The meeting was called to order at 5:07 p.m.

There were present:

**Committee Members:**
- Hon. Wellington Chen, Chair
- Hon. Hugo Morales, Vice Chair
- Hon. Rita DiMartino
- Hon. Charles Shorter
- Hon. Sam Sutton
- Prof. Karen Kaplowitz, faculty member
- President Russell K. Hotzler, COP liaison

**University Staff:**
- Chancellor Matthew Goldstein
- Executive Vice Chancellor and University Provost Alexandra Logue
- Vice Chancellor Gillian Small
- Interim Vice Chancellor Peter Jordan

**Trustee Staff:**
- Deputy to the Secretary Hourig Messerlian
- Ms. Towanda Lewis

The agenda items were considered in the following order:

**I. ACTION ITEMS:**

**A. APPROVAL OF THE MINUTES OF THE MEETING OF JUNE 7, 2010.** The minutes were approved as submitted.

**B. POLICY CALENDAR**

1. **The City University of New York – Rescission of Requirement that CUNY Degree Candidates Pass the CUNY Proficiency Exam (CPE).** Executive Vice Chancellor and University Provost Alexandra Logue stated that the CUNY proficiency exam was approved by the Board in 1997 and first implemented in 2001. Its purpose was to certify that students who have accumulated 45 academic credits were ready for upper division work. Because every student must pass it in order to graduate, it is a high stakes exam. In November 2009 the Chancellery convened the CUNY Proficiency Task Force to conduct an evaluation of the CPE's efficacy. The Task Force has recently issued its report. After prolonged discussions and careful data analysis the Task Force came to the conclusion that although the CPE served a valuable purpose at an earlier stage in CUNY history, when it was important to demonstrate that students moving on to upper level courses were qualified to do so, it has become redundant as a certification exam. Pass rates are closely correlated with grade point averages and an overwhelming proportion of students who take the exam pass it. Also, as a locally designed and administered exam, the CPE results cannot be compared to those of other colleges and universities. In addition, because it is given once to each student, it cannot measure how much students learn at CUNY. Finally, the rising costs of administering the CPE, nearly $5 million this year, present a concern. Therefore, the administration proposes that the use of the CPE as a certification exam be discontinued immediately. The Central Office of Academic Affairs, in consultation with faculty, will explore the possibility of instituting a nationally normed, psychometrically sound, exam that measures the value added by a CUNY education. Further, it is
important to recognize that no single test instrument taken in isolation can fulfill all assessment purposes. Effective assessment requires a battery of different tools in accordance with each program's needs and goals.

In response to a question from Trustee Charles Shorter, Dr. Logue explained that only CUNY uses the CPE exam and that is one of the reasons why it is so expensive. The vendor is not able to spread the cost among other colleges and universities. The vendor has a monopoly and charges CUNY a great deal of money, and were the University to continue using the CPE it would be even more than $5 million next year. Other colleges and universities are using alternative exams, which are much less expensive to administer and that are nationally normed, and that measure value-added in that they are given at the beginning of students' careers and at the end of students' careers at the college or university so that, those institutions can determine how much a student learns there. The cost for a non-CUNY institution is going to vary depending on how big that institution is, how many students it has, how the institution uses the test, and which test it is. CUNY has done some estimates for the usage of an alternative test and estimates that its cost would be no more than $1 million a year.

In response to a question from Prof. Karen Kaplowitz, Dr. Logue noted that there are a number of practices that were instituted at the University to help prepare students for the CPE. One is Writing Across the Curriculum (WAC), and another is Writing in the Disciplines (WID). These are programs that are well established across CUNY. In the ten years since the CPE was instituted all but three colleges have made writing intensive courses a degree requirement. All colleges offer many sections of writing intensive courses every semester and some majors have been designated as writing intensive. It can be said with great certainty that CUNY now takes writing and critical thinking skills very seriously. WAC and WID will remain in place with strong backing from the Office of Academic Affairs. In addition, colleges will continue to focus on developing these skills through individual course work, including specifying learning outcomes in the major, and learning outcomes in general education as well. Just because the CPE is being discontinued does not mean that CUNY is discontinuing its emphasis on all of this.

Dr. Logue noted that another change that has happened in the past ten years since the CPE was instituted is that CUNY’s accreditors, such as Middle States, have placed greater emphasis on learning outcomes and evidence of learning outcomes. Middle States had occasionally noted the usefulness of the CPE but they have been interested in the course and program assessments that the faculty have started doing in the past ten years.

Dr. Logue stated that the University is going to be looking for an alternative test that will be used primarily for assessing general education knowledge and that will enable each college for the first time to be able to measure learning gains at that college, which will be a big advantage. The colleges also provide support for student skill development through their learning centers, writing centers, math centers and basic skill centers. It is true that the CPE preparation that was offered in such centers will be discontinued, but the centers are not being discontinued. This means that the resources that were previously used to specifically prepare people for the CPE test can now be used for other purposes that might perhaps be more educationally valuable. Many colleges have encouraged students to form study groups to prepare for the CPE, and the facilitation of study groups and peer mentoring will continue at the colleges.
Dr. Logue added that the Office of Institutional Research is going to be maintaining a library for test forms of the CPE, so that if a program, say a writing program, wanted to use the CPE for assessment, the test forms will be available and the Office of Institutional Research will provide assistance with training faculty to score the test, and technical advice and also data for benchmarking should programs wish to use it.

Following discussion the item was approved for submission to the Board.

2. Kingsborough Community College and Brooklyn College – AS/BS Joint Program in Earth and Planetary Science and Geology. Dr. Logue stated that this dual/joint program provides a seamless pathway for Kingsborough Community College students wishing to enter the existing four year degree program in geology at Brooklyn College. After earning their baccalaureate degree, students will be ready for entry level positions in the geotechnical industry as well as with governmental agencies such as the National Weather Service. Students will also be well equipped for continuing their education at the graduate level, for example, at Brooklyn College, which already offers a masters degree in geology.

Following discussion, the item was approved for submission to the Board.

II. INFORMATION ITEMS:

A. Report by Executive Vice Chancellor and University Provost Alexandra Logue

Dr. Logue stated that her office is conducting a reexamination of some CUNY-wide policies that relate to the academic structure of the University as a whole and in the coming months and beyond will be recommending changes in such policies that will enhance the learning and success of students, sometimes saving significant amounts of funds as well. The aim is to increase standards for student work while at the same time insuring that the University functions more efficiently; and to enhance the ability of students to move easily through the system to obtain a valued and valuable degree. There has been an example of one such action at this meeting, the rescission of the requirement for each CUNY student to pass the CPE. As mentioned earlier, if that resolution passes at the November 2010 Board meeting, a CUNY-wide committee of experts will be immediately constituted to identify a new assessment test for the students. The University is committed to carefully assessing the learning of the students and doing it in a fiscally responsible and accountable way, while maintaining high standards of educational quality. Another example of such an action, one that happened last year, is when the Board approved the ability of City College and Hunter College to jointly offer PhD degrees with the Graduate Center, and for City College to offer the PhD in Engineering instead of just the Graduate Center being authorized to offer such degrees. CUNY has since established a policy in which any campus could, with Central Office approval, offer professional doctorates, such as the Doctor of Public Health degree, the Doctor of Physical Therapy degree, and the Doctor of Nursing Practice degree.

Dr. Logue added that together these are actions that are allowing the campuses to evolve so as to fill their individual best niches within the overall mission of CUNY. But much more needs to be done. Retention and graduation rates, particularly at the community colleges, are too low and are not increasing quickly enough. Of the students who do graduate too many of them are graduating with too many excess credits beyond the number needed for graduation. This prolongs their entry into the workforce and/or graduate programs, costs students extra money, and uses up CUNY’s valuable resources. Some of these issues are due to problems associated with students transferring from one CUNY campus to another. Despite the best efforts of this Board and of the CUNY administration, the intra-CUNY transfer policies are often impenetrably complex and
stultifying. Similarly, policies regarding who must enter remediation and how students can exit remediation, are bewilderingly discrepant across the CUNY campuses, and how students with remedial needs are admitted to the campuses can sometimes present these new admits with a maze of unpalatable choices. Moving students as expeditiously as possible through their programs to degree completion is also a function of course availability. As a university system CUNY can do a better job in making courses available to all students no matter on which campus the students reside. This is one of the reasons that the University is working hard at increasing online courses and hybrid courses. Hybrid courses are ones that are partially online and partially face-to-face. Hybrid and online courses, although technically associated with a particular campus, can be of use to students from throughout the system. At the same time CUNY is entering into a new phase of its recent partnership with the New York City Department of Education, engaging in specific actions that will better insure that public school students coming to CUNY are better prepared for college level work. This work has recently been funded by a $3 million grant from the Gates Foundation.

For all of these reasons, in the future Trustees are likely to see policy change proposals that relate to how students enter CUNY, how they are placed in college level or remedial courses, how they move among the CUNY campuses, and how they receive credit for prior CUNY work. The Office of Academic Affairs looks forward to working together with this committee to make the University’s goals a reality through systematic evidence-based change, and very much appreciates the committee’s input and support in this work.

In response to a question from Committee Vice Chair Hugo Morales, Dr. Logue explained that of the students who enter an associate program at CUNY as freshmen, 30 percent graduate six years later. This percentage is very similar to that of other urban community colleges.

Dr. Logue referred to the CUNY Institutes and Centers report distributed around the table and stated that 149 were listed. The total funding for these centers and institutes is approximately $92 million, and excluding capital funds it is about $85 million. About 85 percent of the $85 million comes from sources outside of CUNY. In fact, most of them are receiving much more external than internal funds. Those that are not usually have extensive activities involving education of students, and of actually giving courses.

In response to questions from Trustees Shorter and Sam Sutton, Dr. Logue explained that a center is an entity that functions only on one campus and an institute is an entity that involves activity from several campuses, although it has a home base. They generally have a director who reports on that campus. New centers come as information items to this committee, and institutes come to this committee as action items for approval. Some, but not all of the institutes have boards.

Prof. Kaplowitz noted that at John Jay College these centers draw on the expertise of the faculty and enable faculty to work together, create research, disseminate the research, hold conferences, and give talks, and seek funding. It is a way of including students, and many are engaged, especially undergraduate students, in the research with faculty. Reports are generated, papers are published. These are not entities that can be measured by dollars, but by a larger construct of both what they contribute to the college and to the world in terms of knowledge and the opportunities it gives faculty and students to share knowledge and create knowledge and then disseminate knowledge. Thus they serve an invaluable purpose, though they should still be self-funded if possible.

Trustee Shorter stated that the list of centers and institutes was presented to the committee as self-funded, but if some of them end up being funded through the state at a time of severe budget crunches, the University should rethink its approach to this matter and make a recommendation to the committee.
Chancellor Matthew Goldstein stated that in the last two years CUNY has lost over $200 million in its operating budget. The Governor's proposal to close a $250 million gap never materialized and on top of this there is another $20 million which CUNY may be required to generate from labor savings. When the budget is adopted for 2011-2012, there will most probably be a nine figure cut, and part of the problem that we have is that we have an outgoing administration that is developing a budget, and everyone is facing severe stress in this financial world. CUNY will be able to manage, in part, because two and a half years ago the administration appointed three working groups, an operating working group, a working group connected with monetizing the University's physical assets, and a working group that looks at CUNY’s operating guidelines and how those guidelines might be adjusted to allow for more efficacious spending. The administration will be coming in with a spending reduction program along with a revenue enhancement program to deal with the budget cuts that it anticipates receiving. CUNY is unalterably opposed to retrenchment, saving jobs is a number one priority, and number two is maintaining the vibrancy of the academic life of the faculty. As it relates to centers and institutes, the University does not spend a lot of money out of its budget, but it is looking at savings on centers and institutes as well. Clearly if a center has indicated that it will generate resources and this does not happen, it may get a pass for a couple of years, because of the academic and intellectual vibrancy it brings and one can not necessarily put a tag on that. The budget that we use now to support centers and institutes is on the list of savings that the administration will be bringing to the Board in November. It should be noted that the little that is spent is a great investment to attract external money, and some of the most able and promising scholars, and it is a great investment to burnish the reputation of the University. It is not a burning issue relative to other major items in CUNY’s budget.

In response to a follow up question from Trustee Shorter, Dr. Logue stated that some of the centers and institutes have primarily educational functions, in which case they would be giving courses and certificates.

B. Amendment of Section 6.2.c of the Board Bylaws

Dr. Logue stated that this resolution clarifies Section 6.2, which specifies that a person holding a tenured position in another institution may be appointed at CUNY with immediate tenure at the Board's discretion. Such practice is common at institutions of higher education across the U.S. However, because the current Bylaws language omits the specific mention of the associate professor rank, this led to two different processes for appointments with immediate tenure—when the appointment was to the rank of full professor, and when it was to the rank of associate professor—creating unnecessary bureaucratic hurdles for the campuses and unnecessary action items for the Board. The new language will streamline the process. Notice of this amendment was given at the September 27, 2010 meeting of the Board of Trustees. The amendment will be voted on at one of the upcoming meetings.

C. Report by Vice Chancellor Gillian Small

Dr. Gillian Small stated that it is critically important to the University to insure that the campuses are attractive and supportive institutions in which to study and perform research so that they can develop, recruit and retain the best and brightest students as well as faculty from across the country. Over the past several years CUNY has made great strides towards that end. In order to support the research of faculty and students it is clearly essential to provide state-of-the-art facilities. Until recently the University’s science facilities were in ill repair or outdated at many campuses.
Dr. Small noted that over the next five years or so and currently CUNY is projected to spend well in excess of a billion dollars on construction and modernization of science facilities including new science buildings at many of the senior campuses as well as refurbishment of science facilities at many other CUNY campuses, also building new buildings at several campuses that include as part of that building new science facilities. This is all being done under the sterling guidance of Vice Chancellor Iris Weinshall. The centerpiece of this effort is the CUNY-wide Advanced Science Research Center (ASRC) which is a two-phase plan. The first phase consists of a 200,000 square foot building that would support high-end research in five emerging science disciplines: photonics, nanoscience, neuroscience, structural biology and environmental sciences. High-end core facilities and instrumentation will allow scientists from across CUNY to expand the scope and scale of their research endeavors. She stated that the University has also recently established a CUNY Energy Institute. Although it is located at City College as its home campus, it includes faculty from across the University. The institute is directed by one of our newer hires, Distinguished Professor Sanjoy Banerjee, who is developing innovative approaches towards sustainable energy strategy. The institute recently competed successfully for highly prestigious grants from the Department of Energy to support its efforts in developing new battery technology. Overall the Energy Institute has attracted over $6 million in funding in the two years since it was established.

Dr. Small noted that the quality of the faculty is clearly essential to achieving the most innovative teaching and research in the sciences. Since 1998, CUNY has added more than 1,200 new full-time faculty to its ranks, in part by selecting targeted areas, such as those to be supported in the ASRC. Continued cluster hiring in designated disciplines is infusing these areas with highly talented faculty. The University has also been engaged in building scientific communities across the campuses. As part of these efforts workshops and forums have been held constructed to bring CUNY faculty together to review and discuss each other's research in a casual setting. Outside speakers and representatives from federal funding agencies have also been invited to these sessions to validate the quality of existing programming and to provide a sense of what the future holds in the funding pipeline.

Dr. Small stated that it is critical to engage students in research at the earliest possible stage and encourage that interest throughout their careers at CUNY. To this end the University has launched a number of initiatives that include a new CUNY undergraduate summer research program that provides an opportunity for a number of students to have an extensive research experience with one of the faculty for ten weeks during the summer. The students come once a week for a research seminar or training session at the Macaulay Honors College. In addition to that many campuses have their own summer research opportunities for students. Also, last year the University launched an annual CUNY Nobel Science Challenge that asks undergraduate students to write an essay that describes the science behind the prizes awarded by physics, chemistry, physiology, medicine, and economics that will make that science accessible to the lay person. This challenge has raised a great deal of interest from undergraduates and from all disciplines, not just the sciences.

Dr. Small noted that research has also become one of the keys to economic development and CUNY is expanding its role in facilitating the economic development and prosperity of New York City and state by promoting public benefit from the commercialization of technologies emerging from faculty research. This may include the creation of new startup companies as well as encouraging collaboration between the University and industry. CUNY is currently engaged in fostering external research collaborations both with other academic institutions and with industry. One example stemming from the IBM Smarter Cities initiative led to the formation of research teams from CUNY, NYU, and IBM, working on issues around energy, water, security, and transportation. The University has also signed a Memorandum of Understanding with the Director
of Brookhaven National Labs with a goal toward increasing the use of their facilities and expanding interactions of CUNY students and faculty with Brookhaven.

Many other initiatives were supported at the University over the past few years and they are clearly paying off. Ten years ago the total external grants and contracts at CUNY was $214 million and in 2010 it was almost double that, approximately $410 million. Regarding research specifically, which is mostly federally-funded, in 2000 the external grants total for research at CUNY was a little under $50 million, but in 2010 it tripled, bringing in approximately $152 million. Much of this increase has come in the last few years and pays tribute to the many wonderful and distinguished research-active faculty and their students currently at the University.

The meeting was adjourned at 5:44 p.m.