The Chairperson called the meeting to order at 4:45 P.M.

There were present:

James P. Murphy, Chairperson
Edith B. Everett, Vice Chairperson

Paul P. Baard
Blanche Bernstein
Sylvia Bloom
Maria Josefa Canino
Armand D'Angelo

William R. Howard
Harold M. Jacobs
Robert L. Polk
Joaquin Rivera
Margaret Titone
Brenda Farrow White

Abdallah Muhammad, ex officio
Shirley Ullman Wedeen, ex officio

Martin J. Warmbrand, Secretary of the Board
David B. Rigney, General Counsel and Vice Chancellor for Legal Affairs
Etta G. Grass, Assistant Secretary of the Board

Chancellor Joseph S. Murphy
Deputy Chancellor Laurence F. Mucciolo
President Milton G. Bassin
President Roscoe C. Brown
Acting President Leo A. Corbie
President Leon M. Goldstein
President Matthew Goldstein
President Bernard W. Harleston
President Robert L. Hess
President Augusta Souza Kappner
President Shirley Strum Kenny
Acting President Tilden J. LeMelle
President Leonard Lief
President Gerald W. Lynch

President Harold M. Proshansky
President Isaura S. Santiago
President Kurt R. Schmeller
President Joel Segall
President Joseph Shenker
President Edmond L. Volpe
Sr. Vice Chancellor Donal E. Farley
Vice Chancellor Ira Bloom
Acting Vice Chancellor Joyce Brown
Vice Chancellor Jay Hershenson
Vice Chancellor Carolyn Reid-Wallace
Vice Chancellor Joseph F. Vivona
Dean Haywood Burns
Dean George I. Lythcott

The absence of Mr. Louis C. Cenci, and Mr. Judah Gribetz was excused.
A. TRUSTEE RECOGNITION: The Chairperson reported that Trustee Maria Canino was honored at a reception on March 4 by the Puerto Rican Congress of New Jersey for her contributions to a better development of the Hispanic community in the field of education and community development.

B. PRESIDENTIAL HONORS: The Chairperson called attention to the fact that President Robert L. Hess had his picture in The New York Times in connection with a story about the collaborative programs between Brooklyn College and the public schools. He stated that it was a wonderful acknowledgment about a program to which this University has been committed for a number of years. Many of the Presidents and administrators have worked at developing models for ways in which this University can be helpful to the public education system in New York City.

The Chairperson also reported that President Hess will be the recipient on April 17 of the Academic Leadership Award tendered by the National Council of Young Israel at its Youth Foundation Banquet.

C. FACULTY HONORS: The Chairperson reported the following honors accorded members of the University faculty:

(1) Julia Przybos, associate professor in the Department of Romance Languages at Hunter College, has been awarded a Fellowship for College Teachers and Scholars by the National Endowment for the Humanities.

(2) Deborah Partridge Wolfe, professor emerita of education at Queens College, is the recipient of the National Alliance of Black School Educators' Marcus A. Foster Distinguished Educator Award. The award was presented to Dr. Wolfe in December in observance of the 15th anniversary of the organization, which she helped establish.

(3) M. Paul Friedberg, director of the urban landscape program at The City College, has recently been appointed to the Board of Directors of the Landscape Architecture Foundation.

D. GRANTS: The Chairperson presented for inclusion in the record the following report of grants received by units of the University:

(1) Graduate School and University Center: The Graduate School and University Center has received the following grants:

(a) $115,910 from the William T. Grant Foundation to Profs. Herbert Saltzstein and Dalton Miller-Jones for a project entitled "The Effects of Taking the Role of Child-Care Helpers on Adolescent Social Cognition Self-Concept and Social Relations with Peers and Adults."

(b) $75,707 from the U.S. Dept. of Education to Prof. Irving Hochberg for a project entitled "Preparation of Leadership Personnel in Hearing Impairment."

(2) City University School of Law at Queens College: The City University School of Law at Queens College has received a grant of $127,732 from the N.Y.S. Dept. of Social Services for the support of training contract entitled "Training Program for DSS Hearing Officers and Supervising Hearing Officers" under the direction of Ms. Holly Hartstone.

(3) The City University Medical School: The City University Medical School has received a grant of $51,502 from the World Health Organization to Prof. S.
Meshnick for a project entitled "Activated Oxygen Generators as Antimalarial Agents."

(4) The City College: The City College has received the following grants:

(a) $195,789 from the U.S. Air Force Office of Scientific Research to Prof. R. Alfano, Dept. of Physics, for a project entitled "Ultrafast Physics in Microstructure and Alloy Systems."

(b) $156,100 from the National Science Foundation to Profs. B. Sakita and M. Kaku, Dept. of Physics, for a project entitled "Problems in Strong and Weak Interactions."

(c) $125,000 from the U.S. Air Force to Prof. R. Alfano, Dept. of Physics, for a project entitled "Ultrafast Optical Digital Computation Using Nonlinear Optics."

(d) $119,999 from the National Aeronautics & Space Administration to Prof. W. Pierson, Institute of Marine & Atmospheric Science, for a project entitled "Remote Sensing Research on Radar Backscatter Theory & on Improving Conventional Methods for Measuring Winds at Sea."

(e) $101,290 from the U.S. Dept. of Education, to Prof. W. Rogers, Dept. of Architecture, for Cooperative Education Program for the School of Architecture.

(f) $54,486 from Brookhaven National Laboratories to Profs. C. Miller and C. Costantino, Dept. of Civil Engineering, for a project entitled "Verification of Soil/Structure Interaction Methods."

(g) $54,409 from N.Y.S. Education Dept. to Prof. M. Roth, Dept. of SEEK Counselling, for Collegiate Science & Technology Entry Program (CSTEP).

(h) $54,050 from the National Science Foundation to Prof. G. Baumslag, Dept. of Mathematics, for a project entitled "Mathematical Sciences: Finitely Presented Groups."

(i) $50,000 from the U.S. Dept. of Energy to Prof. E. Levich, Dept. of Chemical Engineering/Physics, for a project entitled "Comparative Study of the Vorticity Field in Turbulent Flows."

(5) Hunter College: Hunter College has received the following grants:

(a) $200,000 from the Aaron Diamond Foundation to Elaine Walsh, Dept. of Urban Affairs, for the Public Service Scholars Program.

(b) $177,098 from the U.S. Education Dept. to Louis Ray and Sylvia Fishman, Office of Student Services, for Special Services for Disadvantaged Students.

(c) $127,264 from the National Cancer Institute to Richard Franck, Dept. of Chemistry, for a project entitled "Synthesis of the Aureolic Acid Antibiotics Family."

(d) $65,000 from the Community Service Society of New York to Frank Bonilla and Diana Caballero, Centro de Estudios Puertorriqueños, for the Puerto Rican/Latino Education Roundtable.
(e) $65,000 from the Leon Loewenstein Foundation to Donna Shalala for the Professionalism Task Force of the New York City Board of Education.

(f) $61,062 from the National Institute of Mental Health to Philip Zeigler, Dept. of Psychology, for a project entitled "Neural Control of Vertebrate Ingestive Behavior."

(g) $51,740 from the Office of Naval Research to Ann Henderson, Dept. of Biological Sciences, for a project entitled "Exposure of Human Cells to Electromagnetic Fields."

(h) $50,000 from the Louis and Rachel Rudin Foundation to Evelyin Gioiella, School of Nursing, for Scholarships for Nursing Students.

(6) Lehman College: Lehman College has received a grant of $399,083 from the National Institutes of Health to Prof. William Jakinovich, Jr., Dept. of Biological Sciences, for a project entitled "Physiology of the Sweet Taste Response."

(7) Queens College: Queens College has received the following grants:

(a) $63,873 from the Charles Stark Draper Laboratory, Inc. for the support of research contract entitled "Thin Film Samarium Cobalt Magnets for Microelectronic Applications" under the direction of Prof. Fred Cadieu of the Dept. of Physics.

(b) $62,497 from the Educational Foundation of America for the support of research entitled "Establishment of Community Recycling Information Service" under the direction of Dr. Barry Commoner of the Center for the Biology of Natural Systems.

(c) $56,043 from the N.Y.S. Division of Youth to provide ex-offenders with an opportunity to prepare for careers through enrollment in the Paralegal Studies Program, under the direction of Alan Wolk, Office of Paralegal Studies.

(d) $55,000 from the Leon Loewenstein Foundation, Inc. for the support of program development entitled "A Comprehensive Peer Tutoring Program" under the direction of Prof. Frank Riessman of the Elementary Education Dept. (awarded jointly with the Graduate Center).

Upon motions duly made, seconded and carried, the following resolutions were adopted or action was taken as noted: (Calendar Nos. 1 through 7)

NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for March 21, 1988 (including Addendum Items) be approved as revised as follows:

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

EXPLANATION: The University Report consists of the highlights of the personnel actions and other resolutions of a non-policy nature which require approval by the Board of Trustees.

NO. 2. CHANCELLOR'S REPORT: RESOLVED, That the Chancellor's Report for March 21, 1988 (including Addendum Items) be approved.
(a) 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 Trustees.

NO. 2X. ORAL REPORT OF THE CHANCELLOR: The Chancellor presented the following report on matters of Board and University interest:

(a) The Chancellor reported that the next ten days are the last ten days in the University's budget cycle in negotiations with the State on next year's budget and the beginning of the State's fiscal year. Following that will be the City negotiations on the budget. He asked that the Presidents, faculty, and students continue their efforts to communicate the University's needs to appropriate legislators. There appear still to be differences about revenue projections. The University's responsibility at the moment is to look for whatever support it can get from its friends for its education programs. He reaffirmed that as a public institution, the University's resources depend upon its ability to persuade the legislators of the needs of the University and the desirability of supporting those needs.

(b) The Chancellor noted that the efforts on behalf of Medgar Evers College, which have been going on for some years, appear to be bearing some fruit. There has been increasing support in public relations. There have been a news article in the Daily News and the Amsterdam News and some editorials which have been supportive of four-year status for Medgar Evers College. That item is in the Governor's Budget. The University is looking for legislative support of the Governor's Budget for Medgar Evers College.

(c) This coming week the University will be represented at a press conference in Washington held by a coalition of national educational associations. It will be essentially directed toward supporting for the first time an item in the President's Budget of an increase in Pell Grants, and, for the first time, an increase in part-time student financial aid.

(d) The Chancellor expressed his personal regret as well as the regret of those who knew him on the passing of Gordon Lea, who was assistant professor of English at Lehman College for many years and an active member of the University Faculty Senate.

At this point the Chairperson and the Chancellor left the meeting.

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the Board meeting of February 22, 1988 be approved.

At this point the Chairperson and the Chancellor rejoined the meeting.

NO. 4. COMMITTEE ON FISCAL AFFAIRS, FACILITIES AND CONTRACT REVIEW: RESOLVED, That the following items be approved:

A. Borough of Manhattan Community College - Mainframe Computer and Peripheral Equipment:

RESOLVED, That the Board of Trustees of The City University of New York approve contract documents and specifications and authorize the Borough of Manhattan
Community College to purchase and install an IBM 4381 - P23 CPU and IBM 3720 Communication Controller, and two IBM 3380 or equivalent direct access storage devices (with necessary control unit) and IBM 327X or equivalent terminals at an estimated cost of $615,000., chargeable to Capital Project HN-192.

EXPLANATION: The mainframe computing requirements of the college cannot be met with its existing equipment. The proposed replacement will allow the college to reconfigure its mainframe computing needs by increasing its CPU, disk storage, and communications capabilities. The new configuration will satisfy current and projected mainframe computing applications such as a newly developed student adviser reservation experience system.


RESOLVED, That the Board of Trustees of The City University of New York approve the contract documents and specifications and authorize Queens College to advertise for, receive and open bids and award a contract to the lowest responsible bidder for the Lease/Purchase acquisition of an Integrated Student Information System for Queens College, at a total estimated cost of $450,000, chargeable to Code 2-280-01-530 and/or such other funds as may be available.

EXPLANATION: The Integrated Student Information System will be college based and will be compatible with University data base management software (IDMS). The system will be a state-of-the-art mechanism for the storage, retrieval, and processing of all aspects of student and student-related information, including standard reports required by the University and the State of New York.

This request has been approved by the Office of the Vice Chancellor for Budget and Finance.

C. Hostos Community College - IBM Token Ring Microcomputer Network Lab for Academic Computing:

RESOLVED, That the Board of Trustees of The City University of New York authorize Hostos Community College to purchase IBM Token Ring Network with 50 IBM Microcomputers, available under the State of New York contract P27627, at an estimated cost not to exceed $180,000, chargeable to Capital Project HN192.

EXPLANATION: This lab will be useful in teaching Business Applications to Data Processing students taking the Business option. The applications that will be taught in this lab are recommended by the Data Management Association. This new business option is intended to prepare students for positions involving direct use of microcomputers for business administration and decision support in financial institutions. We are setting up two labs with 25 machines each connected with the IBM token ring network. Installation of the network will allow us to purchase lower cost individual workstations and increase the amount of software we will be able to provide.

D. Hostos Community College - West Academic Complex Construction:

RESOLVED, That the Board of Trustees of The City University of New York accept the contract documents and cost estimate of $23,212,000 as prepared by the firm of Voorsanger and Mills, Architects in association with Hirsch Danois Partnership for the construction of the New West Academic Complex Building Addition at Hostos Community College; and be it further
RESOLVED, That the City University Construction Fund be requested to authorize the Dormitory Authority of the State of New York to advertise, bid and award contracts for the construction of the aforesaid New Building Addition.

EXPLANATION: Funding has been authorized and the Dormitory has sold bonds to finance the construction of a new facility which will consist of a major addition to the 475 Grand Concourse Building located on the west side of the Grand Concourse, south of East 149th Street, The Bronx. The New Building Addition will provide 53,770 net assignable square feet of space in a building of 101,285 gross square feet and will accommodate the West Academic Complex’s Departments of Allied Health Services, Natural Sciences, Health and Human Services, the Library, Day Care, classrooms and adjunct offices.

On June 29, 1987 (Cal. No. 4P), the Board of Trustees accepted preliminary plans, etc. for this project and authorized the completion of the final documents now considered.

The final plans have been reviewed and accepted by the College, the Office of Facilities Planning, Construction and Management and the Dormitory Authority of the State of New York.

It is recommended that the final contract documents be accepted and authorization to invite bids and award contracts for the construction of this facility be given.

E. Kingsborough Community College - Telecommunications System:

RESOLVED, That the Secretary is authorized to enter into an agreement for the lease purchase of a telephone system from AT&T for all the buildings occupied by Kingsborough Community College, at a cost of $337,000 per year for a period of five years, chargeable to FY1988-89 236601420 and such other funds as may be available over a five year period, and, if deemed advisable, to submit the same to the New York City Board of Estimate for its approval, and be it further

RESOLVED, That the Secretary enter into annual maintenance agreements with AT&T after the first year’s free maintenance, the cost for the next four years to be $60,000, annually, provided service is satisfactory to the college.

EXPLANATION: On January 27, 1986 (Calendar Item 4.F.), the Board of Trustees of The City University of New York approved a resolution, authorizing Kingsborough Community College to request proposals for and enter into an agreement for a telecommunications system at an estimated cost of $200,000 annually for a five year period. In accordance with this resolution, the college advertised its request for proposal in the City Record and sent out invitations to submit proposals to 85 vendors. Seven proposals were received by the College, of which three were dropped from consideration for failure to comply with specifications as required by the Request for Proposal. Of the four remaining, AT&T was the lowest in cost, while proposing the delivery of high quality services and products.

F. LaGuardia Community College - Building Annex Renovations:

RESOLVED, That the Board of Trustees of The City University of New York, accept
final plans, specifications and preliminary construction cost estimate of $49,800,000 for the renovation of an existing building annex at LaGuardia Community College, CUNY Project No. LG734-083, as prepared by Warner, Burns, Toan and Lunde, Architects, in association with J.C. Harris Associates, Architects, and be it further

RESOLVED, That the City University Construction Fund be requested to accept the final plans, specifications and construction cost estimate and to authorize the Dormitory Authority of the State of New York to proceed to advertise for bids based on the above documents.

EXPLANATION: The work proposed, calls for the renovation of an existing building annex which will provide approximately 218,500 net assignable square feet of space comprised of a Library, 800 seat theater, pool, dining facility, laboratories, classrooms, offices, tutorial areas and student activity spaces.

A new exterior facade and upgrading of mechanical, electrical and lighting systems to meet Code and program requirements are planned in the facility. 31st Place, which is being demapped, will be landscaped into a central court area connecting the proposed annex facility with the adjacent present main campus building.

On November 26, 1984, Cal. No. 4.A., the Board of Trustees adopted a resolution that approved the selection of the firm of Warner, Burns, Toan and Lunde Architects in association with J.C. Harris Associates, Architects for this project.

The final plans, specifications and cost estimate have been reviewed and accepted by the College, the Office of Facilities Planning, Construction and Management and the Dormitory Authority, and acceptance by the Board is recommended so that the Dormitory Authority of the State of New York can advertise for bids and award to qualified bidders within the construction cost estimate.

G. Hunter College, 695 Park Avenue Building - Chiller Replacement:

RESOLVED, That the Board of Trustees of The City University of New York approve the contract documents as prepared by the firm of Syska & Hennessy, Inc. Engineers and authorize the Office of Facilities Planning, Construction and Management, to advertise, bid and award a contract to the lowest responsible bidder for furnishing all labor, material and equipment required for construction of Chiller Replacement at 695 Park Avenue Building, Hunter College, Project No. HU930-086 (CU972-086) at a total estimated cost of $1,150,000 chargeable to the State Construction Fund.

EXPLANATION: The project consists of the replacement of the existing absorption chiller with two new 800 ton and 200 ton absorption chiller units, three 400 ton cooling towers and the accessories needed for efficient function of the system.

The total estimated cost of $1,150,000 includes construction contingencies and cost escalation to bid date.

On September 29, 1986, Cal. No. 7(A), (9), the Board of Trustees adopted a resolution that approved the selection of the firm Syska & Hennessy, Inc.
Engineers for this project.

H. Borough of Manhattan Community College - Elevator and Escalator Maintenance:

RESOLVED, That the Board of Trustees of The City University of New York approve the contract documents and specifications and authorize the Borough of Manhattan Community College to advertise for, receive, open and award a contract to the lowest responsible bidder for furnishing elevator and escalator full service and repair maintenance with a one year renewal option at the same rates, terms and conditions at an estimated cost of $150,000, chargeable to Code 2-17701-400, contractual services and/or such other funds as may be available.

EXPLANATION: The present contract expires June 30, 1988 and continued service is essential.

I. Supplemental Agreement No. 2 to Lease Agreement Among City University Construction Fund, Dormitory Authority, and The City University of New York:

RESOLVED, That the proposed Supplemental Agreement No. 2 dated as of March __, 1988 to the Agreement of Lease dated as of July 15, 1986 between the Dormitory Authority of the State of New York, the City University Construction Fund, and The City University of New York, relating to Dormitory Authority of the State of New York City University Consolidated Revenue Obligations, providing for the leasing by the Fund from the Dormitory Authority of facilities for the use of The City University and the financing by the Dormitory Authority of such facilities by the issuance of bonds and note pursuant to the Dormitory Authority of the State of New York City University Consolidated Revenue Obligation Resolutions be approved; and be it further

RESOLVED, The the Chairperson or Vice Chairperson is hereby authorized and directed to execute this Supplemental Agreement on behalf of The City University and is authorized to cause the seal of The City University to be affixed thereto; and be it further

RESOLVED, That the Secretary of the Board of Trustees is hereby authorized and directed to sign the Supplemental Agreement in attestation of the signature of the Chairperson or Vice Chairperson and/or of the seal of The City University and to cause the Supplemental Agreement to be delivered on behalf of The City University to the other parties thereto; and be it further

RESOLVED, That the Chairperson or Vice Chairperson of the Board of Trustees is authorized to make such changes in the Supplemental Agreement as he or she shall deem appropriate or necessary in accordance with the advice of the General Counsel to the Board of Trustees, including the deletion or addition of facilities, and the signature of the Chairperson or Vice Chairperson of the Board of Trustees and the attestation of such signature by the Secretary shall be conclusive evidence of the approval by the Board of Trustees of such changes.

EXPLANATION: The purpose of the proposed Supplemental Agreement is to authorize the Dormitory Authority to provide financing for several facilities which have been authorized by the New York State Legislature. The costs to be financed approximate $26 million and will provide for costs for new or modernized facilities at eleven campuses.
NO. 5. COMMITTEE ON PUBLIC AFFAIRS: RESOLVED, That the following items be approved:

A. AIDS Policy: In moving the resolution, Mrs. Bloom made the following statement:

"This policy resolution addresses our collective concern about the AIDS epidemic. As the largest urban university in the nation, City University should be in the forefront of an educational effort to help prevent the spread of the disease and to dispel misinformation.

"Many of our colleges have already done a great deal to educate their communities about AIDS. These efforts are continuing. For example, on Tuesday, April 5, a Bronx-wide conference will be held at Lehman College. But the Public Affairs Committee believes that a University-wide effort at this time would assist the campuses as they address AIDS-related issues.

"The report of the Chancellor's Advisory Committee on AIDS, chaired by Vice-Chancellor David Rigney, has been widely circulated and discussed. The policy statement focuses on education, awareness, and compassion. Six objectives are identified and addressed:

"1. Educating the University community about AIDS and related issues;

"2. Providing information on transmission and risk reduction to prevent further spread of the disease;

"3. Facilitating access to proper medical, administrative, counseling, and other assistance;

"4. Identifying those educational and work situations where special precautions may be advisable;

"5. Encouraging research on AIDS;

"6. Lessening the fears and unwarranted reactions associated with the disease towards those who have it and those who may be at risk.

"A University-wide AIDS coordinator would be designated by the Chancellor and a number of educational programs are suggested.

"I would also like the record to indicate that there is a question-and-answer guide included in the report for background information purposes only in order to assist the colleges in the preparation of appropriate materials.

"The Committee on Public Affairs reviewed the proposed AIDS policy at two meetings and unanimously recommends its adoption. I also want to acknowledge the fact that these materials were reviewed by Dean Lythcott and his staff at the Medical School."

The resolution was seconded and adopted as follows:

WHEREAS, Acquired Immune Deficiency Syndrome ("AIDS") is a deadly disease for which there is currently no known cure or effective treatment; and,
WHEREAS, preventive education is society's best hope for inhibiting the further spread of the AIDS virus; and

WHEREAS, The City University of New York, as the nation's leading public urban university, has an important opportunity to take a leadership role in the area of AIDS education,

THEREFORE BE IT RESOLVED, That the October 26, 1987, report of the Chancellor's Advisory Committee on AIDS is hereby approved, with the recommendation that it be fully implemented (see below):

AND BE IT FURTHER RESOLVED, That the October 26, 1987, policy statement and question-and-answer guide prepared by the Chancellor's Advisory Committee on AIDS is hereby approved and adopted (see below):

EXPLANATION: AIDS is widely recognized as a serious public health problem in the United States. The Board of Trustees concurs with the recommendations made by the Council of Presidents that the University promulgate a policy statement and undertake various educational efforts, as outlined in the Committee's report, in order to help combat the further spread of this disease.

Report of the Chancellor's Advisory Committee on Acquired Immune Deficiency Syndrome (AIDS)

Recommendations and Comments

I. Adoption of Policy Statement and Guidelines

Anyone picking up a newspaper today cannot help but become aware that there is growing concern about AIDS, among members of the health professions and the lay public alike. As a major educational institution in the City of New York, the University should be in the forefront of the educational effort to help prevent the spread of the disease and to dispel misinformation that may cause unnecessary anxiety.

Although many of the individual campuses have already done a great deal to educate their constituencies about AIDS (as indicated in our survey a year ago), the committee believes that the promulgation of University policy and guidelines at this time would be of assistance to the campuses and others as they continue to address the educational and policy issues related to AIDS.

A draft policy statement, with a question-and-answer guide, accompanies this report. As set forth in the proposed statement and guidelines, the philosophy underlying the University's position is based on the following major principles.

1) University policy is based on the consensus of medical authorities that AIDS is not readily communicable. It is not foodborne or airborne, and it is not spread through casual contact such as normally occurs in work, school, or social settings. Medical authorities consistently maintain that transmission of the AIDS virus requires intimate sexual contact, the direct exchange of body fluids, the sharing of intravenous injection needles, or the transfusion of the blood products of an infected individual.
The University's responses are further based on recommendations issued by the U.S. Public Health Service, the Centers for Disease Control (CDC), and the New York State and City Departments of Health. As these recommendations may be modified or expanded, the University should review and, where appropriate, revise its guidelines.

2) University policy is also based on the legal premise that both Federal and State laws prohibiting discrimination against qualified handicapped individuals apply to victims of AIDS or ARC (AIDS-Related Complex). We note that the United States Justice Department has issued a position paper arguing that Section 504 of the Rehabilitation Act of 1973 does not apply to AIDS/ARC victims who may be discriminated against based on fear of contagion; we believe this interpretation is in error and should not be followed. In our view, Section 504 was intended to forbid discrimination that is not medically or otherwise justified, and recent Federal court decisions lend weight to our view.

We also note that sexual orientation discrimination is prohibited by the City Administrative Code Section 8-108.1 and by Article 8 of the Professional Staff Congress/CUNY collective bargaining agreement, as well as by other of the University's collective bargaining agreements.

One further legal premise of University policy is that medical records are confidential and may not be released without consent, except as required by law.

3) Consistent with these fundamental medical and legal principles, University policy should be based on a compassionate concern for the problems of AIDS victims, with the aim of providing the maximum feasible accommodation to such individuals. At the same time, University policy should address the concerns of people in contact with AIDS victims, not by accommodating or succumbing to the irrational and excessive reactions that occasionally may occur, but by providing education, counseling and appropriate administrative support for all students and employees.

It should be University policy that each AIDS-related problem be addressed individually, with a focus on the medical facts involved. The answers given in the guidelines are meant as a framework from which can be developed specific responses to individual cases.

II. Coordination of Information and Services

1) Campus Liaisons and Information Sites

As has been true to date, the campuses should have the primary responsibility to address AIDS educational and policy issues, with appropriate support, advice in individual cases, and coordination of overall University efforts provided by the University administration. In connection therewith, the committee recommends that the Chancellor designate a University-wide AIDS coordinator to be responsible for regularly providing information to the chief student affairs administrators and the chief personnel officers at the colleges, as well as to any other person/s designated by the presidents. This would facilitate the exchange of information, and would enable the Central administration, or an appropriate central committee, to coordinate efforts and to exercise oversight.
The committee also recommends that each campus designate a particular office or location, accessible to students and employees, where accurate and current information about AIDS and community resources would be available.

2) Periodic Mailing/Distribution

In an effort to assure that appropriate information is made available to every member of the University community, the committee believes that a concerted, periodic mailing or distribution of AIDS materials, including the University policy statement, should be undertaken. Such materials might be distributed at the beginning of each academic year in conjunction with student registration and the distribution of employee paychecks.

Numerous informational brochures are available. One of the most informative is the recent Surgeon General's report issued by the U.S. Public Health Service. It provides information about AIDS, its symptoms, known means of transmission, and precautions for avoiding or reducing the risks of contracting it.

3) Additional Educational Efforts

There are other educational approaches the campuses may wish to consider. The committee offers the following suggestions.

In connection with the operation of their information sites, the campuses may wish to develop lists of speakers for student groups and campus-wide symposia. The development of referral lists for AIDS testing, counseling and other health services, hospices, funeral parlors, etc. would be an important resource.

In addition to the direct distribution of informational brochures, the colleges may wish to utilize other means of disseminating information, including posters, pamphlets, articles and announcements in student newspapers and on student radio stations, and publicity concerning AIDS hotlines. The University television channel might be used for panel discussions. The committee believes there are useful video tapes on AIDS that could be made available for viewing. Such video presentations might be scheduled so as to reach the widest possible audience of students and employees.

The colleges should conduct training programs for counselors, benefits personnel, and other student and employee support staff, where appropriate. In addition to psychological counseling, the colleges may wish to provide assistance with insurance coverage, housing, and civil rights issues. Special training should be provided to individuals involved with child-care centers, hospital and other clinical programs, sports and physical education programs, food services and food preparation programs, laboratories, and cleaning services.

---

1 The U.S. Public Health Service Public Affairs Office advises that up to 1,000 printed copies, or a "photo-ready" copy, of the Surgeon General's Report can be obtained without cost from the AIDS Clearinghouse (P.O. Box 14252, Washington, D.C. 20044).

2 We recognize that this recommendation for enlarged counseling services raises, but does not resolve, the question of appropriate additional resources to provide such counseling.
Educational efforts should focus on means of AIDS prevention. Although much controversy has been generated over the distribution of condoms, the committee notes that that controversy itself may have the beneficial effect of increasing awareness of AIDS. Distribution of condoms, (which may be obtained without charge from the New York City Department of Health), as part of a preventive education program may be a worthwhile endeavor. Installation of condom vending machines should also be considered.

III. Integration of Health Issues into College Curricula

A very important area for exploration is the development of appropriate health-related curricula. The committee believes the incorporation of AIDS education and other health-related matters into college courses -- in nursing, science, behavioral science, health, and physical education -- should be carefully examined by college faculties and academic leaders, with appropriate support and coordination provided by the University administration. A health component to the campuses' freshman orientation programs should likewise be considered.

IV. Ongoing Areas of Concern

1) Health Insurance

A review should be made of the existing health and welfare benefit plans provided for our employees, with priority given toward shifting the balance in the coverage, to provide significantly greater catastrophic coverage, including nursing home, home-health, and hospice care. By the same token, a review should be made of the group health insurance plans made available to our students.

2) Funding

Funding for training and the development of AIDS education programs will be a continuing problem. Grant money does not currently appear to be readily available. Consideration should be given to requesting State budget allocations for these purposes.

3) Leadership

The crucial element in combatting the AIDS epidemic is to convince people to change their modes of behavior and their basic attitudes, most formidable tasks. The University seems uniquely well-suited to help develop effective AIDS education programs - programs designed to educate the public generally and, in particular, to reach those most at risk.

It is the committee's basic recommendation that the University take a leadership role in this area.
POLICY STATEMENT AND QUESTION-AND-ANSWER GUIDE CONCERNING ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

The City University of New York

In response to the AIDS epidemic, The City University will foster education, awareness, and compassion. The University will address its resources and its efforts to tasks that include:

- educating the University community about AIDS and related issues;
- providing information on transmission and risk reduction to prevent further spread of the disease;
- facilitating access to proper medical, administrative, counseling, and other assistance;
- identifying those educational and work situations where special precautions may be advisable;
- encouraging research on AIDS and its related issues; and
- lessening the fears and the unwarranted reactions associated with the disease, towards those who have it, and those who may be at risk.

The University believes that since there is currently no available cure for AIDS or treatment to inhibit the AIDS virus, preventive education is of paramount importance. The University also believes that as AIDS education increases, misinformation about the disease and its transmission, and unwarranted reactions to it will decrease.

Statement of Principles

University policy is based on the consensus of medical authorities that AIDS is not readily communicable. It is also based on the opinion of legal counsel that various Federal and State anti-discrimination laws pertain to AIDS victims and to persons perceived as such. Consistent with these underlying medical and legal premises, it is University policy that each AIDS-related problem be addressed individually, with a focus on the medical facts involved and with due regard to issues of privacy and confidentiality. The answers given in these guidelines are meant as a framework from which can be developed specific responses to individual cases.

The University's guidelines are further based on recommendations issued by the U.S. Public Health Service, the Centers for Disease Control (CDC), and the New York State and City Departments of Health. As those recommendations may be

---

3 In developing these guidelines, the University reviewed various AIDS guidelines of other colleges and universities. The format and content of this Question-and-Answer Guide are patterned after one prepared by The Ohio State University, with modifications suggested by members of the Chancellor's Advisory Committee on AIDS.

4 Throughout these guidelines, the term AIDS, where appropriate, includes ARC (AIDS-Related Complex), and other conditions due to infection by HIV (Human Immunodeficiency Virus).
modified or expanded, the University will review and, where appropriate, revise these guidelines.

Within that context, the University has formulated the following questions and answers regarding these policy issues.

**Student Concerns**

1. **What will the University do if a student has, or suspects he or she has AIDS?**

   If a student is uncertain of his or her medical condition and seeks help, the University will offer to refer the student for a medical evaluation, including counseling and further medical follow-up if appropriate. This referral will be made on a confidential basis.

   With the concurrence of his or her physician, a student with AIDS will be permitted to continue regular classroom attendance at the University.

2. **How will the University respond to complaints of discrimination or harassment against students with AIDS, or students who simply are perceived to be in high risk groups?**

   The University will respond to any conflict or harassment first by informal means, counseling and educating the individuals involved. However, if harassment continues, such conduct may be dealt with as a disciplinary matter under established University procedures, with due regard to privacy concerns.

3. **How will the University respond to students who wish to change class schedules because a person in their class has AIDS?**

   Concern about casual transmission of AIDS is not supported by medical evidence. A concern that a professor or classmate has, or is believed to have, AIDS will not be considered a legitimate reason for a student's dropping a course, requesting a section reassignment, or making other program changes. The University's response to concerns of this nature will be to provide AIDS education and appropriate counseling to those involved.

4. **What guidelines will be followed for students working in hospital settings pursuant to University-hospital affiliations, or in campus clinics?**

   The University and its students will abide by the hospitals' established policies and procedures for employees and staff regarding the care of patients with AIDS and the treatment of employees with AIDS. The University clinics will follow the CDC guidelines with respect to AIDS and will modify established policies and procedures if those guidelines are changed.

5. **Are student medical records confidential?**

   Medical records are confidential and may not be released without the student's consent, except as otherwise required by law. Persons working in offices where such information is kept will be made aware of this policy and that sanctions will be imposed for improperly divulging confidential information.
6. Will students be routinely tested for HIV antibodies?

No. The CDC guidelines do not recommend such routine testing.

Personnel Concerns

1. What will the University do if a professor or employee has, or suspects he or she has AIDS?

If a professor or employee is uncertain of his or her medical condition and seeks help, the University will offer to refer the professor or employee for a medical evaluation, including counseling and further medical follow-up if appropriate. This referral will be made on a confidential basis.

If a professor or employee has AIDS, it will be treated in accordance with established personnel policies and guidelines, as any other illness is treated. For example, if a professor is unable to teach a class, arrangements will be made for others to teach the class. If a professor is totally unable to carry out assigned duties, he or she can be placed on temporary disability leave or, if eligible, long-term disability leave.

2. What will happen if a supervisor knows or suspects an employee has AIDS and needs medical attention and/or counseling?

All decisions will be made case-by-case, based on the medical and other facts of each situation and with due regard to issues of privacy and confidentiality. Where appropriate, the University will offer to make confidential medical or counseling referrals.

3. How will the University respond to requests for transfers or changes in working conditions based on concerns about AIDS?

Concern about casual transmission of AIDS is not supported by medical evidence. A concern that a colleague or co-worker has, or is believed to have, AIDS will not be considered a legitimate reason for requiring transfers or making other changes in working conditions. The University's response to concerns of this nature will be to provide AIDS education and appropriate counseling to those involved.

4. What if an employee (or a student) working in a food service has, or is suspected of having, AIDS?

According to the CDC, no instances of foodborne AIDS transmission have been documented. Consistent with the CDC guidelines, University employees infected with HIV will not be restricted from work unless they have evidence of other infections or illnesses for which any food service worker must be restricted. The CDC advises that all food service workers should follow existing recommended standards and practices of good personal hygiene and food sanitation, and should exercise care to avoid injury to hands when preparing food.

5. What about concerns by employees engaged in cleaning activities?

Employees working in areas where exposure to body fluids or blood spills are likely should follow relevant CDC guidelines. The CDC recommends that
individuals cleaning up such spills should wear disposable gloves, and that any objects or surfaces exposed to blood or body fluids be cleaned with detergent followed by an EPA-approved hospital disinfectant or a freshly prepared solution of household bleach diluted 1:10 in water.

6. What about concerns regarding children in the University-supported Child Care Centers?

The CDC has no reported cases of AIDS transmission in school or day care settings. Guidelines issued by the CDC, however, do recognize a minimal, potential risk of transmission by preschool children who do not have control over behavior or bodily functions. Because of the slight risk, the University will provide training for its employees in the day care centers to understand AIDS, and to ensure necessary precautions are taken.

If a child enrolled in a University day care center is diagnosed as having AIDS or has a positive HIV test result, the case will be handled in accordance with the CDC guidelines and guidelines from the New York State Department of Health, based on the child's medical condition.

7. Are employee medical records confidential?

Medical records are confidential and may not be released without the employee's consent, except as otherwise required by law. Persons working in offices where such information is kept will be made aware of this policy and that sanctions will be imposed for improperly divulging confidential information.

8. Will employees be routinely tested for HIV antibodies?

No. The CDC guidelines do not recommend such routine testing.

In reply to a question from Dr. Canino as to when the Board would be receiving a progress report on the implementation of the policy, Vice Chancellor Rigney stated that there would be a report during the current semester.

Dr. Polk suggested that each campus designate someone to be an official counselor for those with AIDS or those concerned as to whether or not they had AIDS. He asked that this be incorporated into this concept. The Chairperson asked that the record show that Dr. Polk requested such a compliance implementation process and urged the Presidents with the Administration to endeavor to make such a facility available at the campuses.

B. Child Care:

Mrs. Bloom stated that on Friday, April 29, 1988 at 11:30 A.M. a special celebration will be held at Bronx Community College to recognize the 17th anniversary of the oldest child care program in City University. Matilda Cuomo and Chancellor Murphy will receive Golden Acorn awards for their advocacy of child care.

Dr. Bernstein stated that there are some people who are critical of this bill because it does not focus on low income families. The income limits in the bill are $34,000 a year and in some states it might go higher than that. She suggested an addition to the resolution to indicate that while the Board
supports the general objectives of the bill, it hoped that the bulk of the funds would be devoted to low income families. The amount of money contemplated in the bill would only cover about one-fifth of those needing this care, and if a great deal of the money goes to middle income families, there will not be enough for low income families.

The amendment was accepted and the resolution was adopted as follows:

WHEREAS, The availability of quality child care is critical to the self-sufficiency and independence of millions of American families, including the growing number of parents of young children seeking a postsecondary education to improve their circumstances;

WHEREAS, The unmet need for child care among City University students is substantial and of particular importance to increasing numbers of single parents and adult students who wish to pursue higher education advancement;

WHEREAS, Legislation has been introduced in both houses of Congress (The Better Child Care Services Act--S. 1885 and H.R. 3660) that would authorize $2.5 billion in State grants to improve and expand child care services, including child care services provided by postsecondary institutions;

THEREFORE IT IS RESOLVED, that the Board of Trustees of The City University of New York calls upon the United States Congress to enact, and the President to approve, the Better Child Care Services Act; and be it further

RESOLVED, That the Board urge that the bulk of the funds appropriated be allocated for low income families.

C. Pluralism and Diversity in The City University of New York:

RESOLVED, That the Board of Trustees of The City University of New York accepts and approves a statement of principles and recommendations for actions on pluralism and diversity in The City University of New York:

Pluralism and Diversity in The City University of New York  
A Statement of Principles and Recommendations for Actions  
A Report Prepared by the Council of Presidents' ad hoc Committee on Pluralism and The City University  
January 20, 1988

I. Statement of Principles:

The City University of New York, as an institution in a historically diverse society, is committed to engendering values and implementing policies that will enhance respect for individuals and their cultures. Our cultural, racial and ethnic diversity -- our pluralism -- is one of our most valued, significant, and important characteristics. The City University commits itself to finding ways for all of us to work together in a productive, harmonious, and mutually supportive manner; this must be accomplished without requiring complete agreement on what is good, just, and worthy and without any requirement that we all be the same.

The student body of The City University of New York reflects perhaps the
broadest ethnic, racial, and generational diversity in the United States. Our campuses have growing numbers of students who are minorities, women, new immigrants, older people, and disabled persons.

We rejoice in the richness of the student mix. We realize that in order truly to benefit from this diversity we must first ensure sensitivity to and respect for our students and the cultures that nurtured them. But we firmly believe that our commitment to pluralism must extend far beyond these responses. We must be proactive in evolving both principles and programs that not only avoid racism, agism, and other biases but also build on the strengths that our multiethnic, multiracial, multi-generational student body offers.

In both curricular and co-curricular pursuits, we must realize that our strength lies in our diversity. Our college administrators must assume the responsibility to create an environment that respects the individual dignity of every member of the University community. Our faculty, counselors and staff must be broadly knowledgeable about and fully responsive to the aspirations and needs of a heterogeneous student body.

Our curricula should embrace an understanding of cultures world-wide; we must broaden our students' understanding of arts, humanities, and social sciences beyond the traditional Western culture courses. Our co-curricular activities should involve students not only in groups with common ethnic or racial backgrounds but also in activities that transcend differences, build bridges between cultures, and help our students understand one another.

We must continue to work to broaden the diversity of our faculty and staff through affirmative action. We need to develop strong programs for faculty and staff development and advancement. And we must invest in our own future by expanding the pool of women and minority candidates for professorial appointments through our graduate programs.

Our community relations must link various constituencies, showing the greatest respect for all who participate. The same commitment to interracial harmony which must characterize our student, faculty, and staff activities should infuse our outreach to the community.

The City University of New York is fortunate in being able to mold new ways of building on the strength and energy of a diverse population. We cannot merely react to this situation -- we must seize it as an opportunity to strengthen our entire program as we continue our tradition of access and excellence.

II. Recommendations for Action by the Trustees, the Central Administration, and the Campuses:

1. The public reaffirmation by the Trustees of The City University’s commitment to pluralism as:

   a) an essential value that higher education must embrace;

   b) an indispensable component of the mission of The City University.

2. Establishment and affirmation at the level of the Trustees and the Central Administration of operational benchmarks for achieving and nurturing pluralism within CUNY. These benchmarks should include references to CUNY-wide progress
in achieving affirmative action goals; policies involving the recruitment of students, faculty and staff; the content of official publications of CUNY; diversity and pluralism in curricular offerings; and the quality of co-curricular activities that effectively enhance diversity and pluralism on the campuses and ensure that every student experiences pluralism.

3. The development at the level of the Central Administration of plans and procedures to provide the support necessary to establish cooperative programs between the Administration and each campus that will provide creative approaches to the management of ethnic and racial diversity. As part of this initiative, each campus would (1) develop a specific, local plan to confront racism and promote pluralism, and (2) develop mechanisms for anti-racist, pluralistic interaction and cooperative projects with its immediate community.

4. The appointment of a University-level task force to review the availability of and level of support for ethnic studies and women's studies programs on the campuses of CUNY, and to assess the degree to which these programs, where they do exist, are available to all students.

5. The appointment of a University-level task force to review and make recommendations concerning the breadth of distribution of minority students across all CUNY undergraduate and graduate degree programs.

6. The establishment of a University-level task force to work with the Professional Staff Congress on a long range, funded program of faculty development for pluralism and diversity.

7. The establishment of a University-wide program to increase the number of Ph.D.'s awarded by CUNY to women and members of minority groups, and to encourage and motivate more students from these groups to pursue college teaching as a career. Key to this plan should be an aggressive effort by the University to identify promising undergraduates on the campuses of the CUNY colleges and structure their undergraduate experiences (including fellowship support) in order to maximize the probability that an increasing number of these students will become committed to college level teaching. Judicious and aggressive articulation within CUNY will also be a critical factor in this effort to ensure that students who begin their careers in one of the community colleges will have access to the relevant supports and will receive encouragement to education towards the doctoral degree.

Members of the Committee:

President Bernard W. Harleston (Chair)
Vice Chancellor Jay Hershenson
President Robert L. Hess
President Augusta Kappner
President Shirley S. Kenny
President Isaura S. Santiago
President Edward Volpe

EXPLANATION: The Board of Trustees received a report on pluralism prepared by President Bernard Harleston of City College in June 1987. The report, which included materials submitted by the University Faculty Senate, was discussed by the Trustees. Chancellor Murphy appointed a Council of Presidents Ad Hoc Committee on Pluralism in The City University, which prepared both a statement
of principles and recommendations for action by the Trustees, the Central Administration, and the campuses. The Council of Presidents unanimously endorsed the report at its January meeting.

Mr. Muhammad applauded the Committee on this presentation and President Harleston for his commitment to pluralism. He stated that he represented the University Student Senate and 253,000 students who are glad to see that this type of achievement has been put forth. A multi-cultural week is coming up at New York City Technical College under the leadership of President Schwerin and co-chaired by the student administration. He praised the inclusion of affirmative action goals and pointed out that at some of the colleges only 5% or less of the tenured faculty is Black and Hispanic. The implementation of this policy will be a great goal for the students and for the University.

Dr. Canino asked for the timetable for implementation of this policy, given its importance. The Chancellor replied that once the task forces are created, deadlines will be established. In reply to a question from Dr. Canino as to when the Board will have a progress report, the Chancellor stated that such a report could be made in the fall. The Chairperson stated that periodic reports could be made on specific items called for by this resolution, and he expected the Committee on Public Affairs would want to receive reports on the implementation and that the Council of Presidents would continue to be active as well.

In reply to a question from Dr. Jacobs as to the funding of the task force to be created with the Professional Staff Congress, the Chancellor stated that the University would fund it. There are a number of common enterprises with the P.S.C. that are negotiated, and this could be equated with them.

**NO. 6. COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION: RESOLVED,** That the following item be approved:

A. Visiting Distinguished Professors:

RESOLVED, That the following be designated Visiting Distinguished Professors in the departments, the colleges, and for the periods indicated, with compensation of $10,000 per annum in addition to their regular academic salaries, subject to financial ability:

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>NAME</th>
<th>DEPARTMENT</th>
<th>EFFECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queens College</td>
<td>Lillian Rubin</td>
<td>Sociology</td>
<td>9/1/88-1/31/89</td>
</tr>
<tr>
<td>The City College</td>
<td>Chinua Achebe</td>
<td>English</td>
<td>9/1/88-8/31/89</td>
</tr>
</tbody>
</table>

Mr. Muhammad commended The City College on the designation of Dr. Achebe, who is a distinguished and highly recognized writer with a world-wide reputation.

**NO. 7. COMMITTEE FOR LONG-RANGE PLANNING: RESOLVED,** That the following item be approved:

A. Recommendations of the Task Force on Education Programs and Curriculum Impact:

The Chairperson stated that when the Task Force Report was concluded and received by the Board for action, the Board affirmed that it was a process, not an event. It was an open process whereby the Board of Trustees would listen, ponder, and would encompass broad support within the University community for
the principles set forth in the Task Force Report. The key recommendations were basically the strengthening of the liberal arts preparation of future teachers in the elementary schools with the adjunctive involvement of sequences of education courses and programs. A hearing was held which lasted for about four and a half hours and close to eighty witnesses were heard. A good, constructive amount of input was received, and the Board recognized that from the point of view of the faculty segment of the University, while there was a great deal of support for the recommendations contained in the Task Force Report, there were many key elements in the faculty who were quite upset with the process aspect. In an attempt to respond to the concerns expressed at the hearing, some drafting and consultation were done; the Committee for Long-Range Planning was reconvened on March 18, which adopted the substitute resolution before the Board, which basically endorses the recommendations, requests implementation of the plan by the colleges with a preliminary plan to Academic Affairs by mid-November, with the Chancellor authorized to approve or require modifications or exceptions to the Report as may be mandated by external authorities or developed by the faculty of the college with innovative and experimental programs consistent with the goals and the objectives of the Report. The Chancellor would report full plans to the Board by April 1989, with the goal being to implement the college plans by the beginning of the 1989-90 academic year. The point of the resolution is to keep the process moving, to keep the basic thrust clear, but to accord flexibility with respect to campus response in terms of deviations from the literal impact of the Report, to involve as clearly stated the campuses in the development of plans through established governance and administrative procedures. The Chairperson stated that the work of the Task Force was not yet complete and commended Mrs. Everett, the chair of the Task Force, Dr. Bernstein, the co-chair, and the Presidents, faculty, staff and students who had participated in the endeavor. He stated that the faculty had a key role to play in curriculum and course development for the University. The resolution intended to supply a process where the partnership of the University is acknowledged, and the role of each is appropriately involved.

Professor Wedeen expressed faculty appreciation to the Chairperson and the Board for arriving at this resolution, which is evidence of the fact that the process was open and the testimony listened to. The result is an affirmation of the trust that does and should exist among the various constituencies.

Dr. Canino expressed appreciation for the opportunity to make a statement by way of explanation of her vote, and, more importantly, to communicate the concern which she felt was shared by others both on the staff and Trustee level and in the education community.

Dr. Canino stated that she has been actively participating in the efforts to bridge the differences that separated the Faculty Senate and Trustees on the resolutions originally on the calendar, particularly, as these concerned the engagement of faculty and especially education faculties in the curricular revision of elementary, early childhood, and bilingual education teacher preparation in the University. She was very thankful to the Task Force for having brought to the Trustees a very responsible forum in which to engage these important issues.

She stated that she endorsed the general thrust and conclusions of the Report, to wit, that City University bears responsibility and must be held accountable for the quality of teacher preparation provided by its institutions. She
supported, specifically, the goal of the Task Force that City University initiate "a realignment of the goals, programs, and structures of teacher education programs consistent with the reassertion of the professional status of teaching," and that the University initiate "a commitment to address directly the realities of changing demographics -- a graying of the teaching force; an imbalance between the increasing number of minority students as contrasted to a continuing predominance of majority teachers; an increasing number of students who speak languages other than English and a teaching force of monolingual teachers; and, the staggering number of social, economic, cultural and racial issues facing staff of the public schools." In this context she applauded the Trustees, the staff and the Task Force members for the Report and, particularly, for the substitute resolution, which makes it possible for the Chancellor and the college faculties to collaboratively develop innovative, coherent models for the training of prospective teachers based on current research, pedagogical wisdom, experience and other sources.

Dr. Canino stated that she could not in good conscience endorse all of the recommendations as in the first paragraph of the substitute resolution. She did not want to burden the Board with further debate as there would be ample time when the Chancellor reports to the Board on the plans for implementation as presented according to the timetable in the resolution.

Dr. Canino urged the college faculties to consider in the development of their plans that it is Black and Hispanic children who are primarily at risk in the schools and that as President Michael Timpane of Teachers College, Columbia, stated in his March 14 letter before the public hearing, "The strengthening of the liberal arts preparation for teachers, the raising of standards for both curricular content and student performance in teacher preparation programs, the creation and expansion of internships, and the development of clinical schools are all necessary and desirable components of the drive to make teaching a more respected and effective profession." While such proposals are most desirable, they must all be subject to one essential caveat; they must not affect adversely the participation of racial and ethnic minorities in teacher education or the profession.

In this connection, Dr. Canino stated her belief that Recommendation No. 9, if implemented, would negatively impact on the participation of ethnic and racial minorities in teacher education. This Recommendation centers on the use of the communications and general knowledge part of the National Teacher Examination as an entrance or progress standard for undergraduate education certification sequence students. By its own words the Task Force admits on Page 22 that "there is no compelling evidence that NTE performance is related directly to teaching effectiveness, and much evidence that minority students perform poorly on the examination." To use it as an entrance or a progress criterion would limit rather than open more opportunities for minority students in the teaching profession. At the hearing the Puerto Rican Council on Higher Education, President Roscoe Brown, Dr. Oliver Patterson of The City College, as well as the New York Public Interest Research Group, testified to the effect that there are national real concerns about the racial and gender impact. Women are testing twice as poorly on these components of the NTE examination. Even the makers of the test, the Educational Testing Service, are planning to abandon this test by 1991, as reported in The New York Times article of March 16, 1988.

Dr. Canino urged the college faculties in preparing their plans for a systematic approach to the professional development of the City University
teaching course that

(1) they reject the NTE as an entrance or progress criterion;

(2) that in the review of the liberal arts curriculum and the education offerings in the development of the plans, that specialists in bilingual education, special education, ethnic studies, and women studies should be incorporated fully in the development and the presentation of plans, whether they be departures or implementations of the Report;

(3) that articulation with the community colleges be emphasized;

(4) that emphasis be given to the social and cultural understanding that teachers must bring into the classroom, and, as President Harleston and the committee have very well put it in their pluralism agenda, the University's curriculum should embrace an understanding of cultures world-wide;

(5) that recruitment, training, and effective preparation of minority professionals be a centerpiece of the University's efforts.

The Chairperson stated that nothing that Dr. Canino had pointed out or urged would be inconsistent with the process that would be set in motion by adoption of the resolution.

Dr. Polk concurred with the points in Dr. Canino's presentation, stating that he had not been aware of the aspects that she had mentioned. He urged they be given strong consideration.

Mrs. White also concurred with Dr. Canino's comments. The City school system is overwhelmingly minority, and the University's minority student population approaches if not exceeds 60%. The University must be acutely aware of the underrepresentation of minorities in the teaching ranks in the City schools. Not only must the University be aware of that underrepresentation, but it must take steps to eliminate it. Mrs. White stated that she was not wholly familiar with the NTE but was aware of the poor performance of minorities on a number of standardized tests. This must be recognized and reckoned with. Specific steps must be taken in terms of reviewing the NTE. If it is keeping a number of future teachers from entering the profession, the University has to embark on a structured program of readiness if the NTE is indeed to remain a standard. If it is not to remain a standard, the University still has to embark on a rigorous program of preparation of prospective teachers.

Mr. Rivera stated that he was unfamiliar with the information that Dr. Canino had spoken of. He had discussed this with her. As a member of the Task Force, if he had had that information before him, he would certainly have recommended something other than the recommendation as he read it. He stated that he had no problems with the Report itself; he recommended it highly. However, in view of the new information, he stated that Recommendation 9 should be looked at. He did not believe that a test such as this that is very open-ended should be considered as an entrance or as a progress standard.

Mrs. Everett pointed out that the Task Force Report states specifically that the NTE test is very likely skewed. However, the University should be concerned with the students succeeding, which means passing whatever requirements there are. To graduate someone from a University who cannot pass a test is a sham if
that test is required for them to practice their profession. It is, therefore, the University's responsibility to help students and it is specifically stated that the means of helping these students is to pass this examination just as long as it is a requirement. The standard is not being praised. It is there, and as long as it is there, the students have to cope with it. If they cannot, they will not be accepted professionally.

In reply to a question as to what would replace this exam in 1991, Mrs. Everett stated that there would be other exams or other standards.

Vice Chancellor Reid-Wallace, in providing clarification of Recommendation 9, stated that the language is that the test would be used either as an entrance or a progress standard. It is left up to the faculty of the respective institutions to determine whether they will in fact use the sections that were referred to as entrance or progress standards, and her sense, from the testimony on March 16, is that the majority of institutions would in effect use the NTE not as an entrance criterion but rather as a progress standard. For the purposes of clarification with respect to Dr. Canino's concerns, Vice Chancellor Reid-Wallace added that the University is fully cognizant of the fact that large numbers of students, particularly minority students, have not fared well on standardized tests. One of the things that was built into the Report because of that was that there was no intention to block any student from an opportunity to have the teaching experience as a means of qualifying as a teacher. The language in the Report is very explicit that the University will put itself in a position to offer academic support services to those students. The language was further arranged in such a way as to be certain that the University will not wait until the student has failed before the support service is offered. Every effort will be made to offer those students academic support service from the very beginning to be certain that they are assured an opportunity for success.

Dr. Canino stated that this is being debated in a number of forums by educators at all levels of public education. The general knowledge and communications component, which is the specific recommendation of the Task Force, is based primarily on liberal arts formative information, and so the use of it as a progress criterion in terms of teacher effectiveness is very questionable. As a criterion for entry, it should not even be considered because it really is more correlated with Trivial Pursuit. The import of Dr. Canino's statement was that given the University's concerns for increasing effectiveness and the number of minority teachers, this Recommendation should be rejected as an entrance or progress criterion. Other ways should be found to measure the ability of students to progress as effective clinicians and practitioners.

The Chairperson stated that the transcript of the colloquy of the discussion should be part of the material sent to the colleges as they begin to develop their plans.

Dr. Baard stated that on the larger issue of the Report itself, he expressed thanks to everyone who worked hard on this, the Task Force that developed the thinking, the people who came out and honestly disagreed on both sides of the debate. There were many bright, committed, motivated people, who honestly disagreed. Then a way was figured out so that everyone would end up a winner, especially the young students who would be served by the teachers produced by the University. It was one of the most satisfying experiences he has had on the Board, and he thanked the people who resolved it all.
Dr. Bernstein pointed out, as had Mrs. Everett, that the NTE is now a requirement, including the general knowledge part. If the student goes through all the other courses and all the education sequences and does not pass the NTE, he will not be able to teach. The important part of this Recommendation is that the University must help its students so that they can pass it. It does not help them to ignore it. There is no way to ignore it. It is part of the requirements. Until it is changed, and if it is changed, it is not likely to be all that dissimilar, the main concern that the faculties should have in the colleges is what they should be doing to help the students pass the test.

Dr. Canino asked that Vice Chancellor Rigney look into the question whether as a result of lawsuits, the use of the NTE as an entrance criterion is prohibited. It is a State requirement, but it is not a requirement that education majors be subjected to any component of this test.

Mrs. Everett stated that although the NTE is unpleasant, it is a fact of life. If the Report did not mention it or how to deal with it, the University would be derelict in its duty because the requirements of the students were glossed over. On the contrary, the Task Force took the bull by the horns and stated that the University has an obligation to its students to do whatever it can do to see that the students get the jobs that were promised them. They spent a number of years training to be teachers. It would be a cruel joke if they got to the end of that segment of their lives and found out that in fact they could not be teachers. The Recommendation deals with reality.

The following resolution was adopted:

RESOLVED, That the Board of Trustees endorses the recommendations contained in Report I of the Task Force on Education Programs and Curriculum Impact, which is on file in the Office of the Secretary; and be it further

RESOLVED, That the Chancellor shall request each of the senior colleges to develop a plan for the implementation of the Report; and be it further

RESOLVED, That each of the colleges shall submit by November 15, 1988 a letter of intent to the Vice Chancellor for Academic Affairs describing its general plan to implement the Report; and be it further

RESOLVED, That the Chancellor shall be authorized to approve or require modifications and exceptions to the Report recommendations as may be mandated by external authorities or as may be developed by the faculty of the college and proposed in its implementation plan, including innovative alternative approaches and experimental programs that are consistent with the goals and objectives of the Report; and be it further

RESOLVED, That the Chancellor shall report to the Board of Trustees regarding the letters of intent; and be it further

RESOLVED, That each of the colleges, through its established governance and administrative procedures, shall submit its full implementation plan to the Vice Chancellor for Academic Affairs by April 1, 1989 for further action by the Board of Trustees; and be it further

RESOLVED, That the goal for implementing the college plans in consonance with
the Report shall be the beginning of the 1989-90 academic year.

EXPLANATION: Report I of the Task Force on Education Programs and Curriculum Impact provides a comprehensive set of recommendations to strengthen the educational and professional preparation of future teachers. This resolution, which reflects faculty advice and testimony, endorses the Report and invites the faculty of each senior college to develop a plan for its implementation. It challenges the faculties to address these fundamental issues by exercising the traditional role of the faculty in the development of curriculum.

Mrs. Everett stated that it was a difficult task to put this together. It was done in a collegial way with an enormous amount of cooperation. She expressed thanks especially to the members of the Task Force, the resource people who served on the Task Force, the vice chair of the Task Force, Dr. Blanche Bernstein, who was a particularly wonderful ally and helper. She also wanted to express a special thanks to the staff, in order of their appearance on the scene. She spoke first of Deputy Chancellor Laurance Mucciolo, who really worked almost beyond the call of duty. He helped keep the momentum up, and she stated that she was eternally grateful to him. Next she mentioned Dean John McGarraghy, who helped write the Report and kept it moving. Last but hardly least, she thanked Vice Chancellor Carolynn Reid-Wallace, who has been superb. She also wanted to thank the Chairperson for having inaugurated the whole process and having put the group together.

In the editorial that the Washington Post ran when they first saw the Report, the editorial writer started his comments by saying and he was quoting Woodrow Wilson, who is reported to have said that when it comes to education reform, moving University faculty is like trying to move a graveyard. Mrs. Everett was glad to say that by the Board’s action, that certainly does not apply to City University. She saw the faculty already excited and enthusiastic and ready to proceed with this and commended them for their vitality and their enthusiasm. The Board has done a landmark thing, and she hoped all would see the fruits of this action in the not too distant future.

The Chairperson stated that the work of the Task Force has just begun. There was a misunderstanding as to the process with respect to what the role of the faculty is and should be. The most important thing the Task Force can do from here on in is to try to look at the dysfunctional society in which the University is endeavoring to deliver public education and to look within the University at the various areas in which it prepares people to participate as professionals in that society. He spoke of the health services, social services, criminal justice areas, the public administration area. The University should see, in trying to educate people in those segments, whether it could engender a better understanding of public education as those individuals are trained and prepared to assume their role in society. Public education will not function in a dysfunctioning society, a society that has so many social problems, economic problems, health and criminal justice problems. That was the challenge that he now gave the Task Force. He stated that the Task Force has done great work but its finest hour lies ahead.

Upon motions duly made, seconded and carried, the Board went into executive session to consider personnel and real estate matters. The public meeting was adjourned at 5:58 P.M.

SECRETARY MARTIN J. WARMBRAND
MINUTES OF THE EXECUTIVE SESSION OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK
HELD
MARCH 21, 1988
AT THE BOARD HEADQUARTERS BUILDING
535 EAST 80TH STREET - BOROUGH OF MANHATTAN

The Chairperson called the Executive Session to order at 6:02 P.M.

There were present:

James P. Murphy, Chairperson
Edith B. Everett, Vice Chairperson

Paul P. Baard
Blanche Bernstein
Sylvia Bloom
Maria Josefa Canino
Armand D'Angelo

William R. Howard
Harold M. Jacobs
Robert L. Polk
Joaquin Rivera
Margaret Titone
Brenda Farrow White

Abdallah Muhammad, ex officio

Shirley Ullman Wedeen, ex officio

Martin J. Warmbrand, Secretary of the Board
David B. Rigney, General Counsel and Vice Chancellor for Legal Affairs
Etta G. Grass, Assistant Secretary of the Board

Chancellor Joseph S. Murphy
Sr. Vice Chancellor Donal E. Farley
Deputy Chancellor Laurence F. Mucciolo
Vice Chancellor Ira Bloom

Vice Chancellor Carolynn Reid-Wallace

The absence of Mr. Louis C. Cenci, and Mr. Judah Gribetz was excused.

NO. E1. PERSONNEL MATTERS: No action.

NO. E2. REAL ESTATE MATTER: No action.

Upon motions duly made, seconded and carried, the executive session was adjourned at 7:17 P.M.

SECRETARY MARTIN J. WARMBRAND