The meeting was called to order at 4:57 p.m.

There were present:

Committee Members:
Hon. Wellington Chen, Chair
Prof. Karen Kaplowitz, faculty member
Mr. Louis DiMeglio, student member
President Russell K. Hotzler, COP liaison

Ex-officio:
Hon. Philip A. Berry

Trustee Observers:
Hon. Cory Provost
Hon. Sandi E. Cooper

Trustee Staff:
Senior Vice Chancellor and General Counsel
Frederick Schaffer
Deputy to the Secretary Hourig Messerlian
Ms. Towanda Lewis

University Staff:
Chancellor Matthew Goldstein
Executive Vice Chancellor and University Provost
Alexandra Logue
Vice Chancellor Frank Sánchez
Vice Chancellor Gillian Small

Cal. No. DISPOSITION

The agenda items were considered in the following order:

I. ACTION ITEMS:

A. APPROVAL OF THE MINUTES OF THE MEETING OF JANUARY 31, 2011. The minutes were approved as submitted.

B. POLICY CALENDAR

1. Kingsborough Community College – AAS in Emergency Medical Services. Executive Vice Chancellor and University Provost Alexandra Logue stated that this program responds to the national and local need for trained paramedics. Although health care is the largest employer in Brooklyn, no college in the borough currently offers an accredited paramedic program. Graduates of this program will be eligible for employment with hospitals that have their own EMS service, with private EMS companies, with the Fire Department of New York, and other agencies. The program will also provide a degree option for those already holding the EMT basic certifications. The program builds on the successful record of Kingsborough Community College in the allied health professions and conforms to national standards for EMS education.

Following discussion the item was approved for submission to the Board.
2. Graduate School and University Center/School of Professional Studies – Bachelor of Arts in Psychology. Dr. Logue stated that this bachelor's degree program allows students who have earned at least thirty undergraduate credits to complete their baccalaureate degrees fully on line. Although individual on line and hybrid courses are taught throughout CUNY, the School of Professional Studies is the only unit currently offering students who might have trouble attending regular classes due to work or family obligations or other constraints the opportunity to complete baccalaureate degrees online. Recently the School of Professional Studies has been working towards extending its degree offerings to some of the most popular majors, including psychology. This is an important step in meeting CUNY’s access mission and also alleviating space concerns.

Vice Chairperson Philip Berry applauded the University for developing this program and also its general format which is holistic and helps individuals to have a comprehensive understanding of what they need as foundational coursework, and decide how they want to continue in the field of psychology. He then inquired as to why the Asian perspective is not addressed in the coursework.

Dr. George Otte, Associate Dean for Academic Affairs at SPS, stated that the courses being referred to are part of the general education portion of the degree. They are not specific to the psychology major. SPS is still in the process of expanding the offerings for students who need to fill in the gaps in their credits, and will develop more coursework in this area in the coming year. He added that general education courses are there to provide an education with a diversity of perspectives that are not present in a major. These same courses are there for SPS’s business majors, communication and culture majors, and the recently approved degrees in health information technology and sociology. The principle behind general education is to present a rounded perspective and insure that students are exposed to any number of things that are of a particular specialization that a major concentration would not provide.

Trustee Sandi Cooper stated that The University Faculty Senate (UFS) has taken a position for a long time that baccalaureate degrees and regular majors belong at the senior colleges where they have been fully developed and where the general education background is also more fully developed. The UFS considers that the general education background that students bring in for completed degrees is more of a hopscotch affair and less of a developed one.

Prof. Karen Kaplowitz noted that the concern is that the original concept of SPS programs was that they would not duplicate majors at the campuses. Now that decision has been altered so that they do, and this is a program that is being offered at SPS that exists at other colleges.

Chancellor Matthew Goldstein stated that when the administration makes decisions about which academic programs to bring to this committee, it is rarely concerned about replication at a different campus. The only time this would have relevance is with respect to financial considerations. To deny faculty at another campus from advancing a particular academic program that already exists elsewhere is not in keeping with the open competitiveness that would show that one campus can do something a little different and bring forward ideas and approaches that perhaps another campus does not bring. It is true that the founding documents that created SPS indicated that they would not duplicate majors at the campuses. However, all educational institutions are organic, they release things that they do not do as well, or that no longer have relevance or academic integrity or rigor. They also should acquire things that were not planned in the beginning. He
added that this is very much in keeping with the growth and vibrancy of a university that continues to see opportunities where opportunities present themselves. He gave examples of the adding of the School of Public Affairs at Baruch College, and of the shedding of associate degrees at John Jay College. SPS has evolved as a much more mature academic entity than it was in its early founding. It has filled a void that has been at this University for a long time, and that is online education.

Following discussion, the item was approved for submission to the Board. Prof. Karen Kaplowitz abstained.

3. CUNY School of Law – Revised Policy on Academic Standing. Dr. Logue stated that this action clarifies existing language in the Law School's statement of academic policy. It insures that students cannot restart their law school program more than once and eliminates the possibility of a technical loophole that might have allowed that outcome. The action has the full support of the Law School faculty and reflects the emphasis on high academic standards that has been a key guideline for the law school's development in recent years.

In response to a question from Trustee Cory Provost, Associate Dean for Administration and Finance at the Law School Gregory Koster explained that the percentage of students that is affected by this revision is on the order of one or two. It is more a matter of equality and equal treatment. This change actually captures what was intended originally, but there was an interpretation of the language that seemed to allow this anomaly and so it is being tightened in order to make it clear that this is how it was always to be.

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

II. INFORMATION ITEMS:

A. Graduate School and University Center – The Human Ecodynamics Research Center

Dr. Logue stated that the establishment of this center would provide formal recognition to an existing research group that addresses crucial issues of sustainability, resilience and the future of humans on earth. The group recently won an award from the American Anthropological Association for the best interdisciplinary publication in the years 2007 to 2010. Now constituted as an official center, the research group will continue fostering interdisciplinary and international scientific collaboration. The Center will also support graduate student research and post-doctoral opportunities, and will sponsor an active program of community engagement. The team of researchers developing this center has an impressive record of fund raising and all activities of the center will be supported through external grants.

B. The City College of New York – The J. Max Bond Architecture Center

Dr. Logue stated that the J. Max Bond Architecture Center is born out of a long standing community outreach initiative of the Spitzer School of Architecture at the City College of New York. This Center will provide technical assistance as well as research advocacy and planning services to grassroots leaders and community organizations. The school's involvement in coalitions and initiatives in Harlem, upper Manhattan and the South Bronx will make significant contributions to the quality of life of many urban residents. The Center will also provide valuable training, applied learning and internship opportunities to students at the School of Architecture. Given significant existing interest in the center, it is expected that it will become financially self-sufficient within two years. A resolution to name the Center in honor of J. Max Bond, Jr., an
African American architect of national prominence and a former dean of the School of Architecture at City College, will be presented for the consideration of the Committee on Faculty, Staff & Administration.

In response to a question from Vice Chairperson Berry, City College School of Architecture Dean George Ranalli noted that Jean Bond is actively involved since she was approached by the school to find a fitting tribute to her husband Max—a former dean of the school—some years ago. The J. Max Bond Center, which is the renamed City College Architecture Center, seemed to be the entity that matched Max’s interests in life and architecture more than anything else. He was an active practitioner, a very renowned architect, a great educator, and he also believed in architecture being socially responsible.

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

Dr. Logue stated that this is a historic meeting because it is the first board committee meeting in the history of CUNY at which the materials were made available entirely online. She thanked Associate Vice Chancellor and CIO Brian Cohen and his staff for their excellent efforts, as well as Senior Vice Chancellor Jay Hershenson, his Deputy Hourig Messerlian, Director Ekatarina Sukhanova and their staffs for all of their assistance as well. The committee will assist in saving many trees, and, after an adjustment period, the committee will find it easier to work with the mammoth CAPPR documents.

Dr. Logue updated the committee on the work that CUNY is doing to enhance student transfers within University. Although the New York State Education Law clearly designates CUNY as one university, students transferring among our campuses sometimes do not get all of their college credits recognized by the receiving campus or they are given the credits only as electives, when general education and major credits would be much more helpful in moving these students towards their degrees. Reflecting the national trend, CUNY has students transferring in all possible directions within the University and often more than once. Over 50% of the graduates of baccalaureate programs are transfer students. CUNY students should be able to transfer without penalty as their needs and interests change, and its campuses should be able to have their own characters and traditions. In addition, high quality in all academic programs is essential.

Dr. Logue noted that the administration has been having discussions with the CUNY community this entire year about possible solutions, including posting an enormous amount of information on the website www.CUNY.edu/Pathways. People are also submitting comments on this website. A CUNY student posted a comment that said “education should have no borders.” The administration is planning to bring a resolution to the Board in June 2011 that would set up a general education framework for the whole University with all of the details to be filled in by the faculty. This resolution would also set up a process to help align the majors across the campuses, with the work on this also to be done by the faculty. The administration has been consulting widely on possible plans in all possible types of settings and formats, and as a result it has been receiving much information that has helped to inform and change its thinking.

Dr. Logue added that she looks forward to communicating further with CAPPR members about these developments as her office moves towards bringing a resolution for consideration at the June 2011 Board meeting.