signed. Last week, he went to see the Governor. 154  
In an effort to save personnel, he offered to trade practically all the 155  
increase in "things" (OTPS, energy, repair money). As of yesterday he 156  
had not received a response from the Governor. 157

We anticipate a major fight in the New York State Legislature which will 158  
involve all of us. It is very important that every part of this insti- 159  
tution become involved in this effort. As of next Friday, every oppor- 160  
tunity to change the Governor's mind will have ended. We will then be 161  
free to mount our own efforts to reverse these decisions in the State 162  
Legislature. The matter is by no means closed. Although the Governor 163  
has spoken, the Legislature has not. President Shalala already met with 164  
the members of the Manhattan delegation including the Chairman of the 165  
Higher Education Committee, Assemblyman Mark Alan Siegel. They have 166  
promised us their support. They are concerned about the favorable press 167  
the Governor received for his budget, and that everybody has been 168  
relatively quiet in the process of negotiating changes with the Governor. 169  
We should all anticipate a very intense lobbying effort. David Burks 170  
has indicated the full support of the union. Barbara Chocky has spoken 171  
to a number of student leaders about our coordinated effort. The 172  
President said that she is as committed to the issue of tuition and 173  
fees as she is on reversing the issues related to the new buildings and 174  
personnel. We will have to make certain that members of the State 175  
Legislature view this not simply as a set of cuts that were necessary 176  
because of the 1.8 billion dollar budget deficit, but that they view 177  
it as a change in philosophy about the nature of this institution, 178  
about its mission and about what public higher education is supposed to 179  
do in the City.

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In the next few days you will be receiving information from us. We will send out fact sheets. The campaign will be state-wide. Alumni have already volunteered to make phone calls. We have rented the phone banks of the United Federation of Teachers in Manhattan. Our alums are going to call all alumni of Hunter College who live outside of the metropolitan area. The ones who live in the New York metropolitan area are going to be contacted directly. We will spare no energy, no time, and no expense to turn this situation around.

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

Prof. Stapleford thanked the President for her report. He informed the Senate that Barbara Chocky had contacted him about the letter-writing campaign and lobbying efforts, and that material would be sent out as soon as it becomes available.

Report by the Ombudsman: There was no report.

Report by the Administrative Comm.: Prof. Al Bennick, Secretary of the Senate, presented the report as follows:

1. Approved Curriculum Changes  
The following changes were approved as per Senate resolution, and were submitted for the Senate's information: Items US-511 (Math. Sciences), US-510 (Urban Affairs).

2. Prof. Bennick next presented the following resolution:

The following action is taken in response to a request from the Administration for clarification of the role of the Hunter College Senate in relation to the Professional Staff Congress and the Faculty Delegate Assembly.

In order to reaffirm the Senate's role as the chartered Governance Organization for Hunter College which has sole responsibility for policy matters as specified in the Charter, and to make it clear that all communication in such areas should be submitted to the Senate via the Senate Administrative Committee for advice, decision, and consultation, the Senate Administrative Committee proposes the following resolution:

BE IT RESOLVED, that the Hunter College Senate establish a standing committee, the Faculty Committee. The Committee shall consist of 5 faculty members, at least one of whom shall be a part-time faculty member, and one of whom shall teach during evening hours. The Committee shall consider all matters which concern only the faculty, and shall make appropriate recommendations for action to the Senate.

The floor was open for discussion.

Prof. Brick moved that the motion be amended by deleting the third paragraph, and by changing the second paragraph to read as follows:

RESOLVED: that in accordance with the Senate's role as the chartered Governance Organization for Hunter College which has the sole responsibility for policy matters as specified in the Charter, all communication in such areas should be submitted to the Senate via the Senate Administrative Committee for advice, decision, and consultation.

After extensive discussion, Ms. Bell moved that the matter be recommended for further consideration by the Administrative Committee in light of today's discussion, and to resubmit a proposal to the next Senate meeting.

After discussion the question on the motion to recommit was called and carried.

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The motion on the floor was the motion to recommit.	234
A hand vote produced the following results: 25 in favor, 21 opposed, 7 abstentions. The required number of 33 votes not having been obtained, a motion for a recount was made.	235 236 237
The recount produced the same voting results, and in accordance with Senate rules, the motion carried over to the next meeting.	238 239
A motion to adjourn was made and carried by hand vote. The meeting was adjourned at 6:05 p.m.	240 241

Respectfully submitted,



Al Bennick,  
Secretary

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A P P E N D I X I

The following members were noted as absent from the meeting:

FACULTY:

Academic Skills: Linda Morris  
George Manley

Art: Bob Huot  
Mac Wells  
Anthony Panzera

Biology: Richard Piccioni

Black & Puerto Rican Studies: Jose Sanchez  
Ana Zentella

Chemistry: David Lavallo  
Robert Lichter

Classics: Vladimir Padunov "E"  
Tamara Green

Communications: Larry Shore  
Arnold Gibbons  
Thomas Mader "E"

Curriculum & Teaching: Mae Gamble

Educational Foundations: Joan Buxbaum "E"

English: Richard Barickman  
Lucille Samson

Geology & Geography: Alan Strahler

Health & Physical Education: Thomas Burke

Home Economics: Mary Ludden  
Carol Waslien

Health Sciences: Lee Margulies "E"

Library: S. Garrett Robinson "E"  
J. Thomas Jennings "E"

Mathematics: Barbara Barone

Music: William Siegenfeld "E"  
Barbara Hampton  
Ralph Hunter

Nursing: Catherine Wondolowski

Philosophy: Charles Sherover  
John Lango

Physics & Astronomy: Brian Holmes

Political Science: Ken Sherrill

Psychology: Toby Klass

Romance Languages: Zenaida Gutierrez-Vega "E"  
Pasquelina Manca "E"  
Giuseppina Welsh "E"

Social Work: Clifton Browne

Sociology: Charles Green  
Ruth Sidel "E"

Special Education: Ellis Barowsky

Student Services:

Elaine Lawrence "E"  
Marion Percival

Theatre & Film:

Barbara Leaming  
Mira Felner

Urban Affairs:

Stanley Moses

STUDENTS:

Athanasios Boutis  
Kathryn Payne  
Kathleen Douris  
Julia Aguilera "E"  
Mickie Yoon  
Obed Cintron  
Antionette Foster  
Clyde Morgani  
Channel Holiday  
Anita Allen  
Vilma Diaz y Zarate Favaloro  
Kenneth Walker  
Natalia Chernye  
David Sierra  
Edmund Buczynski  
Branka Kotarlic  
Deborah Barron  
Mary Bowles  
Ramez El-Jachi  
Fernando Quinones  
Michael Pichardo  
Claire LaRoche  
Gary Kulak  
Martha Mavrommatis  
Ali M. Gheith  
Margaret Ferrara  
John Paine  
Roland Stanzione "E"  
Miriam Pedrayes "E"  
Mario Pinto  
Fran Keenan  
Helene Reisman "E"  
Jim Zipp  
Mary Lou Chiarella  
Dolores Sanchez  
Dorothy Reed Spada  
Gerard Savage  
Vikas Patel  
Margaret Werner "E"  
Merna Eatmon  
Mary Ana R. Alongi  
Carmen Collazo

Dean James Settle "E"

Dean Hugh Scott