

MINUTES

Meeting of the Hunter College Senate
30 September 1992

	The 280th meeting of the Hunter College Senate was convened at 4:30 PM in Room W714.	1 2
Presiding:	Kennth S. Sherrill, Chair	3
Attendance:	The elected members of the Senate with the exception of those listed in Appendix I.	4 5
Report by the President:	President LeClerc stated that he would forego the report in the interest of the important debate that is to go on this afternoon, and that he would give a fairly comprehensive report on the state of the college at the next meeting.	6 7 8
Report by the Administrative Committee:	There was no report.	9
Items Carried Over from Last Meeting:	<u>Continued Consideration of Pluralism and Diversity Requirement Proposal</u> Professor Sherrill informed the Senate that he had promised to recognize Professor Ezra Shahn on a Point of Personal Privilege. Professor Shahn presented the following statement, and requested that it be recorded in the Minutes: I have asked to address the Senate on a Point of Personal Privilege. At the last meeting, my name was mentioned in a context that led some Senators to infer that I was somehow involved in framing the amendments to the Pluralism and Diversity Requirement now on the floor. While I disown any responsibility for the wording and intent of these amendments, I feel I must explain my attendance at two of the series of meetings that were held with the present results. During the past four years I have attended well over a dozen meetings all over the country largely devoted to the issues of general education and curricular reform. I was asked to those meetings to discuss teaching science in a general education context. I left the meetings with an appreciation of the widespread movement to change what is going on in colleges across the country. The essence of this quiet revolution is that "What Matters in College" is far less <u>what</u> is taught than <u>how</u> it is taught, and the <u>conditions under which</u> it is taught. In this view, students are not to be considered vessels or steamer trunks into which is poured or is crammed as much content as possible." Rather, they are to be understood as people with different strengths and weaknesses who are to be assisted as they come to grips with the various disciplines of the academy. Without rehearsing the forms that this argument takes, I will summarize it by saying that more than content, it is pedagogy that characterizes the successful stories that are repeatedly told at these meetings. There is a large literature that supports this conclusion. With this as personal preface, I accepted our Chairman's invitation to participate in a discussion among those people who had chosen to present written responses to the Course of Study Committee's resolution. Indeed, I was surprised and delighted at the active participation of both the President and Provost; in my years at Hunter, this was the first time that I found such an obvious involvement by our senior administrators. We were, I thought, at long last to address the substance of the issue of curricular modification. We might even, I thought, reconsider the findings of the Senate Select Committee on the Distribution Requirement that started its deliberations fully ten years ago, and concluded, essentially, that the current Menu approach to general education was not justified in practice -- at that time we were near the vanguard; now, as we resume our concerns with the curriculum, we are running to keep up with the pack.	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

This, however, was not to be our agenda, and that is the source of my discontent. Rather than "cobble together" a resolution on the Senate floor (with all the discord we have come to accept), it seemed that a small group was to cobble together the resolution in the Senate conference room. Although I sat through two long meetings with this group, I did not agree with their procedures or the direction the discussion followed. I was not informed of subsequent meetings, nor consulted regarding final wording.	51 52 53 54 55 56 57
Finally, in the current discussion we have fallen into the trap of preserving our past to the likely detriment of our future. We seem studiously to have avoided all consideration of what we may wish to accomplish (goals or outcomes) and how this is to be done (pedagogy, or approach) under the cloak of considering the form of what we will require (number of courses, and areas). From this point of view, I was particularly disturbed by the President's comments two weeks ago to the effect — as I heard them — that this was essentially the best that we could do. I must disagree. I have long told people that at Hunter a student could get an education that was second to none in the country. With our strengths, which are many and include an enviable diversity, I am fully convinced that we could create an academic requirement that would also be second to none in the country, and that could serve as a model for others. Not even to consider this is, in my view, a failure. But — again as I heard the President two weeks ago — a negative vote on the substance of the resolution before us was tantamount to a vote of no confidence. Confidence is not the issue, and never has been. As you know, I had prepared and planned to submit a substitute resolution, but under these circumstances I will not do so."	58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75
The motion on the floor was the following paragraph # 3 of the Undergraduate Course of Study Committee proposal:	76 77
3. a course that focuses on the perspectives and contributions of women;	78
Professor Beaujour moved that paragraph # 3 be amended by substituting the following:	79 80
3. a course that focuses on the perspectives and concerns of women and/or issues of gender/sexual orientation.	81 82
After brief discussion the question on the motion to substitute was called and carried.	83 84
The motion to substitute was approved by voice vote.	85
The motion on the floor was Professor Beaujour's substitute amendment.	86
Professor Matthews moved that the motion be amended by substituting the following:	87 88
3. a course that focuses on the contributions and concerns of groups discriminated against on the basis of gender, sexual orientation, age or disabilities.	89 90 91
After discussion, the question on Professor Matthews motion to substitute was called. The motion to call the question was defeated.	92 93
After discussion, Professor Linton moved that the motion be amended to read as follows:	94 95
"a course that focuses on the scholarship embodied in women's studies, disability studies, and gay and lesbian studies."	96 97
After discussion the question on Professor Linton's motion to amend was called and carried.	98 99
The motion was defeated by hand vote.	100

The question on Professor Matthews motion to substitute was called and carried.	101
The motion to substitute was defeated by hand vote.	102
Professor Rubenfeld moved that a roll call be taken.	103
While awaiting a ruling from the Parliamentarian, Professor Rubenfeld withdrew her motion.	104 105
The motion on the floor was Professor Beaujour's substitute amendment.	106
Dean Friedlander moved that the motion be amended by substituting the word "sexuality" for the words "sexual orientation."	107 108
After discussion the question on the amendment was called and carried.	109
The amendment was defeated by hand vote.	110
The motion on the floor was Professor Beaujour's substitute amendment.	111
The question was called and carried.	112
The motion was approved by hand vote and paragraph 3 now reads as follows:	113
3. a course that focuses on the perspectives and concerns of women and/or issues of gender/sexual orientation.	114 115
Professor Wallach moved that the proposal be amended by adding the following new category # 4, and if approved, by changing the introductory paragraph to read " <u>twelve credits</u> " instead of "nine credits," and " <u>four areas</u> " instead of "three areas:"	116 117 118 119
4. a course that focuses on major issues — artistic, literary, practical, or theoretical — reflected in the intellectual traditions of, or principally derived from, Europe.	120 121 122
At this point the meeting time was extended to 6 PM.	123
After discussion, Professor Gilpatrick moved that paragraph # 4 be amended by substituting the following:	124 125
4. a course that focuses on major intellectual traditions principally derived from Europe: cultural, political, or economic, affecting the way issues of diversity have been viewed or dealt with.	126 127 128
After discussion the question on the motion to substitute was called and carried.	129
The motion to substitute was defeated by hand vote.	130
The meeting was adjourned at 6 PM.	131

Respectfully submitted,



Khursheed Navder,
Secretary

APPENDIX I

The following members were noted as absent from the meeting:

FACULTY:

Anthropology: William Parry
Thomas McGovern

Art: Joel Carrera
Ulka Bates
Andrea Blum

Black & P.R. Studies: Pedro Lopez-Adorno

Chemistry: Lou Massa
Pamela Mills

Classics: Tamara Green

Communications: Jay Roman

Computer Science: Virginia Teller "E"

Curriculum & Teaching: Tony Picciano

Economics: Howard Chernick
Temisan Agbeyegbe

Educational Foundations: Joan Buxbaum

English: Karen Greenberg "E"

Geology & Geography: Richard Liebling

German: Eckhard Kuhn-Osius
Suzanne Osborne

History: Barbara Welter

Library: Pamela Wonsek

Mathematics: Barry Cherkas

Music: Jana Feinman

Political Science: Rosalyn Petchesky

Psychology: Peter Moller

Romance Languages: Diana Conchada "E"
Marithelma Costa

Social Work: Jayne Silberman

Sociology: Martin Warmbrand "E"

Special Education: Marsha Lupi

Student Services: Reva Cohen "E"

STUDENTS:

Robert Nisonoff
Michael Luciano
Kristine Mancenido
Efua Morgan
Michael Joseph
Ian Yeager
Rafael Hernandez
Sigrid Cotto
Victoria Kern
Elsa Bracero
Gina Jones
Debra Robertson
Winston Brewster
Simon Kamara
Lewanda Hernandez
Jose Ramos
Damaris Nunez
Rebecca Perez
Dierdre Foudy
Kyle Williams
Helen Pouliasis
James L. Painter
Michael Muyot
Arlene King
Alicen Willis
Amy Kossoy "E"
M. Pauline Herrmann
Dyannah Barthold
Judy Smith

Dean Evelyn Gioiella "E"
Dean Carlos Hortas
Dean Erwin Fleissner
Vice Pres. Sylvia Fishman
Vice Pres. Barry Kaufman "E"