

MINUTES

Meeting of the Hunter College Senate 20 November 1996

1 The 338th meeting of the Hunter College Senate was convened at 4:15 P.M. in
2 Room W714.
3
4 **Presiding:** Barbara L. Hampton, Chair
5
6 **Attendance:** The elected members of the Senate, with the exception of those listed in Appendix I.
7
8 **Agenda:** The agenda was adopted as presented.
9
10 **Report by the** A summary statement of President Caputo's report to the Senate is attached as
11 **President:** Appendix II.
12
13 President Caputo concluded his report by answering questions from the floor
14 concerning the reorganization plans.
15
16 **Report by the** Professor Hampton informed the Senate that the following nominations had been
17 **Administrative** received for seats currently vacant on the Senate:
18 **Committee:**
19 Faculty: Verna Segarra (Mathematics & Statistics)
20
21 It was moved that the nomination be approved. The motion carried and Professor
22 Segarra was elected.
23
24 Students: Kim Conroy (English)
25 Liangela Cabrera (Religion)
26
27 It was moved that nominations be closed. The motion carried.
28
29 It was moved that the nominations be approved. The motion carried.
30
31 Voting cards were distributed to the newly elected Senators.
32
33 **Reports:** Report by the Vice President for Administration and Acting Security Director
34 Because of the late hour, it was moved that the meeting time be extended to 6:00
35 P.M.
36
37 The motion was defeated by hand vote.
38
39 The report carried over to the next meeting.
40
41 It was moved that the meeting be adjourned. The motion carried, and the meeting
42 adjourned at 5:35 P.M.

Respectfully submitted,



Kenneth Sherrill
Secretary

APPENDIX I

The following members were noted as absent from the meeting:

FACULTY

Anthropology: William Parry
Ida Susser
Marc Edelman
Nancy Flores

Art: Jeffrey Mongrain
Emily Braun
William Agee
Peter Dudek

Biological Sciences:

Black & P.R. Studies: Joyce Toney
Pedro Lopez-Adorno "E"

Chemistry: Charles Michael Drain
Lynn Francesconi

Classical & Oriental Studies: Alex Alexander "E"
Adele Haft "E"

Communications: James Roman
Peter Parisi
Stuart Ewen

Computer Science:

Curriculum & Teaching: Dolores Fernandez
Anthony Picciano
Rosa Boone

Economics: Avi Liveson
Howard Chernick
Temisan Agbeyegbe

Educational Foundations: Kimberly Kinsler

English: Sylvia Roshkow

Geography: Jeffrey Osleeb

German: Dorothy James

Health Sciences: Dava Waltzman "E"

History: Marta Petruszewicz
Bernadette McCauley "E"

Library:

Mathematics & Statistics:

Music: Susan Gonzalez

Nursing: Margaret Lunney
Maura Ryan "E"

Philosophy:

Physics & Astronomy: Robert Marino
Martin DenBoer

Political Science: John Wallach

Psychology: Cheryl Harding "E"
Phil Ziegler

Romance Languages: Diana Conchado "E"
Paolo Fasoli
Julius Purczinsky

SEEK: Maria Rodriguez
Phyllis Rubenfeld "E"

Social Work: Eleanor Bromberg
Malka Sternberg

Sociology: Jack Cuddihy
Ruth Sidel "E"

Special Education:

Student Services: Reva Cohen "E"
Madlyn Stokely

Theatre & Film: Joel Zucker
Richard Tomkins

Urban Affairs: Sigmund Shipp
Stanley Moses "E"

Administration: Dean Carlos Hortas
Dean Robert Seltzer
Dean Hugh Scott
Vice President Sylvia Fishman

STUDENTS

Jean Lemaitre
Miriam Fettman
Clarissa Canadas
Andres Demegret
David Wallach "E"
Sandra Rowe
Joseph Severino
Michael Hernandez
Diana Frye
Marta King Schiro
Karen Waithe
Michael Cesare
Deanne Ocher
Shannon Richards
Marie Benoit
Ruth Couch
Danira Munari
Gary Braglia

APPENDIX II

A summary statement of President Caput's report to the Senate is as follows:

He said: " I have three parts to the report today and apologize for the time this may take, but I think you will find it worthwhile. To begin with I would like to wish everyone a Happy Thanksgiving. I know I am a little early but I think it is important that we remember the need to give thanks. I would like to extend personal best wishes to all of you.

CUNY Campaign. We all know how difficult it is to deal with no raises, shrinking income, and concerns about job security. But imagine having no place to sleep, to be in an abusive situation, or simply having bad luck which puts you at risk. Please respond favorably to the CUNY campaign solicitation. This is an opportunity for each of us to return something to our community. Every little bit helps. So, please be as generous as possible.

Third, I would like to congratulate two faculty members who have received extensive publicity in the last several weeks. Prof. McGovern in Anthropology and Prof. McNamara in History were featured in a recent *Chronicle of Higher Education*. Both are involved in important work. One on the impact of climatic changes, and one on the history of nuns and religious orders. Both deserve our congratulations. We were able to get this publicity for two reasons. First, because of the faculty doing the work and the soundness of their contributions, and also because Institutional Advancement's Maria Terrone works hard to help place the stories and arrange the interviews. So, congratulations to all involved.

Fourth, I would like to give you an update on the progress of the Ad-hoc Committee that was reviewing the various graduate programs. I think you all have some vague recollection about the draft report. We have subsequently met on several occasions. Suffice it to say that Hunter led the initial response. Now other campuses are starting to catch up. So, I congratulate you. I don't agree with all the points that were raised, but I do congratulate you on getting this information back and in. About forty pages of concerns that had been forwarded to me left this campus under my signature. I know that Acting Vice Chancellor Martin and President Horowitz forwarded that material to the entire committee. The committee has met in an imperfect fashion. It has decided to convene a group of faculty and students who will have the opportunity to comment and participate in a discussion which is scheduled for December 4th at 80th Street. There will be three panels, and the Graduate Center is organizing the list of invitations. It is an imperfect way to get additional input and discussion. The committee then agreed to review everything in terms of what the report will and will not say. I wish I could tell you that this will lead to a report that you will find more acceptable. I hope that it does, but we will have to wait and see. So, January looks like a busy time for that committee.

I also want to mention a very important topic, and that is the whole question about sexual harassment. As you know, the City University has a very well defined policy. Hunter has a Sexual Harassment Panel which is charged with two aspects. One is to investigate specific complaints that come forward, and the second is the educational role in disseminating information and in trying to make sure that everyone is aware of what the policy is and how to prevent and report incidences of sexual harassment. I am going to ask Bill Mendez and Cindy Heilberger to pass out the brochures which explain what the college is doing. Education is clearly the key to long term deterrence in the elimination of sexual harassment. The Presidents of the senior and community colleges were invited to attend a long training session. I attended. It was the same presentation Bill Mendez uses for the faculty, staff, and student groups which he has been meeting with over the past months. I attended that session also. I am asking that everyone in the community attend the sessions and, more importantly, that you all join with me and the entire community in reporting and eliminating sexual harassment regardless of what form it takes. It will not be tolerated in this college, and we ask for your continued cooperation.

I am pleased to announce that there were eight faculty incentive grants totaling \$3500, and eighteen staff grants totaling \$5600. Those grants derive from gifts given to the college by benefactors. There will be another competition in the spring semester, and I hope that you have the opportunity to compete again.

I know there is a lot of interest about the budget. I am going to defer any discussion on the budget to the next meeting on December 4th. I will be in Albany that morning and, hopefully, we will know more at that point. I will try to give you an update on the afternoon of the 4th.

The second part of the presentation is that you should know that by the end of this year I will have visited each of the various alumni chapters throughout the United States. I have traveled to California, Boston and Florida, and I will be visiting Arizona and several tri-state chapters in the immediate metropolitan area. Each meeting usually involves 30-70 people. While visiting with various groups last year it became clear to me that the alumni were concerned about several things, but two things stood out most in their minds. They were concerned about the quality of education on the campus today, and they were concerned about whether or not their fond impressions and memories about the strength of our students and faculty still exists. In conjunction with John Brundage in the Alumni Office we have managed to come up with a short video which we now take with us on trips. We used it this

past week for the first time. I thought that you might be interested in seeing it. Remember that the audience are usually alumni who graduated over twenty years ago. They have their own image of what the college used to be like. What we are trying to do is to connect, and also to make sure that they understand what the college is today and the connection between the two. The video takes about seven minutes, and I am confident that you will agree that it captures the college's essence. After that is over I will answer questions.

Re: Reorganization Plan

I have been asked to present a rationale for the reorganization of our three existing divisions -- Social Sciences, Humanities and Arts, Sciences and Mathematics -- into a single Arts and Sciences unit. The reorganization document considers this on pages 9-11, but I would like to expand on these particular comments.

First, the main reason for the change is intellectual and academic. I strongly believe that the current Hunter organization fragments knowledge at a time when the arts and sciences need to be part of an integrated approach to undergraduate learning. The combination of Arts and Sciences has these intellectual and academic benefits:

1. It should increase the possibility for integrated learning by reducing a set of organizational impediments involving the divisional structure as well as the relationships of departments who have to move across various divisions in order to accomplish this.
2. It increases the likelihood that academic departments will be more responsive to innovation and change, because there will be more direct competition between the departments and they will not be as protected by the divisional framework.
3. It sends a very powerful message to our students that there is an integrated basis for learning and that it is in fact the arts and sciences.
4. It increases the likelihood of multi and inter-disciplinary teaching and curriculum development. Remember, I said increase, not make possible. It increases the possibility.
5. It encourages a stronger and more unified role for the arts and sciences with the professional programs. Instead of having three divisions that are trying to structure requirements there would be one unified unit, a School of Arts and Sciences that would be dealing with the various professional programs in terms of setting goals and objectives and developing curriculum.
6. It encourages breadth in undergraduate education complimented by the development of critical thinking and communicative skills and communicative strengths. By that I mean it ought to improve the chances for having writing across the curriculum and, in addition, it ought to help foster the interaction between science, humanities and the arts, as well as the social sciences.
7. New and creative funding opportunities will be available while we retain present ones. I believe there are a number of organizations that are looking at integrated learning across the arts and sciences as a critical way to further undergraduate education.

I could go on, but I think these are the major points as far as intellectual and academic justifications.

Now, let me list what I consider to be the administrative reasons for reorganization. As I mentioned earlier I think these are secondary to the academic and intellectual benefits:

1. An integrated arts and science approach should provide for both a more rational and a more equitable distribution of resources. I am not prepared to concede to the argument that the present system leads to a more rational distribution of resources, because within the divisions there are clearly departments and programs that benefit and don't benefit. I am sure many of you are aware of that. So, I am willing to argue that an integrated arts and science approach would permit us to look at the arts and sciences as a whole rather than as three separate parts.
 - a. I think we must face the fact that many of our traditional sources of funding will continue to be difficult to convince to increase their share of funding in the future. Look at what has happened in terms of public support. We also need to be concerned about the decline in federal research support that is occurring, and that is likely to occur in the years ahead.
 - b. We must be very careful and deliberate in allocating position money and be concerned about the overall strength of the arts and sciences rather than the strength of a particular discipline or a particular division. I would argue that our first obligation is to make sure that Hunter College remains a strong arts and science college rather than a college that is known for strength in one or two particular areas. I think we could do that, but I think it means we have to marshal our resources a little differently.
2. The new organization should result in less duplication of efforts. There should be both administrative savings from the elimination of some senior level leadership positions, and savings from economies of scale after changes in areas of communication, electronic information, and other things.

3. Planning across the arts and sciences will be enhanced because we would not have three individuals who have to sit down and decide whether or not to sign on to different things. It puts the emphasis for planning where it ought to be, and it restores the fundamental value of the existing academic department rather than the divisional office as it relates to the arts and sciences.
4. This is very important. The new organization will increase the likelihood that the Provost's office can function in a more strategic way by developing initiatives and major efforts rather than spending time resolving many of the conflicts and problems due to the large number of divisions, programs, and schools.
5. The relative size of the combined divisions would mean that the arts and sciences would continue to be the central focus on campus, rather than the emphasis being on any particular part of the arts and sciences. One of the things we run the risk of doing by having the current divisional structure, is that we dilute the overall impact of the arts and sciences. I think having a unit which is arts and sciences would decrease that from happening.

Now, let me mention several key points for individual faculty and departments:

1. Faculty should find it easier to work in collaborative and inter and multi-disciplinary teaching and research efforts, because now clearance would come from one office instead of two or three offices. In addition, it ought to be possible to look at these efforts across the entire unit instead of looking within each division. So, I think it would be easier for faculty to be able to do this. Again, the emphasis is on easier not on possible, because it is already possible.
2. More resources could be available for faculty positions and support for infrastructure if we can reduce the overall administrative costs. We are all aware of the need for a larger number of teaching faculty and an increase in support for infrastructure. We can do that if we can be creative in reducing administrative costs.
3. Departments could develop a broader array of courses and could more easily work with departments outside of their present division if we go to a single unified unit.

To date I have received a variety of concerns and objections, and I sincerely appreciate the content and manner in which they have been raised. Most of them had already been considered before I reached my decisions regarding the ultimate things that would be in the reorganization plan. Let me try to respond to three arguments that I think are particularly important, in which people have made very strong and impassioned cases.

The first argument is that a single Arts and Science unit would hurt the sciences and the scientific work being done on this campus due to the need for leadership to have specific science knowledge, and because the present division is exceedingly successful in obtaining outside support for both basic research and for minority based science programs. Now, I think that this argument is clearly a genuine and very sincere tribute to the present leadership in the Division of Sciences & Mathematics, as well as in the other divisions. But I also think that a combined arts and science unit does not preclude any of the above. There seems to be an assumption that it is either or. I don't think that is the case. I think that many of the larger institutional possibilities, such as integrating more science and math into the rest of the undergraduate curriculum, stand a better chance for both success and support under the new organization. I see no reason to think that science will be at a disadvantage or that any other area will be at a disadvantage under the new arts and science unit.

The second argument is that change will hamper our innovative interdisciplinary programs and our already extensive interdisciplinary efforts. I would ask why is this the case. I could make just as strong a case that the new organization will make us more attractive for outside support and will increase the likelihood of new and imaginative programs. Why? Number one, we reduce administrative costs. Number two, we make it easier for people to move across various departments in multi and inter-disciplinary teams.

The third argument is the one that I find the most troublesome, and that is the argument that we don't need to change, that all is well. All is not well. Let me repeat that. All is not well. The last ten years should convince each of us that this is not the case. Public support has eroded, and we simply cannot say that we will not change. Rather, we need to be innovative and creative. How can we ensure that the old advantages remain and new ones develop in the proposed new structure? I want to stress that. How can we ensure that in the new structure the old advantages, which I have heard many people extol, remain and new ones develop? How do we ensure the continuity we want and the ability to wisely invest resources, whether they be internal reallocation or new funds? Hopefully, there will be new funds at some point. We accomplish these goals by working together to ensure that the benefits of the present system are continued and improved, and by developing unique opportunities for new benefits. This is done through the planning process. I would like to remind everybody that there is a committee that is about to be appointed that will be working on the implementation plan over the next five months. Then there will be a full year of transition. Let us work together to resolve the concerns, rather than simply saying: no it can't work, or it won't work. I believe that it can, I am confident that it will, and I have asked for your assistance in moving this forward. I will continue to work with you to do so."

CUNYCard
The City University of New York

10/25/96

14:32

2125410379

FEATURE	COST to CARDHOLDER	BASIC/OPTIONAL	BENEFITS
<ul style="list-style-type: none"> • Identification • Library 	<ul style="list-style-type: none"> Lost card replacement cost only No cost 	<ul style="list-style-type: none"> Basic Basic 	<ul style="list-style-type: none"> Easy recognition; multi-use picture ID Easy access to all CUNY libraries; no separate library card required Discount services
<ul style="list-style-type: none"> • Telephone Services • Calling Card (Long Distance Service From Any Telephone) • Off-Campus Dial 1 (Long Distance Service From Home) 	<ul style="list-style-type: none"> Depends on usage; competitive rates 	<ul style="list-style-type: none"> Optional 	<ul style="list-style-type: none"> Discount services
<ul style="list-style-type: none"> • Banking Services (Debit Card) • ATM Transactions 	<ul style="list-style-type: none"> No monthly fee; no minimum balance 	<ul style="list-style-type: none"> Optional 	<ul style="list-style-type: none"> Convenience; establishes banking relationship for student
<ul style="list-style-type: none"> • NYCE Point-of-Sale Purchases From On-And Off-Campus Merchants • Transfers From Other Bank Accounts • Electronic Student Financial Aid Deposits 	<ul style="list-style-type: none"> No cost added to purchase \$.80 No cost 		<ul style="list-style-type: none"> Carry less cash No need to stand in line Carry less cash
<ul style="list-style-type: none"> • Cash-to-Card Purchases • Copying • Printing • Vending machines • Parking 	<ul style="list-style-type: none"> No cost added to purchase 	<ul style="list-style-type: none"> Optional 	<ul style="list-style-type: none"> Carry less cash
<ul style="list-style-type: none"> • Facilities Access • Computer Centers • Science Laboratories • Other Restricted Areas 	<ul style="list-style-type: none"> No cost 	<ul style="list-style-type: none"> Optional (college) 	<ul style="list-style-type: none"> Off-hours easy and secure access

10/25/96

The CUNYCard will serve as an identification card for students, faculty and staff. Cardholders will also be able to choose from a variety of convenient services (see above).

CUNY CIS 57th St

10/25/96 15:25 FAX 2125410379