

MINUTES

**Meeting of the Hunter College Senate
14 November 1990**

	The 256th meeting of the Hunter College Senate was convened at 4:25 P.M. in Room W714.	1 2
Presiding:	Jo Kirsch, Chair	3
Attendance:	The elected members of the Senate, with the exception of those listed in Appendix I.	4 5
Minutes:	The Minutes of September 26th were approved as distributed.	6
	The Minutes of October 10th were approved with the following correction on line 146, which would then read: "Based on comments by the Provost on the availability of remedial courses, Prof. Gilpatrick moved that her motion be withdrawn."	7 8 9
Report by the President:	A summary statement of President LeClerc's report to the Senate is attached as Appendix II.	10 11
	A motion was made to change the agenda by moving the Administrative Committee Report to the end. The motion carried by voice vote.	12 13
Committee Reports:	<u>Nominating Committee</u>	14
	Dr. Marilyn Rothschild, Chair of the Committee, presented the two-part report dated 14 November 1990.	15 16
	The floor was open for further nominations.	17
	A motion to close nominations carried by voice vote.	18
	The report was approved by voice vote, and the following were elected:	19
	<u>Undergraduate Course of Study Committee</u>	20
	Student: Pamela Poland - Day	21
	<u>Graduate Academic Requirements Committee</u>	22
	Faculty Alternate: Kate Garnett (Special Education)	23
	<u>Committee on the Budget</u>	24
	Faculty from Education: Susan Higgins (Health&Phys.Ed.)	25
	Students: Dionne Monsanto (Accounting)	26
	Lincoln Ng - Day	27
	Student Alternate: Jean Innocent (Poli.Sci.) Day	28
	<u>Departmental Governance Committee</u>	29
	Faculty Alternate: Ruth Rose (Academic Skills)	30
	Student: Gus Karistinos (Poli.Sci.)	31
		32
	<u>Committee on the Library</u>	33
	Faculty from Humanities: Mohammed Hassan (Black&P.R.St.)	34
	Faculty Alternate: Naomi Miller (History)	35
	<u>Grade Appeals Committee</u>	36
	Student: Sharee Walsh (Poli.Sci.)	37
	<u>Master Plan Committee</u>	38
	Students: Josh Gilchrist (Eng./Honors) Day	39
	Sharee Walsh (Poli.Sci./Soc.)	40
	Kerry Hill (Urban Affairs) Grad.	41
	<u>Review Commission on Distribution Requirements</u>	42
	Faculty: Francesca Sautman (Rom.Lang.)	43
	Darlene DeFour (Psychology)	44
	Alex Alexander (Classics)	45
	Faculty Alternate: Karen O'Brien (Health Sci.)	46

Budget Committee

Prof. Randy Filer, Chair of the Committee, presented the following report. He 47
said: 48

"The Senate Budget Committee has been very active. The budget is not 49
good, it's getting worse, and it is getting worse by the day. We had 50
thought when this Committee was constituted that we would have the lux- 51
ury of 6-8 weeks to debate the priorities of the College for the next aca- 52
demic year. Instead, two weeks into our charge, we were told we had 53
two more weeks to debate the priorities of the College for the Spring be- 54
cause we are going to receive a budget reduction this Spring for the the 55
90-91 approved budget. The College, as were all State agencies, was 56
asked to propose plans for reducing their budget 3%, 5%, and 7% this fis- 57
cal year. It is not clear whether we will have a 3% reduction, or more 58
than a 3% reduction. In addition, the requests from the State's Budget 59
Office came before the environmental bond issue was defeated, and the 60
expectation is that this makes the State budget even worse. Thus, we can 61
anticipate a budget cut of a minimum of 3% of this year's budget in the 62
Spring, with half the budget pretty well spent by the time we get to the 63
Spring. Even if we start now, a third of the budget is already spent. It 64
really amounts to 6% on our operations for the balance of this fiscal year. 65

The question that the Committee is now grappling with is how do we 66
advise the administration of the College community's recommendations in 67
terms of how to minimize the pain. Hunter has already been asked by 68
80th Street to cut its budget a little over \$1.8M, a figure that may go up. 69
There are some preliminary proposals on the table for how this might be 70
done. The College was asked to do this within 36 hours. The Administra- 71
tion has told us that these numbers should be regarded as starting num- 72
bers. The Senate Budget Committee is in the process of debating how 73
we can survive the best. We need your guidance as much as anything else. 74
We can't tell you what we are going to recommend yet, because we are 75
in the process of this deliberation. The real issues are how much do we 76
take out of OTPS, versus how much do we take out of personnel, versus 77
somewhere off in the periphery. You may have noticed in the newspaper 78
that there is discussion from within the SUNY system of whether they 79
will have a Springterm tuition increase. Personnel, OTPS, and income 80
are really the only ways to deal with big money, and we are debating pri- 81
orities among those things. 82

I am reachable at the Economics Department, by computer BITNET at 83
XXMHC, or through the Senate Office, if anyone wants to send their gui- 84
dance. We have been charged to report back some sense of priorities on 85
the part of the community by Thanksgiving, and we are going to do our 86
best to achieve that. We will be able to do so, at least preliminarily, for 87
the Spring. Then we will go back to the bigger issue of the longer term, 88
i.e. orientation, size, and scope of the College. Those issues we had begun 89
to get into, but we have nothing to report because we had to put every- 90
thing on hold when this came up." 91

Professor Filer then answered questions from the floor. 92

In response to questions from the floor, the following additional statements were 93
made by Professor Filer and Provost Struminger: 94

Prof. Filer said: "We need not deceive ourselves when we get past what 95
we are going to do this Spring, that all of a sudden things are going to get 96
better next year. The State funding is going to get worse. I think we are 97
going to see the bad news continuing to come from Albany for the next 98
nine to twelve months at least. We ought to anticipate that there are 99
going to be serious issues to deal with, regarding the size of the College, 100
the level of funding, the price we charge for our services, what we at- 101
tempt to do, whether we can continue to do everything that we are doing 102
now (whether we want to do everything that we are doing now but worse, 103
or do some of the things we are doing now but better). Those are serious 104
philosophical and fundamental issues that this college, for better or worse, 105
is going to be forced to deal with over the next six months. And, please, 106

I ask everybody to work in a spirit of cooperation with this committee, with the administration, and with the College.	107 108
I want to get on record and say that I am very impressed with the level of activism and the quality of discussion that is coming from the students and faculty on the committee. On behalf of the Senate, I also want to get on the record our thanks so far for the enormous cooperation we have received from the administration in terms of providing the immense amount data that we have requested to inform our discussion. They have been forthcoming with anything they can put their hands on, and have been most cooperative. I want to express the thanks of the Senate for that cooperation."	109 110 111 112 113 114 115 116 117
Provost Struminger said: "Due to early retirement Hunter College lost 38 faculty. As of this moment we have no reason to believe that we will not receive what we have been promised, which is appropriate adjunct replacement funds for all of those 38 faculty. That is a discrete budget that has nothing to do with the current budget crisis. It was separate legislation. Unless even more trouble happens, to this point in time we expect adequate replacement for all of those faculty. With regard to the newspaper or other accounts about the numbers of sections that were cut last September. Many of those sections were cut, not because we did not have the funds for them, but because we judged them to be too small to be appropriate for Hunter College to be offering at a time of austerity, and we wished to save some money for the Spring semester. Last semester all sections that were cancelled, were taught as multiple sections for which a student had another option and had registered fewer than ten students. Students were urged to go into different sections. As a result of the cancellation of many sections, we were able to offer additional sections where they were needed. We intend to continue to do that.	118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134
The real problem that does exist and that we need to be concerned about, is the potential for cutting back further on the regular adjunct funding for the Spring, and in the plan that Randy Filer talked to you about as a result of 80th Street's request that we come up with a mock-up plan that would help us save \$1.86M for the Spring. One of the items that we had to look at as a source of savings was adjunct funding. We have not given them a definite plan, nor have they given us a definite target to meet up with. The \$1.86M was hypothetical. It very easily could get worse, as Randy suggested. Since the time they gave us that number the bond issue failed, and that added to the State's revenue shortfall. All of us in the administration are very much aware that cutting back on adjunct funds has a very direct impact on our potential offerings. We have been talking with several of the divisions about how we could gain some additional sections by looking at some of the release time that we offer for some administrative responsibilities. We are trying to cope with a very difficult situation. We could cut deeper into OTPS and temporary service money to protect adjunct money. That is one of the issues the Senate committee and all the other budget committees will be dealing with. I want to assure you that the picture is not as horrendous yet as Prof. Jaworskyj suggested. It may get to be that terrible next year, and we have to be prepared. The big work of the committee lies ahead for what may happen next year. So, we don't need to borrow trouble, it is waiting for us."	135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156
<u>Report by the Provost</u>	157
A summary statement of Provost Struminger's report concerning the establishment of the three task forces is attached as Appendix III.	158 159
<u>Report by Dr. Robert Carter</u>	160
Dr. Robert Carter, Affirmative Action Officer and Special Assistant to the President presented his report. A summary statement of the report is attached as Appendix IV.	161 162 163
Extensive discussion followed.	164
During discussion, Prof. Jaworskyj recounted his own experience last year of having been accused publicly in the College newspapers, and that no mention was	165 166

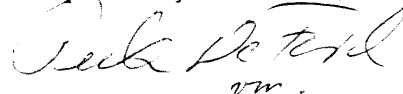
made that he was exonerated from the charge. He then requested that the 167
following statement be recorded in the Minutes: 168

"To be a racist is to exclude oneself from humanity and, consequently, to 169
deny one's own humaneness." 170

After further discussion, Prof. Polsky moved that discussion be continued at the 171
next Senate meeting. 172

A motion to adjourn carried, and the meeting was adjourned at 6:00 P.M. 173

Respectfully submitted,



Ruth DeFord,
Secretary

APPENDIX I

The following members were noted as absent from the meeting:

FACULTY:

Academic Skills:	Jo-Ann Morgan "E" Athlyn Sawyer "E" Robin Soto	Student Services:	Madlyn Stokely
		Theatre & Film:	Ellen Sumter
Anthropology:	John Oates Josh DeWind	Urban Affairs:	Stanley Moses Hilda Blanco
Art:	Wayne Dynes Joel Carreiro Susan Crile "E"	Dean Evelyn Gioiella "E" Dean Hugh Scott	
Black & Puerto Rican St.:	Tony Job		
Chemistry:	Ed Barrett	STUDENTS:	
Classics:	Robert Koehl	Kian Frederick	
Communications:	Sam Fleishman	Eulela Swinton	
Computer Science:	Eric Schweitzer	Evan Camp	
Curriculum & Teaching:	Richard Smolens Alene Smith	Allison Miller	
Economics:	Eric Seeley Howard Chernick	Addis Tadesse	
Educational Foundations:	Marvin Wayne	Jongding Wang	
Geology & Geography:	Richard Liebling Sara McLafferty "E"	Basiliki Kefalas	
German:	Annette Kym "E" Eckhard Kuhn-Osius Gabriela Von Zon	Gus Karistinos	
Health and Physical Ed:	Bob Schleihauf	Jaime Alcaraz	
Health Sciences:	Deborah Blocker "E" Jan Edwards Khursheed Navder "E"	Sherril-Anne Lovell	
History:	James Harrison Naomi Miller Leonard Wallock "E"	Scott Lessard "E"	
Music:	Jana Feinman Paul Mueller "E"	Letitia Hazel	
Philosophy:	Gerald Press "E" Patrick Goodin	Sandy Lee	
Political Science:	Peter Rajsingh	Dynnah Barthold	
Romance Languages:	Juan Gonzalez-Millan	Brenda Hernandez	
Social Work:	Judith Rosenberger Roberta Graziano Elizabeth Landing	Eric Lee	
Sociology:	Mary Curry	Evan Lazarus	
Special Education:	Marsh Smith-Lewis Thomas McIntyre "E" Ana Rossell	Lucia Sternberg	

APPENDIX II

Report by the President

The following is a summary statement of President LeClerc's report. He said:

"I would like to take a moment or two this afternoon to bring you good news from a variety of different points within our campuses.

The first is that Professor Stewart Taylor will be joining the faculty of Hunter College as City University Distinguished Professor in the Spring semester of this year. Professor Taylor is one of America's preeminent biologists and a specialist in Physiology and, more specifically, a specialist in the study of muscle tissue. He comes to us from the Mayo Institute and School of Medicine. This is a very important appointment for us, not simply because of his preeminence in his field, but also because he is considered one of the three ranking African-American biologists in America. Professor Shirley Raps and I went to present his candidacy to the Board committee, and he was approved by the Chancellor and by the Board of Trustees Committee on Faculty and Staff Affairs last week. He will be approved by the full Board at the end of this month, and at that time it will be official. This means that we will have eight distinguished and named professors at the College—up from zero thirty-six months ago. That is very nice for us.

Another piece of good news is that the Wisterion's Chapter of the Alumni Association of the College gave me a check for \$50,000 two weeks ago. The purpose to which this money is to be put is an interesting one, and an important one. It is to bring distinguished Black and African-American scholars from all the various disciplines that are represented in our curricula to the College as speakers. It is an endowed gift to the College. If we invest it, and get about 10% from it a year by way of return, we will have \$5,000 a year to spend to bring such individuals to Hunter as speakers, either in large public meetings like this, or as speakers in classroom settings.

The third announcement is that we will kick off our quarter of a million dollar pluralism and diversity fund with a special event on December 4th in this very room, from 4 to 6 P.M., when Darlene Clark Hine, Professor of History at Michigan State, will deliver a lecture on "American history transformed." She is a brilliant scholar and a dazzling speaker. I hope that not only all members of the Senate, but indeed many members of the Hunter community—faculty, staff, and students—will attend this lecture. This begins our spending of these monies, which we will continue to do over the course of the next five years, in order to help the faculty of the College and the libraries to move forward quickly and well in the area of the diversification of our curricula.

A fourth announcement is that Regina Resnick, one of the great operatic divas of our century and a very devoted Hunter Alumna, will receive an honorary degree at the Winter Commencement on January 24th and will be our commencement speaker. She graduated from Hunter 48 years ago, and in two years we will do a major event as a fund-raiser for the performing arts to commemorate the 50th anniversary of her graduation from the College and the 50th anniversary of her operatic debut. I can tell you parenthetically that when the Assembly Hall was inaugurated 48 years ago, and Franklin Delano Roosevelt cut the ribbon, the student who sang the Star Spangled Banner was an 18 year old Regina Resnick.

Finally, I have been told by Professor Ruth Sidel who chairs the Search Committee for Dean of the School of Social Work, that the committee's work is not only coming along very nicely, but that there are some very good and very serious candidates for that deanship.

Those constitute my remarks for this afternoon. I know you have a long agenda. If you do have questions, as always, I am happy to answer them for you."

APPENDIX III

Report by the Provost

The following is a summary statement of Provost Struminger's report:

She said: "I would like to announce the formation of three task forces. When I came to Hunter a little over a year ago, one of the documents handed to me was the last report by the Middle States Association. I was told that we would have to respond to the criticisms of the College by the Spring of 1992. One of those criticisms was that there seemed to be duplication of effort in the remedial and developmental area, and that we should look at the structure of the way in which we deliver developmental and remedial education. Another concern raised by Middle States was that we were not cognizant enough of the need to do academic planning, and that they would like to see how we were thinking in terms of our own future and, particularly, whether or not we were willing to plan for a more focused approach at Hunter. They told us then that our reach was larger than our wherewithal, and that we needed to consider the vast number of new programs we were forming, and whether or not we had enough funding for them. In addition to the Middle States report, I also read a tremendous amount about the College, and I began to meet with all sorts of committees. Other issues quickly surfaced, with retention being one of the most significant ones. If I had to isolate one item which cuts across all three of these task forces, retention clearly is the issue which unites all of these areas. So, I would like to go through the charge to each of these committees, and then see if there are any comments or questions.

Provost's Advisory Committee to Review Remedial and Developmental Programs.

This committee, which is chaired by Dean Hugh Scott, responds directly to the Middle States report. It also reflects a year of meetings with the very active and well informed remediation committee that is a standing committee at the College, and that I have worked with very carefully in order to learn from them their appreciation of the problems. The problems range in many areas. They include testing, re-testing, access codes, the appropriateness of course levels, the fact that no matter how much money we put into remediation it seems that we never have enough courses, rewards for full-time faculty to get involved in remedial education, the lack of research done in some of these areas, and so forth. About half way into the year, we asked each of the directors of the various remediation programs to present to the group as a whole a sense of where they thought their own programs were—a form of self-study. Those in turn became the subject of further discussion. We discussed possibilities for sharing the kinds of pedagogical techniques and tools tried in one developmental area as a possibility for another. We have to be very visionary and also hopeful in our approach to developmental education. This year we benefited from some additional funding from 80th Street—the freshmen year initiative money—which amounted to \$250,000. This is a tremendous hope for the future. If the program continues, it will enable us to build for the first time a Freshmen Skills Center, which will help students in the Developmental English Reading and Writing sections. In the non-SEEK areas we have, for the first time, access to appropriate computer aided instruction with a model pilot program going on now. I would like to single out Professor Nancy Dean for commendation. She took her last semester as a faculty member here to spearhead this program, and to use her experience in computer aided instruction to teach others how to do it on the Freshmen English level. 60% of our freshmen currently require remediation, and we are working very hard to improve the opportunities for freshmen.

Provost's Advisory Committee to Review Foreign Language Issues

This committee is chaired by Dean Carlos Hortas. It grew out of the remedial committee and a lot of reading that I did. There was an extraordinary amount of material having to do with the needs for English as a Second Language instruction. A lot of data showed that, increasingly, our freshmen student body reflectS ESL needs, and that the trend will undoubtedly continue to grow. Therefore, we started a separate task force. We removed the issue of ESL from the purview of remedial education for now and have focused our attention on ESL and related foreign language issues on the assumption that for many students English is a foreign language. All of the issues that the foreign languages can bring to bear on language training, should be brought to bear on English as a Second Language. The task force is being asked to look into a variety of areas having to do with ESL, as well as to come up with a plan for a completely renovated Language Laboratory. We have also asked the task force to come up with significant recommendations about placement of students in foreign languages, so that we do not continue to allow students to either misplace themselves or

Appendix III (continued):

make faulty judgments in terms of what level of instruction they should enter. Some of these things are already in place.

Whatever the task forces propose to me in terms of recommendation in both the remedial and the foreign language areas, will have to go through the appropriate committees of the Senate. I have asked the task forces to complete proposals before the end of this academic year. It is my hope that many of these issues can be brought to the various committees of the Senate for deliberation by next academic year.

Provost's Advisory Committee to Review Retention Issues.

This committee will be chaired by Dean Everlena Holmes, who took a very innovative approach in thinking about this committee and decided to have a series of small ad-hoc committees working on the appropriate definition of retention for the College. I should tell you that the way CUNY gathers retention data is rather idiosyncratic and does not help us very much. So far, data has only been gathered centrally. We are changing that this year. With our new Director of Institutional Research we are beginning to gather our own data. The way CUNY gathers retention data is as follows. If a student started as a freshman at Hunter and graduates after spending the last three years of their career at Baruch, Hunter gets the credit for having graduated a student. Since the vast majority of our students are transfer students who come to us from two-year schools, all kinds of CUNY institutions are getting credit for what we did. The only people who are credited to us are those who start as freshmen at Hunter and finish at Hunter. That may make some sense CUNY-wide, but it does not make sense for us when it come to being evaluated by Middle States. We are therefore assiduously pursuing a new system of accounting for our retention statistics. Part of the problem for us in terms of accumulating data will be resolved when Dean Holmes' committee proposes appropriate definitions.

These are the three task forces. They have all been asked to do some very sensitive work. The last task force has been asked specifically to review all the policies of the College which have an impact on retention, and to determine whether those policies still make sense. The Senate will be asked to do a lot of thinking about some of these policies, and I look forward to your cooperation with these committees."

Provost Struminger concluded her report by answering questions from the floor.

APPENDIX IV

The following is a summary statement of the report by Dr. Robert Carter. He said:

I have both been asked, and I have sought an opportunity to speak to this body concerning aspects of my new duties as the College Affirmative Action Officer and Special Assistant to the President for Campus Relations.

Permit me to briefly give you some sense of the scope and flavor of what I have been doing over the course of the last two months. I begin by saying, as I have said before, that I have been almost 21 years in the classroom, two months in college administration. I have not forgotten what it is like to teach; and I will go on teaching, trying to be evermore effective at it. In the course of teaching, as one who has worked in radical perspectives, I have been the beneficiary of academic freedom. I am committed to us all—faculty and students alike—continuing to have the equally needed protection of academic freedom.

Some of the problems before my office directly concern teaching or aspects of what is said and how it is said when interacting with students within and outside the classroom. Thus, I view "academic freedom" as "ensuring the right to teach what one believes, to espouse unpopular academic and non-academic causes, to act upon knowledge and ideas as one perceives them without fear of retribution from anyone." Moreover, I view "academic freedom" as a virtue of the university without which the advancement of ideas is not possible.

Yet the modern university is also a place of competing and often conflicting ideas and ideals, of competing and conflicting human groups. These groups are the living expression of pluralism and diversity. And this, too, is a value in the University. Latinos, Asians, women, African Americans and others are an increasing proportion of the national population in general and at Hunter in particular. Women and men students from all racial and ethnic groups from all parts of the world are represented at Hunter. These are the faces of pluralism and diversity. We must not only tolerate, but must celebrate their presence.

President LeClerc has gone even further. In a recent "State of the College" speech, after having talked about some budgetary issues, he had the following to say: "The second issue I'm concerned about is creating a climate of belonging at Hunter for all members of our community. You will notice that I didn't say a climate of tolerance, or a climate of acceptance. Those are both important, and indeed necessary, prerequisites to the more ambitious goal of making Hunter a college where people, regardless of their gender, age, religion, politics, place of birth, race, ethnicity, sexual preference, national origin, physical challenge, or first language belong, and feel that they belong. We have extraordinary diversity at Hunter now. If we play our cards right, we have the chance of moving Hunter to national leadership as a college that can tap into the intellectual rewards—both personal and collective—that can come from teaching and studying in a multi-cultural, multi-racial environment."

Yet, the harsh truth is that most campuses have not yet succeeded in building the kinds of relationships with these students that make them feel valued parts of the College community. And most faculties across the nation do not show even superficial change in composition or complexion that these developments would lead one to expect.

!No wonder the continuing acts of incivility and bigotry on American university and college campuses.

* Witness the racial tension created when a group of white students at the University of Wisconsin held a mock slave auction, complete with white students painted as black slaves and put on the auction block.

* A campus radio station at Michigan State elevated racial epithets and demeaning stereotypes to the level of necessary comic relief and defended their decision under the rubric: "freedom of expression."

* Virulent forms of anti-semitism and ethnic bias are being reported at level higher than at any point over the last ten years. One needs only to note reports from The Chronicle of Higher Education, Carnegie Foundation on Higher Education, or the National Institute Against Prejudice and Violence, or any number of other researches in order to appreciate the magnitude of the problem.

The dialogue must, however, begin. Facts:

* At a recent national meeting of college and university Presidents, one participant explained his frustration this way: "We have growing racial tensions at our place...and little real dialogue on racism..I'm really frustrated about how the University should respond."

* And another President noted that "White, Black, and Asian students have organized themselves into separate worlds." "The 1990s," he said, "would be a time of confrontation."

* The President of a large public university confessed: "I've been around a long time and frankly I'm more worried today than in the 1960s. "Back then," he continues, "You could meet with critics and confront problems head on. Today there seems to be a lot of unspoken frustration which could explode anytime."

How did we get here? Short of the most detailed examination of the socio-historical development of Western and American cultures, I must note briefly two works that begin to provide the larger context for consideration of the need for academic, intellectual strategies of pluralism. I have in mind two books of recent vintage: (a) A book by Martin Bernal (1987) entitled "Black Athena: The Afro-Asiatic Basis of Western Civilization." Bernal's thesis is this: Far from viewing Africans as having made no, or only marginal contributions to human civilization, African ideas are part of the very foundations of Western civilization. And this is manifested in Western science no less its religion and philosophy. Bernal shows how "scientific racism" has systematically distorted serious scholarship regarding Africans and their place in the human family.

The second book is a social history of the United States written by one of my senior colleagues at Hunter College, Ben Ringer, entitled "We the People and Others." This is a marvelous work which "clearly shows the duality in American law and official practice—racism is not an aberration but an integral part of the response to non-whites in American society." [Library Journal.] In this massive and erudite work Ringer shows that Native Americans, African Americans, Latinos [Cubans and Puerto Ricans] were not considered part of the People's domain, but as "others," and were systematically excluded from membership in American society until relatively recently. Even now American law has not fully corrected this exclusion and has trouble viewing non-whites, women, the disabled, and people of different sexual orientations, as carriers of rights compelling respect from all.

What, then, am I charged to do? As I see my role, this means that:

1. I must take care to see that personnel recruitment and selection takes place in a manner that is consistent with law and that gives members of the targeted groups a fair shot at all available jobs at Hunter College.
2. I am charged to work with faculty, students, and staff to foster a climate at Hunter that Values Pluralism and Diversity. We already have the diverse student body. We need to find more effective ways of welcoming them, educating, and thus, graduating the. This entails (a) reducing barriers—more, not less access to courses and to "mainstream" courses; (b) more effective advisement and counseling; (c) review of scheduling where appropriate; (d) mentoring, and (e) financial aid.

Even with, perhaps more especially with continuing budget cuts, this remains the challenge before this college.

3. A third concern in my charge has to do with encouraging the "curriculum of inclusion." In this regard, I return to President LeClerc's State of the College Address in which he says "I want you to know that I endorse the initiative, proposed by the president's Task Force on Pluralism and Diversity, to create a three-course, nine-credit pluralism and diversity requirement in the undergraduate distribution requirement. I hope that the Senate will consider this proposal in the very near future, that it will pass it this year, and that it will be implemented next academic year."

Finally, I am charged to act as the College's Hearing Officer for complaints of harassment on the basis of "race, ethnicity, religion, sexual orientation, gender, or disability."

Thus, I have begun to develop procedures to facilitate fact-finding with respect to such allegations of bias. Any such complaints come to my office. One element of this procedure calls for the creation of an ad-hoc Advisory Committee on Bias to hear complaints of bias at Hunter. The pool of candidates from which such an ad hoc committee is appointed would be based on nominees from the Senate, the Faculty Delegate Assembly, and the Student Governments.

With respect to allegations whose complexity require greater and sustained consideration, the ad-hoc Advisory Committee would be asked to examine and make a "probable cause" determination that will then go as a recommendation to the President. His actions will be in accordance with strictures specified in Article 21.1, section D, or Article 20 of the PSC-CUNY contract in force at the time.

Thus, there is no new process for the ultimate disposition of allegations of bias, no existing procedures or established agreements with employee groups are contravened hereby. We need this or some similar apparatus for allowing our faculty and students to be a part of the discussion, the suggestion of remedy, and general participation in the serious life of the campus community.

In conclusion, permit me to invite us all to face up to the various problems and conditions presently separating us. Let us recognize the beauty of diversity as it is expressed here at Hunter in all its forms. Let us "grasp in our bare hands" the differences that are gender, sexual orientation, religion, ethnic, racial, and language. Let us "break loose from defensive consciousness" regarding these important aspects of human life and struggle to become a vital community. What hangs in the balance is in the words of the poet Adrienne Rich "not abstract justice; it is integrity and survival."

Dr. Carter concluded his report by answering questions from the floor.