The meeting was called to order at 4:58 p.m.

There were present:

Committee Members:
Hon. Wellington Z. Chen, Chair
Hon. Hugo Morales, Vice Chair
Hon. Rita DiMartino
Hon. Freida Foster-Tolbert
Hon. Charles A. Shorter
Hon. Solomon A. Sutton
Prof. Lenore Beaky, faculty member
President Russell K. Hotzler, COP liaison

University Staff:
Chancellor Matthew Goldstein
Interim Executive Vice Chancellor and University Provost Alexandra Logue

Ex-officio:
Hon. Benno Schmidt

Trustee Staff:
Senior Vice Chancellor and Secretary of the Board Jay Hershenson
Deputy to the Secretary Hourig Messerlian

Cal. No. DISPOSITION

The agenda items were considered in the following order:

I. ACTION ITEMS:

A. APPROVAL OF THE MINUTES OF THE MEETING OF FEBRUARY 2, 2009. The minutes were approved as submitted.

B. POLICY CALENDAR

1. The City College of New York – MS in Sustainability. Interim Executive Vice Chancellor and University Provost Alexandra Logue stated that this innovative program, the first of its kind at CUNY, is designed to prepare students to plan and implement strategies for the sustainability of the development of energy, water resources, air quality, waste management, transportation, construction and urban planning. The interdisciplinary curriculum integrates architecture, engineering and science. This program responds to a growing national need as well as to the Mayor's Office initiative, Plan New York City 2030, A Greener Greater New York, by preparing trained professionals capable of implementing this ambitious plan. The program will train our students on how to bring all relevant tools to bear on the essential problems of sustainability.

Chairman Benno Schmidt expressed his support for this program and suggested that the college consider whether the study of economics should not be an essential element of the program. He noted that a lot of problems that will come up under the umbrella of sustainability will require some economic analysis to make sense of, and it would be worth focusing on that as one of the interdisciplinary legs that the program needs to rest
on. City College Provost Zeev Dagan stated that the college had added a required course in economic sustainability.

2. The City College of New York – MA in the Study of the Americas. Dr. Logue stated that this interdisciplinary program examines ways in which the Americas, including North, Central and South America, have been constructed in the past and redefined in the present. The curriculum introduces students to methodologies from across the humanities and social sciences and includes a foreign language reading proficiency requirement in French, Portuguese or Spanish. The program is being offered through the Center for Worker Education, which now has official status as a division of CCNY, and is geared towards the adult student. The program will prepare students to enter a variety of fields related to international relations, as well as address the needs of those who are seeking an advanced program in order to obtain permanent certification as classroom teachers.

3. Baruch College – MS in Entrepreneurship. Dr. Logue stated that this program builds upon the existing BBA and MBA at Baruch in entrepreneurship. Similar to all MS programs in Business at Baruch, this program is designed for students who seek a concentrated focus on a particular subject area. The program is specifically tailored for students who have backgrounds in entrepreneurial ventures, are part of family businesses, or are interested in starting their own businesses. The proposal includes extensive comparisons with similar programs currently offered within the United States and the New York region. The rigorous curriculum is interdisciplinary and includes courses in management, human resources, marketing, financing and law, as well as internship opportunities.

4. New York City College of Technology – BT in Industrial Design Technology. Dr. Logue stated that this program addresses both the theory and the hands-on experience of industry standard tools that are needed for the field of manufacturing and industrial design. The graduates will possess cutting edge skills in computer aided drafting and design, allowing them to enter careers in the engineering and industrial design fields. They will also be prepared for graduate study in the engineering technology and industrial design fields. The college's own AAS programs in Mechanical Engineering Technology and Industrial Design Technology will articulate with the proposed program. Articulations with other colleges are also foreseen. The program would be housed in the Department of Mechanical Engineering Technology, which already has all the needed state-of-the-art equipment that is relatively new and has at least two year maintenance plans in place.

In response to a question on articulation from the faculty representative on the Committee, President Russell Hotzler noted that an agreement has been signed with LaGuardia Community College and discussions with are underway with Hostos Community College. He added that students from existing programs at the AAS level at Queensborough and Bronx Community Colleges are automatically accepted into the program.

5. John Jay College of Criminal Justice – BA in Gender Studies. Dr. Logue stated that this rigorous liberal arts program combines analytic and research techniques from disciplines in the humanities and social sciences and prepares students for a wide variety of graduate or professional studies. It examines the constructs of gender in the context of social institutions, laws and policies. John Jay College has faculty with relevant expertise in several departments. Two-thirds of the courses are already offered at the college. The program does not require new full time faculty. The college has committed to
maintaining its status as the pre-eminent institution in the fields of criminal justice and forensic science by enhancing its undergraduate programs through the creation of liberal arts majors that will support the skills students need to excel in their chosen professions or graduate work. Gender Studies is a logical addition to the college’s liberal arts curriculum because it queries the institutional linguistic and social practices that determine the different and sometimes unjust treatment given to men, women and intersexed individuals.

In response to a question on articulation from the faculty representative, Dr. Allison Pease, Program Director of Gender Studies, stated that at present the college has completed an agreement with Hostos Community College, but no other articulation agreements have been initiated. She added that the college would certainly work on increasing that number.

6. Hunter College – MFA in Playwriting. Dr. Logue stated that this program will prepare students for careers as professional playwrights. By contrast to the existing MA in Theater which focuses on literary history, theory and criticism, the new program combines literary analysis with a strong focus on creative writing and play production. Every student will have his or her play produced. In addition to its existing high quality graduate faculty, Hunter College plans to recruit prominent critics and writers to serve as visiting faculty. This is made feasible by a generous private donation received by the college in support of the program.

In response to a question from a committee member about the cost of this program, President Jennifer Raab specified that the college received a million dollar grant to name the program, and that it has been working with some of the theater foundations and the playwriting community, and it is optimistic about raising additional funds.

7. Queens College – BA in Chinese. Dr. Logue stated that according to data from the Modern Language Association, Mandarin is one of the fastest growing languages in the United States. This proposed liberal arts program prepares graduates to have a high level of mastery of the Chinese language as well as knowledge of Chinese history, culture and literature. Most students will already have a background in Chinese as heritage speakers, or will have had high school studies in Chinese. Students will be well prepared for graduate studies in a number of fields. An education track leading to initial teacher certification in Chinese is also being planned.

In response to a question on articulation from the faculty representative, Provost Evangelos Gizis stated that while there is no associate degree in Chinese offered at LaGuardia Community College, students joining this program will get full credit for their Chinese studies.

8. Queens College – BA in Classics. Dr. Logue stated that this rigorous liberal arts program emphasizes cultural knowledge in the history, art, literature and philosophy that forms the understanding of the classical heritage of the west. Students will become expert in the study of classical civilizations. Although all required courses will use materials in translation, students may also choose to study Latin or Greek. This program will provide excellent preparation for a number of graduate programs. Queens College already has a highly qualified faculty and all required courses are already offered there.
In response to a question from the faculty representative, Provost Gizis stated that while the college initially shared the concern of studying the classics without studying classical languages, over time it has become convinced that because there are authoritative translations and commentaries on all the works related to classical Greek and Latin, one can understand the culture of these two civilizations without a great proficiency in the languages. Also, there is an expectation that once students start studying the civilization they will become interested in the study of these languages, which this program can provide for them.

In response to a question from Trustee Charles Shorter, Dr. Logue stated that the program focuses more on classical history and literature, and this is similar to programs for the study of histories of other eras, where students do not necessarily read it in the original language. The program is called Classics because it is the period of the Romans and the Greeks, but it does not—and it is not uncommon in classics majors these days—require students to know Latin or Greek. Provost Gizis reiterated that the emphasis of this program is not on classical literature, but on the culture. Students can study the history and culture, without mastery of the language.

Trustee Shorter wanted the record to reflect his concern about teaching the classics without a basic classical language requirement. Dr. Logue noted that Queens College already has degree programs in the classical languages. So if students were interested in the language they could take the language major, and if they were more interested in the history and culture they could take this major.

Prof. Lenore Beaky suggested that the college consider requiring a year of either Greek or Latin, as she found it difficult to imagine a student really understanding Roman culture without knowing some of the language and being able to read in the original.

Chairman Benno Schmidt suggested a friendly amendment to the execution of this resolution, whereby the faculty who have been in charge of formulating this excellent classical studies major consider whether a year of Latin as an essential element of the major would strengthen the academic quality of the major, and report back to the Committee at some point with their conclusion.

Following discussion, items I.B.1 through I.B.8 were approved for submission to the Board.

II. INFORMATION ITEMS:

1. Board of Regents’ Approval of the CUNY Master Plan. Dr. Logue stated that Committee members may recall that the Board approved the CUNY Master Plan for 2008 to 2012 last June. It was then sent to be considered by the New York State Regents who reviewed it at meetings that they held in January and February, and then invited CUNY representatives to come in March to discuss it with them. The Regents had three concerns: one was teacher preparation; another was college readiness, in the University’s interaction with the public schools; and the third was performance gaps—that at some colleges the students from under represented groups do significantly less well than other students. CUNY’s representatives were very frank about CUNY’s strengths and its ongoing challenges and they emphasized the importance of obtaining and using good evidence. In conclusion, the Board of Regents voted unanimously for CUNY’s Master Plan.
2. Enrollment Management Update. Dr. Logue stated that there is a great deal of evidence that CUNY’s enrollment will increase enormously next fall, even more than it was this past fall. This is due to two factors: the University’s increased reputation, and the economic situation. For the past several months CUNY is running 11% ahead in applications to both senior and community colleges for next fall as compared to the previous fall. That includes a 30% increase in transfer applications from outside the University for next fall. The majority of the enrollment increase this spring compared to last spring was due to increased retention. CUNY is both getting more new students and retaining more of its existing students.

The University has now had three phases of fall '09 admissions. It is important to note that the number of students who get admitted in each phase is dependent both on the number of applications received, the quality of those applications, and also on how fast the applications are processed. The University is now processing applications twice as fast as last year, due to an increase in staffing in admissions, and also increased efficiency.

Through Phase 3, for fall '09 admissions, looking at all admissions, both transfers and new freshmen, compared to the third phase for fall '08, the senior colleges have admitted 10% more students, the comprehensives have admitted 39% more students, and the community colleges have admitted 61% more students. There are indications that not only is CUNY getting more applications but that both retention and yield may be up. There is no question that next fall the University is going to exceed its previous all time enrollment record, which was a 253,000 headcount in credit bearing courses in 1973 when tuition was free.

The University is continuing to meet and plan on how to deal with this record enrollment. Both the spring President's Retreat and a recent special meeting of chief academic and administrative officers system-wide focused on this topic. The administration has already met once with each senior college individually, and is about to meet a second time with the community colleges, which is where the brunt of the pressure is falling. The increased admission standards at the senior colleges helps to keep their enrollment from growing too much, but that means more students get rejected and, therefore, want to go to the community colleges which already have more applications. The administration is determined to do everything possible to maintain access while also maintaining quality, which is absolutely essential.

The University is continuing to consider the possibility of not admitting students for the fall up until the very end of the summer, cutting it off somewhat sooner, which also will provide for more time to test the students, to place them if they need remediation in proper classes, find good instructors for them, and to get them in the right kind of classes. The University is also formulating plans in cases when students apply at the end of August for the fall. Options include offering such students a fall experience that would address any remedial needs they might have and have them come in January, just as it is done in the summer for students who are coming in September. This situation is totally unprecedented for CUNY.

Trustee Shorter wondered what would be some of the steps that are being planned to mitigate the issue of such a huge increase at the community college level. Dr. Logue
stated that CUNY is looking at providing the community colleges with additional funding to use for incoming students. Some steps that the University is taking include working with colleges to make sure that as many faculty are hired as possible, which is really essential. Also, a great majority of the students who come to the community colleges have remedial needs that will be helped through the University’s many summer immersion programs.

Chairman Schmidt stated that an 11% increase on a base of 250,000 students—and even larger percentage increases possibly in the community colleges—are not sustainable. This is going to require CUNY to make a very fundamental assessment. The Cal State system has said they are not going to take certain students who would otherwise have been automatic admits into its system under their previous practice for decades. Likewise, with the University of California. CUNY certainly does not want to do that, but it has a funding situation that takes no account of its enrollment. Such an influx has the potential to really disorganize the University’s academic mission. Board committees need to work with the Central Administration to develop a strategy so CUNY is not just being inundated at a time when it is already terrifically overcrowded and already terrifically understaffed in terms of full time faculty. These percentage increases have got to make us raise fundamental questions about CUNY’s academic mission, and its responsibility to the state and the city. This is a very serious and very fundamental issue for the Chancellor to grapple with as we can not solve it in the way that CUNY is financed. This situation has been very strongly emphasized in the conversations that the Chancellor has had with the Governor and the Mayor and others. Public policy players are aware of it, but they have not created a financing system that deals with this problem rationally.

Trustee Freida Foster-Tolbert wondered if CUNY was looking to systematically increase its online offerings. Dr. Logue stated that the University is looking into increasing online courses greatly, as well as hybrids where only one part of the class is online. One of the ideas that have come up during meetings with senior administrators CUNY-wide is that if a college has two hybrid classes which both meet Tuesday-Thursday at the same time, the college could use only one classroom, but have two classes, while continuing online the rest of the time.

Chancellor Matthew Goldstein stated that the real issue is: does CUNY have the capacity to really give the kind of academic experience and the level of quality that we have worked so hard over the past few years to embed into the culture of this University? This is a real challenge. CUNY cannot keep up with managing full time faculty at the levels with respect to this big growth. The University also has physical limitations on its campuses. New students are coming in and the University just cannot continue with having the resource base that it does without making some adjustments on how to engage with students and how to admit students to various campuses and various programs. This is something that is being discussed in great detail with much participation not only with the presidents and with central administrators, but with faculty groups as well.

Chancellor Goldstein noted that when the marketplace is looking at CUNY, it is seeing a University that has really taken on some very serious issues and changed policies and ways of operating and embedding standards. As a result of that, CUNY is getting this large flow of students and it is this balance of moral imperatives to give students an opportunity to study, but on the other hand just inviting them to study and knowing that it
does not have the capacity to engage academically at a high level, is pushing in the other
direction. It is this balance that the University seeks to have some equilibrium on.

2. Planning for the Proposed New Community College. Dr. Logue stated that in February of
2008, Chancellor Goldstein asked Senior University Dean John Mogulescu to explore the
possibility of CUNY opening an additional community college. In a small part, this was to
address the growing enrollment, but the truth is that the size of this proposed community
college is actually only a fraction of the University’s total growth per year. More of the
reason was to determine if a new model of a community college could significantly
increase student success, especially graduation rates, which are a national issue across
community colleges. Under Dean Mogulescu’s leadership, a concept paper was
formulated for the new community college that had the following innovative features: it
would have a limited number of programs with established articulation agreements or
joint registration with the senior colleges, and all the programs would share a common
theme of creating and sustaining a thriving New York City; it would have a significant pre-
college component and required admissions interviews and a summer program; it would
involve integration of academic and student services working very closely together; it
would involve integration of college credit and developmental or remedial education
during the first year; and, there would also be an office of partnerships that would exist as
part of the new community college which would have New York City as a site for applied
learning and internships. One of the things that have engendered a lot of discussion is
that it would require full time enrollment in the first year.

Dr. Logue noted that in January 2009 the Chancellor authorized phase 2, the actual
planning of how the new community college would be formed in all respects, and the new
community college steering committee has already held its first meeting and has the goal
of having the new community college possibly opening in just a couple of years. In
addition, a few weeks ago the Gates Foundation announced that it is awarding CUNY a
grant of over half a million dollars in order to assist with the planning for this new
community college. There has been a lot in the news about CUNY proposing this new
community college because it is innovative and the University is hearing a lot from all
around the country about what it is trying do. CUNY is doing something different than
anybody else is doing. It is using research as part of this, the best research that is
available on what is the best way to structure the college in order to get the most possible
success for the students.

In response to questions from Committee members, Dr. Logue stated that planned
maximum enrollment at the proposed new community college would be 5,000 FTE, and
that it would be located in midtown Manhattan. CUNY’s enrollment pressure at the
community college level is the largest in Manhattan, so that is one of the reasons we
want to put it in Manhattan. The plan is to place it into the building that John Jay College
would be vacating when its new building is built, but this may take longer than when the
new community college is ready to open. Dr. Logue added that proposed new
community college’s planning document includes a curriculum of proposed majors or
concentrations. The planning committee is now reconsidering these, as the economy
has changed since this document was originally written.

Chancellor Goldstein noted that the concept paper has now taken the second stage.
There will be ongoing discussions with faculty and administrators about the site, financial
needs and curriculum of the proposed new community college. Starting a new college is
a big deal in New York State, and a lot of things will be under consideration with the State
Education Department and the Board of Regents. A lot of inquiries have been received from people across the nation who are excited about the prospect of a fresh look at how to educate community college students, because the academic community is deeply frustrated by the fact that while faculty are up to the task, only relatively few students get their degrees, doing so after six years.

At Chairman Schmidt’s suggestion, Dr. Logue stated that Committee members would be provided with a link to the website for the new community college which contains the concept paper and other planning documents.

The meeting was adjourned at 5:52 p.m.