

M I N U T E S

Regular Meeting of the Hunter College Senate
24 February 1982

The 154th meeting of the Hunter College Senate was convened at 4:40 p.m. 1
in the Playhouse. 2

Presiding: Allan Brick, Chairperson

Attendance: The elected members of the Senate, with the exception of those listed in 3
Appendix I. 4

Minutes: The Minutes of December 2nd were approved as distributed. 5

Report by the President: A summary statement of President Shalala's report to the Senate is 6
attached as Appendix II. 7

Report by the Ombudsman: Professor Brick informed the Senate that the Ombudsman would report at 8
the next meeting, at which time a written report would be available. 9

Report by the Administrative Committee: Approved Curriculum Changes 10
The following items were approved as per Senate resolution, and were 11
submitted for the Senate's information: UR-483 (German), GR-178 12
Educational Foundations), GR-182 (Special Education), US-476 (Music) 13
US-472 & US-473 (Theatre & Film), US-477 (Economics), US-474 14
(Mathematics), US-475 (Communications), GS-181 & GS-185 (Special 15
Education), GS-186 & GS-187 (Economics). 16

Committee Reports: Committee on the Calendar 17
Prof. Richard Barickman, Chairperson of the Committee, presented the 18
1982-83 13-week semester college calendar proposal, along with a 19
revised Bell schedule, as follows: 20

The Committee on the Calendar is presenting a revised Calendar for 21
1982-83 based upon a 13-week class schedule. This revised calendar 22
(based upon a new schedule of class periods) is substantially the 23
same as the proposal for 1980-81 passed by the Senate. As many of 24
you may recall, that calendar was blocked at the Board of Trustees 25
by then Deputy Chancellor Egon Brenner. 26

President Shalala has been informed by the current CUNY administra- 27
tion that our proposal, if approved by the Hunter College Senate 28
again, will be endorsed by the Board of Trustees. Although a number 29
of colleges are now interested in this sort of academic term, there 30
originally seemed to be no chance for securing the Board's approval 31
before 1983-84. We learned only last Friday (Feb.19) that approval 32
for 1982-83 was possible. 33

The proposal would allow us to complete the Fall term (examinations 34
and classes) before the winter recess. An intersession of 33 days 35
after the winter recess would allow sufficient time to process and 36
report student grades before the Spring term. This period would also 37
provide more time for placement examinations, processing records on 38
student standing, advising, and a number of other administrative 39
procedures that directly affect the academic work of the college. 40
The Spring term would end May 24th. This should be more convenient 41
for students who need to work during the summer and those who need 42
their Spring term grades in time to take State examinations or 43
register for summer courses. 44

Some members of departments and programs that conduct courses with 45
laboratory sessions were concerned about the shortened term when this 46
proposal was extensively debated in 1979-80. We have consulted 47
deans, department chairpersons, and scheduling officers in the 48
laboratory science programs. The majority of them supported the 49
revised calendar, but we also encountered some opposition. 50

The revised schedule of class periods (bell schedule) is based upon 51
a system of classes that meet three times a week for 55 minutes each 52
and classes that meet twice a week on an 80/85 minute or 85/80 53
minute pattern. (There is one variation from this pattern.) This 54

system is outlined on the reverse side of the "Proposed Bell Schedule for a 13-week Session." The proposal provides as many "time slots" for scheduling classes as the present bell schedule. There are 19 total slots: 14 slots between 8:00 and 5:20, compared with 14 slots between 8:10 and 5:25 under the present bell schedule; 5 slots between 5:30 and 10:00, compared with 5 slots between 5:35 and 9:40 under the present bell schedule. Classes begin (and in some cases end) on an irregular pattern. Since this irregular pattern has been followed successfully in evening classes for some time, we feel that this should present no problems once students and faculty adjust to the new system.	55 56 57 58 59 60 61 62 63 64 65												
The floor was opened for discussion.	86												
After discussion, Dean Helly moved that the Bell schedule for Tuesday and Thursday evening classes be amended to read as follows:	87 88												
<table border="0"> <tr> <td><u>Tuesdays</u></td> <td><u>Thursdays</u></td> <td>89</td> </tr> <tr> <td>5:35-7:00</td> <td>5:35-6:55</td> <td>90</td> </tr> <tr> <td>7:10-8:30</td> <td>7:05-8:30</td> <td>91</td> </tr> <tr> <td>8:40-10:05</td> <td>8:40-10:00</td> <td>92</td> </tr> </table>	<u>Tuesdays</u>	<u>Thursdays</u>	89	5:35-7:00	5:35-6:55	90	7:10-8:30	7:05-8:30	91	8:40-10:05	8:40-10:00	92	
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8:40-10:05	8:40-10:00	92											
This amendment was accepted by the mover and became part of the main motion on the floor.	93 94												
After discussion, Ms. Butcher moved that the period for Day Session Deans' hours be restored to 110 minutes as is presently the case.	95 96												
This amendment was accepted by the mover, and the following adjustments in the Bell Schedule were made:	97 98												
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After further discussion, the question was called and carried.	102												
The motion to approve the proposed 13-week calendar and associated bell schedule, as amended, carried by hand vote with 65 in favor, 8 opposed, and 1 abstention.	103 104 105												
<u>(The 1982-83 College Calendar and revised Bell Schedule, as amended and approved, are reproduced in Appendix III and IV.)</u>	106 107												
<u>Report on the 1981-1982 Administrative Searches</u>	108												
Professor Al Bennick presented the report as follows:	109												
In 1980, after much debate, the Hunter College Senate voted to institute a process to establish student-faculty search committees for vacancies in administrative policy-making posts which interact strongly with the students and the faculty. It was felt that such a committee could carry out the search procedure responsibly. Further, more, the President would choose the new administrator from the list presented by this committee; that person would serve with the support of the entire community.	110 111 112 113 114 115 116 117												
As Chair of the Search Committee for Provost, I would like to report on the search which culminated in the choice of Dr. Michael Riccards as Provost.	118 119 120												
When the search began, I had two major concerns. The first was whether the committee would conduct an "honest" search or whether the members would engage in politicking, trying to push for their own pre-chosen candidates. The second was whether the administration would allow us to conduct an "honest" search or whether there would be pressure on us to accept a candidate already decided on by the administration.	121 122 123 124 125 126 127												

Minutes

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I am pleased to report that neither dire alternative took place. 128
The committee, chaired by Prof. Haschemeyer in the first year (she 129
had to leave the committee then because of the pressure of work as 130
Chair of Biology and a commitment to do Antarctic research) and by 131
me in the second year, functioned in an exemplary manner. The 132
faculty members, Professors Phyllis Caroff of Social Work, 133
Don Harvey of History, Phyllis Moe of English and Robert White of 134
Classics (replacing Prof. Haschemeyer in the second year), and the 135
student members, Doris Chee, Parry Caprio (who left after the first 136
year because of graduation) and Lisa Cioffi (who replaced her), 137
showed themselves to be hard working, conscientious, responsible 138
people who, regardless of their differing viewpoints on other 139
matters, had one important attribute in common, a desire to get the 140
best possible person for Provost. The decisions were made entirely 141
by the members of the committee and were essentially unanimous with 142
only slight variations on some of the details. Every member was 143
agreed on which names should be submitted to the President and 144
every member enthusiastically supported the choice she made from 145
that list. 146

Our relationship with the President and the administration was also 147
excellent. The President was extremely helpful to us in procedural 148
matters and assigned Judy Huertas and her assistant Neil Hamlin to 149
assist us. They did all the leg work for us and everything that we 150
asked for was always made available to us. They took care of all 151
the details of scheduling, etc., allowing the committee to concen- 152
trate on substantive matters. During the entire search procedure, 153
the President was always extremely careful not to touch in any way 154
on any matters of substance. And she never indicated, either 155
directly or indirectly, that one candidate might be better than 156
another. (The only real guidance she gave us was to tell us that 157
the person we chose should have a sense of humor.) From time to 158
time, the Committee made several decisions on substantive matters 159
and we never once had our judgment questioned by the President or 160
by other members of the administration. 161

In sum, I believe that the search for Provost was conducted in a 162
manner that matched out best hopes. The committee showed that it 163
could act constructively, and the President and the administration 164
showed that responsible input from a student and faculty body could 165
be welcomed as the basis for decision-making. Together with the 166
rest of the committee, I believe that the results of the search 167
were excellent. This whole experience serves as an excellent base 168
on which to build further responsible interaction between the 169
students, the faculty, and the administration. 170

Prof. Korn recommended that the Senate move toward institutionalizing 171
this search pattern by incorporating it into the Hunter College 172
Governance Charter. He asked Prof. Bennick to submit his recommenda- 173
tions for Charter amendment to the Charter Review Committee. 174

Professor Brick said that the Senate should be congratulated on its 175
achievement in establishing election procedures for faculty and student 176
representation on Search Committees, and for the utilization of these 177
procedures for three searches conducted over the past two years. 178

He especially thanked Professor Bennick for his long-term efforts in 179
originating the procedures and then participating in several phases 180
of their implimentation. 181

Due to the late hour, a motion to adjourn carried, and the meeting was 182
adjourned at 6:20 p.m. 183

Respectfully submitted,

Tamara Green
Tamara Green, *rm.*
Secretary

A P P E N D I X I

The following members were noted as absent from the meeting:

FACULTY:

Chemistry: Klaus Grohmann
Lou Massa "E"

Curriculum & Teaching: Katherine Garnett
Shirley Cohen "E"

Educational Foundations: Kimberly Kinsler "E"

Geology & Geography: Peter Rigotti

Health & Physical Education: Frances Allen

History: Donald Harvey "E"

Home Economics: Mary Ludden "E"

Health Sciences: Irving Eckman "E"
Lee Margulies

Mathematics: Janet Wittis
Ada Peluso
Barbara Barone

Music: William Siegenfeld

Nursing: Rita Wieczorek "E"

Philosophy: Steven Ross

Political Science: Ken Sherrill

Psychology: Toby Klass

Romance Languages: Zenaida Gutierrez-Vega

Social Work: Terry Mizrani

Sociology: Charles Green

Theatre & Film: Alexis Green

Urban Affairs: Hans Spiegel

STUDENTS:

Barbara Reisman "E"
Margaret Ferrara "E"
Scott Pomales
Serena Walker
Terry Gavin
Jennine Gallo
Zef Sheri
Connie Granieri "E"
Vilma Diaz y Zarate Favalaro "E"
Natalia Cherney
Wayne Anderson
Gessie Agnant "E"
Lynda Tucker
Ronald Brown
Debra Katz
Liese Hull
Miriam Pedrayas "E"
Louise Bryant
Michael Lisi
Linda Scheitlin
Janis Sharkey
Suzanne Koslowsky
Daylon Johnson
Pauline Alexander "E"
Audrey Robb "E"
Angela Benjamin

"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 on February 24th:

Regarding the transfer of the Center for Puerto Rican Studies to Hunter College, President Shalala referred to the following letter and information she had sent to Prof. Allan Brick:

December 11, 1981

Professor Allan Brick
Senate
Hunter College

Dean Allan:

About a year ago the Chancellor asked me to consider the transfer of the Centro Estudios Puertorriqueños currently a CUNY-wide institute to Hunter College. The Centro is considered the finest research organization outside of Puerto Rico. It has its own budget line from the state, is currently located in the Graduate Center of CUNY, but physically housed at John Jay. It is directed by Professor Frank Bonilla, a member of the graduate faculty and distinguished sociologist.

I have personally consulted with all of the regular members of the faculty of the Department of Black and Puerto Rican Studies, the faculty P&B, and the deans. They support this transfer. The Department's letter is attached.

The following guidelines have been agreed to by the new Hunter unit:

- * The Centro director will report directly to the Provost. This is consistent with the arrangement for the Brookdale Institute on Aging.
- * The college will provide space, heat, light, and routine maintenance. I intend to assign space for the approximate 20 staff out of the administrative space in Site C.
- * The Centro's library -- considered the premier collection outside of Puerto Rico -- will be housed in our new library. The Centro will provide additional staff to the library to maintain the collection.
- * Personnel actions by the Centro will be reviewed by a five member personnel committee appointed by me and chaired by the Dean of Social Sciences. Its members will be tenured members of the Hunter faculty.
- * Members of the Centro will teach by invitation from regular Hunter departments. They will receive adjunct appointments without compensation. These appointments will be initiated by Departments and go through the normal departmental and divisional clearances.
- * The Centro will not offer credit courses. Any curriculum recommendations will come from regular departments.
- * Centro grants and contracts will be governed by normal Hunter College procedures.
- * Centro's budget will be transferred to our organized research category.

I have assured the Department of Black and Puerto Rican Studies that the transfer of the Centro to Hunter will not diminish our commitment to them.

I consider the transfer of the Centro an extraordinary opportunity for Hunter -- its students, faculty, and library. We have taken care in our negotiations to insure that there are no direct budget or curriculum impacts of the new Institution on the college.

Appendix II (continued):

We do hope, however, over the years that the Centro will, in conjunction with departments and other campus activities, have an impact on our understanding of Puerto Rico as well as Hispanic culture.

I know the Senate shares my enthusiasm for this transfer. I look forward to your comments and will be happy to answer any questions at your January 13 meeting.

Sincerely,

Donna E. Shalala

President Shalala opened the floor for questions. None were asked. She informed the Senate that a proposal would be submitted to the Chancellor, and that the transfer would take place at the time of moving into the new buildings.

Regarding the State budget, the President reported that she had just this minute returned from Albany. The general state of the budget is dismal. There are a number of devastating elements in the budget, and none more devastating than the invention by the State of a new fiscal year. Any monies on unfilled lines on November 1, 1981; was eliminated. This was an attempt to create a lower base from which they then created the next year's budget. For Hunter this meant a loss of 63 positions and 1.2 million dollars. Most of these 63 lines were staff lines which were filled within two weeks after that date. For some institutions this means real retrenchment. At Hunter we are not talking about actual retrenchment because the State added some new lines in the 1982-83 budget. We will have to handle the reduction through attrition as well as eliminating any opportunity to hire on the new lines. The President emphasized that while this is deeply disappointing, and devastating in some areas where we expected to have growth, it does not mean actual retrenchment of faculty lines at Hunter College.

On the positive side, after taking away 63 lines, the State made the decision to let us open the new buildings. This means that we will get 82 or 83 new lines for engineers, custodians and security people needed to open the new buildings. Additionally, the State allocated 8 new lines. These of course disappeared when the 63 were eliminated. The President said that she realized that this sounded somewhat ridiculous, but there is no other way to explain State budget practices. The important part is that we have enough lines to open the new buildings. However, there is no new money for OTPS funds or the Library or anything else. We did get the 3/4 of the money for the Library computer, which is a major victory. Unfortunately, the State made the decision to give us the library computer money out of the expense budget and not out of the capital budget as requested, which would allow us to get wordprocessing equipment as well. At today's budget meeting in Albany, the President argued this point, among others, since we would spend the entire capital equipment anyhow and the State would therefore not save any money. The President said that it was the worst budget meeting she had ever attended.

The President believes that we will be successful in restoring some of the money, but anticipates that the State will insist, among other things, on a rise in tuition and dormitory fees.

Regarding computers the President said that the State eliminated any requests for any kind of computer money. The Chancellor is willing to personally go to Albany with the college presidents to appeal this decision. The Chancellor has placed this item, as well as the restoration of the capital budget request for the college (which amounts to \$ 4M for the restoration of this building), as high priorities. Hunter ranks number 2 in terms of the capital priority list of CUNY.

Regarding the Federal budget, President Shalala said that it is even worse. The Federal budget for all practical purposes eliminates graduate student aid, cuts the federal grants, raises the interest rates for most middle-income families for borrowing money for guaranteed student loans. The newspapers, especially the Times, have documented these cuts and the implications in detail.

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Appendix II (continued):

Regarding Admissions the news is good news. Admission was so strong this year, both in our retention as well as in applications, that we believe we can reduce our request for the Fall term in terms of the number of new students. Hunter changes about 1/3 of its population every year. That is a very large percentage of new people to absorb every year. We believe that, based on our experience this year and other kinds of projections, we can reduce our total request for new students for next year and hit our budget numbers fairly comfortably. Therefore, we have ended freshmen admissions as of this month. This gives us a slightly higher grade point average and our first cut off point that we have had in years. For the next few months we will skim off those students that have 90 and above averages, and we will do a limited amount of direct admissions. Without going into great detail the point here is that we will be able to end admissions early, to take a stronger freshman class and to be able to service these students at a much higher level. In addition to that we have some plans about transfer students which the President has discussed with the chairs.

Regarding developmental courses and backlog problems, the Ombudsman, as well as a number of student groups and faculty groups have spoken to the President about the great difficulty of students when they come here in enrolling in courses in the proper sequence to clean up their developmental or remedial work. We need 5,000 seats in these developmental courses--both in Math and English--to take care of the backlog in this area. To cover that 5,000 it would possibly take all of the adjunct money that we now have. This is obviously not appropriate since it would eliminate a significant number of the college's courses. The President has asked the department chairs to make an extraordinary effort to offer as many of these developmental courses as possible during the summer session, and to try to make certain that no student is turned away this summer who wants to get those courses out of the way. This would mean that our students could go into regular courses in the Fall. The summer budget, as you may know, is separate from our regular budget. The important point is that the only resources that we can free up to really make an impact on our backlog, are our summer resources.

President Shalala then answered questions from the floor of the Senate. She concluded her report by announcing that the committee to select a commencement speaker, has made its recommendations, and Eleanor Holmes Norton will give the commencement address this year. Ms. Norton has accepted the invitation and will be there for graduation.

A P P E N D I X I I I

NEW BELL SCHEDULE (13 weeks of classes and one week Examinations):

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-8:55		8:00-8:55	8:00-8:55	
	8:00-9:25			8:00-9:20
9:05-10:00		9:05-10:00	9:05-10:00	
	9:35-10:55			9:30-10:55
10:10-11:05		10:10-11:05	10:10-11:05	
	11:05-12:30			11:05-12:25
11:15-12:10		11:15-12:10	11:15-12:10	
12:20-1:40		12:20-1:45		
	12:40-1:35		12:40-1:35	12:40-1:35
	1:45-2:40		1:45-2:40	1:45-2:40
		1:55-3:45 (Dean's Hours)		
	2:50-4:10			2:50-4:15
1:50-3:30*			2:50-3:55*	
3:55-5:15		3:55-5:20		
	4:25-5:20		4:25-5:20	4:25-5:20
5:20-6:20 (Dean's Hours)		5:20-6:20 (Dean's Hour)		
	5:35-7:00		5:35-6:55	
6:30-7:50		6:30-7:50		
	7:10-8:30		7:05-8:30	
8:00-9:20		8:00-9:20		
	8:40-10:05		8:40-10:00	

*NOTE: This is a 100min./65 min. time slot

D A Y

3-period (55 minutes):

M, W, TH	8:00-8:55
M, W, TH	9:05-10:00
M, W, TH	10:10-11:05
M, W, TH	11:15-12:10
Tu, TH, F	12:40-1:35
Tu, TH, F	1:45-2:40
Tu, TH, F	4:25-5:20

2-period(80/85 or 85/80 minutes):

Tu	8:00-9:25	F	8:00-9:20
Tu	9:35-10:55	F	9:30-10:55
Tu	11:05-12:30	F	11:05-12:25
Tu	2:50-4:10	F	2:50-4:15
M	12:20-1:40	W	12:20-1:45
M	3:55-5:15	W	3:55-5:20

100/65 minutes Periods

M	1:50-3:30
TH	2:50-3:55

A P P E N D I X I V

Proposed Calendar for Hunter College: 1982-1983
(13-WEEK CLASS SCHEDULE)

August 1982:

18W - 9/3F TENTATIVE DATES FOR REGISTRATION with senior citizens on September 7.

September 1982:

6M LABOR DAY - COLLEGE IS CLOSED
8W - 16F TENTATIVE DATES FOR LATE REGISTRATION
8W FIRST DAY OF CLASSES--FALL 1982
17F NO CLASSES AFTER 4 P.M.
18S ROSH HASHANA--NO CLASSES
27M YOM KIPPUR--NO CLASSES

October 1982:

11M COLUMBUS DAY--COLLEGE IS CLOSED

November 1982:

2Tu..... ELECTION DAY--COLLEGE IS CLOSED
11TH VETERANS DAY--COLLEGE IS CLOSED
24W Classes will be held according to Monday's schedule
25TH - 28Su THANKSGIVING RECESS

December 1982:

15W Classes will meet according to Thursday's schedule-
LAST DAY OF CLASSES
16TH - 23TH FINAL EXAMINATIONS

January 1983:

1S NEW YEAR'S DAY--COLLEGE IS CLOSED
15S HUMAN RIGHTS DAY--COLLEGE IS CLOSED
18Tu - 2/2W TENTATIVE DATES FOR REGISTRATION with senior citizens on February 3

(33-DAY INTERSESSION)

February 1983:

5S FIRST DAY OF CLASSES--SPRING 1983
7M - 15Tu TENTATIVE DATES FOR LATE REGISTRATION
12S LINCOLN'S BIRTHDAY--COLLEGE IS CLOSED
21M WASHINGTON'S BIRTHDAY--COLLEGE IS CLOSED

March 1983:

27Su - 31TH SPRING RECESS

April 1983:

1F - 3Su SPRING RECESS

May 1983:

16M LAST DAY OF CLASSES--SPRING 1983
17Tu - 24Tu FINAL EXAMINATIONS
30M MEMORIAL DAY--COLLEGE IS CLOSED

June 1983:

6M - 8W TENTATIVE DATES FOR SUMMER REGISTRATION
13M -14Tu TENTATIVE DATE FOR LATE REGISTRATION
13M - July 22F SUMMER SESSION