

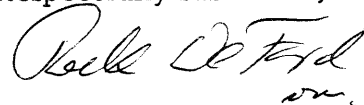
MINUTES

**Meeting of the Hunter College Senate  
26 September 1990**

	The 255th meeting of the Hunter College Senate was convened at 4:25 P.M. in Room W714.	1 2
<b>Presiding:</b>	Jo Kirsch, Chair	3
<b>Attendance:</b>	The elected members of the Senate with the exception of those listed in Appendix I.	4 5
<b>Minutes:</b>	The Minutes of May 2nd and May 16th were approved as distributed.	6
<b>Report by the President:</b>	A summary statement of President LeClerc's report to the Senate is attached as Appendix II.	7 8
<b>Report by the Administrative Committee:</b>	Professor Kirsch presented the report as follows:	9
	The floor was open for nominations for <u>Chair of the Budget Committee.</u>	10
	Prof. Randall Filer (Economics) was nominated.	11
	A motion to close nominations carried by voice vote. Prof. Filer was unanimously elected by voice vote.	12 13
	The floor was open for nominations for <u>Chair of the Master Plan Committee.</u>	14
	Prof. Hans Spiegel (Urban Affairs) was nominated.	15
	A motion to close nominations carried by voice vote. Prof. Spiegel was unanimously elected by voice vote.	16 17
	The floor was open for nominations for <u>Chair of the Nominating Committee.</u>	18
	Dr. Marilyn Rothschild (Physics & Astronomy) was nominated.	19
	A motion to close nominations carried by voice vote. Dr. Rothschild was unanimously elected by voice vote.	20 21
	The floor was open for nominations for <u>Chair of the Charter Review Committee.</u>	22
	Prof. Al Bennick (Physics & Astronomy) was nominated.	23
	A motion to close nominations carried by voice vote. Prof. Bennick was unanimously elected by voice vote.	24 25
	The next item of business was the election of <u>faculty and student members for the Nominating Committee.</u>	26 27
	Prof. Kirsch informed the Senate that there are currently two vacant seats for faculty, one faculty alternate, 3 for students, and one student alternate.	28 29
	The floor was open for faculty nominations, and the following were nominated:	30
	Barbara Barone (Mathematics)	31
	Ken Sherrill (Political Science)	32
	Teri Haas (Academic Skills)	33
	After discussion, a motion to close nominations carried by voice vote.	34
	Written ballots were distributed to determine who would serve as regular members and who would serve as faculty alternate.	35 36

While awaiting the results of voting by written ballots, the Senate moved on to the next item of business.	37 38
The floor was open for nominations for student members.	39
Ms. Kian Fredrick (Evening student) was nominated.	40
A motion to close nominations carried by voice vote. Ms. Fredrick was unanimously elected by voice vote.	41 42
During discussion, Prof. Gilpatrick moved:	43
"that a vehicle of stimulating student participation in Senate activities be studied by a committee created by the Administrative Committee that shall include representatives of the student government organizations."	44 45 46
After brief discussion, Prof. Korn moved that the motion be tabled.	47
The motion to table carried by hand vote.	48
Prof. Kirsch next announced the results of voting by written ballot.	49
Prof. Ken Sherrill and Ms. Barbara Barone were elected regular members of the Nominating Committee, and Prof. Teri Haas was elected alternate member.	50 51
<b>Items Carried Over From Last Meeting:</b>	
<u>Continuation of discussion of the report by the Committee to Review Proficiency Testing and Remediation Placement Needs</u>	52 53
During discussion Provost Struminger suggested that a follow-up report with data of what actually happened during last summer's testing would draw the issue into perspective.	54 55 56
After further discussion it was moved that Vice President Fishman, or a designated representative, prepare a report with actual data on testing of non-degree students for discussion at the next Senate meeting.	57 58 59
After discussion the question was called and carried. The motion was approved by hand vote.	60 61
During discussion, the Chair reminded the Senate that the report under discussion was prepared in the Spring, before the actual testing had taken place. She cautioned the Senate not to make hasty motions before the actual data is available for discussion.	62 63 64 65
After further discussion, Prof. Gilpatrick moved:	66
"that the Administrative Committee sponsor a committee to study how to ensure that there are remediation courses to serve the students who need them, with a plan for action to be reported in the Fall 1990 semester."	67 68 69
After discussion, Prof. Gilpatrick requested that a quorum count be taken.	70
The required number of members not having been present, the meeting was adjourned at 6:00 P.M.	71 72

Respectfully submitted,



Ruth DeFord,  
Secretary

APPENDIX I

The following members were noted as absent from the meeting:

**FACULTY:**

Academic Skills: Nambi Krishnamachari "E"  
Athlyn Sawyer "E"  
Robin Soto "E"  
Milagros Garcia

Black & Puerto Rican St.: Harry Rodriguez "E"  
Tony Job

Communications: Tom Mader "E"  
Sam Fleishman

Computer Science: Eric Schweitzer

Curriculum & Teaching: Richard Smolens

Economics: Eric Seeley  
Howard Chernick

Educational Foundations: Marvin Wayne "E"

Geology & Geography: Richard Liebling  
Sara McLafferty "E"

German: Eckhard Kuhn-Osius "E"  
Gabriela Von Zon

Health and Physical Ed: Bob Schleihauf

Health Sciences: Deborah Blocker "E"  
Jack Caravanos  
Jan Edwards

Library: Tom Jennings

Philosophy: Gerald Press

Political Science: Peter Rajsingh

Psychology: Peter Moller "E"

Romance Languages: Alex Szogyi

Social Work: Judith Rosenberger  
Roberta Graziano  
Elizabeth Landing

Sociology: John Cuddihy  
Mary Curry

Special Education: Marsh Smith-Lewis  
Ana Rossell

Student Services: Madlyn Stokely

Urban Affairs: Stanley Moses

**STUDENTS:**

Eulela Swinton  
Evan Camp  
Allison Miller  
Gus Karistinos  
Michelle Goffe  
Letitia Hazel  
Sandy Lee  
Dyannah Barthold  
Brenda Hernandez  
Evan Lazarus  
Sabina Alteras  
Michela Giusti  
Hossam Galal "E"  
Charles Glasser  
Christopher Burns  
Jean Innocent  
Tanya Isalguez  
Marianela Miller  
Judi Powers "E"  
Dragan Milanovic  
Gilles DeGreling  
Desire Ma

Dean Evelyn Gioiella "E"  
Dean Carlos Hortas "E"  
Dean Everlena Holmes

APPENDIX II

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

He said: "I am pleased to welcome you to the new academic year. With regard to the New York Times article, I never said that we have excess classroom space at Hunter College. The word classroom did not cross my lips in that conversation with Mr. Weiss. So we at the college will know, even if the readership of the Times does not know, that we don't have any excess classroom space.

I would like to speak briefly to you this afternoon, but would like to invite you all to what I hope will be an important address to the Hunter community. It will be a State-of-the-College talk which I have scheduled twice for early October. There will be an Open Line going out this afternoon on this matter. This will give me an opportunity to review with you where we have been over the course of the last years, the problems that I see facing us at the College, the directions that we ought to consider for the future, and issues that are on my mind that reflect some of the collective concerns that we have as a community dedicated to a number of important common purposes. I will touch upon a couple of those this afternoon but the main speech on these questions will take place in October. I hope that you and all of our colleagues come to those sessions. We will print the remarks for those who cannot come, so they can be disseminated widely within the College.

Let me talk about a couple of things this afternoon. One of them gives me very great pleasure to talk about. As you may recall I announced even before I got to Hunter that one of the things I thought we could do better than just about anybody else, was to position this college to become a national resource of highly trained minority undergraduates for graduate work, doctoral-level work, and eventual teaching in research careers. Thanks to the help that Liz Beaujour gave us when she came into the Provost's office as an acting provost, within the first semester of that first year 1988-89 we brought in a \$250,000 grant from the Mellon Foundation to create a program in the humanities that was similar to what we were already running through federal sponsorship in the social sciences and the science divisions. This initiative has elicited lots of support and lots of interest on the part of research universities and we were able to work out a very very interesting and innovative program with Cornell University for the past summer, whereby six minority undergraduates at Hunter between their junior and senior years spent the summer in a research relationship with a Cornell University faculty member. Cornell picked up the costs of room and board, and the cost of an academic and a social coordinator. Hunter, through the generosity of the Scholarship and Welfare Fund, picked up the cost of weekly stipends of \$100.00 per student and travel money for the students. We used one of our faculty persons in psychology to help in making sure that the climate that was created for students, social as well as intellectual, was conducive to their own development in terms of their scholarship and their feeling of belonging in a research community. That appears to be a highly successful program. We will replicate it next summer, with \$50,000 in external funding that we were able to secure, at Columbia University and most likely at Princeton as well. One of the nice elements is that Cornell is committed to helping work out with us an early decision process whereby our students who were at Cornell this summer, should they wish to pursue doctorates at Cornell subsequent to their graduation this June from Hunter, will have an early admission notice from Cornell as well as some sense of the kind of financial package that the university will put together for them. Columbia, I believe, will be doing the same thing. We are going to seek to have the same kind of relationship with Princeton, and then to expand this to other graduate schools in the country. I think that the numbers of students participating next summer could easily go up to 24 or more, and, ideally, within four or five years we might be able to be producing the most brilliantly trained and the most highly motivated students of this kind in the country. No other public university is doing anything like this. I am really very thankful to David Lavalley and Provost Struminger for their help in this regard.

Another nice thing that happened during the summer was a special internship that was designed by Nick Freudenberg and his colleagues in the School of Health Sciences with support from the State Department of Health, where fifteen Hunter undergraduate students, coming from psychology, sociology, and education, worked with people with AIDS in a variety of settings, clinical and non-clinical, hospices, hospitals, and homebased situations. They received course credit for it because they were involved in a mentor kind of situation, a supervised internship working closely with Hunter College faculty members from those departments. They worked closely, as well, with professional mentors in the health agencies that they were affiliated with. We had at the close of the summer a recognition ceremony for these 15 students, at which time four of them spoke about their personal experiences. They were extraordinary human beings. They were really very special people and the experience was, as they described it, a transformative one for them. Several made decisions to change their career plans and spend the first phase of the post graduation career working with people with AIDS. I would like to see us increasingly committed to providing these kinds opportunities for our students, and to doing something real and concrete to help the City and its people deal with the AIDS epidemic. The individual from the State Department of Health, who was here for that ceremony, asked me if he were to double the budget for next year, to go from \$20,000 to \$40,000, could we double the number of students, and I said absolutely. So I think that we will have at least 30 students in this kind of a program next year. It's the first of its kind. Nothing like

this has happened at least in New York State before, and it is a model that I think is worthy of dissemination and replication in other colleges and universities, not only in New York, but in all cities that are impacted by the AIDS epidemic.

Let me talk briefly now about a couple of other matters. One is the budget. You know that we received a very substantial cut from the State this year of \$4.2M, or 6%, of the operating budget of the College. You should all realize several things. First of all, that the budget comes to us from the State. That every single member of the legislature, the assembly and the senate, the governor, the lieutenant governor, the controller, and all public office holders at the State level are up for re-election this November. There is room for an enormous amount of legitimate anger at this college about this budget. It is very very important for that anger to be directed at the people who cut the budget primarily. We have to be careful about anger being internalized and directed against each other. I didn't cut the budget. The chancellor didn't cut the budget. The State cut the budget. The people who will vote on next year's budget, and who are involved in voting on this year's budget, represent you and your colleagues, and your students, and your families, from your assembly and senatorial districts. They ought to hear from you about the affects of these budgets on you, your education, your college, your classrooms. This is not an easy budget at all for us to accept at Hunter. It has meant a reduction in the OTPS areas of 10%. It has meant a reduction in temporary services of 10%. Its meant a reduction in the adjunct budget of 13%. It has meant the loss of lines. And it is a very difficult budget situation for us to be in. So, we have to be concerned about it, and we have to let the people who are up for election know about what this budget means to us. Over the course of the next four weeks I hope to see every Assemblyperson and Senator from the Borough of Manhattan to tell them on a one to one basis what this budget is doing to Hunter College, which is the primary public sector institution of Manhattan, and I will be meeting with Assemblypersons and Senators from the other boroughs that send us significant numbers of students from their districts, to let them know what this is doing to their students. Curiously, there are districts in Queens and the Bronx that send to Hunter more students than they do to the borough's senior college. There is a district in Queens that sends more students to Hunter than it does to Queens College. There is a district in the Bronx that sends more students to Hunter than to Lehman. And there is one in Brooklyn that sends more students here than to Brooklyn College. So, they are targeted for meetings on the budget for this year. We are going to try to do an enormous amount of fund-raising to offset as best we can what this budget has done. I am determined to raise at least \$ 350,000 of unrestricted money for the College for this year that we can put back into the operating budget. Unrestricted dollars are, as you may know, the hardest kinds of dollars to raise. People prefer to give for a cause.

We also have to start very soon our planning for a major capital endowment campaign for the College. If you saw the Times this morning, you saw that Columbia has announced a \$1.15B campaign, and one individual kicked in \$25M. Well, we only need one. We will do a feasibility study this year that will in effect test the waters for us to determine what is out there for Hunter by way of an endowment campaign. And then, probably next Fall, we will launch a capital campaign for the College once we have a clearer sense of what an appropriate target will be. It will probably be a four-year campaign, maybe somewhere in the area of \$10-15M.

Finally, let me mention one thing that I will be speaking on at far greater length in October. But I wish the Minutes of the Senate to reflect my concerns about this this afternoon. We have a remarkably heterogeneous community at Hunter. Thousands of people are involved in this college on five different campuses and they reflect all of the diversity of New York City. I have said before the Senate, in my inaugural address, in Open Lines, and I have said to all different kinds of audiences that this is not simply an important part of our identity, it is something that is vital to us. It is, in fact, one of the glories of this college. One of the things that we as a community have to be concerned about, and vigilant about, is the phenomenon of language that wounds, the use of language by individuals throughout the college regardless of rank that has attached to it perjorative connotations that are hurtful of others, language that is discriminatory on the basis of gender, sexual orientation, religion, race, ethnicity, physical challenge, age, and so on. I don't think that kind of language has a place at a college like this. We all have to be concerned about creating and maintaining at Hunter a climate not simply of tolerance and acceptance, but one that values tolerance and acceptance, and one that is authentically inclusive in our curricular, in our actions, in the way we deal with each other, student to student, student to faculty, faculty to student, staff to student, administrator to student, and on and on. All relationships have to have built into them fundamentally at the outset the notion that language, that behavior, at Hunter College carries with it certain responsibilities, especially with regards to the notion of tolerance, and of acceptance, and of the value of difference. We need to do some practical things in order to address the feelings of intolerance at Hunter, and I will talk more about those things in October. I very much invite the Senate, the FDA, and all the groups of the College to be full partners in developing for Hunter, now and over the course of this and successive years, an action oriented agenda that speaks to the value of difference, and in effect reminds everybody that what they say is listened to, and that sensitivities are there, and that people have to be treated, in every single interchange and in every single kind of interaction that we have, with respect, with dignity, and with sensitivity. These constitute my remarks this afternoon."

President LeClerc concluded his report by answering questions from the floor.