The meeting was called to order at 5:03 p.m.

There were present:

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

**Ex-officio:**
- Hon. Benno Schmidt

**Trustee Observers:**
- Hon. Sandi E. Cooper

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

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The agenda items were considered in the following order:

**I. ACTION ITEMS:**

A. **APPROVAL OF THE MINUTES OF THE MEETING OF JUNE 6, 2011.** The minutes were approved as submitted.

B. **POLICY CALENDAR**

1. **New York City College of Technology – BS in Mathematics Education.** Executive Vice Chancellor and University Provost Alexandra Logue stated that this program provides initial certification in secondary mathematics education. It takes an innovative approach to teaching pedagogy by making most of the pedagogical courses specific to mathematics education. The program also requires students to study an additional discipline in which there are strong mathematical applications, capitalizing on the college’s strengths in architecture, computer engineering, technology, and physics. This program will assist in increasing the number of secondary mathematics educators from underrepresented groups.

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

2. **Queensborough Community College New York City College of Technology – AAS/BSEd in Technology/Career and Technical Teacher Education.** Executive Vice Chancellor Logue stated that this is a dual/joint degree. It is a partnership formed between these two
institutions, by establishing this dual/joint degree. Dual means that two degrees are involved and joint means that two institutions are involved. This particular dual/joint degree will offer students who complete one of several technology tracks at Queensborough Community College the opportunity to explore an additional career path beyond direct employment in their profession. The program meets the academic requirements for both initial and permanent certification as a career and technical education teacher in New York State. It builds on the strength of Queensborough Community College's strong technology offerings and the expertise of New York City College of Technology, which has over ten years of experience in preparing teachers in this field.

Executive Vice Chancellor Logue added that this is the first of two dual/joint degrees that are on today's agenda. Dual/joint degrees are ones in which students are essentially accepted for both degrees simultaneously and at both institutions, assuming that they maintain a certain level of academic performance throughout. A dual/joint degree guarantees the well-performing associate degree student acceptance into his or her chosen baccalaureate program. Such degrees are highly beneficial to associate degree students and they guarantee an associate degree student admission into a particular baccalaureate program.

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

3. Borough of Manhattan Community College/John Jay College – AS/BS in Accounting for Forensic Accounting/Economics. Executive Vice Chancellor Logue stated that this is another dual/joint degree. In this case there is a growing demand in entry-level employment for individuals with an interest in detecting fraud in financial reporting. This partnership program builds on an established accounting curriculum at BMCC, which will provide the fundamental courses in the discipline. Graduates of the BMCC portion of this program will be prepared to take advantage of John Jay's expertise in the law by pursuing John Jay's existing forensic financial analysis track in the Economics major. Enrollment in this dual/joint program will allow BMCC's accounting students to focus their professional research and goals much earlier in their college career than if they were enrolled in a stand-alone associate's degree program.

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

4. Hostos Community College – AS in Police Science. Executive Vice Chancellor Logue stated that an associate's degree in Police Science is an excellent preparation for a career in law enforcement or in protective services. Although this program will fulfill the educational requirement for entry into the New York City Police Academy, this is not a training program. This is an academic degree administered by Hostos Community College's Department of Behavioral and Social Science in which students will study the fundamentals of criminal and constitutional law and will be exposed to a rich general education curriculum. Hostos has signed an articulation agreement with the Law, Police Science, and Criminal Justice Administration Department at John Jay College, which will provide a path into their Bachelor of Science and Police Science degree program for Hostos students should those students decide to pursue a baccalaureate degree.

Executive Vice Chancellor Logue explained why John Jay, CUNY's College of Criminal Justice, is not itself offering this degree. A few years ago, after intensive study and planning, John Jay decided to cease offering associate degrees and to focus on degrees ranging from the baccalaureate through the doctoral levels, which is quite a broad range
in and of itself. There was then a need at CUNY for one of our colleges to offer the AS in Police Science or Police Studies and Hostos Community College is now offering to fill that gap.

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

Executive Vice Chancellor Logue gave an update on University admissions for fall 2011. She stated that CUNY received a record number of applications for fall 2011 admissions, including more than 20,000 applications from students with high school GPAs of greater than 85. Enrollment is again up this year and in fact, more than was expected. Initial results show that total head count will be about 269,000 students, which is an increase of about 2.7 percent compared to last fall. Total student FTEs, which show how many full-time students would be needed to generate the classroom enrollments that we have, are up about 3 percent. The fact that FTEs are up more than head count is a good thing because it means that on average, individual students are taking more credits. Such behavior is predictive of higher retention and graduation rates. It means that more students are going full-time as opposed to part-time. However, the University is concerned that nine colleges had FTE increases of greater than 3 percent, which is a lot to grow in one year, and so there will be discussions with those colleges.

Executive Vice Chancellor Logue stated that total CUNY student enrollment is up, as is undergraduate enrollment. Graduate enrollment is slightly down, and the University will look into the cause of this, but believes that this is due to a decrease in enrollment in the teacher education programs and maybe also in the MBA programs. In the case of teacher education, the Department of Education in New York City has had problems with the positions for teachers; they have not been hiring like they have in the past, and there just are not as many jobs for new teachers. So it is not surprising that fewer people would want to enroll in those programs. In terms of the MBA programs, there appears to be a national trend this year in lower enrollment in such programs.

Executive Vice Chancellor Logue also gave an update on the Pathways Initiative. This past June, the Board of Trustees passed a resolution to ease transfer throughout the system, containing provisions for the transfer of general education, major, and elective courses, which is known as the Pathways Initiative. Since then CUNY has been strictly following the directives of that resolution and has constituted the steering committee for this work that is chaired by CUNY Law School Dean Michelle Anderson, and consists of eleven faculty, two campus-based administrators, and two students. The committee will steer the process of recommending a structure for the 30-credit CUNY common core to the Chancellor by December 1st. A working committee was also constituted to assist and work with the steering committee, and it consists of thirty-six faculty, one campus-based administrator, and two more students, so there is a total of 47 faculty who are involved so far. The steering committee has met twice so far on its own, and the steering and working committees had a combined all-day retreat on Friday, August 26th. Both committees will be meeting many times more before December 1st. Dean Anderson plans to have a draft of the 30-credit common core ready for comment by the entire CUNY community by November 1st, with comments due back by November 15th.
Executive Vice Chancellor Logue noted that the Pathways website has been revamped to have up front extensive information about the current Pathways work. For example, it now contains a list of the steering and working committee members as well as their meeting agendas and summaries of their meetings. Everything is up on this website, which also has information regarding how people can send in comments.

Executive Vice Chancellor Logue added that the next part of the process to get underway will be the piece concerning the largest transfer majors. This piece will be chaired by the Graduate Center’s President William Kelly. The Board’s resolution directs us to establish faculty-predominate committees for these majors, and for these committees to decide on the first three to six courses that students must take CUNY-wide to lead into that major. The process of soliciting nominations for the members of these committees has just started.

Executive Vice Chancellor Logue next addressed the topic of the 2012-2016 CUNY Master Plan. The New York State Board of Regents requires a master plan every four years, and CUNY has begun the process for the next one, which will cover 2012-2016 and is due in Albany this coming June. The UFS Executive Committee, the college presidents and the Chancellors’ cabinet members have been contacted to solicit their views regarding what should be in the master plan. The University has received instructions from the New York State Board of Regents regarding what should be in the master plan, but the instructions are broad enough to encompass everything that CUNY wishes to have in this master plan. The New Master Plan will certainly build on the last master plan’s discussion about the structure of CUNY, how much should be done CUNY-wide and how much should be done by individual campuses. The Pathways Initiative and CUNYFirst are two current examples of that discussion. Technology will also be a major theme--how to use it more effectively to benefit our research, teaching, and administrative functions. There will be multiple opportunities throughout the year for the CUNY community to have input and give feedback on what is being done with the master plan.

Executive Vice Chancellor Logue also informed the committee about the Central Office of Academic Affair’s goals for the coming year. These are set each summer, whereby the OAA decides as a group what those goals should be, their success indicators, and the office members who will be working on these goals, including which person will lead the work for each goal. This information is then posted on the OAA website so that everyone will know what is being worked on and by whom. The OAA encourages participation in its work from all quarters. To further increase the transparency of this work, Executive Vice Chancellor Logue distributed copies of the chart to Committee members around the table, and asked that they contact her if they have any comments on the chart. It contains such goals as implementation of the Pathways Resolution and construction of an excellent master plan, and many others such as expanding the ASAP Program that has been doing extremely well at increasing graduation rates for associate degree students. The Chart also contains a new plan with the New York City Department of Education to assess 11th grade students’ college preparedness and then get them any assistance they need to become college ready while they are still in high school as opposed to coming to CUNY and then doing remedial courses.

The meeting was adjourned at 5:20 p.m.