

## MINUTES

### Meeting of the Hunter College Senate 4 December 1996

- 1 The 339th meeting of the Hunter College Senate was convened at 4:15 P.M. in Room  
2 W714.  
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- 4 **Presiding:** Barbara L. Hampton, Chair  
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- 6 **Attendance:** The elected members of the Senate with the exception of those listed in Appendix I.  
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- 8 **Agenda:** The agenda was adopted as presented.  
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- 10 **Minutes:** The Minutes of November 6 were approved as distributed.  
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- 12 **Report by the** A written report from President Caputo, as distributed, is attached as Appendix II,  
13 **together**  
14 **President:** with a summary statement of his remarks.  
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16 President Caputo concluded his report by answering questions from the floor.  
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- 18 **Report by the** Professor Hampton presented the report as follows:  
19 **Administrative**  
20 **Committee:** Approved Curriculum Changes  
21 The following curriculum changes listed in the Report dated 4 December 1996 were  
22 approved as per Senate resolution, and were submitted for the Senate's information.  
23 Item GR--418 (Music).  
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25 Special Election to fill vacant seats on the Senate  
26 Professor Hampton presented the nomination of Ms. Rachel Laforest for one of the  
27 vacant seats reserved for students.  
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29 It was moved that the nomination be approved. The motion carried and Ms. Laforest  
30 was elected to the Hunter College Senate.  
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- 32 **Items Carried Over** Report on Security at Hunter  
33 **From Last Meeting:** Vice President Gizis introduced Acting Security Director Williams. He then presented  
34 a report on the Central Administration's Security Initiative. A summary of the report is  
35 attached as Appendix III.  
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37 Vice President Gizis concluded his report by answering questions from the floor.  
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- 39 **Committee Reports:** Select Committee on the Distribution Requirement  
40 Professor Andrew Polsky, Chair of the Committee, informed the Senate that the  
41 Committee had met several times, and that after presenting a brief report he would  
42 primarily listen to the Senate's comments and suggestions. The following is a  
43 summary statement of his report:  
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45 "When you look at any set of Distribution Requirements they can serve a number of  
46 different purposes:  
47 >> They can be used to introduce students to a wide range of disciplines and areas  
48 of inquiry.  
49 >> They can be used to encourage students to explore new fields before they select  
50 a major or a career, to discourage them from jumping into something prematurely  
51 and closing off other opportunities or other potential talents that they may have.  
52 >> They can be used to assure that when students graduate from college they have  
53 certain skills or knowledge that we define as indispensable. Examples might in-  
54 clude fluency in written English, fluency in a foreign language, computer literacy,  
55 critical thinking skills, etc.

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>> They can also be used to assure that all students have a common core of learning, which faculty members can then assume students will have as they enter into more advanced courses; or a common core of learning that we might believe that any educated person ought to have in this society at the end of the 20th century.

These are all different purposes the Distribution Requirements can have. The current Distribution Requirement does some of these things fairly well, some less well, some not at all. It has become clear to the committee in the course of conversations that it really is not possible to define a Distribution Requirement for a college that will do all of these things adequately. In fact, it is necessary in defining the Distribution Requirements for us to establish certain priorities, certain things which we think are most important. The failure to define priorities, to define what is most important in the Distribution Requirements, would leave us with something that accomplishes the most minimal of the objectives that were noted at the start, primarily an exposure to a wide range of disciplines.

Another point I would like to make is that the committee is acutely conscious of the gap that exists between what the Distribution Requirements propose to do on paper, and what actually happens to students as they pass through Hunter College. One of the reasons a case can be made for a committee like this to exist, and in fact to continue to exist after we have completed our preliminary report, is that the longer we go between reviews of the Distribution Requirement the greater the slippage between what we say we want to do and what we are actually accomplishing in practice.

The committee will be looking very closely at the way the Distribution Requirements operate on the ground. We have spoken to Jim Landesman, who chairs the appeals committee on the Distribution Requirement. In the future we hope to have an open meeting with students to get direct feed-back from them on their experience with the Distribution Requirement. We have decided that we need to sit down and have a talk with some of the people at Student Services about their experiences with students having problems with the Distribution Requirement. There are a number of practices that we will need to look at.

As always at Hunter, we operate with a scarcity of data about which we can say something definitive. We are concerned, for example, about the problems that we think transfer students face with the Distribution Requirement. They come in with a large number of credits, but only some of the credits they have taken can be applied to the Distribution Requirement, and in a short period of time they must negotiate their way through a major or other special program requirements and our Distribution Requirement. How serious this problem is we do not know. I will be in touch with the Registrar's Office to try to get some information about that.

The last point I want to make is that it is obvious to all of us that the Distribution Requirements impose costs on everyone here at the college. They impose costs on the students. They are an obstacle to some extent that stands in the way of timely completion of degree requirements. They impose costs on faculty who may be required to teach courses with students being compelled to enroll who have very little interest in the subject. They are a problem for the administration in trying to deal with the very scarce resources in the college, who may want to allocate resources to high priority curriculum objectives to help departments meet other needs. But because of the need to allocate resources to introductory courses to meet the Distribution Requirement, they may not be able to do that. All these costs may be worth bearing. But because there are costs, we think it is incumbent upon us as a college to look closely at what we do, and to be sure that it is worth it to ask people to pay the costs.

That brings us back again to the need to look very closely at what the Distribution Requirements really means in practice for students and faculty here, as opposed to what they may sound like in more noble terms when they are written up in the catalog.

I have been asked by the Committee to come here and get some feedback from members of the Senate about problems that you would like us to look at, experiences that students may have had with this, areas that you want us to follow up on, and to get some general feedback. As a committee, at this point, we have made no decisions whatsoever. We have made no choices about recommendations. We have a report date

Meeting of the Hunter College Senate  
4 December 1997

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in March, and we will in fact come back with a report at that time. But it takes a long time to make serious decisions about the Distribution Requirements, and we intend to at least establish a framework for serious discussion of this question while we are operating as a committee.”

Professor Polsky concluded the report by inviting the Senate to send written comments and suggestions to the Committee via the Senate Office.

The floor was open for discussion.

Because of the late hour it was moved that the meeting be adjourned. The motion carried, and the meeting adjourned at 5:40 P.M.

Respectfully submitted,



Ken Sherrill  
Secretary *ms*

APPENDIX I

The following members were noted as absent from the meeting:

**FACULTY**

Anthropology: William Parry  
Marc Edelman  
Nancy Flores

Art: Jeffrey Mongrain  
Emily Braun  
William Agee  
Peter Dudek

Biological Sciences: Ezra Shahn

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

Chemistry: Charles Michael Drain  
Lynn Francesconi

Classical & Oriental Studies: Alex Alexander "E"

Communications: Peter Parisi  
Stuart Ewen

Computer Science:

Curriculum & Teaching: Dolores Fernandez  
Anthony Picciano  
Rosa Boone

Economics: Avi Liveson  
Howard Chernick  
Temisan Agbeyegbe  
Nashwa George

Educational Foundations: Kimberly Kinsler

English: Trudy Smoke  
Sylvia Roshkow

Geography:

German: Dorothy James

Health Sciences:

History:

Library:

Mathematics & Statistics: Ada Peluso  
Barbara Barone "E"

Music: Susan Gonzalez

Nursing: Marie Mosley  
Maura Ryan

Philosophy: Laura Keating

Physics & Astronomy: Robert Marino  
Martin DenBoer

Political Science: John Wallach

Psychology: Cheryl Harding "E"  
Phil Ziegler

Romance Languages: Diana Conchado "E"  
Julius Purczinsky  
Giuseppe Di Scipio "E"

SEEK: Maria Rodriguez  
Phyllis Rubenfeld  
William Wimberly

Social Work: Eleanor Bromberg  
Malka Sternberg

Sociology: Jack Cuddihy  
Ruth Sidel "E"

Special Education: Marsha Lupi "E"

Student Services:

Theatre & Film:

Urban Affairs: Sigmund Shipp  
Stanley Moses "E"

Administration: Dean Evelyn Gioiella  
Dean Carlos Hortas  
Dean Hugh Scott  
Vice President Sylvia Fishman

**STUDENTS**

Jean Lemaitre  
Clarissa Canadas  
David Wallach "E"  
Kim Conroy  
Liangela Cabrera  
Michael Hernandez  
Diana Frye  
Marta King Schiro  
Michael Cesare  
Deanne Orcher  
Tony Berkel  
Shannon Richards  
Orlando Rodriguez  
Brad Stoller  
Danira Munari  
Gary Braglia

## APPENDIX II Report by the President

President Caputo's report to the Senate, as distributed, reads as follows:

I regret not being able to be with you at today's meeting, but I must be in Albany for a set of meetings and then there is a borough hearing concerning Hunter and CUNY from 5PM to 8PM. Let me bring you up to date on several items.

- (1) The various committees which are part of the reorganization proposal will be announced in a few days. We are waiting for final acceptances. The Committees were designed to be as representative as possible. Look for the final committee rosters in an "Open Line."
- (2) I look forward to continued discussion with you about any aspects of the reorganization proposals, but especially the one creating a new unit of Arts and Sciences. Perhaps the Senate's leadership would be willing to set aside an additional block of time for more discussion in February. As I indicated, this proposal will need much more discussion and I will not be forwarding any proposal till after the campus (including the Senate) has the opportunity to respond to the Committee's recommendations in May.
- (3) Here is a summary of major planning going on:
  - (a) Middle States Accreditation -Associate Provost Birch and Professor Peter Basquin
  - (b) Master Planning -Vice President Gizis
  - (c) Reorganization proposals and various committees working to propose implementation.

This means a very busy spring for all of us. Your continued cooperation and hard work are necessary if Hunter is to continue its strong programs and its excellent academic reputation.

- (4) Budget - no real news here, but the outlook is not encouraging. Look for the governor to announce a budget which will likely include reductions to CUNY. Short term financial forces may preclude a mid-year reduction, but the outlook for next year and beyond could be better. In addition, system wide enrollment shortfalls could affect us. CLAC and I will be asking for your assistance as we work to mount an effective Hunter public education campaign.
- (5) The searches for the Urban Outreach, Seek and the Security position continue. Please participate in the campus visits of the various candidates if at all possible.
- (6) As we bring another semester to a close, I would like to thank everyone for their assistance and contributions in making and helping Hunter College continue to be such a fine institution. Your individual and collective efforts are vital if Hunter is to continue to be successful.
- (7) I also want to wish everyone a happy holiday season. Let's remember the less fortunate and also take the time to give assistance and support to those who need our care and attention. Contributing to the CUNY Campaign is an excellent way to accomplish these goals.
- (8) I look forward to welcoming you back to start the second term.

Appendix II (continued)

*A summary statement of his remarks is as follows:*

He said: "As you can see, I got back from Albany a little earlier than expected, but I have to leave promptly at 4:30 for the borough hearings. I want to bring you up to date on two things which are not in my written report.

I know some of you have been to the various presidential round tables. There have been two to date -- one on teaching and one on human rights. Another will be coming up. Please take advantage of the opportunity to learn what your colleagues are doing and how it fits in with the general mission of the college. We have a list of people who have indicated that they would like to be presenters, and we will be arranging a similar series for the next semester, starting in early February. So, please take advantage of this if possible.

There is one other thing I want to mention here and also at the FP&B meeting on the 17th, and that is that I want to make sure that everyone understands that I am always available and happy to meet with departmental faculty at any point, and I will say that to date the formal requests have not been overwhelming. Last year there were a variety of departments that did ask to meet with me, and we were able to do so. This year I do not believe we have received any requests. So, I am going to adopt a different stance. Starting next semester we will be a little more aggressive in terms of working with the chairs to get to as many departmental faculties as possible to talk about whatever you want to talk about, including some of the things that I would like to talk about.

I also want to mention that I have received the names of the four finalists for the Urban Outreach position, and interviews with the finalists are being scheduled. I hope that by the time we reconvene in February there will be an announcement. Final interviews for the SEEK and Security positions will probably be delayed until some time in the early part of February. We want to make sure that there will be broad participation in that process.

I wish you all a very pleasant end of the semester. Next week I will not be able to be here. The advisory committee on the Community Outreach Partnership Grant is meeting in the Bronx, and I feel that I need to be there. So, let me conclude by wishing everyone a happy holiday season. I wish you only the best, both for the rest of this year and also for next year."

**APPENDIX III**

**Summary Presentation on Security  
 by Vice President Gizis**

SECURITY INITIATIVE

- Authorized by BOT in 1990-91
- Creation of a Professional Security Force.

Under University Control:

1. Security is provided by Peace Officers (PO's)
2. Use of PO's has implications:
  - a) Equipment
  - b) Legal liability
3. Centralized training and consistent deployment.

Under College Control:

1. Role in recruitment of personnel
2. Ultimate management rests with President  
 n.b: Although there are other view points, this is the policy.
3. Levels of staffing

S.A.F.E. TEAM

A mobile unit of specifically trained P.O.'s.

Under University control.

PEACE OFFICERS

- Authority to make arrests
- Obligation to take responsible action.
- Carry assigned equipment.

EQUIPMENT

Mandatory (Carried by P.O.'s)

- Handcuffs
- Pepper spray
- Baton
- Authorization to carry firearms:  
 Under authority of President, except when a magnetometer is in use. An armed officer within sight and sound of magnetometer.
- Magnetometer
  - Open social Events (Dances)
  - Controversial Speakers.
- K-9
- ~~MOUNTAIN BIKES~~
- ~~CARS~~

University Levels of Staffing:

University Today: 600 P.O.'s  
 End of 1997 800 P.O.'s

Received \$12 million Federal Grant. The cost of security force will not significantly exceed the cost of contract guards.

Replacement Ratio: 1 P.O. to 2 Guards  
 No more contract guards after 1997, except with permission of Executive Director of CUNY Security.

Current Hunter Level of Staffing -  
 November 1996

<u>Title</u>	<u>Authorized</u>	<u>Actual</u>
HEO Series	4	3
Peace Officers	24	22
Sergeants (Level III)	<u>10</u>	<u>10</u>
	34	32
Contract Guards		
Supervisors	8.5	8.5
Guards	<u>22.5</u>	<u>22.5</u>
	31	31
TOTAL:	69	66

Hunter Level of Staffing

Proposed by University (June 1997)

Title Authorized

HEO Series 4  
 P.O.'s 39  
 Sergeants 10  
 49

No Contract Guards.

Note: 31 Contract guards are replaced by 15 P.O.'s.

**Challenge:** Develop a deployment plan with 49 P.O.'s instead of 65 P.O.'s and guards.

**Advice from CUNY:** Eliminate Stationary Posts. Use patrol methodology.

**Appendix III (continued):**

INCIDENTS- 1995

Petit Larceny	127
Grand Larceny	40
Others(Harassment, Burglary, Assault Disorderly Conduct, etc)	71
Aided	90

INCIDENTS - 1994

Petit Larceny	117
Grand Larceny	92
Others(Harassment, Burglary, Assault Disorderly Conduct, etc)	62
Aided	147

% +/- (comparison)

1994 v 1995 = Petit Larceny	+ 8%
Grand Larceny	- 56%
Others	+14%
Aided	- 38%

**LARCENY CRIME STATISTICS  
 NOVEMBER 95 v 96**

CRIME	NOV. 1995	NOV. 1996*	% CHANGE
PETIT LARCENY	22	10	-54
GRAND LARCENY	14	11	-21
TOTAL	36	21	-41

SUMMARY

- Security and Safety:  
 Require properly trained personnel.
- Peace Officers are required to carry certain equipment.
- The proposed security staffing at Hunter College will result in increased reliance on patrol methodology, elimination of some stationary posts, and increased reliance on technology.
- University policy mandates the presence of an armed officer within sight and sound whenever a magnetometer is in use.