

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 Committee:	The Chair presented the report as follows:	10
	<u>Election of Ombudsman: Reading of list of candidates</u>	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 place at the November 6th Senate meeting, and that the platform statements and resumes of the candidates would be included in the mailing for that meeting.	17 18 19
	<u>Special Election to fill vacant seats on the Senate: Additional Nominations</u>	20
	The additional nominees for the vacant student seats on the Senate are:	21
	Victoria L. Kern - Day	22
	Kathi Kieffer (Psychology) Day	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
	<u>Approved Curriculum Changes</u>	26
	The following curriculum changes, as listed in the Report dated 23 October 1991, were approved as per Senate resolution, and were submitted for the Senate's information: Items UR-789 (Health & Physical Education), US-788 (Geology & Geography), US-791 (School of Nursing), US-792 (Programs in Education).	27 28 29 30
Reports:	<u>Report by the Chair of the President's Commission on Campus Climate</u>	31
	Professor David Hodges, Chair of the President's Commission on Campus Climate presented the following report. He said:	32 33
	"Greetings and thanks to Professor Beaujour and to the Hunter College Senate for the opportunity this platform provides for me to make increasingly more public the <u>existence</u> of the Commission; to express my thanks to the several of you who have let me know (some by letters, others by hallway and elevator conversations) of your support for the <u>idea</u> of this Commission, and (though I have expressed my thanks to them individually and personally) -- I welcome the opportunity this occasion provides for me to recognize and express my thanks in a public forum to the extraordinary group of colleagues who join me as members of this Commission. Their commitment, their talent, and the industry with which they have already begun this endeavor inspires me to believe that the Hunter College initiative on Campus Climate may well turn out to be a model. The members of the Commission are: Desmond Eaton, Tamara Green, Shirley Hune, Sherrill-Anne Lovell, Annette	34 35 36 37 38 39 40 41 42 43 44 45 46

There are many other realities. The realities of which I speak are not limited 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 College.	101 102 103 104 105
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.	106 107 108 109
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> .	110 111 112
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.	113 114
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.	115 116 117 118
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 <u>together</u> . It cannot be done for us.	119 120 121 122 123 124
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.	125 126 127 128
We cannot afford to remain operating on the level of an implicit and widely misinterpreted, misunderstood or altogether ignored contract.	129 130
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.	131 132 133 134
A climate of mutual respect and trust is essential to the life and well being of our College.	135 136
Our Commission seeks to help us define and identify for ourselves the factors that enhance and those that impede the achievement of community.	137 138
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?	139 140 141 142 143 144 145
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.	146 147 148 149
"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,	150 151 152 153 154 155 156 157 158

Unless it goes hand-in-hand with responsibility	159
And democracy could disappear from the face of the earth	160 161
Unless the hearts and the minds and the souls of men and women grow mature."	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
<u>"Preamble</u>	168
Professor Ezra Shahn rightly alluded to the need for Hunter's Senate to be- come 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 Col- lege.	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 re- quire 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 fa- culty development, but the means are there for undertaking such develop- ment. I therefore propose the following:	180 181 182 183 184 185 186 187 188
<u>Be it resolved that:</u>	189
The Graduate Course of Study Committee shall, by April, 1992, recommend to the Senate a procedure to ensure that graduate programs reflect the rele- vant issues of diversity and pluralism in each discipline.	190 191 192
The Committee shall first seek to educate itself on the issues; it shall in- volve 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 Business" carried by voice vote.	200 201
A motion to adjourn carried by voice vote, and the meeting was adjourned at 5:10 P.M.	

Respectfully submitted,



Ken Sherrill,
Secretary