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

## MINUTES

## Meeting of the Hunter College Senate 23 October 1991

	The 267th meeting of the Hunter College Senate was convened at 4:30 P.M. in Room W714.	1 2
Presiding:	Elizabeth K. Beaujour, Chair	3
Attendance:	The elected members of the Senate, with the exception of those listed in Appendix I.	4 5
	The Agenda was adopted, there having been no objection.	6
Minutes:	The Minutes of October 9th were approved as distributed.	7
Report by the President:	Professor Beaujour informed the Senate that President LeClerc would not be able to attend.	8 9
Report by the Administrative	The Chair presented the report as follows:	10
Committee:	Election of Ombudsman: Reading of list of candidates	11
	The declared candidates are:	12
	Professor Giuseppe DiScipio (Romance Languages)	13
	Professor Jo Kirsch (School of Nursing)	14
	Professor Barbara Hampton (Music).	15
	The floor was open for further nominations, but none were made.	16
	Professor Beaujour reminded the Senate that the actual election would take	17
	place at the November 6th Senate meeting, and that the platform statements	18
	and resumes of the candidates would be included in the mailing for that meeting.	19
	Special Election to fill vacant seats on the Senate: Additional Nominations The additional nominees for the vacant student seats on the Senate are:	20 21
	Victoria L. Kern - Day Kathi Kieffer (Psychology) Day	22 23
	The motion to instruct the Secretary to cast a single ballot in favor of each nominee carried by voice vote and both were elected.	24 25
	Approved Curriculum Changes	26
	The following curriculum changes, as listed in the Report dated 23 October 1991,	27
	were approved as per Senate resolution, and were submitted for the Senate's in-	28
	formation: Items UR-789 (Health & Physical Education), US-788 (Geology & Geo-	29 30
	graphy), US-791 (School of Nursing), US-792 (Programs in Education).	30
Reports:	Report by the Chair of the President's Commission on Campus Climate	31
	Professor David Hodges, Chair of the President's Commission on Campus Climate	32
	presented the following report. He said:	33
	"Greetings and thanks to Professor Beaujour and to the Hunter College Sen-	34
	ate for the opportunity this platform provides for me to make increasingly	35
	more public the existence of the Commission; to express my thanks to the	36 3 <b>7</b>
	several of you who have let me know (some by letters, others by hallway and elevator conversations) of your support for the idea of this Commission,	38
	and (though I have expressed my thanks to them individually and personally)	39
	I welcome the opportunity this occasion provides for me to recognize and	40
	express my thanks in a public forum to the extraordinary group of colleagues	41
	who join me as members of this Commission. Their commitment, their ta-	42
	lent, and the industry with which they have already begun this endeavor in-	43
	spires me to believe that the Hunter College initiative on Campus Climate	44
	may well turn out to be a model. The members of the Commission are:	45

Desmond Eaton, Tamara Green, Shirley Hune, Sherrill-Anne Lovell, Annette

Ramirez de Arellano, Benjamin Ringer, Kenneth Sherrill and Madelyn Stokely.	47 48	
My intent is not as much to give you a report (we've only just begun) as to give you a review of the imperative of campus climate, to place the Hunter College initiative within this context; and to enlist from all of us, participation — without which the very best of this Commission's work will be barren.	49 50 51 52	
Our College shares with other institutions across the nation, the quest for common ground. "Shared values" is sometimes the phrase that is used. The quest for community is probably the most important search going on on college campuses across the nation today. Whatever its eventual outcome, one thing is certain, higher education will be irrevocably affected by the results of this search. Yet within our increasingly diverse institutions, the search for common ground has almost never seemed more difficult, more elusive. The dimensions of diversity are almost staggering – more Blacks, more Women, more Latinos, more Asians and so many other groups that I dare not seek to be exhaustive in citing every dimension of diversity – and within those groups are still other dimensions of just as much importance.	53 54 55 56 57 58 59 60 61 62 63	
With this diversity, by definition, comes different sets of realities.	64	
It is a major failing of our institutions (and colleges share this failing with practically every other institution in our society) that we have not stopped long enough to understand each other's realities	65 66 67	
to listen to each others realities	68	
to care enough about each others realities	69	
And the realities of which I speak are intense and real.	70	
These separate realities are the core of our differences. And the quest for common groundthe search for the ties that bind us, requires us to understand, to really understand, the nature of our differences — how they came to be. Why do our maps of reality vary so greatly? Do we live in the same world? I think the answer is a resounding no. And these differences often confound us, and are the sources of difficult and painful interaction. For me, the most poignant expression of this phenomenon is captured by Countee Cullen in his poem.		
Incident	79	
While riding in Old Baltimore, Head-filled, heart-filled with glee I saw a Baltimorean, Keep lookin' straight at me	80 81 82 83	
Well, I was only eight years old And he was no whit bigger, So I smiled but he poked out his tongue And called me "Nigger"!	84 85 86 87	
I saw the whole of Baltimore From May until September But of all the things that happened there, That's all that I remember.	88 89 90 91	
I dare not believe that Countee Cullen's poem was only about an 8-year old boy who got his feelings hurt when he was called a name.	92 93	
The genius of Cullen's poem was that he articulates by metaphor the intense frustrations of being Black in a world that institutionalizes racial discrimination.		
My reality as a Black person is surely not the <u>only</u> reality to which our institutions must respond. I cite one reality, as I cite the need for us to listen to listen aggressively to listen with persistence, and to listen with a determination to hear.	97 98 99 100	

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There are many other realities. The realities of which I speak are not limi-
ted to race, gender and the other categories to which we are accustomed
when we speak of diversity but the realities to which we must give ear
must include any that affect or are affected by the climate at Hunter Colle-
ge.

We must be concerned about the janitors, some of whom have served the College with dedication and pride for many years. They must not be considered nameless and faceless as we embark upon the search for community at Hunter.

The Commission's work on Campus Climate is to establish a system through which we can help each other to listen to our respective realities by elevating the level of discourse in the quest for <u>common ground</u>.

Common ground, of course, is the goal. But as we seek the ties that bind, we can do so only as we understand the lines that divide.

What recent years have underscored for us is that seldom have we, or other institutions for that matter, stopped long enough to examine the essential social contract that we enter upon when we affiliate with Hunter College as members of the faculty, the staff, and as students.

What are our shared values? What further steps must we take to either deliver upon them, or insist that they be delivered upon? Where are the boundaries of our obligations as we see them? How can we assure that these boundaries be recognized and respected? This is what the Commission will undertake to help us to do. And this work is imperative. But in the final analysis, it is something we must do together. It cannot be done for us.

In the quest to open institutions, to call them to task, to insist on basic fairness and justice, which many colleges have not achieved, are there limits, and what <u>are</u> the limits to dissent and what things square with our responsibilities and duties as a college.

We cannot afford to remain operating on the level of an implicit and widely misinterpreted, misunderstood or altogether ignored contract.

Any progress at all on this matter is beneficial. If it engages the dialogue, even if it only underscores our differences, even if it draws our attention only to the complexities of the problems and not to their solution, it is still worthwhile.

A climate of mutual respect and trust is essential to the life and well being of our College.

Our Commission seeks to help us define and identify for ourselves the factors that enhance and those that impede the achievement of community.

I believe the endeavor the Commission represents is vital. It will require not only the diligence and dedication of the members of the Commission but it will also need the input, perspectives and support of the entire community the Commission seeks to serve. Surely if a college community such as ours cannot demonstrate that we can work together in defining and strengthening the ties that bind us, where else is it more likely to be done, and who else more likely to do it?

The thought or message that captures the spirit that inspires the formation of this Commission's task was so eloquently expressed in another context by my mentor Ethel J. Alpenfels several years ago and her words are as pertinent today as when she spoke them.

"This is the sin of you and me and all of us
To have more power, than we have loved,
More knowledge, then we have understanding,
More information about this earth,
Than we have about the people who live on it,
More ability to fly off to far away places,
Than to stop for a moment and look within the secret
spots of our own hearts
For freedom can be a dreadful word.

	Unless it goes hand-in-hand with responsibility And democracy could disappear from the face of the earth Unless the hearts and the minds and the souls of men and women grow mature."	160 161 162 163
	Thank you for your very kind attention. I would be pleased to answer any questions that you may have about this Commission and this new initiative."	164 165
	Professor Hodges concluded his report by answering questions from the floor.	166
New Business:	Professor Gilpatrick presented the following resolution for Senate approval:	167
	"Preamble Professor Ezra Shahn rightly alluded to the need for Hunter's Senate to become initiators in the great policy issues facing the College. The President's Task Force on Pluralism and Diversity has offered a proposal concerning the undergraduate curriculum, and we are involved in discussing it. We can now benefit from the work of the Task Force and also have the Senate take on a more initiating role—with regard to graduate programs at Hunter College.	168 169 170 171 172 173 174 175
	The Task Force has stated that its long run objective is, "That all courses should include issues of diversity and pluralism. That is, every course taught at Hunter College, where appropriate, should include material that leads to a greater understanding of diversity and pluralism"	176 177 178 179
	Such an approach can be taken with the graduate curriculum. It would require self-study examination by each graduate program, involving faculty and students, to determine how the issues of diversity and pluralism can be reflected in the way the discipline's history is taught, its content, and its impact on society. The professional programs could consider the issues of diversity in the way clients are dealt with and the characteristics of clients in relation to the practice of the profession. The process would require faculty development, but the means are there for undertaking such development. I therefore propose the following:	180 181 182 183 184 185 186 187
	Be it resolved that: The Graduate Course of Study Committee shall, by April, 1992, recommend to the Senate a procedure to ensure that graduate programs reflect the relevant issues of diversity and pluralism in each discipline.	189 190 191 192
	The Committee shall first seek to educate itself on the issues; it shall involve in its deliberations representatives of each graduate program; it shall consider means of promoting faculty development, including funds such as the various faculty awards and the President's Pluralism and Diversity Fund; and it shall invite the participation of programs at Hunter College and other institutions that have already put such programs into place or identified the major areas to be addressed in particular disciplines."	193 194 195 196 197 198 199
	A motion to table discussion of the resolution until the next meeting under "Old	2.00

Business" carried by voice vote.

P.M.

Respectfully submitted,

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Ken Sherrill, Secretary

A motion to adjourn carried by voice vote, and the meeting was adjourned at 5:10