

MINUTES

Meeting of the Hunter College Senate
27 February 1991

	The 260th meeting of the Hunter College Senate was convened at 4:25 P.M. in Room W714.	1 2
Presiding:	Jo Kirsch, Chair	3
Attendance::	The elected members of the Senate, with the exception of those listed in Appendix I.	4 5
Report by the President:	President LeClerc gave the following report:	6
	"Good afternoon. I realize that the Senate has important business before it today and so I will limit my remarks to two points.	7 8
	First point. As I said at the last meeting of the Senate, the Governor has proposed a truly terrible budget for the University and for Hunter for next year. It is negative in three key ways: it calls for more reduction in funding, on top of everything we've taken so far; it calls for cuts in tuition assistance for our students; it places an impossible financial burden on the backs of our students by calling for major increases in tuition.	9 10 11 12 13 14
	As President of this college, I don't want us to concede on any of these points. Our job is to lobby the legislature as hard, as persistently, and in as unified a way as we can to reverse the Governor's recommendations on the CUNY budget. This is going to be a long, long legislative session. It will probably go well into May and I want every person in this room and in this college to help make Hunter's case heard throughout the entire session.	15 16 17 18 19 20
	We are now organizing Hunter's legislative action campaign. It will consist of lobbying in Albany on a regular basis; of bringing senators and assembly members to Hunter to hear our story; of writing at least 10,000 letters to the legislature protesting the governor's recommendations. Tomorrow, Ed Sullivan, who chairs the Assembly Higher Education Committee, will be at Hunter and will meet with representatives of the Senate, the FDA, the PSC, student governments and campus press.	21 22 23 24 25 26 27
	Second point. You will be hearing a report today from one of four budget advisory committees that exist at Hunter and that have spent a lot of time considering the college's present and prospective financial condition. These committees are those of the Senate, the FDA, the Student, Faculty, Staff and Administration Budget Advisory Committee, and the FP and B. Each is advisory to me. Each has made recommendations. Some of the recommendations differ sharply in nature. I want to make two points about this process. First, that in facing the present budget situation, I have sought the advice, through these committees, of important constituencies of the college. Hunter is, I think, unique in this regard. Second, my commitments as President of this college are the following:	28 29 30 31 32 33 34 35 36 37 38
	1. To protect the academic quality of our programs; this applies to professional programs and to liberal arts and sciences programs;	39 40
	2. To guarantee an education to a racially and ethnically diverse population of students;	41 42
	3. To promote the intellectual and social values of pluralism and diversity;	43 44
	4. To support remedial and counseling programs;	45
	5. To support the research and public service of our faculty.	46
	6. To provide a safe environment to those who teach, work and study here.	47 48

APPENDIX II

STATEMENT

BY THE DEAN OF THE HUNTER COLLEGE SCHOOL OF HEALTH SCIENCES

FEBRUARY 27, 1991

As the Dean of the School of Health Sciences, I was not consulted regarding the recommendation to merge the School of Health Sciences with the School of Nursing. I feel compelled to respond at this time.

Hunter College is a comprehensive college, not a liberal arts college. Hunter is a comprehensive college because of its graduate programs and its professional schools. The Schools of Health Sciences, Nursing, and Social Work, and the Programs in Education play a significant role in Hunter's reputation as a strong comprehensive college. A merger of Hunter's professional units would therefore jeopardize Hunter's status as a strong comprehensive college.

Hunter's excellent reputation in the city and state of New York and across the country is shared by the Hunter College School of Health Sciences. This has resulted from the scholarship and professional involvement of its administration, faculty, and students; the competence of its highly marketable graduates; its community outreach programs; its ability to attract students nationally and internationally; and its substantial increase in FTE's, minority faculty and students, and external funding.

In the past six years the School of Health Sciences has grown from 404 to 533 FTE's; our external funding has grown from \$314,059 to over \$1.6 million; our student retention is the highest in the College--(over 70% compared to the college-wide rate of approximately 25%); our minority faculty has increased from 10% to 23%; and our minority students have increased significantly, particularly at the undergraduate level.

Our current structure facilitates teaching and learning and fosters the improvement of both. Faculty and administrators who do not understand the dynamics, the personality, and the history of the professions located on the Brookdale Health Science Center Campus may conclude that merging the two Schools makes sense. After all, these two Schools are both in the business of producing health professionals. But in merging academic units, more than financial gain has to be considered. For example, how would such a merger affect the morale of the faculty and students? Would such a merger result in the schools merely surviving, but not thriving? In the event of a merger, would the administration be forced to choose between a commitment to cultural diversity and the realities of tenure? Is there a price tag on the administration's commitment to pluralism and diversity?

Additionally, there should be special concern for Hunter's ability to market its graduates once the comprehensive status of the institution has changed from four to two Professional Schools. What do we stand to lose and what do we stand to gain through the proposed merger? It is estimated that the merger of the health professions schools would represent savings of approximately \$95,000. In exchange for this savings, we would be affecting the missions and integrity of the schools, the morale of the faculty and students, and perhaps even the current strengths and quality of the programs. I therefore urge you to examine the full implications of the recommendation and to carefully evaluate what we would be trading off, AND AT WHAT COST.

APPENDIX III

**STATEMENT
BY THE PROGRAM DIRECTORS, FACULTY AND
THE SCHOOL PERSONNEL & BUDGET COMMITTEE
OF THE HUNTER COLLEGE SCHOOL OF HEALTH SCIENCES**

The Program Directors, members of the School Personnel and Budget Committee, and faculty of the Hunter College School of Health Sciences strongly oppose the recommendation of the Senate Budget Committee that the School of Health Sciences and the Hunter-Bellevue School of Nursing be merged.

The recommendation for merger was made, so far as we can determine, without consulting a single member of the faculty or administration of the School of Health Sciences. The Committee report, while appropriately attentive to the presumed fiscal benefits of such a merger, does not examine the major *educational and professional* implications of such a move, nor the record of failure and disappointment with similar mergers at other colleges and universities during the last two decades.

Information About the School of Health Sciences

- Established in 1970 by The Board of Trustees of the City University of New York to be its principal unit for educating health care professionals and helping New York City and State meet their urgent health care needs.
- Today with 500 full-time equivalent students the *only* CUNY health sciences school, offering a broad range of public health, specialized clinical and allied health programs.
- Has the *highest retention rate* of any division of Hunter College, and graduates an average of 200 students per year, about half of them with baccalaureate and half with masters degrees.
- The School has demonstrated important commitment to the goal of cultural diversity in the composition of administration, faculty and student body. Over half the students graduating with a baccalaureate degree (53 percent) and 24 percent with a masters degree are Black, Hispanic, Asian/American or of other minority groups. Over 80 percent of our graduates are women. About 10 percent of our graduates go on for doctoral training.

Contributions of the School of Health Sciences

- Provides service to the City and State by educating health professionals in several designated critical-shortage occupations: physical therapists, speech-language pathologists and audiologists, medical laboratory technologists, environmental health scientists, dietitians and other public health specialists (NYS Department of Health, Report of the Task Force on Health Personnel, 1988).

APPENDIX III (continued):

- Provides services to the community by educating health personnel to deal with critical health needs such as AIDS, for example through the Hunter College Center on AIDS and the Community Health Education Program.
- Provides realistic opportunities for persons of color and others to pursue graduate training and obtain professional employment in what is currently the *only* area of increasing job opportunities remaining in New York City.
- Demonstrates fiscal strength, with four *new* collaborative research and education centers developed within the School of Health Sciences during the last five years, and with faculty members bringing in an average of about \$1.5 million in extramural funds each year.

Problems With the Proposed Schools' Merger

- Due to complex differences in health care roles, employment and professional outlook, the trend in the last decade in the health professions has been to move away from academic mergers of nursing and other health professions. A number of such mergers have recently been reversed.
- Such a merger may jeopardize the Schools' success in attracting an ethnically diverse faculty and administration. Research demonstrates that a diverse faculty attracts diverse students.
- Accreditation and licensure requirements add significantly to School administrative demands, and may undercut expected cost savings from the proposed merger. Thus the Dean of the School of Health Sciences must now deal with nine different accreditation and licensure bodies. The Dean of a merged school would have to oversee these and Nursing's related responsibilities, thus possibly jeopardizing the accreditation and licensure status necessary for our students to obtain professional employment.
- The proposed merger of our disciplines may negatively impact on our ability to be considered for and receive extramural funding, for example in the recent HRSA federal funding initiative for the health sciences.
- Merger of the schools will not result in savings from consolidation of courses or programs, since little or no overlap now exists.
- New York City and State are facing a critical health care crisis. The Schools of Health Sciences and Nursing as currently constituted are actively involved in preparing and providing practitioners to meet these health care needs. The administrative and educational disruption which would result from the proposed merger would seriously disrupt this effort, as administration, faculty and staff develop new organizational structures and new line of authority.

We strongly urge members of the Senate to withhold approval of this section of the Senate Budget Committee's report if asked to approve the report, and we ask the President to reject the recommendations for the proposed merger.

APPENDIX IV

STATEMENT BY A STUDENT

"I am here to voice the opinions of what seems a growing minority here at Hunter; students who care about their education. Students who prefer to pay an increase in tuition, if it means a better quality Hunter; Students who prefer to pay more nominal dollars for more real education. We believe that tuition should be increased to fund a restructuring of the quality of Hunter; we require three constant factors: (1) Quality Education (2) Quality Faculty (3) Quality Reputation.

A) QUALITY EDUCATION

- i. We perceive the education at Hunter to be deteriorating at a slow but steady pace and are considering leaving.
- ii. We are frustrated because we are continuously closed out of classes inherent to our major.
- iii. The classes we are able to get in are overcrowded as a result of an attempt to replace revenues by increasing quantities instead of prices.

SOLUTION: Reduce the number of students but increase the attention devoted to each student, which will increase the quality of students educated at Hunter College.

B) QUALITY FACULTY

- i. With a ratio of 4 faculty members for every 100 students there is far too little opportunity for meaningful interaction with faculty members.
- ii. Unless tuition is increased to entice new and present faculty the best and most demanded will go elsewhere in search of better wages.
- iii. Every semester there is a string of new professors that we do not know. This causes a lack of continuity for students who wish to return to faculty for advise or recommendations.

SOLUTION: Reduce current ratio of 1:25 faculty to student, of which are 45% adjuncts. By hiring more full time faculty and reducing the number of students.

C) QUALITY REPUTATION

- i. We sincerely have a growing concern about what a Hunter degree will tell our future employers and prospective graduate schools. A degree from Hunter should attest to a well-prepared student.
- ii. A more reputable Hunter will be more attractive and thus enable the recruitment of a higher quality prospective faculty.
- iii. Unless the tuition is increased and the standards are raised, these three factors, Education, Faculty, and Reputation will continue to deteriorate and with it the quality of student.

APPENDIX III

COLLEGE CALENDAR FOR 1991-1992

August 1991

12M-22TH FALL TERM REGISTRATION (Tentative)
28W First Day of Classes Fall 1991
30F-31Sa No classes scheduled

September 1991

2M LABOR DAY — COLLEGE IS CLOSED
4W Classes Follow Monday's Schedule
9M-10Tu No classes scheduled
12TH Classes Follow Monday's Schedule
17Tu No classes after 4 PM
18W No classes scheduled

October 1991

14M COLUMBUS DAY OBSERVED — COLLEGE IS CLOSED

NOVEMBER 1991

28TH-30Sa THANKSGIVING RECESS — COLLEGE IS CLOSED

December 1991

16M Final Exams before 4 P.M. - - After 4 P.M. Classes will be held according to Tuesday's Schedule
16M-23M Final Week of the Fall Semester 1991 (Final examinations or last instructional period)
24Tu-1/1W WINTER RECESS

January 1992

1W NEW YEAR'S DAY — COLLEGE IS CLOSED
15W-28Tu SPRING TERM REGISTRATION (Tentative)
20M MARTIN LUTHER KING'S BIRTHDAY (Observed)—COLLEGE IS CLOSED

February 1992

3M First Day of Classes Spring 1992
12W LINCOLN'S BIRTHDAY — COLLEGE IS CLOSED
17M WASHINGTON'S BIRTHDAY (Observed) — COLLEGE IS CLOSED
18Tu No classes scheduled

March 1992

April 1992

17F-23TH SPRING RECESS

May 1992

21TH-29F Final Week of the Spring Semester 1992 (Final examinations or last instructional period)
25M MEMORIAL DAY — COLLEGE IS CLOSED

June/July/August

Summer Session Registration
Summer Session I
Summer Session II