MINUTES OF THE MEETING OF THE BOARD OF
HIGHER EDUCATION OF THE CITY OF NEW YORK

HELD

MARCH 27, 1978

AT THE BOARD HEADQUARTERS BUILDING
535 EAST 80 STREET—BOROUGH OF MANHATTAN

The Chairperson called the meeting to order at 5:30 P.M.

There were present:

Harold M. Jacobs, Chairperson

Loretta A. Conway
Walter H. Crowley
Armand D’Angelo
Edith B. Everett
Ronald T. Gault
Albert V. Maniscalco

Joan B. Maynard
Emanuel R. Piore
Joaquin Rivera
David Z. Robinson
Stuart Scheftel

David Valinsky, ex officio
Edward A. Roberts, ex officio

Richard M. Catalano, Secretary of the Board
Mary P. Bass, General Counsel and Vice Chancellor for Legal Affairs

Chancellor Robert J. Kibbee
President Milton G. Bassin
President Roscoe C. Brown, Jr.
Acting President Peter J. Caffrey
President John W. Kneller
President Leonard Lief
President Gerald W. Lynch
President Harold M. Proshansky
Acting President Anthony Santiago
President Kurt R. Schmeller

President Joel Segall
President Joseph Shenker
Acting President Nathaniel H. Siegel
Acting President Joshua L. Smith
President Edmond Volpe
President Jacqueline G. Wexler
Deputy Chancellor Egon Brenner
Vice Chancellor Julius C.C. Edelstein
Vice Chancellor J. Joseph Meng
Vice Chancellor Jerald Posman

The absence of Mrs. Stewart, Dr. Goldin and Mr. Olivero was excused.
A. CONFIRMATION OF STUART SCHEFTEL: The Chairperson announced that Mr. Stuart Scheftel has been confirmed by the New York State Senate and is now a voting member of the Board of Higher Education.

B. RESIGNATION OF JACK JOHN OLIVERO: The Chairperson announced with regret the resignation of Mr. Jack John Olivero from the Board of Higher Education, effective March 31, 1978, because of a variety of new assignments undertaken by Mr. Olivero which have placed an undue demand on his time.

Upon motions duly made, seconded and carried, the following resolutions were adopted or action was taken as noted: (Calendar Nos. 1 through 5)

NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for March 27, 1978 (including Addendum Items) be approved, as amended as follows:

(a) Item D.9 (Baruch College - Appointments with Tenure and Administrative Designations): Withdrawn.

(b) PART D - ADDENDUM: Add the following item:

D.12 (Hunter College - Disciplinary Charges): RESOLVED, That in the matter of charges against Associate Professor Morris Green at Hunter College, the Board hereby appoints as an impartial hearing committee Professor Barry Cherkas of Hunter College designated by the College Personnel and Budget Committee, Professor Jack Collier of Brooklyn College designated by the University Faculty Senate Executive Committee, and Professor Jerome Stolnitz of Lehman College, who shall be Chairperson, selected by the two aforesaid appointees.

EXPLANATION: This appointment of a hearing panel is made pursuant to Section 21.4 of the collective negotiating agreement between the Board and the Professional Staff Congress.

(c) Items listed in PART E - ERRATA, to be withdrawn or changed, as indicated.

EXPLANATION: The University Report consists of annual instructional appointments at a salary of $15,000 and above and other resolutions and actions of a non-policy nature which require approval by the Board of Higher Education.

Mr. Gault abstained on Item D.7.

NO. 2. CHANCELLOR’S REPORT: RESOLVED, That the Chancellor’s Report for March 27, 1978 (including Addendum Items) be approved, as amended as follows:

(a) PART A (City College - Academic Affairs): The entire section is withdrawn with the exception of AII.2.2 (New Biomedical Courses).

(b) Items listed in PART E - ERRATA, to be withdrawn or changed, as indicated.

EXPLANATION: The Chancellor’s Report consists of standard resolutions and actions of a non-policy nature which require approval by the Board of Higher Education.

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the Board of Higher Education meeting of February 27, 1978 be approved as circulated.
NO. 4. COMMITTEE ON CENTRAL ADMINISTRATION: RESOLVED, That the following items be adopted or action taken as noted:

A. FUNDING OF THE UNIVERSITY STUDENT SENATE:

The resolution was moved and seconded.

At this point the Board heard Mr. Daniel Lipsman, who spoke in opposition to certain uses of University Student Senate funds.

The following resolution was adopted:

RESOLVED, That the Board authorize the establishment of a University Student Government Activity Fee for the purpose of funding the administrative activities of the University Student Senate, and be it further

RESOLVED, That the Chancellor, through the College Presidents, poll the current approved student governments for approval of the establishment of a University Student Government Activity Fee, and be it further

RESOLVED, That upon approval by two-thirds (2/3) of the approved student governments, the fee resolution be presented to the Board for approval effective September 1, 1978, and be it further

RESOLVED, That the fee be established as a per capita fee, and be it further

RESOLVED, That the amount of the fee be established at a rate to be determined by the Chancellor in consultation with the University Student Senate and consistent with prior years funding of the University Student Senate, and be it further

RESOLVED, That the Board shall consider repeal of the University Student Government Activity Fee upon request of two-thirds (2/3) of the approved student governments.

EXPLANATION: In prior years the University Student Senate was provided administrative and staff support from the University tax-levy budget. The State has determined that method of funding to be inappropriate and barred the use of tax-levy funds to support the Senate effective July 1, 1978. The establishment of a University Student Government Activity Fee approved by the established student governments is consistent with the principles embodied in Article 15 of the Board's bylaws and will permit the Senate to continue functioning with adequate financial support. The management of the fee funds will be governed by Article 15 of the Board's bylaws with the Chancellor assuming the responsibility delegated in the bylaws to the College Presidents. Upon approval by two-thirds (2/3) of the approved student governments a fee resolution will be presented to the Board for the establishment of the fee.

B. BYLAW AMENDMENT: Notice was served of the introduction of an amendment to Article VI of the Bylaws to include Higher Education Intern. The amendment will be considered by the Board at its April meeting.

NO. 5. COMMITTEE ON EXPANDED EDUCATIONAL OPPORTUNITY: RESOLVED, That the following item be adopted:

A. REVISION OF SEEK GUIDELINES

In moving the resolution, Mrs. Everett read the following statement for the record, thanking all those involved in the development of the new Guidelines and summarizing the broad purpose and thrust of the Guidelines:
Today, we have arrived at the end of a long road, and the beginning of an even longer one, for the strengthening of the SEEK Program, one of the University’s major programs and major problems.

On behalf of the Committee I recommend the approval and promulgation of these Guidelines, although I do not pretend, nor does the Chancellor, that these Guidelines represent absolute wisdom, total assurance, nor complete perfection.

The action being recommended to the Board today is the result of more prolonged and intensive effort than has been devoted to any single program or problem of the City University of which I am aware, since I became a member of this Board.

By this action today, the Board of Higher Education is setting forth the means whereby, through a newly-defined structure, programmatic planning, reporting, monitoring, research and evaluation, the SEEK Program can be improved in its academic qualities and educational results, be made more accountable through its monitoring and reporting mechanisms, and be greatly enriched as an educational experience for the students in the Program.

We must recognize that conflicting views, attitudes, and interests are involved in and aroused by the SEEK Program. Honest minds, equally devoted to the concept of the SEEK Program, can honestly differ, and can have strongly conflicting perceptions of what is best for the future of SEEK and the welfare of SEEK students. So it would be impossible to develop a set of Guidelines on which everyone would agree, in every part and every detail.

However, these Guidelines do represent, as the Chancellor can tell you in greater detail, a tremendous accommodation of viewpoints, interests, and concerns on the part of SEEK and non-SEEK administrators and faculty, the Faculty Senate, the Professional Staff Congress, the Student Senate, individual faculty and students, and interested legislators. All have had their say and their input. The Guidelines before you are the result of all these inputs and, of course, of the Chancellor’s best judgment, and that of the EEO Committee.

The Committee has been deeply involved both in the process of these consultations and in the process of developing the Guidelines themselves. Members of the EEO Committee have originated many of the changes which appear in the pending draft; so have legislators, students, faculty members, SEEK Directors, staff experts, Presidents.

Individual members of the Committee might well retain particular doubts on particular details of these Guidelines. Indeed these Guidelines contain too many details, but they are necessary to achieve the desired effect. The Guidelines, in their present form and detail, represent the end product of all the interactions which have taken place. They reflect a rather delicate balance among the contending approaches to basic operating policy on this Program.

As a Committee we agree completely on the purposes and principles of these Guidelines and on the major means selected to achieve those purposes.

As Chairperson, I must remark on the time and effort devoted by the EEO Committee, and its individual members, first under the able chairmanship of Nicholas Figueroa, and more recently during my service. More than a year has passed since we first began to pursue our inquiries into the problems of this Program - the external attacks and criticisms of it, and the internal weaknesses of it.

I can assure the Board that every single provision in these Guidelines, indeed every single line, has been gone over, over and over again. Every provision has been subjected to criticism. Almost all the provisions of the original draft circulated by the Chancellor last September have undergone some change and development in the course of the process.

What we have here is the best we know how to write, at this point in the process of considering the strengthening of the SEEK Program.
The submission to the Board of this set of Guidelines represents the endpoint of the first phase of our efforts. The second, much harder and even more important phase, will consist of the implementation of these Guidelines. That must be considered the real test of our efforts.

The implementation of the Guidelines will require the intensive and sustained oversight of the Chancellor, of his newly designated Vice Chancellor for Student Affairs and Special Programs, and of the EEO Committee, and, in the last analysis, of this entire Board.

Thus our concern with the SEEK Program does not end with the Board's approval of these Guidelines. It has only gotten a long start, in securing a vantage point from which we can observe and keep watch on the progress of the Program and of the SEEK students in the Program, in response to the special educational aids and supports which are and still will be built into the Program, under the terms of these Guidelines.

By the enactment of these Guidelines, the Board will be recognizing the SEEK Program as an intrinsic part of the mission of the senior colleges. It is no longer to be considered a marginal or an experimental Program. It is a central demonstration Program, for which the Board, the Chancellor, and the Presidents, and the faculties of the senior colleges, as well as the SEEK Department, are assigned a share of the responsibility, with the ultimate responsibility resting on the Presidents and the Chancellor. The Board will hold them responsible for the educational outcomes, just as the Governor and the Mayor and the other publicly elected officials can hold the Board responsible.

The Board of Higher Education, and the Chancellor and the City University are firmly committed to the SEEK Program. We believe that SEEK is a fundamental manifestation of one of the basic missions of the City University.

On October 24, 1977, the Board of Higher Education approved a policy resolution to this effect. And now in the Statement of Purposes and Objectives in the projected new Guidelines, we restate this policy, in clear and unmistakable terms.

Let me emphasize that the purpose of these Guidelines is to strengthen SEEK, to improve it, to make it a more successful experience for the students, and finally to make it less vulnerable to external attack. Make no mistake about this. This Program has been and is under attack. It has been and is still in danger. It is our belief and purpose that the proposed Guidelines should improve the operation and quality of the Program - and it certainly needs improvement - and at the same time strengthen its defense against external attack.

The overall design of these Guidelines is to increase the focus of the SEEK Program on learning and education, enhancing student prospects for academic benefit and success.

The heart of these Guidelines lies in the provision for college plans - for an Academic Plan and a Fiscal Accountability Plan, on each campus.

The SEEK Program is more than just a remedial and compensatory Program; it is a comprehensive Program of five years and two summer sessions, as individually required, with the end being not just the junior year, but graduation and a full college education as good as any that this University can provide. Provision is made in these Guidelines for comprehensive monitoring, reporting and review of the educational progress of the students - and to insure that all funds appropriated for the SEEK Program are spent for the SEEK Program, and for the benefit of SEEK students.

Experimentation, demonstration, innovation and research are highlighted and are to be positively encouraged.
An entirely new position has been established in the Central Office, a Vice Chancellor for Student Affairs and Special Programs. The responsibilities of this new Vice Chancellor, as broadly defined in these Guidelines, are, under the direction of the Chancellor, to coordinate, monitor, and advocate the interests and concerns of the SEEK Program and SEEK students.

A special point is made in these Guidelines that tutoring is to be strengthened as a Program component throughout the educational careers of the SEEK students, and that a tutoring service shall be made available on each campus in an organized and accountable way.

This draft contains a statement of students' rights and responsibilities. These special rights, such as the right to tutoring, are to be assured, and the special responsibilities such as class attendance are required to be observed.

These are a few of the primary themes and principles running through these Guidelines.

The intended major emphasis in these Guidelines, repeated again and again, is on the educational process, and on the enrichment of the educational experience for SEEK students, through all the devices known to us at this time: remediation, counseling, tutoring, developmental and compensatory courses and compulsory attendance in basic skills courses.

We believe that this Program can and will be a great source of pride and achievement to the colleges and to the University and, of course, the fulfillment of promise for thousands of students in the future.

The resolution was seconded.

The Chancellor read the following statement for the record, detailing the purposes of the revised Guidelines and proposed plans for implementation:

The anticipated action of the Board in approving the new set of Guidelines marks the beginning of a new thrust in the conduct of the SEEK Program. In these Guidelines we recognize the permanence of the Program, while broadening participation in it to include non-SEEK faculty and administrators, placing the major responsibility for shaping and operating the Program on the Presidents and on their total faculties, including the SEEK Directors and SEEK faculty.

We propose, through these Guidelines, and their implementation, to make SEEK a showcase Program, in the use of special funds for the repair of past lack of or damage to pre-college preparation. If we can show SEEK to be viable statistically as well as by individual cases, we will have established a new benchmark for educating the educationally disadvantaged.

I think we can do this. These Guidelines are designed to make such a step forward possible, based upon our experiences, good and bad, with this Program in the past.

SEEK must be considered a demonstration Program for our mission of dealing with underprepared and disadvantaged students. It can and must be a bold thrust forward in the field of compensatory and catch-up education.

There have been many individual examples of SEEK students making it to the top of the vocations, professions, and in private and public life.

Now, in these Guidelines we have a new set of ground rules which should permit this Program to achieve its promise for even greater numbers of students.
These Guidelines contain scores of important provisions, affecting every aspect of the SEEK Program. A staff-written summary of the Guidelines has been distributed listing 15 major aspects of the Guidelines. There are many aspects not covered by this summary. A comprehensive summary would be almost as long as the Guidelines. But still I would like to list a few highlights which should be of particular interest to members of the Board. These Guidelines are designed to achieve the following four effects, among others:

a. Mobilize the curricular development and teaching skills of the faculties of the pertinent academic departments, along with those of the SEEK faculty, for the purpose of improving the educational quality and impact of the Program;

b. Tighten up and improve Program management, both academically and in terms of fiscal accountability;

c. Introduce the criterion of college potential among the criteria for selection of SEEK students, based on indicators of motivation and non-academic achievement;

d. Make attendance compulsory in remedial and developmental classes to which SEEK students have been assigned.

At the same time, we propose in these Guidelines to firm up and strengthen the structure of SEEK Departments on each campus and redefine their functions to include:

a. Instruction and remediation in basic skills in reading, writing and speech;

b. Helping to plan the entire SEEK Program, in conjunction with non-SEEK faculty and administrators, and in particular, helping to plan and develop new approaches to remedial instruction and to overcoming educational disadvantage;

c. Counseling and serving as advocate for SEEK students, as a group and as individuals, in all their educational and financial concerns, from time of admission through to graduation;

d. Recruiting, screening and orienting new SEEK students;

e. Monitoring the entire SEEK Program, for all SEEK students throughout the College, under the direction of the President.

Even though reduced in number by State Budget fiat, we expect the SEEK counselors, under this structure, to play the major supportive role envisioned for them in the original models of the SEEK Program, serving SEEK students from the time of their admission to their graduation.

I and my staff accept the responsibility for these Guidelines, although they do represent the collective wisdom and the concerns and apprehensions of all the many groups represented in the University community - the Presidents, the Faculty Senate, the Student Senate, the SEEK Directors, the SEEK counselors and many individuals, faculty and non-faculty, SEEK and non-SEEK, including legislators. These Guidelines are also responsive to the strongly expressed concerns of the State Budget Bureau, the State Department of Education, the State Regents, the State Controller, the City Controller, the Legislative Commission on Expenditures Review, individual legislators and legislative groups, City and State...the Citizens Advisory Committee on SEEK, and many more.

All of these many concerns, some or many of which manifested themselves in conflicting recommendations, have been reflected, accommodated, or at least seriously considered in the formulation of the set of Guidelines before you.
These Guidelines bear the imprint, above all, of the EEO Committee, to whose labors I will pay my respects in a moment, but I must make reference to their imprint now, lest the wrong impression be given. All the groups I have named have had their impact, as sifted through the Central staff and myself, but finally, above all, through the EEO Committee.

This has been a wide open and consultative process, conducted over a period of many, many months. Never have I been party to a process with a wider range of inputs, with more consultation, with a greater impact from those consultations.

There have been audits, and legislative reports, and reports by the State Department of Education, seemingly by the score, criticizing one of another aspect or this Program.

In the autumn of 1977 the SEEK Directors and SEEK staff developed a comprehensive report making sweeping recommendations for changes in the Program, pointed mainly in the direction of giving enlarged authority and responsibility to SEEK Directors and to SEEK Departments for instruction, appointments of faculty, curriculum development and budget control.

I gave particular consideration to this approach, and to the subsequent recommendations which were pressed by the SEEK Directors, SEEK personnel and SEEK students. The Guidelines reflect many of those recommendations.

The affirmative approach I have recommended to the University community and to the EEO Committee will give increased responsibility to the Presidents and to their entire faculties and staffs, in concert with the SEEK Departments, rather than in distinction to them. As I see it, the principal new idea underlining these Guidelines will be the larger scope of each SEEK Program’s campus involvement - not only in innovative curriculum developments, but in sustained student development.

This is the approach reflected in these Guidelines.

At this point, it is certainly appropriate for me to pay my tribute to the membership and leadership of the EEO Committee, past and present, for their assumption of a herculean responsibility, for their constant concern and understanding of the importance of the task, and for a dedication beyond the call of duty.

I certainly want to pay a special tribute to Edith Everett, Chairperson of the EEO Committee, who, even before she assumed the chair, was one of the driving forces on the Committee and on this Board in seeing to it that this work was undertaken, pursued and completed. Her interest never flagged. Her patience never seemed to give out. Her concern for, and insights into the basic educational thrust of the SEEK Program helped to sustain the entire process.

As a matter of fact, I must pay tribute to the participation of all the elements of the University community in this long and arduous undertaking in which so many conflicts of interest were accommodated, toward the achievement of the overall purposes described at the beginning of the Guidelines. These purposes, incidentally, never came under attack.

I want to express special thanks, too, to President Leonard Lief who, following his difficult service as Chairman of the SEEK Task Force almost three years ago, continued to serve as a special consultant to me and to the EEO Committee throughout the long process of the development and consideration of these Guidelines.

As Mrs. Everett has said, I do not claim, nor can any one claim, that this complex set of Guidelines is all wisdom, and guaranteed to produce the desirable improvements we seek, in every respect. We do not now have enough wisdom, enough knowledge nor enough data to write such a set of Guidelines. So we did the next best thing. We have provided for initiative, innovation, observation, evaluation and monitoring. So we will know, in good time, where we have slipped, and where we stood on solid ground in these Guidelines. And we will be able to amend these Guidelines accordingly.
But much more important than these Guidelines will be their implementation, and the monitoring and evaluation of that implementation, and what we do in consequence.

I propose to mobilize and to encourage the dedication of whatever resources are needed to make this process work.

I propose to devote as much of my own time as is necessary for this purpose, and that of my staff, and to encourage the same devotion of time and resources in the colleges, to make this process work.

As you know, there has been created a new vice chancellorship, the Vice Chancellor for Student Affairs and Special Programs. The person whom I have recommended for this position will assume her responsibilities at the end of this academic year. The person occupying this position will have the major responsibility in the Central Office, other than my own, for the implementation of these Guidelines. My chief point of perspective in selecting the person whom I did select was to name someone with the capability of overseeing, under my direction, the implementation process. I believe that I have, indeed, selected a person with that capability. All of us at the Central Office and all the senior college Presidents, and their staffs and faculty structures, will share in the responsibility for the implementation of these Guidelines, and that, more than anything else, will determine their effectiveness.

Implementation is the name of the game, and I will have more to say about that in the course of the next week or two. The success or failure of these Guidelines will depend not on the narrow words which are used, but on the spirit in which those words are implemented; to that I propose that my office, and this Board, give their concentrated attention in the weeks ahead.

At this point the Board heard the following:

Senator Carl McCall, representing the Black and Puerto Rican Legislative Caucus, who spoke in opposition to certain aspects of the Guidelines and to the appointment of the Vice-Chancellor for Student Affairs and Special Programs, and who requested that action on these items be deferred pending a meeting between the Board and the Black and Puerto Rican Legislative Caucus.

Mr. Daniel Lipsman, who spoke in opposition to the SEEK Program.

Mr. McKen Carrington, student representative on the EEO Committee, who spoke in opposition to certain aspects of the Guidelines.

A motion was made by Mr. Gault and seconded by Mr. Crowley to table the resolution. The motion was lost, with Mr. D'Angelo, Mrs. Everett, Mr. Jacobs, Mr. Maniscalco, Dr. Plore, Dr. Robinson, and Mr. Scheftel voting in the negative.

The following resolution was adopted, with Mr. Gault and Ms. Maynard abstaining:

RESOLVED, That new Guidelines for the structure and operation of the SEEK Program (Search for Education, Elevation and Knowledge) be approved:

EXPLANATION: The first Board Guidelines for SEEK adopted in 1969 were designed to give the Board's sanction to SEEK as a continuing senior college program and to provide a temporary department-type setting within which SEEK personnel, primarily counselors, could be considered for promotion and other personnel processes. A five-year trial period was provided in those original Guidelines for a departmental structure with the SEEK Director automatically designated as chairman, with the implicit understanding that the expiration of the period would be the occasion for a major review and reexamination of the structure, of the Guidelines and of the Program.
The new Guidelines are the result of almost four years of comprehensive reexamination of the Program, first by a Task Force headed by President Leonard Lief, and more recently by a complex process of review directed by the Chancellor, in close collaboration with the Board Committee on Expanded Educational Opportunity, involving prolonged and repeated consultations with all affected elements of the University community.

The major intent and purpose of the new Guidelines are to affirm SEEK as a permanent and basic CUNY Program on each senior college campus, and to require the colleges—through the Presidents, general faculty and administration—to assume a major share of the responsibility for the operation of the Program and for the educational support of the students, not only through the remediation phase, but also in the transition phase to the mainstream, and in the mainstream. Emphasis is given to non-SEEK participation in curriculum development, team teaching, etc. The SEEK Departments are given permanent status and greater responsibility for remediation, on the one hand, and monitoring the entire Program, on the other.

The major points of architecture and substance of the Guidelines are as follows:

1. Statement of Purposes and Objectives.

2. Requirement for two major college plans, from each college, annually, detailing a precise and specific academic plan to be followed in each college, from admission to graduation; and a fiscal accountability plan, spelling out the projected use of SEEK funds, by purpose and by personnel, and the college plan for accounting for these expenditures.

3. Comprehensive arrangements for regular and periodic monitoring, evaluating and reporting on the progress of the Program on each campus, and on the progress of SEEK students; and for reporting on the preceding to the Central Office and to the Board.

4. Encouragement for innovation and research in the processes of the Program.

5. Structure of the Program on the campuses, and at the Central Office, including the SEEK-related functions of a new university officer, a Vice Chancellor for Student Affairs and Special Programs.

GUIDELINES FOR THE STRUCTURE AND OPERATION OF THE SEEK PROGRAM OF THE CITY UNIVERSITY OF NEW YORK

I. PURPOSES AND OBJECTIVES OF THE SEEK PROGRAM

The overall mission of the SEEK Program (Search for Education, Elevation and Knowledge), which is basic to the central mission of the City University, is to assist in providing equality of higher educational opportunity to students who otherwise would not have such access, so as to increase the level of education, social health, and vocational capability in our City and State.

In fulfilling this general mission, the SEEK Program has the following specific purposes and objectives:

1. To provide on each senior college campus a permanent and structured program of special assistance to selected students who require and can utilize such assistance to overcome educational, economic and social disadvantage to achieve a quality college education and expand their social and career capabilities.

2. To provide, with special funding, a range of intensive supportive services, as provided for under the Higher Education Opportunity Act and as specified in these Guidelines, to aid each SEEK student to bridge as successfully and expeditiously as possible the gap between special remedial and compensatory courses and programs and the regular college curriculum.
3. To explore, develop, and demonstrate innovative educational techniques and processes for providing intensive remediation in basic skills and other supportive educational services aimed at enabling fundamentally capable students to overcome severe handicaps of educational under-preparation and other relevant disadvantages with the goal of achieving regular college status and obtaining a baccalaureate education. (Applicable experimentation and demonstration - and implementation of findings - shall be facilitated by the leadership of the SEEK Program and by the University's top educational leadership.)

4. To provide the appropriate supports of the SEEK Program to those College Discovery students who move forward into the senior colleges following the completion of associate degree programs.

5. To encourage the faculty and administration of each senior college to accept the purposes set forth in these Guidelines as being among the central missions of the college.

II. DEFINITIONS

A. THE SEEK PROGRAM

The SEEK Program is to be considered and is hereby defined as one of the major programs of the City University and of each of its senior colleges. The "SEEK Program" is hereby defined as the totality of the University's activities and involvement with those students admitted as SEEK students, including the process of recruitment, selection, admission, orientation, remediation, guidance, counseling, financial aid, developmental and compensatory instruction, and regular instruction - from admission to graduation. With final responsibility vested in the Chancellor and the Presidents, subject to the terms and provisions of these Guidelines, the college administrations and faculties, the campus SEEK departments, the Central Office of the University, and the Central Administration of the SEEK Program, shall each, as appropriate, be considered responsible and accountable for the operation and administration of the Program.

The special aspects and components of the SEEK Program shall consists of the following:

1. Special testing, counseling, and guidance services in the course of screening potential students.

2. Special diagnostic testing, tutoring, counseling, and guidance services for enrolled students.

3. Intensive remediation in basic skills, developmental and compensatory courses, and summer classes for such students.

4. Necessary supplementary financial assistance, including the cost of books and necessary maintenance in accordance with criteria and guidelines promulgated by the University and approved by appropriate external authorities.

5. Central Office services for the Program including administration, accounting, research, monitoring and evaluation.

B. THE SEEK DEPARTMENT

The SEEK Department is the academic and administrative unit on each senior college campus responsible for the operation and conduct of particular components of the SEEK Program, as specified in these Guidelines, and for monitoring the entire Program, as provided herein, in a manner to be specifically described in the Academic and Fiscal Accountability plans of each college.
C. THE SEEK BUDGET

The SEEK Budget is that portion of the CUNY budget which consists of special funds provided under the terms of the State's Higher Education Opportunity Program Act, and other externally provided funds earmarked for the special functions and purposes described in that Act and in other relevant local legislation.

D. FULL-TIME STATUS OF SEEK STUDENTS

SEEK students are and must be full-time students, with full-time status defined as a minimum course load of at least twelve (12) credit/contact hours, or their equivalent. The combination of credit/contact hours must include at least six (6) degree credits per semester including remedial, developmental and/or compensatory instruction, except that students who are in their first semester of study shall be permitted a minimum of three (3) degree credits.

E. DEVELOPMENTAL EDUCATION: BASIC SKILLS REMEDIATION AND COLLEGE DEVELOPMENTAL COURSES

The Developmental Education component of the SEEK Program shall be defined as those instructional activities designed to facilitate the development of that combination of basic skills and basic academic knowledge and disciplines required to build a bridge between pre-college capability and successful performance in college level academic course work. Remediation is to be defined as the phase focused on the acquisition of the basic skills in reading, writing, mathematics and speech. In developmental courses, primary emphasis shall be given to the development of comprehensive basic verbal, reading, writing and mathematical skills. Developmental Education may include, but need not be limited to, structured courses, workshops, seminars, and study labs, among other pedagogic approaches. Academic credit shall be given only to the extent that college level material is integrated into the courses, seminars, workshops, etc.

The total number of credits toward graduation to be awarded to any student for any number or combination of the above-defined courses shall not exceed twelve (12) credits.

F. COMPENSATORY COURSES

Compensatory courses shall be defined as college level courses with provision for additional instruction either in the form of additional contact hours or through small class size or with tutoring or a combination of the preceding compensatory devices. The academic content of these courses shall be at least at a level with regular freshman college courses. The credit value of a particular compensatory course shall be the same as that granted to the corresponding regular course.

G. TUTORING

Tutoring is the provision of supplementary instruction at all levels and in all types of courses for students requiring such assistance. Tutoring shall be provided on a regular basis to students with deficiencies in skills or substantial lack of appropriate academic background for essential course work. Tutoring shall be provided by qualified tutors upon the recommendation of the regular teachers of the pertinent subject matter.

A tutor, to be considered qualified and eligible to participate in this Program, is defined as one with sensitivity to the special needs of disadvantaged students and certified by the chairperson of the appropriate department or by his/her designee(s) as qualified to tutor in the subject matter.

H. COUNSELING

Counseling is the provision by professionally trained personnel of counseling and guidance support in academic, personal, financial and other matters. Counseling shall be concentrated on the maximization of the academic possibilities, prospects and progress of the SEEK student.
I. FINANCIAL AID

Student financial assistance is the provision of necessary financial support, to the extent possible, to enable the economically disadvantaged student to attend college full-time. The primary responsibility for the packaging and awarding of financial aid to SEEK students shall be vested in the college Financial Aid Office. The SEEK Department shall perform liaison, SEEK student advocacy, and coordinating functions with regard to the financial needs of individual students, the interpretation of policy, and the administration of State funds provided under the Higher Education Opportunity Act.

III. COLLEGE PLANS

Each senior college President shall annually submit to the Chancellor two college plans covering the SEEK Program for the ensuing year: a college Academic Plan and a college Fiscal Accountability Plan.

Among the major objects of these required college plans are: to ensure that the common purposes of the Program are served and the achievements of each individual plan are rendered susceptible of reasonable monitoring; to encourage innovative educational approaches to the problems of educational disadvantage; and to permit, within the framework of relevant law and these Guidelines, justified diversity and flexibility in organization and structure arising from the differences among the different colleges.

The plans shall contain a precise description of both administrative and academic management for the Program, in budgetary, personnel and management terms.

These college plans shall be in a form and contain such detailed elements as shall be outlined by the Chancellor.

The preparation of these college plans shall be the direct responsibility of the President.

The first set of such plans shall be for the academic year 1978-79 and shall be submitted to the Chancellor for his review no later than June 1, 1978. Each year thereafter, the President shall submit such a set of college plans to the Chancellor no later than February 1st.

The two plans are to cover the following subjects:

1. The college Academic Plan shall cover the provision of all components of the SEEK Program as defined in these Guidelines, along with both regular and special instruction (including summer sessions), and shall reflect the provisions of the HEOP Act, State Budget requirements, and the requirements of these Guidelines.

2. The college Fiscal Accountability Plan shall describe the projected system at the college for receiving, disbursement, and reporting on the use of SEEK funds in accordance with legal requirements, State Budget and audit requirements, and the requirements of these Guidelines.

The Chancellor may accept, or require modifications in each of these college plans, based on legal requirements, the requirements of external authorities, or the requirements of these Guidelines.

Copies of each of these college plans, upon approval by the Chancellor, shall be reported to the Expanded Educational Opportunity (EEO) Committee of the Board of Higher Education.
IV. THE ACADEMIC PLAN

Beginning with the academic year 1978-79, each senior college President shall submit to the Chancellor an Academic Plan containing such elements, in addition to those outlined in these Guidelines, and in a form, as prescribed by the Chancellor. The Academic Plan shall include provision for the summer session offerings referred to in these Guidelines.

Since the prime objective of the new Guidelines is to promote the improvement of the educational outcomes for SEEK students, it is required that each Academic Plan approved by the Chancellor shall contain a description not only of the special courses to be offered, but also a statement of their articulation with relevant college regular course offerings, and a specification of all programmatic services defined in these Guidelines, such as compensatory education and tutoring, and the mode of their offering and availability.

In summary, the Plan shall: (1) detail the specific academic goals of the particular SEEK Program at the college, and the means to be used to achieve these goals; (2) outline the overall curricular approach or approaches to be utilized; (3) describe the educational content of the Program; (4) contain provision for a sufficient number of quantifiable indicators of student achievement to facilitate reasonable evaluation.

The Plan shall cover a five year program, plus two summer sessions for each student as individually required, with the first year focused on intensive remediation in basic skills, subject to modification in individual cases based on progress achieved in acquiring the necessary basic skills, as determined by testing or otherwise.

A description of the special summer school offerings in basic skills, and in developmental and compensatory courses and programs shall be included in the Plan.

Joint task forces, representing the SEEK Department and the relevant academic departments, shall be organized to develop those sections of the Academic Plan providing for developmental and compensatory course offerings to consider: (a) the college level course content of such courses, in relation to the special learning patterns of SEEK students; and (b) the matching of the exit levels of such courses with the required entry levels into the regular and sequential course offerings of the academic departments. The Academic Plan may provide for the periodic functioning of such joint task forces as special curriculum committees.

The Plan shall contain reference to the process to be undertaken by the college for the involvement of non-SEEK faculty in the planning and execution of relevant aspects of the SEEK Program. The establishment of a SEEK-non-SEEK committee on curriculum revision and innovation is an example of such involvement.

The Plan shall provide for the availability of tutoring and counseling into the third, fourth and fifth years.

The Plan shall include provisions for the encouragement and monitoring of compulsory attendance by SEEK students at SEEK-funded courses and classes, as required by these Guidelines.

The Plan may include proposals for experimentally-structured deviations from these Guidelines. Any such proposed deviations shall be clearly identified, described in detail, and defined as experimental in nature, with the length of the experimental period specified. Each such proposal shall also contain provision for suitable evaluation mechanism and an adequate description of the results of the experimental deviation or program innovation in question.

The Plan shall identify a set of indicators of improvement in the academic capabilities and achievements of students to be used for the interim evaluation of programmatic success on each campus for the academic year 1978-79, pending the development of a definitive and comprehensive set of academic progress indicators for SEEK students which shall be issued by the Chancellor to the colleges (and reported to the Board) reflecting the experience with the interim indicators identified in the individual college plans.
The Plan shall contain provision for monitoring the academic aspects of the Program by the SEEK Director, as appropriate, as well as by pertinent academic and administrative authorities.

The Plan shall be subject to review and approval, and subsequent monitoring and evaluation, by the Chancellor, through the Offices of the Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs and Special Programs.

V. FISCAL ACCOUNTABILITY PLAN

Beginning with the academic year 1978-79, each senior college President shall submit to the Chancellor a Fiscal Accountability Plan containing such elements, in addition to those outlined in these Guidelines, and in a form, as prescribed by the Chancellor.

The Fiscal Accountability Plan shall describe the projected pattern of expenditures for the college SEEK Program, including the projected percentage of SEEK funds to be allocated to each of the support services, and the projected means of tracking such expenditures. The projected pattern of expenditures shall cover:

- Academic credit instructional costs
- Other instructional costs
- Remediation
- Counseling
- Supplemental financial assistance
- Evaluation
- Administrative costs

If it is proposed that SEEK and other college program activities be combined in particular courses or programs, the Plan shall specify the exact extent, for funding purposes, of the participation of SEEK students in the combined activities.

The Plan shall include information on projected exchanges of funds of services.

The Plan shall be applicable to a five year program plus two summer sessions.

If remedial instruction is provided by the SEEK Department to non-SEEK students, a proportionate reimbursement of funding or an equivalent exchange of services shall be furnished to the SEEK Department.

The Plan shall contain provision for monitoring the fiscal aspects of the Program by the SEEK Director, as appropriate, as well as by pertinent fiscal and administrative authorities.

The Plan shall be subject to review and approval, and subsequent monitoring and evaluation, by the Chancellor through the Office of the Vice Chancellor for Budget and the Vice Chancellor for Student Affairs and Special Programs.

VI. MONITORING, REPORTING AND EVALUATION

It shall be the President's responsibility in each college to monitor the implementation, application, and enforcement of these Guidelines, and of that college's approved Academic Plan and Fiscal Accountability Plan. He shall take whatever steps are necessary to fulfill this responsibility, including such delegations of responsibility he deems necessary and submit reports on same to the Chancellor and to the EEO Committee, as part of the periodic reports referred to below.

The SEEK Director shall be generally responsible for monitoring and reporting to the President, from the perspective of the SEEK Department, on the implementation of these Guidelines, and specifically on the academic progress of all SEEK students and their receipt of all SEEK-funded services for which they are eligible. The Academic Plan, along with the Fiscal Accountability Plan, shall specify the means whereby these monitoring responsibilities are to be discharged.
The results of such monitoring shall be reported to the Chancellor who shall periodically forward such reports to the EEO Committee. It shall be the responsibility of the Vice Chancellor for Student Affairs and Special Programs, at the direction of the Chancellor, to see that the necessary reporting and monitoring is carried out on each campus.

These reports shall focus on the implementation of the Academic Plan and the Fiscal Accountability Plan. They may also include data required for inclusion in the State mandated annual Final Report, including, but not limited to: (a) credit accumulation; (b) grade point averages; (c) rate of movement of SEEK students into the second, third, and fourth years of their program; and (d) rate of disbursement of SEEK funds in the various functional categories.

The President shall include in his covering statement his own description and evaluation of progress being made toward the realization of the purposes and objectives of the Program and of his college’s Academic Plan, and the fulfillment of the requirements of these Guidelines, including the extent and nature of the involvement of non-SEEK faculty in the achievement of the objectives of the SEEK Program.

VII. STRUCTURE AND ADMINISTRATION AT THE CAMPUS LEVEL

A. COMPONENTS OF THE PROGRAM

There shall be a SEEK Program at each of the senior colleges. The Program, which shall be the overall responsibility of the President and faculty of the college, shall include the following components as authorized under the Higher Education Opportunity Program Act:

1. Intensive remediation and preparation for college level work through remedial, developmental and compensatory courses and through summer classes.
2. Special tutoring, counseling and guidance services.
3. Financial Aid in accordance with criteria and guidelines promulgated by the University, subject to approval by the appropriate external authorities.
4. Program Administration.
5. Program Research and Evaluation.

With respect to the instructional component of the Program, it is the intent of these Guidelines that each involved college provide a clearly defined, specifically described, integrated, sequential curriculum designed to develop the basic skills of SEEK students and progressively initiate these students in and prepare them for successful regular college level academic work. Intensive remedial and developmental instruction shall constitute the essence of such an integrated curriculum, and is to be accorded the highest priority. The college shall place major emphasis on accelerating the movement of newly enrolled SEEK students to begin and pursue study in the regular college curriculum. Compulsory attendance is mandated for SEEK students in all remedial, developmental and compensatory courses, for which they are registered.

B. SEEK DEPARTMENT - RESPONSIBILITIES

As part of the Program, each senior college shall establish a SEEK Department which shall be responsible for providing the following academic and supportive services:

1. Remedial and developmental instruction in reading, writing, speech and English.
   (Remedial and developmental instruction in mathematics shall be provided by the mathematics department.)
2. Comprehensive tutoring as part of and synchronized with intensive remedial and developmental instruction.

3. Academic and financial counseling and personal guidance.

4. Liaison and coordination with the college Financial Aid Office regarding financial aid services for SEEK students, and individual student representation with the college Financial Aid Office.

As part of the college Academic Plan, the President may propose departures from the above assignments of responsibilities, permitting specified remedial and developmental courses in reading, writing, speech, and English to be provided by regular academic departments, and in the case of mathematics, by the SEEK Department, or jointly by two or more departments including the SEEK Department. Any such proposal shall describe in detail the extent, nature and purpose of the proposed departure from the above assignments, and shall include provision for testing and/or demonstrating the efficacy thereof. All remedial and developmental courses included in such proposal shall be developed by special joint curricular committees drawn from both the SEEK Department and the relevant department(s).

C.SEEK DEPARTMENT - PERSONNEL AND ORGANIZATION

The SEEK Department shall be a department of the college. All persons appointed as SEEK counselors or for teaching courses offered by the SEEK Department shall be appointed upon the recommendation of this department, in accordance with established procedures of the college.

The Personnel and Budget Committee of the department shall be elected in accordance with the governance plan of the college; however, all those persons who hold faculty rank or status shall be eligible to vote. The majority of the P & B Committee shall be persons who hold tenure or certificates of continuous employment. The chairperson of the department shall be the chairperson of the Committee.

In cases where the SEEK Department contains either ten or more full-time SEEK teaching faculty or ten or more full-time counselors, the departmental P & B Committee shall establish separate subcommittees of such individuals for personnel recommendations in those categories. These recommendations shall be subject to the approval of the departmental P & B Committee. The recommendations of the departmental P & B Committee for promotion, tenure or certificates of continuous employment shall be forwarded to the President through the same process binding on all other faculty departments.

With respect to appointment, reappointment, promotion, or tenure and certificate of continuous employment, instructional and counseling staff of the SEEK Department, like all other University personnel, continue to be subject to University provisions for classroom observation (where appropriate), student evaluation and annual evaluation.

D.SEEK DIRECTOR

The Director of the SEEK Program in each senior college shall also be the chairperson of the SEEK Department (or of whatever departmental configuration of which the SEEK Department, as defined in these Guidelines, is a part). He or she shall be recommended for appointment by the President to a professorial-level title, subject to the bylaws of the Board and in accordance with the procedures of the EEO Committee. Such functions which the President may assign to the SEEK Director, in addition to those primary functions specified in these Guidelines, shall be germane and related to these primary functions and shall be covered in the Academic Plan as well as, from a fiscal viewpoint, in the Fiscal Accountability Plan. In addition to the responsibility for administering the functions and services vested in the SEEK Department, the Director shall also be responsible, under the President, in accordance with the Academic Plan, for monitoring all SEEK funding, the support program provided by other departments, and for the advocacy and representation of SEEK students from admission to graduation.
In recommending the appointment of a SEEK Director to the Board for its approval, the President shall utilize the services of a screening committee, appointed by him, at least two-thirds of whose members shall be from the SEEK Department, including students, to submit a minimum of three names for his consideration.

E. COUNSELORS AND COUNSELING

Counselors shall be appointed and employed in the SEEK Department. At such ratio of counselors to students as shall be stipulated in the Fiscal Accountability Plan, the counselors shall provide professional counseling and guidance in academic, financial, vocational and personal matters, with the major objective of furthering the student's academic possibilities, prospects and progress. Counselors shall conduct and maintain liaison with classroom instructors in and out of the SEEK Department and shall be responsible for monitoring both student progress and class attendance, and for maintaining the records thereof. A precise register is to be maintained in the SEEK Department of contacts between students and counselors. The Academic Plan may provide the same or similar encouragement--and sanctions--for student participation in counseling sessions as for class attendance.

F. COMPENSATORY COURSES IN ACADEMIC DEPARTMENTS

As part of the SEEK Program on each senior college campus, compensatory courses for SEEK students shall be offered by the regular academic departments of the college. All persons hired for the purposes of teaching such courses or assigned to teach such courses shall be hired and/or assigned by the appropriate academic department, in consultation with the Director of the SEEK Program, and shall be employed in the appropriate academic departments. Special capability for teaching disadvantaged students shall be one of the criteria for such hiring or assignment. In connection with such compensatory instruction, special tutors shall be hired by the SEEK Department, upon the certification of the pertinent academic departments.

The regular academic departments are to be required to offer the compensatory courses described in the college Academic Plan, utilizing SEEK funds for this purpose.

G. FACULTY DESIGNATIONS AND APPOINTMENTS: GUIDELINE EXCEPTIONS

In colleges in which remedial courses are proposed to be taught by faculty employed and appointed in the academic departments in accordance with approved Academic Plans which depart from Guideline assignments of responsibilities, the designation of faculty to teach such courses, and the appointment and reappointment of such faculty, shall be made in consultation with the SEEK Director. If, after consultation, the SEEK Director elects to enter a formal objection to a particular designation or appointment or reappointment, the designation, or the personnel action in question shall be reviewed by the President who shall have before him the relevant documentation. In cases in which faculty employed and appointed in the SEEK Department are designated to teach courses which depart from the Guideline assignments of responsibilities, the chairpersons of the pertinent academic departments shall be analogously consulted in regard to such designations or personnel actions, with the same entitlement to file with the President a formal objection to such designation or personnel action.

H. FACULTY EVALUATION AND REVIEW

Faculty designated to teach developmental courses and employed in the SEEK Department shall be evaluated by the SEEK Department, but also reviewed, separately, by the pertinent academic department, with the academic department report being submitted both to the SEEK Department and to the Dean of Faculty; faculty who are so designated, or appointed and employed in an academic department shall be evaluated by the appropriate academic department, but also reviewed, separately, by the SEEK Department, with the SEEK Department report being submitted both to the appropriate academic department and to the Dean of Faculty. Mathematics faculty designated to teach remedial courses and faculty assigned to teach compensatory courses shall be evaluated and reviewed in accordance with the same process.
The reviews by the SEEK Department shall include reference to teaching effectiveness and sensitivity to the learning patterns of disadvantaged students. The reviews by the academic departments shall include reference to the academic content and substance taught.

I. TRANSFER OF PERSONNEL

Each member of the SEEK classroom teaching faculty whose position is transferred to an academic department or each member of an academic department faculty whose position is transferred to the SEEK Department, under the terms of or as a result of these Guidelines, or any other teaching faculty transfer effected under the terms of or as a result of these Guidelines shall be transferred in the same rank and tenure or CCE status as held in the previous department. Participation in the governance of the department to which the individual is transferred shall be on the same basis as the members of that department. Any other personnel transferred from the SEEK Department to another department or to any analogous division under the terms of or as a result of these Guidelines shall be similarly protected in present rank and standing.

The notifications of reappointment, non-reappointment, tenure or CCE dated on or before April 1, 1978 or December 1, 1978 shall be binding on the receiving department.

All transfers must be effective July 1, 1978.

J. FACULTY QUALIFICATIONS

All newly appointed faculty in the SEEK Program shall have, minimally, a Master's Degree or achievement deemed equivalent. Present faculty who do not have this qualification shall be encouraged to enroll in a program of study leading to an advanced degree and to show progress toward the degree.

K. TUTORING

Provision for an organized and sufficient tutoring program shall be a key element of every campus SEEK Program and a detailed description thereof, including provision for orientation and training, shall be part of each college Academic Plan.

As specified in these Guidelines, a tutor must be certified as a qualified tutor by the chairperson of the appropriate department, or his/her designee(s), based on the tutor’s knowledge of the subject-matter and sensitivity to the special academic needs of disadvantaged students.

With respect to remedial and developmental instruction, tutors shall be hired, supervised and monitored by the SEEK Department. Precise records shall be maintained by the SEEK Department of the tutoring services provided and periodic evaluations of the results of such services shall be conducted.

With respect to the compensatory instruction and regular college courses, tutors shall be hired by the SEEK Department upon recommendation and certification of the pertinent academic department. Tutors shall be supervised and monitored by the academic departments, in consultation with the SEEK Department, and precise records shall be maintained of the tutoring services provided. Periodic evaluations of the results of such services shall be conducted.

L. RESEARCH AND DATA COLLECTION

Each campus SEEK Program shall establish a research and data unit, housed in the SEEK Department, which, under the SEEK Director, shall, among its assigned functions, be available to serve the data and research requirements of the analogous unit at the Central Office, and of the Central Office of Institutional Research, as well as those of the institutional research unit or facility serving the rest of the college.
VIII. STRUCTURE AND ADMINISTRATION AT THE UNIVERSITY LEVEL

A. BHE AND EEO COMMITTEE

The Board of Higher Education is ultimately responsible for the policies, programs, personnel, and funding allocations of the SEEK Program, subject to: (a) State and local law; (b) the regulations and requirements of the Regents and the State Department of Education; and (c) the requirements of State and City Budget Offices.

The Board Committee on Expanded Educational Opportunity is responsible, at the Board’s direction, for considering and making recommendations to the Board on operational, administrative and personnel policy matters for the SEEK Program, under the terms of these Guidelines and the bylaws, resolutions, and policy statements of the Board.

B. THE CHANCELLOR

The Chancellor is responsible for the administration and operation of the SEEK Program through the Presidents and faculties of the colleges, and in particular, for the central coordination of the Program, including the allocation and monitoring of SEEK funding, through the Central Office, including particularly the Office of the Vice Chancellor for Student Affairs and Special Programs and the Central Office of the SEEK Program.

C. VICE CHANCELLOR FOR STUDENT AFFAIRS AND SPECIAL PROGRAMS

The Vice Chancellor for Student Affairs and Special Programs shall be responsible, under the direction of the Chancellor, for the central coordination of the SEEK Program, and for the discharge of such responsibilities of the Central Office for the SEEK Program as are specified in these Guidelines and assigned to him/her by the Chancellor.

In general, central coordination of the Program shall be effected: in academic and personnel matters, through the Office of the Vice Chancellor for Academic Affairs; in budget matters, through the Office of the Vice Chancellor for Budget Affairs; in non-academic personnel matters through the Office of the Vice Chancellor for Staff Relations - all to be performed in coordination and collaboration with the Office of the Vice Chancellor for Student Affairs and Special Programs, and through his office, with the Central SEEK director, as directed by the Chancellor.

D. CENTRAL SEEK DIRECTOR

The Central SEEK Director, under the oversight and direction of the Vice Chancellor for Student Affairs and Special Programs, shall be responsible for the functioning of the SEEK Central Office and for the discharge of such functions as are vested in the SEEK Central Office by these Guidelines or by the direction of the Chancellor and/or the Vice Chancellor for Student Affairs and Special Programs.

E. RESPONSIBILITIES OF THE SEEK CENTRAL OFFICE

The SEEK Central Office shall be part of the Office of the Vice Chancellor for Student Affairs and Special Programs and report to the Chancellor through him. The SEEK Central Office, under a Director, shall be responsible for:

1. The coordination, compilation, and preparation of the SEEK General Plan, the SEEK Final Report, and such other reports as are required by the Chancellor, the Board, and by external authorities;

2. The coordination of the monitoring, reporting and evaluation process set forth in these Guidelines;
3. The initiation and conduct of research and evaluation of the SEEK Program directed at programmatic improvements; the coordination of campus research and data collection units, in consultation and coordination with the Central Office of Institutional Research, under the direction of the Chancellor; and, the promotion of the exchange of information on demonstration and research activities with and among the individual campuses;

4. The provision of assistance in program planning and development as a continuous effort aimed at enhancing program quality;

5. The promotion and conduct of University-wide training for SEEK administrators and faculties;

6. Other functions, duties, responsibilities and activities as may be assigned to it by the Chancellor and/or the Vice Chancellor for Student Affairs and Special Programs.

F. THE SEEK BUDGET

The SEEK Budget, as prepared for submission to funding authorities, shall be developed by the Chancellor through the Central Office, in consultation with the Presidents, and through them, with the campus SEEK Directors. Thereafter, any reallocations, modifications or retrenchments of funds based on short-falls from the requested budget shall be worked out by the Chancellor with the individual campuses. Such allocations, modifications or retrenchments shall be in conformity with the purposes and criteria set forth in these Guidelines and in consideration of the Fiscal Accountability Plan for the College in question.

G. RESEARCH AND DEVELOPMENT

Leadership in research and demonstration in basic skills and compensatory education for underprepared and socially disadvantaged students shall constitute a major responsibility of the Chancellor's Office and of the leadership of the SEEK Program, both in the Central Office and on the campuses. To this end, a professionally-staffed research and evaluation staff shall be maintained as part of SEEK Central - along with a high-level Chancellor's Advisory Group to help define and review research objectives and results - to assemble and analyze campus-collected and centrally-collected data, to conduct special studies, and to help develop criteria of student progress which shall be sensitive to the complex backgrounds and needs of SEEK students, but based on "hard" data, capable of utilization as progress indicators for SEEK and other disadvantaged students, applicable to such students individually and in the aggregate.

IX. ADMISSIONS: STUDENT SELECTION PROCESS AND ELIGIBILITY CRITERIA

A. ADMISSIONS

Applications for admission into the SEEK Program, either directly by individuals or on recommendation of community organizations, shall be received by the Office of Admissions Services. All applicants for admission into the Program shall be screened by the Office of Admissions Services for eligibility on the basis of their applications.

B. INVOLVEMENT OF EXTERNAL ORGANIZATIONS

The involvement of the SEEK Advisory Council and its constituent organizations, of community organizations, parents' organizations, and alumni organizations - with individual SEEK students, as well as with programmatic and fiscal aspects of the Program - is to be actively encouraged and supported.
C. ELIGIBILITY

1. Eligibility requirements for admission into the SEEK Program must comply with the requirements of State law, and of regulations issued by the State Department of Education as approved by the Regents, spelling out the concepts of economic and educational disadvantage.

2. A new look at criteria for admission of SEEK students, aimed at introducing a modified system of selection based in part on student potential and motivation, in place of the current system of automatic eligibility and random selection, is clearly called for and must be undertaken. A Task Force, with both inside and outside membership, to be appointed by the Chancellor with the approval of the EEO Committee, shall be organized. It shall make recommendations to the Chancellor for criteria and mechanisms for effectuating this new concept of admissions, including, to the extent possible, success profile indicators. The Task Force shall be instructed to submit recommendations for admissions requirements which are in accord with the Goals and Purposes set forth in these Guidelines, and with the spirit and general thrust thereof.

3. So that the new eligibility criteria and selection process may be in place for the admission and selection of the freshman class of 1979, the report of this Task Force shall be submitted no later than June 15, 1978 and the Chancellor shall submit to the Board his recommendations based on this report no later than August 1.

4. The University Applications Processing Center shall continue, in whatever new system is adopted, to provide the basic pool from which student selections and distributions among campus Programs shall be made.

5. (A percentage) of the total number of SEEK freshmen spaces to be allocated to each campus shall be available for recruitment of students by the campus for special and highly competitive programs, with such special eligibility requirements for the particular campus program as may be approved by the Chancellor and made part of the SEEK General Plan, and thereafter approved by the State Department of Education. This provision may be implemented for the incoming class of September 1978 if the necessary external approvals can be secured.

6. Until a new system is in place, the present system shall remain in force and effect, with special emphasis on screening out ineligibles.

7. Upon admission, all SEEK students must meet the economic eligibility criteria as established in Section 145-2.1 of the regulations of the Commissioner of Education. No first semester SEEK students may be permitted to register prior to the verification of his/her economic eligibility. The established economic criteria will apply to students at the time of admission into the SEEK Program; if the student's economic status improves in subsequent years, an appropriate adjustment in the amount of SEEK stipend shall be made to reflect the change in the student's need but his/her entitlement to receive other supportive services offered by the Program shall not be affected.

8. State law requires that in order to receive SEEK stipend funds and be eligible for other supportive services provided by the SEEK Program, all SEEK students must file for a federal Basic Education Opportunity Grant (BEOG) and apply to the State Tuition Assistance Program (TAP). The College Financial Aid Office shall be responsible for insuring that all SEEK students file for these aids in accordance with the guidelines established by the University and approved by the State Division of the Budget.

9. In order to be eligible for SEEK financial aid and other supportive services, all SEEK students must be full-time students. Full-time status shall be defined as a minimum course load of at least twelve (12) credit/contact hours, or its equivalent. Each student must register for and is expected to maintain a minimum course load of twelve (12) credits or equated credits per semester including remedial, developmental and compensatory courses. However, a student may be granted permission during the semester to drop a course(s) with no change in his/her stipend level provided that such a “drop” is deemed advisable by his/her counselor with proper authorization on file and the number of credits or its equivalent is not reduced below nine (9) credit/contact hours. A student in his/her semester of projected graduation, whose degree requirements would be met with less than the minimum course load, may be permitted to register for only those courses and number of credits that are required for graduation.
X. RETENTION STANDARDS

Students in the SEEK Program shall be subject to the effective University retention standards. SEEK Program students who will enter in Fall 1978, and thereafter, may be supported up to ten (10) semesters in addition to two (2) special summer sessions for completion of the baccalaureate degree.

For transition purposes, students who entered prior to Fall 1978 and who fail to meet the required standards as specified in the University retention guidelines shall be granted a maximum of two semesters to meet these standards before being placed on probation.

The standard probationary period for all SEEK Program students other than those mentioned above shall be a maximum of two semesters. Students who fail to achieve the required standards after the probationary period shall be dropped from the Program. The regular academic appeals procedure of each college shall continue to consider individual cases and, taking into account the recommendation of the SEEK Director, to grant exceptions as warranted.

The maximum length of time for leave of absence shall not exceed three (3) consecutive semesters. Where special circumstances warrant, requests for exceptions, along with appropriate justification, shall be transmitted by the SEEK Director to the SEEK Central Office for approval.

XI. STUDENT ATTENDANCE

Attendance by SEEK students in remedial, developmental and compensatory SEEK-funded courses is to be considered compulsory for those students assigned to or admitted into such courses. The individual colleges shall adopt reasonable regulations for the encouragement of such attendance and the discouragement, by appropriate sanctions, of non-attendance.

XII. SEEK STUDENT RIGHTS AND RESPONSIBILITIES

Students in the SEEK Program are recognized as matriculated, full and equal members of the student body of the college at which they are enrolled and entitled to all the rights and privileges, as well as subject to all the obligations, of students at the college; and as SEEK students, to special services and also special obligations.

Subject to the provisions of these Guidelines, the additional entitlements and responsibilities of SEEK students may be listed (but are not limited) as follows:

1. Access to SEEK counseling and other support services throughout career as a SEEK student;

2. Access to SEEK-funded academic tutoring, on an as-needed basis, in relation to all of the student's non-SEEK academic course work at the college whether lower division or upper division;

3. Access to financial support, including State special funding, on an individual as-needed basis;

4. Compulsory full-time attendance in all basic skills, developmental, and compensatory courses to which assigned or admitted.
XIII. FINANCIAL AID

The principal objective of student financial assistance is to provide the necessary financial support, to the extent possible, to enable the economically disadvantaged student to attend college full-time. The responsibility for and the supervision of all financial aid to SEEK students shall be vested in the college Financial Aid Office.

Appointments of SEEK Financial Aid Officers, to work on the packaging and documentation of financial aid awards for SEEK students, shall be made by the SEEK Director, upon approval by the Financial Aid Director; for personnel purposes, Financial Aid Officers shall be considered members of the SEEK Department. SEEK Financial Aid Officers shall report to and work under the direction of the college Financial Aid Director. They shall work in such place or places as may be assigned by the Financial Aid Director; their priority duty shall be to work on financial aid awards for SEEK students.

Each SEEK Director shall designate at least one financial aid counselor whose function shall be to provide liaison with the college Financial Aid Office and to assist individual SEEK students with their financial problems; he/she shall serve as advocate for individual students, on an as-needed basis, with the Financial Aid Office, and with other available sources of financial support.

Financial aid counselors assigned to such duties shall be responsible to the SEEK Director. They shall be trained by the SEEK Central Office and the University Student Financial Aid Office to enable them to assist in locating support funds, through either public or private programs, which could help particularly needy SEEK students continue to attend college full-time.

The College Financial Aid Director shall be responsible for the packaging and awarding of financial aid to SEEK students in accordance with the guidelines and criteria established by the University and the funding authorities. The Financial Aid Director shall also be responsible for verifying SEEK student economic eligibility for the purpose of making financial aid awards, and for admission into the SEEK Program.

An evaluation of the Financial Aid Director, and his office, from the perspective of the service provided to SEEK students, shall be made annually by the SEEK Director in collaboration with the financial aid personnel of the SEEK Department, and filed with the Financial Aid Director, the President, and the SEEK Central Office.

XIV. ANNUAL GENERAL PLAN AND ANNUAL FINAL REPORT

As required by the Higher Education Opportunity Act and the regulations of the Board of Regents, the University shall develop and submit to the State authorities an annual General Plan and an annual Final Report covering the organization, development, coordination, and operation of the SEEK Program. The General Plan and the Final Report shall include such information and data as may be required.

The SEEK Central Office shall be responsible for the coordination, compilation and final preparation of the annual SEEK General Plan and the annual Final Report for submission to the State authorities, subject to approval by the Chancellor and the Board of Higher Education.

It shall be each President's responsibility to insure the timely submission of campus information and data required for the General Plan and Final Report.

It was agreed that a meeting should be arranged as early as possible between the members of the Board of Higher Education and the members of the Black and Puerto Rican Legislative Caucus.

The Board expressed its thanks to Mrs. Everett, Chairperson of the EEO Committee, for her outstanding efforts and leadership in connection with the development of the new Guidelines.

Upon motions duly made, seconded and carried, the meeting was adjourned at 6:54 P.M.

RICHARD M. CATALANO
Secretary of the Board.