

MINUTES
Meeting of the Hunter College Senate
15 October 1997

1 The 353rd meeting of the Hunter College Senate was convened at 4:20 PM in Room W714.

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3 **Presiding:** Barbara L. Hampton, Chair

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5 **Attendance:** The elected members of the Senate with the exception of those listed in Appendix I.

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7 **Agenda:** It was moved that the agenda be changed by waiving items 1 and 2. The motion carried by
8 hand vote.

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10 **Items Carried** **Continuation of Discussion of Restructuring Plans**

11 **Over:** The motion on the floor was the following motion introduced by Professors Sweeney and
12 Barickman at the September 24th Senate meeting. The resolution and justification is attached
13 as Appendix II,

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15 Professor Sweeney moved that discussion on the motion be tabled until 4:45 PM to allow the
16 President to present his statement concerning the resolution to the Board of Trustees that
17 establishes the School of Arts and Sciences.

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19 The motion to table carried by hand vote.

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21 President Caputo introduced his resolution to the Board of Trustees as distributed. A summary
22 of his statement is attached as Appendix III.

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24 The Sweeney/Barickman resolution was taken off the table at 4:45 PM.

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26 Professor Sweeney moved for approval of the following substitute motion:

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28 BE IT RESOLVED, that the Hunter College Senate requests that President Caputo with-
29 draw his plan for restructuring the arts and sciences from consideration by the Board of
30 Trustees until the College has had ample time to consider his newly revised plan.

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32 The question was called on the motion to substitute.

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34 Written ballots were requested and distributed.

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36 Voting by written ballot produced the following results: 45 in favor, 19 opposed, and 4
37 abstentions.

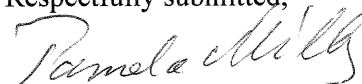
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39 The substitute motion (lines 30-32) became the main motion on the floor.

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41 After extensive discussion the question was called and carried.

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43 Voting by written ballot produced the following results: 27 in favor, 31 opposed, and 2
44 abstentions. The motion was defeated.

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46 It was moved that the meeting be adjourned. The motion carried, and the meeting adjourned
47 at 5:30 PM.

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50 Respectfully submitted,

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54 Pamela Mills
55 Secretary

APPENDIX I

The following members were noted as absent from the meeting:

Faculty

Anthropology	Gregory Johnson Susan Lees	SEEK	Bernice Baxter Maria Rodriguez "E" Phyllis Rubenfeld
Art	Jeffrey Mongrain Emily Braun Lisa Vergarla Peter Dudek	Social Work	Terry Mizrahi Malka Sternberg
Biological Sciences	Roger Persell	Sociology	John Cuddihy Ruth Sidel "E" Isabel Geiler
Black & P. R. Studies	Gabriel Pearse	Special Education	Marsha Lupi
Chemistry	Dixie Goss	Student Services	
Classical & Oriental Studies		Theatre	Mira Felner Patricia Sternberg
Computer Science	Marilyn Rothschild	Urban Affairs	Sigmund Shipp Ralph Seligman
Curriculum and Teaching	Dolores Fernandez Rosa Boone	Administration	Dean Evelyn Gioielli "E" Dean Bogart Leashore Vice Pres Evangelos Gizis
Economics	Howard Chernick Temisan Agbeyegbe		
Educational Foundations	Simi Linton		
English		Students	
Film & Media	Joel Zuker Tammy Gold Ivone Margulies	Oreste Tim Schiavone Luke Dougherty Andres Demegret Portia Cook Richard Brown Alicia Siebenaler Noelle Jobson Marco Tomaschett "E" Kim Conroy Liangela Cabrera Michael Haltenberger Johane Romage Jose Manuel Soto Amy Klein Gennis Lescaille Isabel Sandra Moya Lisette Ruiz Rajah Manno Fatima Yudeh Olga Sabino Leah Simon Gur Altberg Jane Rosario Cindy Scher Angelique Lauren Marie Benoit Rachel Laforest Brian Langlands	
Geography	Jeffrey Osleeb Peter Combs		
German	Dorothy James		
Health Sciences	Alison Behrman Kathryn Rollands "E" Jack Caravanos "E"		
History	Marta Petruszewicz Bernadette McCauley		
Library	Pamela Wonsek Rolando Perez "E"		
Mathematics & Statistics			
Music	Poundie Burstein Richard Stieffel		
Nursing	Marie Mosley Gloria Essoka		
Philosophy	Laura Keating		
Physics & Astronomy	Martin DenBoer "E"		
Political Science	John Wallach		
Psychology	Gordon Barr Robert Fried Cheryl Harding		
Romance Languages	Michael Perna		

APPENDIX II

Be it resolved, that while a College of Arts and Sciences at Hunter College might be desirable, the Hunter College Senate believes that President Caputo's current plan for restructuring the arts and sciences will damage the college and should not be enacted.

Justification:

The President's goal to unify the liberal arts of Hunter College into one school is worthy, in principle. However, the administrative structure proposed to realize this goal is impractical and potentially damaging to the College for the following reasons:

- 1) Hunter College is too large and complex to be properly administered by such a structure. With rare exception the only highly ranked institutions employing the President's structure have fewer than 2000 students.
- 2) Top rank institutions having excellent undergraduate and graduate programs and a unified School of Arts and Sciences have a richer administrative structure than that proposed. In addition to a Dean of Arts and Sciences, there are typically Deans of Graduate Studies and Associate Deans for each of the Divisions. For example, Wesleyan University (CN) with 2700 undergraduate students, 620 graduate students, and 280 faculty members has a Dean of Arts and Sciences, a Dean of Graduate Studies, various undergraduate Deans, and Associate Deans for each of the Divisions. Georgetown University in Washington, D.C., with approximately 10,000 FTEs (excluding Medical and Law students) also has a Dean of Arts and Sciences, a Dean of Graduate Studies, various undergraduate Deans, and Associate Deans for each of the Divisions. George Washington University, also in Washington, D.C., unified its Divisions in 1992 into a School of Arts and Sciences. This school chose to restructure along the lines of Wesleyan and Georgetown. These three schools, though smaller than Hunter, have recognized the need for extensive administrative structure to ensure excellence at the undergraduate and graduate level.
- 3) The portfolio for the proposed Dean of Arts and Sciences is too large for any individual to manage. As a consequence of this restructuring there will be a significant loss of access to dean-level administration for the faculty and chairs. In addition, there will be a loss of expertise needed to make important decisions regarding teaching loads, OTPS distribution, adjunct budgets, and released time for research. The potentially disastrous effects on the effective administration of the Arts and Sciences are not offset by the benefits the President envisions, even if these benefits were to be realized.
- 4) No compelling justification for the proposed academic restructuring has yet been given.

APPENDIX III Report by the President

The following is a summary statement of President Caputo's report to the Senate. He said:

"First I want to give a point-by-point discussion of the four reasons listed in the Sweeney/Barickman resolution calling for non-support of the earlier version of the reorganization plan. Then I want to take a few moments to discuss the resolution which has gone to the Board of Trustees. After that I will be glad to answer any questions you may have about the new proposal with the understanding that I must leave by 5 PM for a long pending commitment.

I would like to thank everyone who has discussed the various organizational options. This includes those of you who have participated in the Senate and other discussions, as well as those of you who have written to me or spoken to me in other contexts. I feel that the final proposal has benefited from all of these conversations and I thank you for your suggestions and criticisms, many of which were included in subsequent revisions. I have tried to be responsive and respectful of the various Hunter traditions which you and I both value. I remain hopeful that we can come together as a community and to implement the changes that I have proposed.

At the September 24 Senate meeting, a resolution was introduced concerning the proposed arts and sciences restructuring plan. Since the Senate's procedures did not permit me to directly respond to the points made on the floor of the Senate at that time, I have thought it important to respond to each of the four reasons listed in the printed document for opposing the plan which had then been proposed.

Regarding assertions 1 and 2, the fact is that the resolution cites a small elite, i.e., Wesleyan and two private colleges--Georgetown University and George Washington University—for comparison to Hunter. Let's look for a moment at urban public institutions much more comparable to Hunter, Georgia State University has a College of Arts & Sciences; University of Cincinnati has a College of Arts & Sciences; Portland State University has a College of Liberal Arts & Sciences; Wayne State University has a College of Liberal Arts and a College of Sciences; University of Missouri, Kansas City, has a College of Arts & Sciences, University of Pittsburgh has a College of Arts & Sciences; University of Colorado, Denver, has a College of Liberal Arts & Sciences; University of Louisville has a College of Arts & Sciences; Cleveland State University has a College of Arts & Sciences. Clearly the preponderant organization is a School of Arts & Sciences in these public urban colleges and universities. So, let's be fair. The proposed reorganization is not something radical or unheard of, or for that matter untried. In fact it is the most common organizational structure of urban public institutions. It also works at many places, and it will work at Hunter if we all work together. The administrative organization of the various arts & science units will vary from school to school, because of certain traditions and, most importantly, because of resources and the availability of resources. In the above list of nine schools, six have administrative deans by function, not by discipline. Three have administrative deans by discipline structure. Of course, the three institutions cited by the opponents of the plan have considerably more of everything than Hunter does. That is the nature of private colleges with high tuition and considerably more endowment support. So, again the opponents have overstated the case and misrepresented the facts. I, too, wish Hunter had more funds for a stronger administrative infrastructure. But when forced to choose between administrative infrastructure and faculty, my choice would be faculty.

Assertion 3 misrepresents the administrative infrastructure in the new School of Arts and Sciences. There will be two Assistant Deans, as well as the current level of staffing support found in the existing three divisions. In addition, the Curriculum Committee and the school-wide Advisory Committee, as well as the three P&B's, organized as the current three are, will prevent disastrous scenarios. In addition, school-wide discussion should reduce the need for constant checking, since issues should be more openly decided and implemented. One can make the case that the proposed structure will actually facilitate more rational and equitable decisions in the arts and sciences. Faculty will have access to an appropriate administrator, if the chair is unable to resolve the problem, and the chair will be able to seek help and advice from the appropriate school-wide administrator as well. Just as the success or failure of the present system is dependent upon the individuals holding administrative office, this new structure will be successful if we are able to attract and retain outstanding decision-makers.

Assertion 4: I must respectfully and strongly disagree with this assertion. The arts and sciences must form the core of any undergraduate educational experience, and I would argue that the truly great educational institutions have always fostered the arts and sciences. Our present arrangement artificially divides the arts and sciences and the result is a series of curriculum issues which need to be addressed, as well as Hunter's inability to put forward an integrated perspective of the arts and sciences. This inhibits interdisciplinary work as well as the development of relationships with the professional programs. To argue that a college-wide view of the arts and sciences is not compelling is to underestimate the significance and importance of cohesive and unified arts and sciences as a foundation for all undergraduate education. Hunter College must not surrender its leadership in providing a quality undergraduate arts and sciences education. The proposed reorganization will help us meet the present and future challenges and opportunities.

Minutes, 15 October 1997 -- Appendix III (continued):

Now, before turning to a discussion of the resolution submitted to the Board of Trustees, I want to pause and ask for your continued cooperation and discussion. Many of us were overjoyed with President Swygert's comments during the Middle States Oral Summary. Hunter not only can meet the promise of its mission and success. It must. It is our collective responsibility to see that it will continue to do so. I realize that what is being proposed is a major change, but I also want to stress that it is a way for Hunter College to strengthen its intellectual leadership. I believe if we all work together it will lead to a resurgence of the arts and sciences, and it will help Hunter to position itself not only as a leader in CUNY, but in our peer group of urban public universities as well. As we have done in the past, let's work together to resolve our differences as we begin the transition to the new School of Arts & Sciences.

Let me take a few moments now to summarize the resolution that has been forwarded to the Board. All the members of the Senate should have received a copy of it. I will use the organization chart as a way to present it.

In discussions with several people the question has come up: "why have you decided to submit this to the Board while the discussion is still going on?" There are several reasons. First, in order to meet the Board calendar for action by the first of next year, or by the first of February, it was necessary that the process start in terms of getting it on the agenda for the various committees. Secondly, it became clear in the last week as we began different iterations, and I was considering different iterations of this, that many of the suggestions and concerns that were being raised were simply repeating prior concerns. There were no new concerns until just prior to the final submission. Third, I also thought that it would be helpful for you, as you discuss the resolution in opposition, to have the plan that was going forward. Finally, I thought, by submitting to you what has gone forward to the Board for consideration, it would help crystallize your own thinking, and clear up some questions that you had. As you get into this, it will be clear to you that there are some major differences between this and the other proposal in terms of trying to clarify issues. And, finally, as I have said repeatedly, this is a work in progress. This is obviously something that can be amended either before or during Board consideration. It is also something that is going to be amended and, I am sure, changed as we implement this over the next few years. It is not something that once it is done it is going to be set in stone. It is possible that if we see things are not working we will have to make changes. When we see that things are working, then we will try to emphasize the positive.

Now, let me go over the resolution to the Board briefly. The key elements of the original proposal remain. There is a school-wide Dean of Arts & Sciences who reports to the Provost. The Dean of Arts & Sciences will chair the three P&B's, the Advisory Committee, and the Curriculum Committee. The Curriculum Committee is a change from the proposal that you had before you last time. A number of individuals argued that the Dean should be intimately and regularly involved in matters of curriculum. Therefore, it was changed. I would point out to you that the process would be very similar to the process as it now exists. You have departmental curriculum committees. They will be sending things to the school-wide curriculum committee. The school-wide curriculum committee can decide how it is going to organize itself. It will then recommend curriculum proposals to the Senate. This is not an attempt to bypass or change the governance procedures that are in place. There is an Assistant to the Dean for Personnel and Budget. This is intended to be a staff person who will be of assistance with the paperwork and bureaucratic responsibilities that the school will have.

The Assistant Dean for Academic Affairs and Undergraduate Opportunities is a merger of the two former positions, which had either Assistant Dean or Assistant to the Dean, into a single position. The individual, in addition to being considered the second in command of the school whenever the dean is absent, will also chair the Interdisciplinary Council which will be made up of the representatives from the current interdisciplinary programs that are reporting to the three divisional deans. The Assistant Dean for Academic Affairs and Undergraduate Opportunities and the Assistant Dean for Research Planning and Facilities will be faculty. They will hold regular academic appointments and they will have summer supplements, so that they can be employed during the summer to work on various issues affecting the school.

The Assistant Dean for Research Planning and Facilities is a new addition in response to many of the concerns that were raised during earlier discussions. People in the research community were very concerned that there was no individual who could do many of the things the current divisional dean might be doing, including assisting individual faculty in terms of their own research. This Assistant Dean for Research Planning and Facilities will work closely with the Dean of Arts and Sciences in terms of the distribution of OTPS and also with the distribution of overhead funds. If you recall, I committed earlier to saying that the research overhead funds that are generated will go back to the School of Arts & Sciences but must be used within the P&B structure that raised these funds. So, this individual will be working with researchers in space allocations, start-up funding, and when they are between grants. They would have the opportunity to go directly to the Dean when additional resources are necessary. They will also be working on laboratory based instruction where there are at times some unique needs which are often not met without some consideration by the divisional deans. This individual will take care of these matters.

These changes, I think, give us a responsive and also a responsible possibility to do the things that need to be done within the School of Arts & Sciences, and I am prepared to begin this July 1, 1998. It is an exciting possibility for us. It will serve us both intellectually as well as in terms of the teaching, research, and service needs that I tried to spell out in the resolution you have before you."