

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

MINUTES

**Meeting of the Hunter College Senate  
5 February 1992**

	The 271st meeting of the Hunter College Senate was convened at 4:25 P.M. in Room W714.	1 2
<b>Presiding:</b>	Elizabeth K. Beaujour, Chair	3
<b>Attendance:</b>	The elected members of the Senate, with the exception of those listed in Appendix I.	4 5
	The Agenda was adopted as distributed, there having been no objection.	6
<b>Report by the President:</b>	A summary statement of President LeClerc's report is attached as Appendix II.	7 8
	A question-and-answer period followed.	9
<b>Report by the Administrative Committee:</b>	Professor Beaujour reminded the Senate that: (a) there will be discussion of the proposal to implement a plus/minus grading system at the February 19th Senate meeting, and to bring this to the attention of the constituents; (b) a special meeting, cosponsored by the Senate and the FDA, at the request of 80th Street about the College Preparatory Initiative, will be held on Wednesday, February 26th, at 4:30 P.M. in Room W714.	10 11 12 13 14 15
<b>Committee Reports:</b>	<b><u>Calendar Committee</u></b>	16
	Professor Tamara Green, Chair of the Committee, presented the College Calendar Proposal for 1992-1993, as distributed.	17 18
	After discussion the question was called and carried.	19
	The 1992-1993 College Calendar proposal was approved by voice vote, and is attached as Appendix III.	20 21
	<b><u>President's Commission on Campus Climate</u></b>	22
	Professor David Hodges, Chair of the President's Commission on Campus Climate spoke about the "Structure and Process for Dialogue and Action. His speech is attached as Appendix IV.	23 24 25
	The floor was open for questions.	26
	A motion to adjourn carried, and the meeting was adjourned at 5:50 P.M.	27

Respectfully submitted,



Ken Sherrill,  
Secretary

**APPENDIX I**

The following members were noted as absent from the meeting:

**FACULTY:**

Academic Skills: Janice Montague  
Jo-Ann Morgan

Anthropology: Josh DeWind  
Thomas McGovern

Art: Joel Carrera  
Ulka Bates  
Andrea Blum

Black & P.R. Studies: Tony Job

Chemistry: William Sweeney  
William Grossman  
Klaus Grohmann

Classics: William Mayer

Communications: Thomas Mader  
Alonzo Speight  
Fulton Ross "E"

Computer Science: Virginia Teller "E"  
Tamer Avclar

Curriculum & Teaching: Tony Picciano

Economics: Eric Seeley  
Howard Chernick

Educational Foundations: Caroline Adkins "E"  
Joan Buxbaum "E"  
Kimberly Kinsler

English: Karen Greenberg "E"

Geology & Geography: Richard Liebling  
Sara McLafferty

German: Mary Sullivan "E"  
Eckhard Kuhn-Osius

Library: Pamela Wonsek

Mathematics: Barry Cherkas

Music: Jana Feinman  
Ruth DeFord  
Susan Kagan "E"

Political Science: Keith Lawrence

Psychology: Michele Paludi

Romance Languages: Marithelma Costa  
Maria Paynter  
Jeanine Plottel "E"

Social Work: Marsha Martin  
Irwin Epstein

Sociology: Charles Green

Special Education: Marsha Lupi  
Anna Rossell

Theatre & Film: Daniel Koetting

Urban Affairs: Hilda Blanco

Dean Evelyn Gioielli "E"  
Dean Carlos Hortas "E"  
Vice Pres. Sylvia Fishman

**STUDENTS:**

Kristine Mancenido  
Helen Pouliasis  
Sigrid Cotto  
Sandra Goodridge  
Todd Smith  
Arthur Peeples  
Rafael Hernandez  
Robert Nisonoff  
Michael Luciano "E"  
Patricia Smith  
Hui-Chiung Tseng  
Alice O'Malley Abell  
Celeste Avena  
Dionne Monsanto  
Jongding Wang  
Francesca Burgess  
Alph Edwards  
Paul Mittleman  
Annette Walters  
Esther Susswein  
Sabrina Segal  
Debra Robertson  
Daniel Deihle  
Alexandra Markovic  
Michelle Sylva  
Alex Blangiardo  
Dorothy Waters  
Jason Chang  
James Painter  
Michael Muyot  
Kristin McCarthy  
M. Pauline Hermann  
Kathy Kieffer  
Marc Greenfield  
Sean Sukal "E"

## APPENDIX II

### Report by President LeClerc

He said: "It is nice to have the Senate back, and the students, and the faculty. This college was a lonely place in January. There was too much space. The elevators were too uncrowded. The escalators were too free of intense, fast moving people, and it is good to have you all back.

A week ago we had, what was by many if not all accounts, one of the most wonderful graduation exercises in recent memory at Hunter College. Elie Wiesel was the speaker. He received an honorary degree which, I would like to think, was at least as important to him as the Nobel Peace Prize. He gave a wonderful speech on tolerance, on racism, on the peril at which our society and indeed our world is, as a consequence of feelings of hostility and hatred between peoples and groups of persons. I think the entire audience of students and faculty were not only captivated by the passion and eloquence of that speech, but deeply moved. He received a wonderful standing ovation from the students and their families, and from the faculty and staff on the stage. I will make copies of that speech available to the members of the Senate. Unfortunately, we did not complete xeroxing all of them in time for this meeting. Copies were distributed to all department chairs at yesterday's FP&B meeting. Commencement was a great event, and it made us celebrate the accomplishments of our students. 1700 students concluded their baccalaureate and master's degrees at Hunter this past January. Fortunately not everyone came, we wouldn't have had room. But it was joyous, festive, we had confetti and streamers at the end, and it was just a terrific occasion.

I am going to get to the budget, but since that is a bit gloomy, I would like to give you some good news first. And there are a lot of positive things to say about the levels of accomplishments of persons who are in the Hunter family and indeed in the extended family. Our students continue to do great things with their talents and their gifts. One of the most prestigious national competitions for undergraduate students is the Mellon Postgraduate Fellowship Program in the Humanities, funded by the Mellon Foundation, that gives students very generous support in pursuit of a doctoral degree. This year there are thirty-six national finalists. Three of them are graduating seniors from Hunter College. Two are Classics majors. One, who was valedictorian this year, is an English major. All three were in the Thomas Hunter Honors Program. And that just tells you a lot about how good this college is, how dedicated our faculty are to students, how good the Honors program is, how good the Classics program is, how good the English program is, and how smart these young people are. We are intensely proud of them. I don't think that any other college had that kind of a showing, and it is great news for us. In addition to that, I was told by a member of the Biology Department this morning, that two of her students had been accepted into the doctoral program in Biological Sciences at the Rockefeller University for the next year with lots of money attached, and that's great too. I am told as well that a graduating senior from Hunter, majoring in Religion, was one of the semi-finalists for the Rhodes scholar this year, and that he made the state levels. We ought to have a Rhodes scholar in the near future. We deserve one. Of the 20,000 students at the College, there have to be many who would qualify to be Rhodes and Marshall scholars, and we as faculty and staff have to help in identifying them, and coaching them, and being sure that we secure one of those prizes in the very near future.

On the fund-raising side things are looking very positive. Alumni giving to the College is at a record high. We have taken the annual donor base of alumni givers to the College from 3,000 to 12,000 in less than two years time. We have taken the Phonathon, the annual appeal to alumni by telephone, from a gross of about \$60,000 eighteen months ago to an anticipated \$620,000 this year. We think that the Hunter Fund will net over \$100,000 this year. All those monies will go into the Hunter College Foundation, and then we will draw on those funds to help underwrite some of the costs of the College that we cannot support through the taxlevy budget anymore, and to support faculty development and student development. During the month of January I was very reassured because I made quick trips to two more alumni chapters in San Diego and in Los Angeles over the weekend. 120 people turned out in L.A. It was the largest crowd we ever had, and I am sure that they are going to be supportive of us in the future as well. I hope this month and next month to make two more trips to regional chapters in Florida on the weekends, and persuade those alumni to be generous to the College in the future as well.

Appendix II (continued):

The Playhouse campaign is now entering its second phase. The building project is going on, and we hope that it will be completed within about twelve months time. We have raised all the money necessary to build a new Playhouse for the College. In fact, we raised more than enough money, and the excess is now going into an endowment for the Playhouse. We have ambitious goals of raising another million dollars or so for endowment purposes, so that once the Playhouse is up and running, it does not become a drain on the operating budget of the College. In the old days when there were lots of dollars around, and that seems to have been not so long ago, you could make plans for capital renovations without worrying too much about running them. This facility is going to be a very, very important one for the College in educational and cultural terms, but it is of critical importance for us to raise sufficient funds to underwrite the cost of operating that house once it is ready to be open, and we are well on our way to doing that.

Let me get to the harder issue now, and that is the budget the Governor has proposed for the University for the next fiscal year. It seems to me that ever since I have been at Hunter, I have come with such frequency to the Senate to mention and share with you really miserable news about the Governor and the Governor's budget, and the Assembly and the Senate, and so on and so forth. It would be nice for all of us at some point in the near future if I didn't have to do that anymore. I am looking forward to that day, and I am planning on being a 'good news' kind of President for you at some point soon. For the time being, don't shoot the messenger. But the news is not good. The Governor has proposed a terrible budget for the senior colleges of the university system. He has proposed a terrible budget for just about everybody. Now, there isn't very much money. The State is forecasting a \$5B deficit for next year. It is an immense amount of money. As you know, they didn't solve the deficit problem this year, and so they rolled about \$500M of this year's deficit into the next year, bringing the \$4.5B that they were projecting for fiscal 92-93 up to \$5B. A lot of money. Now remember, this is a proposed budget. The Senate and the Assembly, working with the Governor, have to come to terms with it and pass ultimately, we hope sooner rather than later, some final budget. The Governor has proposed cuts to the senior colleges of the system of \$39M. He has proposed a \$500.00 tuition increase. It is an outrage. This comes upon a \$400.00 tuition increase of last year, and a \$ 100.00 tuition increase annualized at \$200.00 the year before. And we know that our students are hurting. Students did come back to us in very, very strong numbers this year. The recession is keeping people in school, and is making more people want to come to school. So, this is a real hardship budget for everybody concerned. We will strive mightily in lobbying with our friends in the Senate and the Assembly, especially in the Assembly, to see if we can't get important restorations to the CUNY budget.

At the same time we have to look with very great care at all of our expenditures at the College to see if we cannot maximize savings, and shelter the students and the College in its operation and its work force from the effects of this budget. This means several things. It means that we have to seek to find monies, on a soft money basis, for increased financial aid, student support, scholarship support, to make available to students who are experiencing financial hardship. It means as well that everyone at the College--staff, faculty, administrators--have to share our part of the burden, shoulder our share proportionately, and come through this as a community that has a set of common assumptions and a set of common procedures. These include fairness and equity. These include an ongoing commitment to the historic mission of this institution. This would include a commitment to pluralism and diversity, and to maintaining the basic demographics of our enrollment.

Now, I started something last spring that I hope will yield some benefits in the near future. And Hunter is the only college in the CUNY system that is doing it, and I am quite proud of it. We brought in one of the best management consulting firms in the county, the McKinsey Company, on a pro bono basis to help us look at all of the administrative costs of the College, and to see the extent to which we could pare those costs back without terminating employees. We have never terminated an employee for fiscal reasons so far at Hunter. Neither I, nor any other president who would be here, would wish to have to do that. If there is a silver lining in the Governor's proposed budget, it is that he has uncoupled lines from dollars. So, we want to maximize the numbers of dollars that we can save. What the McKinsey people did, was to help our staff on the administrative side of the College go through something called a cost containment exercise, whereby every single activity on the administrative side was looked at from a cost-accounting point of view. Those involved in the process were able to attach concrete, specific dollar costs to everything that is done. Within the next four weeks or so, all of those various working groups who have worked for six months on this project with enormous intensity and great commitment, and have spent countless hours on it, will be coming

Appendix II (continued):

to me with a series of proposals as to how we can save between half a million and two million dollars next year in administrative costs at the College. Once I have those recommendations, I will consult broadly with the leaderships of the various constituencies of the College, especially the Senate, as to their opinion of these cost-containment recommendations. The Provost is working closely now with the Deans and the Chairpersons to replicate on the academic side a version of cost-containment, and I am asking the other two Vice-Presidents to do a similar kind of exercise in their area.

The Provost and I are also meeting with the faculties of all of the divisions and schools of the College to talk about the general fiscal climate in which we find ourselves. This will not go away immediately. This year is probably not the last year of bad budgets. I hate to say it, but I think it is true. What we have to do is preserve our academic programs and pay particular attention to those programs of international, and national, and regional reputation, to those programs with substantial and significant enrollments of students, and to strengthen the College in all ways that we can, in spite of the fact that the budgets are bad. Every dollar we save by ceasing to do something that is not essential is going to be a dollar that we can put into the academic programs of the College and keep them as strong as they must be. For this to work, and it must work, several things have to happen. First of all, the process must signal continuously an agenda of equal treatment for everybody. There has to be a sense of equity when you take an institution through cost-cutting. You cannot put all the burden on one single part of the College. Everybody must share. The second thing that has to happen, is that the best ideas on economies have to come forth, and have to achieve and find broad acceptance within the collegiate community. The third thing that has to happen, is that all of us have to think in terms of the general welfare of the College, and less in terms of the welfare of our own particular homes, bailiwicks, and so on.

I know that this is a community that can rise to this occasion. I have continually been impressed by the dedication to Hunter that all of us at this college show, and I know that this is going to work for us. It will require time, dedication, sacrifice, and effort. But we'll get through it. The economy will recover. There will be better days in the future, and Hunter will be a better institution for having husbanded its resources carefully, for having cared about people, for having abided by its historic commitments, and for having planned in advance. Basically, what I am asking all of you to do is to begin this kind of planning in advance. We will be open and consultative in our processes with you, and we will work to always guarantee that there is equality of treatment in all parts of the College and all constituencies."

APPENDIX III  
COLLEGE CALENDAR FOR 1992-1993

August 1992

13TH-26W ..... FALL TERM REGISTRATION (TENTATIVE)  
31M ..... First Day of Classes — Fall 1992

September 1992

5Sa ..... No Classes Scheduled  
7M ..... LABOR DAY — COLLEGE IS CLOSED  
28M-29TU ..... No Classes Scheduled

October 1992

6Tu ..... No Classes after 4 P.M.  
7W ..... No Classes Scheduled  
12M ..... COLUMBUS DAY OBSERVED — COLLEGE IS CLOSED  
13Tu ..... Classes Follow Monday's Schedule

November 1992

26TH-27F ..... THANKSGIVING RECESS — COLLEGE IS CLOSED  
28Sa ..... Classes will be held

December 1992

16W ..... Final Exams before 4 P.M. — After 4 P.M. Classes will be held according to Tuesday's Schedule  
16W-23W ..... Final Week of Fall Semester 1992 (Final Exam Week or last instructional period where no finals are given)  
24TH-1/1F ..... WINTER RECESS

January 1993

1F ..... NEW YEAR'S DAY — COLLEGE IS CLOSED  
12Tu-26Tu ..... SPRING TERM REGISTRATION (TENTATIVE)  
18M ..... MARTIN LUTHER KING'S BIRTHDAY (Observed)—COLLEGE IS CLOSED  
29F ..... First Day of Classes — Spring 1993

February 1993

12F ..... LINCOLN'S BIRTHDAY — COLLEGE IS CLOSED  
13Sa ..... No Classes Scheduled  
15M ..... WASHINGTON'S BIRTHDAY (Observed) — COLLEGE IS CLOSED

March 1993

April 1993

4Su-11Su ..... SPRING RECESS

May 1993

18Tu-19W ..... No Classes Scheduled  
20TH-27TH ..... Final Week of Spring Semester 1993 (Final Exam Week or last instructional period where no finals are given)  
31M ..... MEMORIAL DAY — COLLEGE IS CLOSED

June/July/August

Summer Session Registration  
Summer Session I  
Summer Session II

APPENDIX IV

***"A Structure and Process  
For Dialogue and Action"***

Speech by David Julian Hodges to the Hunter College Senate

Permit me to express my thanks to Prof. Elizabeth Beaujour, and to all of you, for allowing me to come before this body once again in the interest of the President's Commission on Campus Climate. When I was here last semester, I confined my remarks to the ***importance*** of work on campus climate as an endeavor that is, or should be, going on at college campuses across the nation. I tried to stress the ***inescapable imperative*** of actively building community (not just expecting it to happen as a matter of course); of seeking to discover and strengthen the ties that bind us; of attempting to understand and endeavoring to unravel the lines that divide us, the barriers that keep us apart -- organizational barriers, institutional barriers, interpersonal barriers. My emphasis was on the ***importance*** of the endeavor. And it is no less important today.

However, my remarks today are of a different order, a different purpose. The work of the Commission has been underway for well nigh a full semester now, and the members of the Commission have worked diligently with me in developing a structure and a process that we hope will guide the Hunter College community through a process of dialogue and institutional self-discovery, the likes of which the College community has not engaged in before: one that promises in the short term, to enable us to provide for ourselves a realistic, and an institutionally-specific, assessment of campus climate, and in the long-term, a process of constructive engagement that may in and of itself have a lasting and beneficial effect on the climate of the College, quite apart from the actions and the recommendations the process produces and puts forth in its final report.

Therefore, my purpose here today, is three-fold:

- a) to describe the structure and the process the Commission has developed
- b) to relate the dream that inspired this process, and
- c) to suggest some things that each person here can do to advance this endeavor, for us all.

The structure and the process are founded upon what I believe to be the essential character and the will of the people who make up the Hunter College community. This is a dream of sorts. It is a dream that is founded on my experiences within this College community for quite some time, knowing its people, observing its changes, and believing deeply in its possibilities.

I believe that the Hunter College community is, at its core, one that believes in basic fairness. It is a community with a keen sense of what's wrong (within society-at-large, and within the College particularly) and a collective determination not to make institutional peace with what it knows is wrong. Mine is a dream of a Hunter College community with a keen sense of interdependence; persons with a measure of interest in issues that they have come to see as bona fide, even though they may not see themselves as having a personal stake in whether these issues are resolved or not.

Very often I pause to read the quotation that is emblazoned on the facade of the south side of Hunter North.

We may be of different  
opinions at different hours  
But always, we may be  
said to be at heart on the side of  
the pursuit of truth.

Ralph Waldo Emerson

This quotation leads me to think that this *sincerity in dialogue* that I have described as a part of the *character* of the Hunter College community is historic, and not just a recent commitment.

So, with the counsel and support of the members of the Commission, I have put forth a structure and a process that embodies this perspective and belief in the character and will of the people who make up the Hunter College community. (I can't say enough about how well your colleagues and associates, the members of this Commission, have served you, the College community, in this undertaking. I have asked much from them -- in terms of time; in terms of deployment of their specific knowledge of the Hunter College community and its people; in terms of utilizing their good offices with their colleagues/their associates/their fellow students.) Together, we sought to develop a process that would, in its very structure, invite the broadest possible participation and dialogue and one, at the same time, that would keep the dialogue focused and clear to everyone involved (regardless of who the person was, or where she/he entered into the process).

We endeavored to create a process wherein everyone in this College would have the opportunity to dialogue about what is needed in the campus community; a process enabling all to express ourselves and to have an opportunity to react to what others have had to say. Every full-time and part-time faculty person, every student, every person on staff, and every administrator would have the opportunity to express themselves.

I will describe that structure briefly and I brought along some handouts that provide more detail including the names of all those participating in the process thus far, which I invite all of you who may be interested to take copies of as you leave this meeting.

Graphically, the process may be seen as an inverted pyramid proceeding progressively from the few to the many.

#### The College Community

Ultimately, all members of the Hunter College community may participate in the work of the Commission and its panels.

This will include an all-day meeting to which each of the 7 panels will nominate 15-20 persons whose contributions are deemed by the members of the panel to be important in the assessment of community opinion on the issue-at-hand, and on resulting recommendations for action. In addition to this all-day meeting, the individual panels will convene Open Hearings at which anyone within the College community may speak.

#### The Panels

Each of the 7 panels to the Commission is chaired by one of the nine members of the Commission. (The Commission's chairperson, and the Commission



member delegated to be the primary author of the Commission's report, do not chair panels.) Panels consist of approximately 8 members selected through dialogue by the entire Commission because of their unique abilities to contribute to a specific issue considered central to the assessment of and the improvement of campus climate.

The Commission

The 9-member Commission has overall responsibility for the work of the Commission, carrying out the President's charge, and issuing a final report with action recommendations.

Why, then, have you not been invited to serve? Why, then, Eleanor Gilpatrick, have you not been included thus far? Your citizenship and participation are well-known within the College community.

Why, then, have you not been invited to serve, Mary Letkarites? Your interest in and commitment to diversity issues, and your general concern about your College community are well known.

These are warranted questions that many within the College may well be asking. The answers are to be found in the purposes and intents for which the structure was created.

This structure was not created through a process of elections or representations because it wasn't going to be, and continues not to be, a decision-making structure; it wasn't going to be a power structure. It is part of the process of enabling the dialogue and constructive engagement I've described to occur.

Still another answer may be found in the fact that we developed a process, not a product, and it is one that is not complete. It is designed to be continuous; one that is not hierarchical. It is designed so that when and where a person enters should not suggest his or her importance to the endeavor.

I want all in this room to feel involved, to feel included and to feel that this process is yours; that this process belongs as much to you (personally) as it does to any other member of the Hunter College community.

What do I want you to do to advance this endeavor? I want you to respond now with your questions, and comments, and to feel free to respond later with suggestions, advice, and descriptions of matters that you would have the Commission or its panels consider.

I want you to respond to the call, the general public notice, to make a formal statement at the Open Hearings the Commission will conduct this spring. I want you to attend these Open Hearings even if you don't make a formal statement, to hear the statements of others. Open Hearings will be held on each of the 7 issues. And, if you make a statement, I want you to try to do so with the same passion, enthusiasm, and intensity that you have had when you registered your concerns informally.