

M I N U T E S

Meeting of the Hunter College Senate
29 September 1982

The ¹⁶³ 159th meeting of the Hunter College Senate was convened at 4:25 p.m. in the Playhouse.	1 2
Presiding: Richard Stapleford, Chairperson	3
Attendance: The elected members of the Senate with the exception of those listed in Appendix I.	4 5
Minutes: The Minutes of May 12th and May 26th were approved as distributed.	6
Report by the President: A summary statement of President Shalala's report to the Senate is attached as Appendix II.	7 8
Report by the Provost: Provost Riccards' report to the Senate is attached as Appendix III.	9
Report by the Ombudsman: A summary statement of Professor Korn's report is as follows:	10
The Ombudsman greeted the Senate and directed attention to the President's <u>Open Line</u> message on sexual harassment. He welcomed any questions or suggestions about the procedures outlined. He also solicited comments about attitudes toward the credit/no credit grades and will be exploring this issue. He expressed concern about the ambiguity of the class attendance requirement (that may be imposed on students with more than 15 credits). Just what does "Attendance as a course requirement is always the prerogative of the instructor" really mean? What kinds of criteria are applicable? The Charter Review Committee will be discussing amending the Charter to remove sexist language. Is Ombudsperson a good substitute for Ombudsman? No decision yet!	11 12 13 14 15 16 17 18 19 20 21 22
Report by the Administrative Committee: Prof. Al Bennick, Secretary of the Senate, presented the report as follows:	23 24
1. <u>Approved Curriculum Changes</u>	25
The following curriculum changes were approved as per Senate resolution and were submitted for the Senate's information: Items US-492 (Sociology), US-506 (Social Sciences), GS-184 (Music), GS-191 (Education), GS-194 (Special Education).	26 27 28 29
2. Opened the floor for nominations for <u>Chairperson of the Budget Committee</u> .	30 31
Prof. Lou Massa (Chemistry) was nominated.	32
A motion to close nominations carried.	33
A motion to instruct the Secretary to cast a vote in favor of Prof. Massa carried, and Prof. Lou Massa was elected Chairperson of the Budget Committee.	34 35 36
3. Opened the floor for nominations for <u>Chairperson of the Master Plan Committee</u> .	37 38
Prof. Rena Gropper (Anthropology) was nominated.	39
A motion to close nominations carried.	40
A motion to instruct the Secretary to cast a vote in favor of Prof. Gropper carried, and Prof. Rena Gropper was elected Chairperson of the Master Plan Committee.	41 42 43

4.	Opened the floor for nominations for a <u>faculty alternate member to the Nominating Committee.</u>	44 45
	Prof. Josephine Comito Kirsch (School of Nursing) was nominated.	46
	A motion to close nominations carried.	47
	A motion to instruct the Secretary to cast a vote in favor of Prof. Kirsch carried, and Prof. Josephine Kirsch was elected as faculty alternate member to the Nominating Committee.	48 49 50
5.	Opened the floor for nominations for a <u>student alternate member to the Nominating Committee.</u>	51 52
	Ms. Hilary Whilby (Day) was nominated.	53
	A motion to close nominations carried.	54
	A motion to instruct the Secretary to cast a vote in favor of Ms. Whilby carried, and Hilary Whilby was elected as a student alternate member to the Nominating Committee.	55 56 57
6.	<u>Procedures for filling vacant seats on the Senate--Fall 1982</u>	58
	Prof. Bennick proposed the following procedures for an election process in accordance with Article IV, Section 1. H.i & ii of the Hunter College Governance Charter:	59 60 61
1.	The Senate Office shall be responsible for informing the Hunter College community of existing Senate vacancies through the Senate News Bulletin, and appropriate communications to student groups.	62 63 64 65
2.	Faculty and Students who wish to be nominated for Senate membership shall file a petition with the Senate Office.	66 67
3.	The Senate Office shall forward all petitions to the Senate Nominating Committee.	68 69
4.	The Senate Nominating Committee shall present the names of all nominees to the Senate at a meeting early in the Fall term, and the Senate shall elect by majority vote from the pool of nominees the appropriate number of students to fill the vacant seats reserved for students, and the appropriate number of faculty to fill the vacant seats reserved for members of the faculty.	70 71 72 73 74 75 76
	After discussion it was agreed that the word "majority" on line 3 of paragraph # 4 be changed to read: "plurality."	77 78
	After further discussion it was moved that paragraph 1 through 3 be approved, and that paragraph #4 be re-submitted for consideration at the next meeting.	79 80 81
	The question was called and carried.	82
	The motion carried by hand vote.	83
7.	<u>Re: Establishing a Select Committee on the Distribution Requirement</u>	84
	Prof. Bennick presented the report dated 29 September 1982, as distributed and moved for its approval.	85 86
	After discussion, a motion to divide the question carried.	87
	The motion on the floor was discussion of part I of the report, ending with the words "...and its student body?"	88 89
	After discussion, Prof. Korn moved that the motion be amended as follows:	90 91
a.	that the first paragraph be approved as <u>the</u> part I of the Report;	92 93
b.	that further discussion of part II of the Report be postponed to the next meeting.	94 95

The question was called and carried.	96
The motion carried by hand vote.	97
Part I of the Report, as amended and approved, reads as follows:	98
The Administrative Committee, at the request of the Under-graduate Course of Study Committee, proposes the immediate establishment of a "SELECT COMMITTEE ON THE DISTRIBUTION REQUIREMENT" to review the present Distribution Requirement in relation to the educational goals of Hunter College.	99 100 101 102 103
Because of the late hour, a motion to adjourn carried, and the meeting was adjourned at 6:20 p.m.	104 105

Respectfully submitted,



Al Bennick,
Secretary

A P P E N D I X I

The following members were noted as absent from the meeting:

FACULTY:

Academic Skills: Linda Morris

Art: Bob Huot "E"

Biology: Peter Lipke
Richard Piccioni
Shirley Raps "E"

Chemistry: David Lavalley
Lou Massa "E"
Robert Lichter "E"

Classics: Murray Lichtenstein

Communications: Arnold Gibbons
Thomas Mader "E"

Curriculum & Teaching: Mae Gamble "E"

English: Richard Barickman "E"
Lucille Samson "E"

Health & Physical Education: Thomas Burke

History: Donald Harvey "E"
Naomi Miller "E"

Health Sciences: Irving Eckman

Library: Karen Barnett

Mathematics: Ada Peluso
Barbara Barone

Nursing: Carol Gilbert

Philosophy: Charles Sherover
Joan Stambaugh

Physics & Astronomy: Brian Holmes

Psychology: Sheila Chase
Toby Klass

Sociology: Ruth Sidel "E"

Theatre & Film: Barbara Leaming
Patricia Sternberg

Dean Joyce Hope "E"
Dean James Settle "E"
Dean Walter Weiss "E"

STUDENTS:

Susan Miller
Aimee Dicker Ross
Cecile Manners
Nancy Davis
Janis Sharkey
Kathleen Douris
Linda Scheitlin "E"
Suzanne Koslowsky
Obed Cintron
Zef Sheri
Terri Gavin
Serena Walker
Anita Allen
Wilma Diaz y Zarate Favaloro
Victoria Rankin
Elaine Bow
David Sanders
Branka Kotarlic
Deborah Barron "E"
Connie Granieri
Darryl Penenberg
Barbara Reisman "E"
Margaret Ferrara
John Paine "E"
Daylon Johnson
Barbara Landreth
Mary Gomez
Dolores Sanchez
Blaise Latriano
Merna Eatmon "E"

"E" = Excused

A P P E N D I X II

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

President Shalala joined the Senate in welcoming its new leadership. She then introduced the new Provost of the College, Dr. Michael Riccards.

Re: Budget: The President reported that the news on the budget is not good. We are still awaiting the full release of the 10.1M dollars which the legislature passed to replace the funds the Governor vetoed. Some monies were allocated to the Deans and Departments so that Hunter College could begin the Fall term. But we did not really have an official budget. The simple truth is that we are going to have a very tight year. The news in terms of next year's budget request is not good either. We anticipate a billion dollar deficit in the State and some deficit in the City budget.

Re: the New Buildings: President Shalala said: "I think that it is time that I admitted to you that the buildings are now moving to their own drum beat, unaffected by my own dynamic leadership, by John Tesoriero's supervision, or by anyone else that we know. I think that it is also fair to say that neither the Dormitory Authority, or the contractor, or the tradesmen can tell us when they will be finished. What you see is what we have, but they seem to be reaching completion. And to reassure the Senate, I am initiating the Shalala tours of the new buildings, and I am inviting the Senate on a number of occasions to join me on a tour of the buildings so that you can reassure your colleagues that they are in fact getting done. You will see that most of the floors of the new library are in fact finished, there is carpeting and lighting, and the stacks--the bookshelves--are up. The computer has been ordered and is expected to arrive...I would rather not put dates on them though. Your guess is as good as mine. They are getting finished, but on no schedule related to the academic year or to anything else that is printed as far as we can tell."

"We have good news on wordprocessing machines. As you know, I explained to you in great detail the reluctance of the State budget divisions to allow us to buy word-processing machines under the equipment budget for the new buildings. We finally did get a release. It took, I would say, 1/3 substantive argument, 1/3 persistence, 1/3 old fashioned political clout. All of which we exercised on your behalf. And John McGloin will be reporting to John Tesoriero with a first report on the survey next week..."

Good news on enrollment: Our enrollments are very strong and right on target, it is a particularly good year for Hunter. We have two new recruiting programs. One was initiated this summer with the Commonwealth Fund. We developed a program for highschool juniors. Selected by their own highschools, 200 highschool juniors from Taft, Julia Richmond, Andrew Jackson, and Prospect Heights, were placed in private sector jobs, organized and supervised by Hunter and a coalition of 100 black women. A number of those students are expected to come to Hunter next fall as a result of their experience with the College. The second recruitment program is a commitment by Hunter to the new Manhattan Center for Science and Mathematics in East Harlem. It will be a long-term relationship between our Science and Math and Education programs and the new highschool program. In about two or three years we will see our first students from that program. It is a program where we work directly with young people from the time they begin the 9th grade, to develop a long-term relationship that will bring to the College some science students and math students, and eventually students in all liberal arts. It is not a competitive highschool like Hunter H.S. Students will not take tests, they will be self-selected, but they will be students who are thinking of careers in science, health science and nursing.

"We are re-designing Alumni Fund Raising. We have a new advertising firm called Shalala, Ziff, Korda and Skelly. Shalala you've met. Ziff is Ruth Ziff (graduate of Hunter, class of '42, and Executive Vice-President of Doyle, Dane, Bernbach. Skelly is Florence Skelly (President of Yankelovich and Skelly, one of the major polling and market research firms. Korda is Reva Korda (who is probably the best creative person in town, who just started her own firm). They are designing a marketing as well as a new

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annual alumni fund drive for the College, basically acting like a firm between the three of them and donating their services as well as the services of their firm to design that campaign. There will be a set of distinguished professorships for Hunter College faculty. I can't tell you what it really means in great detail because it may end up as part of the union contract. But what it will be, basically, are Thomas Hunter professorships in which we add some kind of a stipend on to existing salaries and honor some of our own very distinguished faculty members. They will be divided up depending on the number we have, and that process will be discussed with the Senate by the Provost Michael Riccards... In addition, the Chancellor has said to me that he is prepared to give Hunter some distinguished professorships. Basically, that means he is going to give us the stipend which we would add on top of a regular line. We would raise the money ourselves for the Thomas Hunter professorships..."

Re: Search Committee for Dean of the School of Nursing: President Shalala and Provost Riccards have met with the entire Nursing faculty and jointly decided to go ahead with the search for Dean of Nursing. The President is anxious to go ahead with that search, and is awaiting the list of committee and chair candidates from the Senate.

Regarding the review of the core curriculum, President Shalala said that she had put this off until the new Provost arrived. He is now here and anxious to start this activity. The President noted that a proposal for a review of the distribution requirement was on the Senate Agenda. She said that she and the Provost are looking forward to working with us on that enterprise.

President Shalala then informed the Senate of some personnel changes. Robin Elliot was appointed Vice-President for Development, Public Relations and Publications. Prof. Aubrey Bonnett from the Sociology Department has joined the President's and Provost's office for a year as an administrative intern. Shirley Mow is the President's Executive Assistant.

In response to a question from the floor regarding course descriptions in the new catalogue, President Shalala said that a number of people had come to her on that subject. She had been very anxious to upgrade the new catalogue in terms of better paper and a more open look. But if we are not providing appropriate information on course descriptions to students and faculty, the President said that we ought to review it for the second semester.

A P P E N D I X III

Provost Michael Riccards reported as follows:

I am delighted to have the opportunity to address the Senate. I looked through the minutes of previous Senate meetings and one evening about 11:00 p.m. I came across the Provost Search Committee report. I noted the wisdom that was apparently given to the Provost search committee by the President, that above all she wanted someone with a sense of humor. I don't know what that fully meant, but I hope that she has found such a person. I want to thank you very much both for the support of the faculty at that time and I am sure for the support of the faculty as the year will continue.

I think that the most important issue before you is--or at least the issue that I am most interested in--is the question of the core curriculum which the Senate in the past has discussed, and in which the Senate this year has continued to take the leadership on and which will lead to the formation of a special committee, I believe today, to deal with that question.

Woodrow Wilson once said that it was more difficult to change a cemetery than it was to change college curriculum, and having been through various college curriculum changes I could understand the wisdom of his observation. The question of core curriculum becomes very important because departments tend to be a fine guide for telling us what exactly is the integrity of a major, but general education or core curriculum is everybody's responsibility. And because it is everybody's responsibility sometimes it tends to become no one's responsibility. We have to ask ourselves really what do we want out of this very important part of an average student's life and in the process we will define ourselves as well. When I opened up your college catalogue before I came here, it told me something about the faculty, and about what you thought of the students. You told me what you were willing to preserve during hard times--it must have been in an incredibly difficult period--and what you valued the most. In a sense a core curriculum tells one a lot about the institution as a whole: its health, its vision, and what it wants the students to be when it leaves.

About six months ago I had the opportunity to go to the Museum of Fine Arts in Boston which has an exhibit which I believe is coming to New York in January. The exhibit was called the "Search for Alexander," and it is a study about Alexander the Great and his life and times. The exhibit is rather fascinating and the story is told that when Alexander finally completed his great conquest of Persia he called the foremost teachers and philosophers in Persia to him. He said, as befitting a true student of Aristotle, "Tell me what do you teach your young?" And they said, "We teach them three things. We teach them how to ride a horse, how to use a bow, and how to tell the truth." It seems to me that if we look at any curriculum we are in our own way dealing with the same general questions. We are teaching people how to deal with their environment. We are teaching them questions about how to prepare for occupations before them. And we are also teaching them something about the nature of personal integrity. What we have then is a series of questions, a series of problems and also a series of opportunities which this committee and the Senate will be able to deal with. In many ways this discussion is the most important thing that I think that a faculty does. It articulates its assumptions as it lays out its curriculum and tells itself what it wants to come out of this educational experience.

Forty percent of our students here have been in the United States six years or less. What does that tell us? Not just about the need to provide them with skills, but the need also to provide them with the basic orientations about the country in which they are now living. We have reached a point where not just our children, but frankly ourselves are increasingly ahistorical. Is that the best approach that we want our own students to come away with? We are reaching a point where, the New York Times remarked a couple of days ago, people are no longer just illiterate, but they are aliterate, that is people who can read and write and chose not to. We have to ask ourselves what significance are we going to place on the whole question of writing. It is not the responsibility of the English department alone, but it is the responsibility of the full faculty, a requirement that students not just come to acquire skills but also a love of the language, a language that

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can open to them the doors of one of the finest literary traditions that the human race has. Those are questions that the committee must deal with.

It is then time to structure those requirements to reflect what we believe as professionals we want our students to come away with. I am always very uneasy with faculty members who tell me that they learn as much from their students as their students learn from them. My response has always been why do the students have to pay tuition and the faculty gets salaries? The fact is that what we must reestablish is the mentor relationship, that faculty members have by their nature of their expertise and their training some very important things to say on the nature of curriculum and that students have a right to expect that leadership will come from those men and women who have in many ways reaped the greatest benefits from the types of higher education that they have been able to achieve. Lastly I think we have to make very clear in our own minds that what is going to be layed before the Senate and later before the full college community. It should be a statement of educational philosophy from the committee and from the Senate and hopefully from the Provost. We should not begin by striking the appropriate political balance, or by deciding where resourses will come and go, or by simply striking the type of compromise that we see all too often in these matters. Hunter is one of the few institutions in the public system that doesn't have to worry about endless FTE problems. We are not, at least at my level, allocating our resourses on the basis of student demand.

I am hoping that we are going to be able to say: this is what we want this college to look like, and here are the resourses that we are going to put behind it. I hope that what comes out of the committee then, and more importantly what comes out of the college community, is a sense of where we want to be and where we want to go. And in the end, when you and I have long since gone--as many other administrators and faculty before us-- I want people to look back at this period when we have reformulated our general education and say that we had a clear understanding like the sages that Alexander talked to, about what we want an education to be, about its value and also that we wanted above all to teach our students and to teach ourselves how also to tell the truth.

I look forward to working with you and I will enjoy the opportunity I am sure to meet each of you individually as the year passes. Thank you very much.