Minutes of the Meeting of the Board of Trustees of the City University of New York

Held

June 27, 1994

At the Board Headquarters Building
535 East 80th Street - Borough of Manhattan

The Chairperson called the meeting to order at 4:38 P.M.

There were present:

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

Herman Badillo
Sylvia Bloom
Gladys Carrion
Louis C. Cenci
Michael Del Giudice

William R. Howard
Charles E. Inniss
Harold M. Jacobs
Susan Moore Mouner
Thomas Tam

Sandi E. Cooper, ex officio

Anthony Giordano, ex officio

Secretary Genevieve Mullin

Robert E. Diaz, General Counsel and Vice Chancellor for Legal Affairs
Lillian W. Phillips, Executive Assistant

Chancellor W. Ann Reynolds
Deputy Chancellor Laurence F. Mucciolo
Acting President Blanche Blank
President Raymond C. Bowen
Acting President Felix Cardegna
Acting President Leo A. Corbie
Acting President Stephen M. Curtis
President Josephine Dunbar Davis
President Leon M. Goldstein
President Matthew Goldstein
President Frances Degen Horowitz
President Edison O. Jackson
President Shirley Strum Kenny

President Vernon Lattin
President Gerald W. Lynch
President Charles E. Merideth
President Yolanda T. Moses
President Isaura S. Santiago
President Kurt R. Schmeller
Vice Chancellor Richard Freeland
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone
Vice Chancellor Richard F. Rothbard
Dean Stanford R. Roman, Jr.

The absence of Mr. Fink as excused.
A. FAREWELL TO PRESIDENT SHIRLEY STRUM KENNY AND DEAN HAYWOOD BURNS: Chairman Murphy noted that this is the last meeting President Shirley Strum Kenny and Dean Haywood Burns will be attending. Queens College, the CUNY School of Law at Queens College, and The City University of New York will be losing the leadership of these distinguished chief executive officers. We wish them both the very best in their new endeavors and we say that from the bottom of our hearts. There is a huge cavern in Queens College which we will have to fill and try to be as successful in filling it as we were with their two appointments.

Dean Haywood Burns could not be with us today because of his commitment to be keynote speaker at an international conference on the delivery of legal services throughout the world, held at the University of Kent in Canterbury, England.

At this point Mr. Giordano joined the meeting.

B. SCHOOL HONORS: Chairman Murphy stated that Medgar Evers College is to be congratulated upon regaining its status as a senior college. On June 8th Governor Mario Cuomo and the New York State Legislature approved the restoration of senior college status to Medgar Evers College in the 1994-95 CUNY budget. A lot of people in this room are to be thanked for that persistent effort over a number of years to do the right thing with respect to Medgar. Many of the long-standing Trustees, many on the staff, the Chancellor, and of course President Edison Jackson has been singular in what he has done to make this work. We will have an opportunity shortly to have an event to celebrate this and we will use that event to suitably express our appreciation to the public policy makers in this State, the Governor and the key members of the Legislature who voted this reality together with those in the City administration who were more than acquiescent, they were also very positively helpful as well.

Statement by President Edison Jackson:

Mr. Chairman, members of the Board of Trustees, Chancellor Reynolds, members of the Chancellor’s staff and colleagues, it is with a deep sense of humility and gratitude that we come before you this evening to say thank you. Certainly we at Medgar Evers College are extremely happy, and that’s probably an understatement. We certainly felt that the restoration of senior college status was indeed a reasonable request and it could not have happened without the support and the Vision of this Board and the Chancellor. I’d like to give special thanks to Jay Hershenson, who over the years was one who continued to have dialog and to insure that we were setting our ducks in order in order to make this whole thing happen. I’d also like to thank the University Student Senate, the PSC, and the University Faculty Senate for their support and most of all the family at Medgar Evers. It could not have been possible without their support of the vision that we had espoused and put forth at Medgar Evers College when we arrived there in the fall of 1989.

Medgar is a very special place and with the restoration of senior college status you have placed a high degree of trust in us that we would make good on the promise, and we take this as a very sacred trust. I can assure you that Medgar will continue to march toward excellence, that indeed we will continue to march toward being a flagship institution in this University and beyond. Medgar is that kind of special place and I call it an oasis in a desert where people who are thirsty for knowledge come and have that thirst quenched. It is a place that gives hope, and where people can come to be renewed. As an educator we believe that education has a capacity to transform an individual, and a people, and a nation, and the people come to Medgar Evers to have their lives transformed.

So it is with that we thank you. We are indeed going to have a great celebration. This is indeed a collective victory not only for this Board, not only for this University, but for the Borough of Brooklyn, and yes indeed the City of New York. I would like to acknowledge my colleagues who are here by asking them to stand to let you know that they are here in support of Medgar Evers and to thank you.

Trustee Jacobs stated that many years ago he was one of the charter members for Medgar Evers when it met in a store on Bedford Avenue, and when the Catholic Church’s buildings on Carroll Street were purchased to house the College. He and Dr. James Oscar Lee were among the five or six members who formed that particular college.

Chairman Murphy stated that Dr. Jacobs is too modest. He refused to have us acknowledge that the anniversary of his twentieth year on this Board was the first of February, three months ago, so we are going to acknowledge it belatedly because he has opened the door to things past.
Vice Chair Everett stated that the recognition of Medgar Evers is an interesting and timely coincidence. This is also the same year that the assassin of Medgar Evers was finally brought to justice and so there are two very special things that are happening together and it's time that both of them happened.

Chancellor Reynolds stated that it has been a privilege for her to watch President Jackson and his colleagues, and most of all the students at Medgar Evers, pull this University inextricably towards its destiny. It's been an absolutely inspiring piece of work by everyone there. I was laughing today with Edison about how during the campus takeovers I would check on Medgar Evers periodically as other campuses were struggling and Edison would simply give me a rundown of some productive activity the students were all involved in visibly during that whole period of time and indicate that their top priority was achieving four year status for that campus. It's been achieved because of your leadership and because of those wonderful students and of course wonderful faculty and staff, many of whom are here today. There is a special spirit there that is a spirit that's growing in influence in your special part of this wonderful City and I'm so proud of you all.

C. FACULTY HONORS: (1) Mindy Mass, Lecturer in the Department of Office Technology at New York City Technical College, has been appointed editor for information processing for the Business Education Forum, the journal of the National Business Education Association.

(2) Leo Treitler, Distinguished Professor of Music at New York City Technical College, has been elected a fellow of the American Academy of Arts and Sciences.

(3) Edward J. Shaughnessy, Associate Professor of Sociology and Law at John Jay College, has been elected President of the Duchess County Historical Society.

D. STUDENT HONORS: (1) Ms. Eleanor D. George, graduating senior at Bronx Community College, is the recipient of the prestigious Belle Zeller Award from the Professional Staff Congress.

(2) Ms. Diane Augustus of Bronx Community College, has won a City University Athlete Award. Ms. Augustus, who excels in track, volleyball and shotput, finished fifth in the Colgate Women's games, and was voted Most Valuable Player on the first U.S. Netball Team. She is a Chemistry major with a 3.37 GPA.

E. ALUMNI HONORS: (1) Ms. Faye D. Ginsberg, an alumna of the Graduate School and University Center who is now teaching at N.Y.U., has received a MacArthur Genius Award. She is the second Anthropology Department graduate to receive this prestigious award.

F. GRANTS: Chairman Murphy presented for inclusion in the record the following report of Grants $100,000 or above received by the University since the last Board meeting:

BOROUGH OF MANHATTAN COMMUNITY COLLEGE:

a. $700,000 NYS Department of Social Services to Cynthia Murphy, for "C.E.O.S Enhanced Placement Initiative Program."

b. $106,580 NSF to Sandra Poster, for "Undergraduate Faculty Enhancement."

THE CITY COLLEGE

a. $185,000 US Nuclear Reg. Comm., to C. Miller, Civ Engineering, for "Hualien Soil Structure Interaction."

b. $150,000 NSF to J. Chavel, Mathematics, for "Problems in Geometric Analysis."

c. $130,000 NSF to J. Koplick, Levich Institute, for "Molecular Dynamics of Fluid, Solid Systems."

d. $129,453 AFOSR to F. Smith, Physics, for "Studies of Electronic & Optical Materials."

e. $115,000 NSF to J. Gallagher, Biology, for "Pylogeny of Skeleton."
f. $114,989 NIH to A. Kierszenbaum, Cell Biology/ANA, for "Function of a Galactose Binding Receptor in Reproduction."

g. $100,000 NASA to W. Pierson, Remote Sensing for "Studies of Radar Backscatter as a Function of a Wave Properties and the Winds in the Turbulent Marine Atmosphere."

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

a. $224,022 NIH to Professor James Kates, for "Noise Reduction Hearing Aids."

b. $223,642 Robert Wood Johnson Foundation to Professor Leonard Saxe, for "Evaluation of the Fighting Back Program."

c. $214,104 AFOSR to Professor Louis Auslander, for "A New Approach to Radar Waveform Design."

d. $168,045 Bronx-Lebanon Hospital to Professor Seymour Siegel for "Implementation Development and Coordination of Re-Licensure Training Programs for Foreign-Educated Healthcare Professionals."

HOSTOS COMMUNITY COLLEGE

a. $617,251 NYS Education Department for "College-wide Academic and Support Services to Students Enrolled in Vocational and Occupational Education Programs."

b. $490,546 US Department of Education - Title III for "College-wide Initiative to Strengthen the College's Bilingual Curriculum."

c. $459,00 NYS Department of Social Services to the Office of Academic Affairs for "the Establishment of the COPE Program which Provides Academic Support Services to Students Receiving AFDC."

d. $150,000 Lila Wallace-Reader Digest Arts Partners Program to Hostos Culture and Arts Program for "Program Expansion."

e. $139,067 NYS Education Department/Liberty Partnerships Program to the Division for Planning, Development and Community and Continuing Education for "Academic Enrichment and Cultural Awareness."

f. $130,090 NYS Education Department to the Office of Community and Continuing Education's Adult Basic Education Program for "Basic Education, Literacy and ESL Instruction for Adults."

g. $127,200 NYS Education Department to the Office of Community and Continuing Education for "Vocational Skills Training in the Area of Medical Records to Out of School Youth and Adults."

h. $123,000 NYS Education Department to the Office of Community and Continuing Education for "Support of the Youth Internship Program."

i. $121,900 NYC Department of Cultural Affairs to the Hostos Culture and Arts Program for "General Operating Support."

j. $117,000 NYS Department of Social Services to the Office of Community and Continuing Education for "Career Planning and Support Services to Students Receiving AFDC."

k. $117,000 NYS Department of Social Services to the Division for Student Development for "Academic Support and Career Development Services to ESL Students Receiving Public Assistance."
JOHN JAY COLLEGE OF CRIMINAL JUSTICE

a. $200,000 The William and Flora Hewlett Foundation for "Support of the CUNY Dispute Resolution Consortium."

LAGUARDIA COMMUNITY COLLEGE

a. $314,735 U.S. Department of Education to Samuel Farrell, Continuing Education, for "Upward Bound Program."

b. $248,510 NYC Department of Employment to Sandra Watson, Continuing Education, for "Micro Computer Systems Training Program."

c. $148,742 U.S. Department of Health and Human Services to Naomi Greenberg, Academic Affairs, for "Health and Careers Opportunity Program (HCOP)."

NEW YORK CITY TECHNICAL COLLEGE

a. $108,186 Metropolitan Jewish Geriatric Medical Center to Professor Barbara Kostroff for "Foreign Nurses Training Program."

QUEENSBOROUGH COMMUNITY COLLEGE

a. $317,338 NYS Education Department to R. Hotzler and M. Katz for "VATEA Formula Funding."

b. $247,296 U.S. Department of Education to M. Parra for "Project BRIDGE II."

c. $235,000 NYS Education Department to C. Fromme, M. Katz, and V. Maiorana for "VATEA Tech-Prep, Year II."

d. $209,250 NYS Education Department to M. Keizs and N. Malberg for "Liberty Partnerships/Project Prize."

e. $207,071 U.S. Department of Education to R. Hotzler for "Cooperative Education Year III."

f. $200,979 U.S. Department of Health to M. Wallace for "Nursing Education-Opportunities for Students from Disadvantaged Backgrounds."

g. $145,783 U.S. Department of Health to M. Wallace for "Nursing Education-Opportunities for Students from Disadvantaged Backgrounds."

h. $104,405 NYS Education Department to A. Pescow for "New York City Literacy Training."

G. ORAL REPORT OF THE CHANCELLOR: Chancellor Reynolds reported the following:

1. The good scientific leadership within the University, led by Dr. Halpern and involving many of our science educators, are desperately working to meet a deadline on Friday of this week for a National Science Institute. We were successful in beating our way to the finals. Our competition is Berkeley, Harvard, Cornell, and Chicago, and we are the only public university in the final competition to have a major science research institute to study how the teaching of science and how the transformation of science teaching in public schools can best occur and then to serve as a center to disseminate this information and knowledge.

2. The State and City budgets are in place for next year. We believe that The City University of New York made very significant gains. We are very grateful and appreciative of the efforts of Governor Cuomo, Speaker Silver, Majority Leader Marino, the State Legislature, and subsequently Mayor Giuliani, Speaker Vallone, the City Council and Borough Presidents. All helped, remained friends, and have said that they would like to do even more for CUNY in subsequent months and years. In addition, many Trustees around this table made very, very real efforts on our part. I'm very, very grateful to Central Office staff, the presidents, faculty, students, union leaders, alumni, CLAC teams, and friends of CUNY who worked very hard. It was truly a collective effort and I'm grateful to each and all. Trustee Badillo was helpful at the City level. There were so many who pushed and shoved and lifted and
Vice Chancellor Rothbard reported that many of the University's priorities as established by the Trustees have been recognized by both the City and the State in this budget. There is recognition of continuing enrollment growth; support for undergraduate teaching and libraries; funding for research and instructional equipment; positions for the security initiative as well as for facilities, maintenance, and operations; and numerous design, site acquisition, construction, and rehabilitation projects including ADA compliance projects. Most notably in terms of the State adopted budget, there were no lump sum program cuts and no tuition increase. Senior college status for Medgar Evers has been restored after appearing in ten consecutive City University budget requests. There is $3 million at the senior colleges and $1 million at the community colleges for new faculty in response to this Board's initiative on Academic Program Planning, and a substantial State-wide increase in community college funding at $115 an FTE for both CUNY and SUNY. A proposal by the Governor to eliminate new graduate TAP was reversed and that TAP has been restored and, in addition, the part-time aid program was increased by $2.5 million Statewide. And finally we received new capital spending worth $132 million that will lead to projects in the multi-hundreds of millions of dollars.

On the community college side, the City budget just passed in the last couple of days sees a substantial increase of City support. Per FTE support is up $111 after the transfer of Medgar Evers from the community colleges to the senior colleges is achieved. The University has had years in which the City has reduced its support in exchange for an increase in State aid in whole or in part, but this year State aid increases have been fully recognized and added to the Executive Budget totals in the City and we have received all of our State aid increase. The City Council restored, in City dollars, almost 32% of that cut originally recommended in the Executive Budget. Our enrollment driven revenue increases are also fully recognized so we have gotten the benefit both of enrollment growth on the tuition front and in terms of State aid. There has been strong support for various capital equipment and other kinds of specialized campus programs. And finally, the City has fully matched its 50% share of the capital budget programs for the community colleges.

In both the senior and community colleges, but most strikingly in the community colleges, the percentage of the budget that is being funded by tuition revenue is going down. In the community colleges that decline is almost 2.5%. What that means is that tax levy support is on the rise from both the State and the City so tuition, although it continues to play a large role in the University’s funding, is not playing an increasing role as it has in recent years. In terms of enrollment both the senior and community colleges will continue to grow in both head count and FTE enrollment and the University will be well in excess of the 238,000 enrollment it is at the current time in 1994-95 and well on track to the master plan goal of 246,000 students by the year 2001.

Vice Chancellor Macari reported that after several years of very little capital budget funding the University will be getting some monies to rehabilitate and modernize its infrastructure and facilities. Highlighting some of our projects: Brooklyn College - $46.6 million for mechanical systems and the beginning of the design for the library; Lehman - a computer center and some campus-wide fire and security systems and site lighting; Queens - the design of the "V" building and Powdermaker Hall, some campus-wide security lighting, plus $5.4 million for acquisition of the Student Union Building, thanks to the Student Affairs Committee and the University Student Senate who really pushed for this project; Hunter - the creation of some classrooms and some faculty offices in addition to some other minor projects; Hostos - completion of the design of the 500 Grand Concourse building which will be a $64 million construction project when the design is finished; New York Tech - some roof replacements that are small but are needed in the technology lab; Medgar Evers - we are planning for one of the new projects for the senior college; BMCC - the first phase of planning for the renovation of the newly acquired Fiterman Hall. It is estimated that approximately $30 million will be needed to rehabilitate that building.

By appropriation the budget shows that half of our capital budget is still taking into consideration our need to preserve our infrastructure, i.e., projects to fix mechanical systems, repair roofs, etc., but it also shows that the State has recognized our need for new programs and new facilities such as the Lehman College computer center and some other small projects like the $200 thousand to start designing and expanding women's restrooms.

The City capital budget which was just finalized in the last few days includes matching monies for the State dollars for small projects throughout the community colleges and $9 million in matching funds for BMCC's Fiterman Hall and Hostos and a couple of other projects. The borough presidents have added about $1 million for projects for most of our community colleges and for a couple of our seniors including matching funds for Baruch's Small Business Lab. The City Council has added $1 million, mostly for day care centers at our community colleges. The total we are getting from the State is $131 million and almost $50 million from the City.
Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 1 through 8)

**NO. 1. UNIVERSITY REPORT:** RESOLVED, That the University Report for June 27, 1994 (including Addendum Items) be approved, as amended as follows:

(a) **ADDENDUM:** Add the following:

**D 33 HUNTER COLLEGE - REAPPOINTMENT OF UNIVERSITY PROFESSOR**

RESOLVED, that Dr. Saul Cohen be reappointed University Professor of Geology and Geography at Hunter College for the period September 1, 1994 to August 31, 1995 at the applicable level, subject to financial ability.

**EXPLANATION:** Dr. Saul Cohen served as President of Queens College from 1978 to 1985. Dr. Cohen subsequently returned to the University and was appointed Professor at Hunter College effective September 1, 1986. The Board of Trustees previously approved his appointment as University Professor for the period January 1, 1988 to August 31, 1994. This action provides a final reappointment in the title University Professor.

**D 34 HUNTER COLLEGE - ADMINISTRATIVE DESIGNATION COMMITTEE APPROVAL NOT REQUIRED (REM - AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH)**

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**D 35 QUEENSBOROUGH COMMUNITY COLLEGE - PERSONNEL ACTION RECOMMENDED BY SELECT FACULTY COMMITTEE AND THE OFFICE OF THE CHANCELLOR - ACTION EFFECTING A LEGAL ORDER, ARBITRATOR'S AWARD FOR SETTLEMENT AGREEMENT - PROMOTION IN PROFESSORIATE RANKS**

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*Salary Rate is rate as of 2/1/94.

The promotion is with retroactive salary, exclusive of fringe benefits and less any amounts earned and other legal offsets, for the period from the effective date of promotion (9/1/93), to the effective date of implementation, as provided by Section 20.5.c.2 of the applicable Agreement.
D 36 CUNY LAW SCHOOL - ADMINISTRATIVE DESIGNATION COMMITTEE APPROVAL NOT REQUIRED (EXECUTIVE COMPENSATION PLAN - AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH)

| DEPARTMENT       | LAST    | FIRST | SALARY | EFFECTIVE
|------------------|---------|-------|--------|-----------
| CUNY Law School  | Acting  | $86,000 | 9/1/94
| Acting Associate | Associate|       |        |           
| Bryant           | Susan   |       |        |           

D 37 THE CENTRAL OFFICE - ADMINISTRATIVE DESIGNATION COMMITTEE APPROVAL NOT REQUIRED (REM - AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH)

| DEPARTMENT       | LAST    | FIRST | SALARY | ANNUAL | EFFECTIVE
|------------------|---------|-------|--------|--------|-----------
| Student Affairs  | HEO/University | $69,478 | $4,260 | 8/1/94
| Assistant Dean   | B       | Sheila|        |        |           
| (University Assistant Dean of Student Affairs) | Thomas | Sheila | $69,478 | $4,260 | 8/1/94

D 38 HOSTOS COMMUNITY COLLEGE - RENEWAL OF CONTRACT FOR UNIFORMED GUARD SERVICE

RESOLVED, that the Board of Trustees of The City University of New York authorize Hostos Community College to renew the contract with Bell Security Inc., for the provision of uniformed guard services for the annual period from July 1, 1994 to June 30, 1995, at a total cost of $600,000, chargeable to FAS Code 234801409.

EXPLANATION: This is the first of three renewals specified in the contract. This service is required for the provision of adequate security while the college continues progress toward the full implementation of the University's Security Initiative. Original Calendar No. 1 dated January 24, 1994.

(b) ADDENDUM: Revise the following:

D 1 BARUCH COLLEGE - TRANSFER OF FACULTY TO THE SCHOOL OF PUBLIC AFFAIRS: After the entry for Associate Professor Nancy Aries, add the following:

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<td>Emmanuel S. Savas</td>
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D 6 YORK COLLEGE - ADMINISTRATIVE DESIGNATION WITH COMMITTEE APPROVAL (EXECUTIVE COMPENSATION PLAN - AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH): The entry for Catherine Yang is withdrawn.

D 12 BOROUGH OF MANHATTAN COMMUNITY COLLEGE - ADMINISTRATIVE DESIGNATION WITH COMMITTEE APPROVAL (REM - AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH): The heading is revised to read ADMINISTRATIVE DESIGNATION COMMITTEE APPROVAL NOT REQUIRED (REM - AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH).
D 15 CUNY LAW SCHOOL - APPOINTMENT OF HEO SERIES PERSONNEL WITH NO PRIOR SERVICE (AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH): The effective dates of the appointment of Jeffrey Edwards are revised to read 7/1/94 - 6/30/95.

(c) PART AA: Revise the following:

AA 2 BARUCH COLLEGE - APPOINTMENT WITH TENURE WITH WAIVER OF THE BYLAWS (COMMITTEE APPROVAL NOT REQUIRED) (APPROVAL BY OFSR) (SW INDICATES WAIVER OF SEARCH): The entry for Mark Chadwin is withdrawn.

(d) 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 June 27, 1994 (including Addendum Items) be approved, as amended as follows:

(a) ADDENDUM: Add the following:

D 12 HUNTER COLLEGE/ THE CITY COLLEGE - TRANSFER OF INSTRUCTIONAL STAFF

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Note: Transfer with tenure to the Hunter College Department of Black and Puerto Rican Studies from The City College Department of Latin American and Hispanic Caribbean Studies.

D 13 HUNTER COLLEGE - APPOINTMENT ANNUAL OTHER THAN PROFESSORIATE (AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING, SUBSTITUTE AND GRADUATE ASSISTANT APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH)

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<td>Nala</td>
<td>$31,906</td>
<td>6/6/94</td>
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D 14 BOROUGH OF MANHATTAN COMMUNITY COLLEGE - RENEWAL OF CONTRACT FOR TEMPORARY PERSONNEL SERVICES

RESOLVED, that the Board of Trustees of The City University of New York authorize Borough of Manhattan Community College to renew contract number 0159452324, with Select Enterprises/d.b.a. Walsh Associates for the purchase of temporary services for the annual period from July 1, 1994 to June 30, 1995, at a total cost of $32,000, chargeable to FAS Code 222001405.

EXPLANATION: The college depends on temporary services to help out during regular work peaks such as registration and financial aid check distribution. This is the first of four renewals specified in the contract. Original Calendar No. 1 dated June 28, 1993.
(b) ERRATA: Add the following:

1. BRONX COMMUNITY COLLEGE


(c) ERRATA: Revise the following:

1. PART A: ACADEMIC MATTERS: HUNTER COLLEGE

Pages A-45-48: School of Health Sciences - Physical Therapy Program - HEGIS Code 1212: The errata entry withdrawn. The Chancellor's Report entry is revised as follows:

Page A-47: The second paragraph is revised to read: "Under a pilot program, five of ten additional seats are allocated each year to each applicant who is a graduate of The Physical Therapy Assistant Program at LaGuardia Community College. In addition to having completed all course and G.P.A. requirements for admission, these applicants must also have a minimum of one year, full-time clinical employment as a Physical Therapy Assistant and a required interview at the Physical Therapy Program in the School of Health Sciences."

Page A-47: The Rationale is revised to read: "Rationale: Students admitted to the Physical Therapy Program whose first language is other than English often experience significant difficulty due to their limited English skills in reading and writing. In some cases, it has been necessary for these students to withdraw from the Program and take remedial courses in order to acquire adequate English language skills. To address such possible deficiencies and strengthen the retention of English as a Second Language (ESL) students, we are adding the completion of one course in English composition. This course is presently required of all students prior to graduation from Hunter College. This proposal only changes the sequence for taking this prerequisite. We would like students to have this course prior to admission to the Physical Therapy Program."

2. PART A: ACADEMIC MATTERS: THE COLLEGE OF STATEN ISLAND

Pages A-1-6: Section A1: 7.1. - Change in Degree Program - Department of Biology: The errata entry is withdrawn. The Chancellor's Report entry is revised as follows:

Page A-4: The first paragraph of the Admission Requirements is revised to read: "The Physical Therapy admissions committee, comprised of Physical Therapy faculty, Biology faculty, and Physical Therapy clinicians and a representative of the Admissions Office, determines the admissibility of candidates to the program. Students generally apply for admission to the Physical Therapy program by the end of their third semester of study. Students must successfully complete the Basic Requirements, Distribution Requirements, and Pre-Major Requirements with a minimum cumulative grade-point average of 2.8. in the Pre-Major Requirements to be considered for the program."

(d) 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. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting and executive session of May 31, 1994 be approved.

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

Trustee Inniss reported that as a result of meetings and discussions that the Construction Fund (CUCF) has had with the Dormitory Authority (DA) relating to a tri-party agreement between the CUCF, the DA, and The City University of New York, regarding stronger affirmative action not only in construction but also in a bond sale for $85 million that is to be floated very shortly, that the DA has agreed to formally propose that they go to a selective bidders list that will have minority and women owned firms participating in that bid. There are some 15 minority and women owned firms that have responded to the recent Request for Proposal. As you know from an earlier meeting, that with the support of the Trustees the DA for the first time had agreed to put into their tri-party agreement a strong paragraph on affirmative action as it relates to bond sale issue. This is a real breakthrough I believe, not only for the CUCF but for The City University.
A. BRONX COMMUNITY COLLEGE, HOSTOS COMMUNITY COLLEGE, AND QUEENSBOROUGH COMMUNITY COLLEGE - VARIOUS REHABILITATION PROJECTS:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract with the firm of Beatly Harvey and Associates for architectural and engineering services for the design and supervision of construction of various alteration and restoration projects at Bronx, Hostos and Queensborough Community Colleges, CUNY Project Nos. BX002-093, HS035-093, QB001-092 and QB001-093 (CU107-093). The total estimated design and supervision fee shall not exceed $240,000, chargeable to Capital Project Nos. HN206, HNX003, HNC002 and HNQ001. The contract shall be subject to approval as to form by the University Office of General Counsel, and be it further

RESOLVED, That the Director of the City Office of Management and Budget be requested to approve the funding necessary for said contract.

EXPLANATION: The projects will provide for alterations of various buildings at three community colleges as follows:

- BX002-093: Disability access at Bronx Community College; estimated construction cost: $635,000;
- HS035-093: Additions to an existing Chemistry Laboratory, Room 513, at the Allied Health Building at Hostos Community College; estimated construction cost: $120,000;
- QB001-092: Disability access at Queensborough Community College; estimated construction cost: $376,000;
- QB001-093: Renovation of the Art Gallery in the Oakland Building at Queensborough Community College; estimated construction cost: $440,000.

The total estimated construction cost is $1,571,000. The consultant was chosen in accordance with law and procedures of The City University of New York.

B. JOHN JAY COLLEGE OF CRIMINAL JUSTICE - AMENDMENT TO RESOLUTION TO REPLACE, REHABILITATE, AND INSTALL NEW FIRE DOORS AND HARDWARE AT NORTH HALL:

RESOLVED, That the Board of Trustees of The City University of New York amend the Resolution adopted at the meeting of October 15, 1990 (Cal. No. 4.A.) to replace, rehabilitate, and install new fire doors and hardware at North Hall of John Jay College of Criminal Justice, to authorize an increase in the estimated cost from $248,000 to a new cost of $331,010, chargeable to the State Capital Construction Fund, CUNY Project No. JJ006-087.

EXPLANATION: This project was designed and ready to be advertised for construction bids, but was stopped in 1991 due to a budget freeze. During the ensuing three and a half years, the doors have continued to deteriorate and 23 additional doors now require replacement. This additional work plus escalation of the cost of the original project has increased the estimated cost of the project.

C. JOHN JAY COLLEGE OF CRIMINAL JUSTICE - AMENDMENT TO RESOLUTION FOR INSTALLATION OF STORM ENTRANCE AT NORTH HALL:

RESOLVED, That the Board of Trustees of The City University of New York amend the resolution adopted at the meeting of January 25, 1993 (Cal. No. 4.B.) for the installation of a storm entrance at North Hall of John Jay College of Criminal Justice, to authorize an increase in the estimated cost from $388,000 to a new cost of $458,000 chargeable to the State Capital Construction Fund, CUNY Project No. JJ002-087.

EXPLANATION: This project will provide a new entrance to North Hall. The new entry will replace the existing, deteriorated, single doors with a double set of doors, vestibule and canopy to conserve energy and provide protection from inclement weather. The design of the new entrance will be fully accessible, including a ramp and automatic door openers.

This project was designed and ready to be advertised for construction bids, but was stopped in 1991 due to a budget freeze. During the ensuing three and a half years, the design of this project has been enhanced to include a provision for strengthening the entrance canopy. This additional work plus escalation of the cost of the original project has increased the estimated cost of the project.
D. QUEENS COLLEGE - TEN-YEAR LEASE AGREEMENT:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a ten-year lease agreement on behalf of Queens College at 25 West 43rd Street, New York, New York. The agreement shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: An agreement has been reached to lease approximately 11,600 square feet of space, constituting the entire 19th Floor, at 25 West 43rd Street, New York, N.Y., for use by the Queens College Worker Education Extension Center. Pursuant to the new lease, the ten-year term will start upon substantial completion of the Landlord's alteration work. The base rent will be $220,400 ($19.00/S.F.) per annum for the first two years, $263,900 ($22.75/S.F.) per annum for the next three years and $287,100 ($24.75/S.F.) for the last five years. The University will pay for the cost of electricity it consumes and will also reimburse the Landlord for its share of increases in operating costs and real estate taxes over the base year of the lease.

The Landlord, at Landlord cost, will provide the University with a new standard installation on the 19th Floor. If the University requires additional work to the premises, the cost thereof will be reimbursed to the Landlord as additional rent or in a lump sum upon the completion of the work. Landlord services will include but are not limited to cleaning, heat, air conditioning, and mechanical repairs.

E. THE CITY COLLEGE - EISNER HALL ASBESTOS ABATEMENT:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract with the firm of Roy F. Weston of New York, Inc., for engineering services for the design and supervision of asbestos abatement at Eisner Hall, The City College, CUNY Project No. CC008-089A. The total estimated cost shall not exceed $90,000 chargeable to the State Capital Construction Fund. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: Eisner Hall at The City College is scheduled for demolition in anticipation of the second phase of the CCNY Sports and Recreation Center. Since the building contains asbestos, it is necessary to identify, remove, and dispose of all asbestos containing materials (ACM) before demolition begins. The firm now proposed will provide design and supervision of abatement, including air monitoring, for the asbestos abatement at Eisner Hall, The City College. The estimated abatement cost is $250,000. The firm was chosen in accordance with law and procedures established by The City University of New York.

F. HUNTER COLLEGE - PURCHASE AND INSTALLATION OF AIR CONDITIONING SYSTEM FOR THE INTERDISCIPLINARY TELEVISION STUDIO:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Hunter College to purchase and install an air conditioning system for the Interdisciplinary Television Studio located on the 5th floor of the North Building. The contract shall be awarded to the lowest responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. The contract shall not exceed a total estimated cost of $160,000, chargeable to City Capital Project # HU040-093. The contract shall be subject to approval as to form by the University Office of General Counsel; and be it further

RESOLVED, That the Director of the New York City Office of Management and Budget be requested to approve the funding necessary to award this contract.

EXPLANATION: The need to install an air conditioning system in the Interdisciplinary Television Studio is to provide a system in the studio during the four seasons of the year. The studio is used throughout the year and should be air conditioned not only for the general comfort of the students, faculty, and staff, but for the safe, efficient operation of the television equipment used in the studio. The operation of the studio requires extensive lighting and the use of heat-generating equipment, and this combined with the students, faculty, and staff required to be in the studio, creates temperatures in excess of comfortability levels for both the occupants and the equipment. The resolution approving the design firm was adopted February 22, 1994, (Cal. No. 2.)
G. LAGUARDIA COMMUNITY COLLEGE - CONSULTANT FOR FEASIBILITY STUDY FOR RENOVATION OF THE MAIN BUILDING:

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Mayers & Schiff Associates, P.C., to prepare a space plan, feasibility study, and costs estimate for the renovation of the Main Building at LaGuardia Community College, CUNY Project No. LG001-089; 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 enter into a contract for the aforesaid feasibility project.

EXPLANATION: LaGuardia Community College acquired the property to the east of their Main Building in the 1980's, the intervening street was closed, and the new Annex building constructed and opened in 1992. It had been anticipated that some Main Building renovation would be required, especially for functions such as the library, which was relocated to the Annex. LaGuardia enrollment has grown and as a result, the Main Building is fully occupied, much of it on a temporary basis. A preliminary program identifies 95,000 square feet that requires renovation for both new and expanded programs. In addition, the HVAC system in the entire Main Building is inadequate, and requires rehabilitation to be in compliance with codes, such as Local Laws 16 and 58. The feasibility study will evaluate the proposed program, systems, and costs to accomplish this renovation and will update the space plan for the College. The consultant was chosen in accordance with law and procedures established by The City University of New York.

H. BARUCH COLLEGE - SITE "B":

RESOLVED, That pursuant to Section 3.04 of the Agreement of Lease dated July 15, 1986 among the State Dormitory Authority, the City University Construction Fund, and The City University (City University College Issues), The City University hereby recommends to the Authority that the Authority acquire for use by Baruch College the real property and improvements thereon known as Site B - the real property and improvements thereon known as 135, 137, 139-41, 143-145, and 147-151 East 24th Street; 41, 43, 45, 49, 51-55, and 57 Lexington Avenue; 138-148 East 25th Street, Manhattan, comprising Block 880, Lots 24, 26, 27, 28, 30, 32, 60, and 66, Borough of Manhattan, at a purchase price of $13,700,000 plus any other costs associated with the acquisition of the property in connection with the procedures set forth in the Eminent Domain Procedure Law of the State of New York; and be it further

RESOLVED, That The City University Construction Fund be requested to concur in the aforeindicated purchase price; and be it further

RESOLVED, That the New York State Dormitory Authority be advised of this action and be requested to proceed with the acquisition of the site by purchase or condemnation.

EXPLANATION: On October 27, 1986 (Cal. No. 4.G.), the Board of Trustees approved the selection of the site (Site B) as one of two expansion sites to provide for additional facilities for Baruch College in accordance with a Baruch College Master Plan.

The Lease Agreement among the Authority, Fund, and University requires that the University and Fund recommend an acquisition cost to the Authority. On the basis of an independent appraisal and discussions with the property owners, it is now proposed that the indicated purchase price be recommended to the Authority, and that it be further authorized to proceed with Eminent Domain procedures if deemed appropriate by the Authority. Site B is a parcel of approximately 198 feet (fronting on the east side of Lexington Avenue) by 226 feet (along East 24th Street and East 25th Street), which is currently encumbered with substandard housing, retail, and garage structures. The University is concerned that the relocation of any residential tenants remaining on the site be done with care and concern. It is anticipated that the Dormitory Authority will contract for relocation services with either New York City Housing Preservation Department or a relocation firm working under the supervision of the Authority and University.

I. MEDGAR EVER - CONTRACT GUARD SECURITY:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Medgar Evers College to purchase contract guard security services. The contract shall be awarded to the lowest responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $195,000 for the annual period from July 1, 1994 to June 30, 1995, chargeable to FAS Code 234801409. The contract shall include up to four annual options for the College to renew in its best interest. The contract shall be subject to approval as to form by the University Office of General Counsel.
EXPLANATION: Medgar Evers College is required to protect students, faculty, staff, and property. Pursuant to its commitment to the CUNY-wide Security Initiative, this request represents a 67% reduction in the College's reliance on contract guard services.

J. COLLEGE OF STATEN ISLAND - REPAIR AND MAINTENANCE OF OCE' MODEL 1750 AND 1850 MID-SIZE COPIERS:

RESOLVED, That the Board of Trustees of The City University of New York authorize The College of Staten Island to purchase copier repair and maintenance services from OCE-USA, Inc., for the annual period from July 1, 1994 to June 30, 1995, under existing Federal GSA Contract Number GS-26F-10058 & modification 1 pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $101,000 chargeable to FAS Code 229601437.

EXPLANATION: This service contract would provide for on-site repairs and preventive maintenance on a cost effective basis for the efficient operation of the College's 28 OCE' Model 1750 and 1850 mid-size copiers. The College has found in the past that annual copier repair and maintenance contracts provide for timely servicing, resulting in a minimum of disruption of service to the College.

K. HOSTOS COMMUNITY COLLEGE - VIDEO INSTRUCTIONAL SUPPORT STUDIO:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Hostos Community College to purchase equipment to establish a video instructional support studio. The contract shall be awarded to the lowest responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $100,600 chargeable to CUNY Capital Project No. HS012-989. The contract shall be subject to approval as to form by the University Office of General Counsel; and be it further

RESOLVED, That the Director of the New York City Office of Management and Budget be requested to approve the funding necessary to award this contract.

EXPLANATION: This acquisition will provide students with state-of-the-art training in aspects of video production, including camera work, lighting, editing, sound, and graphics.

L. HOSTOS COMMUNITY COLLEGE - INTEGRATED NETWORK TECHNOLOGY:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract, on behalf of Hostos Community College, for the purchase of computer and related equipment, and for the installation of a computer network for the College's administrative offices. The contract shall be awarded to the lowest responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $275,000 chargeable to CUNY Capital Project No. HS007-989A. The contract shall be subject to approval as to form by the University Office of General Counsel; and be it further

RESOLVED, That the Director of the New York City Office of Management and Budget be requested to approve the funding necessary to award this contract.

EXPLANATION: This acquisition will provide networking capabilities for the College's administrative offices. This will enable each office to have electronic mail, access to their College/CUNY networks, and the Internet.

M. HOSTOS COMMUNITY COLLEGE - COMPUTER MEDIA LABORATORY:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract, on behalf of Hostos Community College, for the purchase and installation of a computer media laboratory. The contract shall be awarded to the lowest responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $290,000 chargeable to CUNY Capital Project No. HS034-993. The contract shall be subject to approval as to form by the University Office of General Counsel; and be it further

RESOLVED, That the Director of the New York City Office of Management and Budget be requested to approve the funding necessary to award this contract.
EXPLANATION: This acquisition will provide for a laboratory where students can learn computer publishing skills including digital photography and four color printing.

N. BRONX COMMUNITY COLLEGE - COMPUTER EQUIPMENT:

RESOLVED, That the Board of Trustees of The City University of New York authorize Bronx Community College to purchase computer equipment from Apple Computer, under existing State of New York contract number P38461, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $122,274 chargeable to FAS Code 272501309 during the fiscal year ending June 30, 1994.

EXPLANATION: This acquisition provides for the installation of 57 Apple Mac Power PC's for the College's Mathematics, Physics and Chemistry computer labs. It will significantly enhance the instructional program and provide the faculty and students with state-of-the-art personal computing technology.

O. BOROUGH OF MANHATTAN COMMUNITY COLLEGE - BUILDING MANAGEMENT SERVICES AT FITERMAN HALL:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Borough of Manhattan Community College to enter into agreement with Cushman & Wakefield, for building management services at Fiterman Hall (30 West Broadway) for the period beginning July 1, 1994 and ending December 31, 1994, at a total cost of $850,000 chargeable to FAS Code 217701400. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: Pursuant to discussions with the NYC Office of Management and Budget, the College has been requested by OMB to ascertain the costs for building management at Fiterman Hall both with College personnel and through privatization. While the College prepares bid specifications and requests for proposal packages to satisfy OMB, Cushman & Wakefield will operate as the building manager. Cushman & Wakefield was the building management firm when the building was donated to the College.

P. KINGSBOROUGH COMMUNITY COLLEGE - CONDUIT INSTALLATION:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Kingsborough Community College to purchase and install underground conduit from NYNEX without competitive bidding and pursuant to law and University regulations. Such purchase shall not exceed an estimated cost of $124,000 chargeable to FAS Code 222001400 during the fiscal year ending June 30, 1995. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: The College needs to install 3000 feet of underground conduit, for the containment of fiber optic cable for T1 circuits for the University Application Processing Center and the College. Having NYNEX install the conduit would protect the College of all liability for the success of the overall project. As is required, the College advertised its intention to contract with NYNEX for the installation. No other viable responses were received. After investigation, the College is satisfied that the cost of the conduit installation is fair and reasonable.

Q. KINGSBOROUGH COMMUNITY COLLEGE - PURCHASE AND INSTALLATION OF ELECTRONIC EQUIPMENT AND FIBER OPTIC CABLEING:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract or contracts on behalf of Kingsborough Community College to purchase and install electronic equipment and fiber optic cabling. The contract or contracts shall be awarded to the lowest responsible bidder or bidders after public advertisement and sealed bidding by the College. Such contracts shall be subject to approval as to form by the University Office of General Counsel; and be it further
RESOLVED, That the total of all such purchases shall not exceed a total estimated cost of $391,000 chargeable to CUNY Capital Projects KG024-091, KG074-993, and KG 075-993. All contracts entered into as a result of this project shall be subject to all applicable law and University rules and regulations; and be it further

RESOLVED, That the Director of the New York City Office of Management and Budget be requested to approve the funding necessary to award these contracts.

EXPLANATION: The electronic equipment will serve the Administrative Information Management Network (AIMNET) with the necessary microcomputer and communications hardware to support administrative functions and the sharing of databases. Both instructional and administrative systems will be served through an optic fiber system. The installation of fiber-optic cable between campus buildings will provide high speed data and voice transmission to link academic department offices to the central computer system in order to facilitate the registration process. To ensure that the College’s capabilities are widely available to faculty and students and used to their maximum capacity, the College seeks to implement an effective and integrated connectivity plan. This plan seeks to reduce the College’s reliance on its aging coaxial cable plant and extend the benefits of more versatile and flexible capabilities inherent in fiber-optic technology. This plan will also increase the utility of the existing telecommunication system by adding capabilities for video, imaging, graphics, distance learning, and other educational technologies, while providing increased redundancy and security to the network. Capital grants KG074-993 and KG075-993 are for implementation of a fiber optic backbone, electronics and network management software as necessary to interconnect and expand local area networks. The system will utilize prevailing standards for fiber optic communications and permit high speed connection with a uniform interface to most data services at the College. These include the administrative computer mainframe, administrative and instructional local area networks, and central computer facilities (i.e., FAS, CUPS, SCHED25, CUNY+). The College has undertaken extensive investigation to ensure that the proposed equipment and vendors will support a variety of different communications protocols and networking configurations. The proposed equipment will also include network management software in order to increase efficiency and utilization of the fiber optic backbone.

Vice Chair Everett and Trustee Howard recognized the faculty and student members of the Hunter College Search who were in the audience.

NO. 5. COMMITTEE ON ACADEMIC POLICY, PROGRAM, AND RESEARCH: RESOLVED, That the following items be approved:

A. BROOKLYN COLLEGE - TRANSFER OF ESL PROGRAM FROM DEPT. OF EDUCATIONAL SERVICES TO DEPT. OF ENGLISH:

RESOLVED, That the English-as-a-Second-Language Program and associated faculty at Brooklyn College be transferred from the Department of Educational Services to the Department of English, effective July 1, 1994.

EXPLANATION: Pursuant to a thorough review and with the agreement of the two affected departments and all affected faculty, Brooklyn College proposes to transfer the English-as-a-Second-Language (ESL) Program from the Department of Educational Services (DES) to the Department of English. The Program comprises a structured series of courses in writing, reading, and oral communication that are required to serve the large population of students whose native language is not English and whose proficiency in English is not yet adequate for them to enroll in a regular program of courses.

A separate resolution will be submitted to the Board of Trustees via the University Report formally transferring designated faculty members from DES to the English Department. Contingent on approval of these two resolutions by the Board of Trustees, the transfer of the ESL Program and the faculty will be effective July 1, 1994.

In addressing questions about the budgetary impact as well as the effectiveness of the ESL Program, it became clear that the Program would benefit from a basic reassessment and rethinking of its offerings and that such an initiative would more likely be successful if the Program could be moved to another setting. The purpose of the proposed transfer is, quite simply, to provide such a setting, one that can offer both the environment and the leadership for curriculum innovation and for the realization of the Program's potential. Given its faculty expertise, its strong record of curriculum development, and its capable administration, the Department of English is well suited to the purpose.
Our expectation is that appropriate members of the department faculty, now joined by the ESL faculty, will take on the broad reassessment of the existing ESL curriculum and develop curricula recommendations that will be reviewed and adopted by the appropriate governance bodies. Principal objectives are: to create a closer nexus between the English and ESL faculty; to enrich the ESL offerings; to improve articulation with English composition courses and with the mainstream curriculum; and to enhance the opportunity for success of the burgeoning population of students with English as a second language.

The transfer of the ESL Program has been reviewed and approved by the Department of English and by appropriate governance bodies of the College. The bylaws and the governance plan vest authority for educational policy and curriculum in the faculty organized in departments. It follows that, once the ESL Program has become a part of the Department of English, authority for these matters rests with that department. In this respect, the ESL Program will be the same as other Programs housed in the department, such as Journalism or Creative Writing.

It may be of interest to note that the University has authorized Lehman College and Brooklyn College to make a joint appointment of an assistant professor in ESL for 1994-95. The search for this appointment has been conducted by a Brooklyn College-Lehman College Search Committee to ensure that the successful candidate is acceptable to the respective appointments committees at both institutions. This appointment, the first of its kind for Brooklyn College, represents an opportunity to secure new resources in a time of budgetary stringency; more importantly, it allows the two institutions to share the services of a well-qualified faculty member whose experience in two programs is expected to benefit both.

Of related interest to the revitalization of the ESL Program, the Starr Foundation recently awarded Brooklyn College $315,000 to establish an ESL Learning Center and to equip it with the latest in self-instruction equipment, software programs, and a library. The ESL Learning Center will complement the new Brooklyn College Learning Center under construction in Boylan Hall, which, coincidentally, is directed by a member of the English Department.

Finally, the proposed transfer of the ESL Program to the English Department is firmly endorsed by the College administration which looks forward to faculty collaboration in producing a program for ESL students that will be a model of its kind.

B. LEHMAN COLLEGE - NEW DIVISIONAL STRUCTURE:

RESOLVED, That the division of Professional Studies at Lehman College be abolished and that the departments and institutes currently composing that Division be assigned to two new Divisions, to be known as the Division of Education and the Division of Nursing and Health Professions, as follows: to be the Division of Education, the Department of Early Childhood/Elementary Education; the Department of Secondary, Adult and Business Education; the Department of Specialized Services in Education; and the Institute for Literacy Studies (currently reporting directly to the Provost); to the Division of Nursing and Health Services, the Department of Nursing; the Department of Health Services; the Department of Exercise, Sport and Leisure Sciences (formerly the Department of Physical Education, Recreation and Dance); and the Health Professions Institute. This resolution shall take effect July 1, 1994.

EXPLANATION: The purpose of the proposed reorganization at Lehman College is to provide an administrative structure conducive to the growth that is anticipated in the two program areas of Education and Health Sciences. Since departments are being reassigned as units, the proposed reorganization will have no effect on seniority rights. It is anticipated that the new divisional structure will entail additional expenses of $183,647 in the first year to pay for the cost of a new dean, support staff, and office supplies and equipment.

C. LEHMAN COLLEGE - DISCONTINUATION OF THE GRADUATE NURSING PROGRAM LEADING TO THE M.S. DEGREE AND ESTABLISHMENT OF THREE NEW PROGRAMS IN PARENT-CHILD NURSING, ADULT HEALTH NURSING, AND NURSING OF OLDER ADULTS, ALL LEADING TO THE M.S. DEGREE:

RESOLVED, That the three programs in Parent-Child Nursing, Adult Health Nursing, and Nursing of Older Adults, all leading to the Master of Science degree at Lehman College, be approved effective September 1, 1994, subject to financial ability, and that the Graduate Nursing Program leading to the Master of Science degree at Lehman College be discontinued effective on the same date.

EXPLANATION: Lehman College currently offers a graduate program in nursing leading to the Master of Science degree. The program now offers three separate tracks for clinical specialization: Parent-Child Nursing; Adult Health Nursing; and Nursing of
 Older Adults. The State Education Department has determined that each of the tracks are sufficiently different as to constitute separate degree programs and has requested that the College register separate programs for each of the specializations.

The curriculum for the proposed programs will remain essentially the same. The only change will be that each specialization will be registered as a separate program. In addition, one new course, NUR 787, will be added to comply with State regulations, which require all Master's programs to include either a comprehensive test, thesis, or special project.

Since the College currently offers all of the courses required for these programs and since qualified faculty are in place to teach all the courses, no additional costs are anticipated to implement these programs.

**D. LEHMAN COLLEGE - TRANSFER OF THE DANCE PROGRAM:**

RESOLVED, That the Dance Program and associated faculty at Lehman College be transferred from the Department of Physical Education, Recreation and Dance to the Department of Speech and Theatre effective September 1, 1994. This transfer includes two existing degree programs: the 55 credit Major in Dance in the Physical Education Program, B.A. (HEGIS CODE #0835), which should now be retitled Dance B.A.; and the 48 to 51 credit interdisciplinary Major in Dance-Theatre, B.F.A. (HEGIS CODE #1008).

EXPLANATION: Pursuant to a thorough review and with the agreement of the two affected departments and all affected faculty, Lehman College proposes to transfer the Dance Program from the Department of Physical Education, Recreation and Dance to the Department of Speech and Theatre.

The purpose of this action is to promote faculty collaboration, which will particularly enhance our performing arts areas and offerings for Lehman's students.

A separate resolution will be submitted to the Board of Trustees via the University Report formally transferring designated faculty members from Physical Education, Recreation and Dance to the Speech and Theatre Department. Contingent on approval of these two resolutions by the Board of Trustees, the transfer of the Dance program and the faculty will be effective September 1, 1994.

The transfer of the Dance Program has been reviewed and approved by the Departments of Physical Education, Recreation and Dance and Speech and Theatre and by appropriate governance bodies of the College.

The proposed transfer of the Dance Program to the Speech and Theatre Department is strongly endorsed by the College administration.

In a separate action which appears in the June Chancellor's Report, the Department of Physical Education, Recreation and Dance is changing its name to the Department of Exercise, Sport and Leisure Sciences to reflect the Department's new focus.

Professor Cooper stated that the issue she was raising has nothing to do with the academic merits of the moving of ESL at Brooklyn College and the Dance Program at Lehman College into new departments. That's entirely a matter of the campus. What the Faculty Senate is troubled by is the loss of seniority of the faculty in these matters and the possibility of seniority loss occurring across the board and that will impede, it seems to us, any rational academic program planning in the future. In one case for example, a professor of dance at Lehman College who joined the faculty I believe in 1966 now has a date of appointment as of 1994 and in some of the other cases people who have been on campus for about 20 years find themselves dropped down to 1994. This is a result of an interpretation placed on the State tenure law with which the Faculty Senate does not agree. We are asking for a consideration of this issue and in fact the Faculty Senate legal committee is going to make a proposal on it. I know there is some disagreement over this and an attempt will be made to deal with it.

Trustee Cenci stated that the Committee had discussed this and felt that it was presented with a program that has been promulgated and accepted by a given group at a given college and that this is a procedural problem that is not within the purview of the Committee on Academic Policy, Program, and Research. The Committee judges on the merits of a program as to its appropriateness and recommends it. The appropriate bodies within the Senate or the union or the staff itself must get together and decide on these issues. They are important and the Committee does not wish to ride roughshod over any contractual agreement, but at the same time it wants to meet the needs of each individual college.
Vice Chancellor Malone stated that the Office of Faculty and Staff Relations had been made aware that Professor Cooper had some concerns with respect to the seniority issues. We did look into it to see whether we had a consistent practice and how the statute was in fact interpreted. We have consistently applied the statute as we read it in the sense that seniority in terms of transfer to a new department is driven by basically a principle of last in first out in the event of retrenchment and so the action that was taken and has been taken in the past has been consistent in that regard in the sense that if a group of faculty with tenure are transferred into an existing established department they get a new seniority date that is basically the effective date of transfer into that department. The president then does have some discretion to determine how the tie will be broken and in both of these cases they are using the first date of initial appointment to the colleges, and that is entirely appropriate and consistent with Section 6212 of the State Education Law.

Chancellor Reynolds stated that this has been past practice within the University. In addition, this Board of Trustees and I and the presidents have worked very, very strongly through a couple of years of very, very difficult fiscal issues in order to protect our faculty and we do not go into retrenchment of tenured faculty in this University even in very, very difficult times and the Board has been through some very difficult times so I want to comfort people with this Board's commitment and my commitment to protecting tenured faculty.

Chairman Murphy stated that this remains an item on which there is disagreement and this is a process of give and take over a long period of time so the issue is very much alive.

E. MEDGAR EVERS COLLEGE  - B.S. IN ENVIRONMENTAL SCIENCE:

RESOLVED, That the Program in Environmental Science leading to the Bachelor of Science degree at Medgar Evers College be approved effective February 1, 1995, subject to financial ability.

EXPLANATION: The Program will offer interdisciplinary courses of study in areas such as environmental planning, law, health, pollution control, environmental education, hazardous substance control, ground water and natural resource conservation and management. The purpose of the Program is to prepare students for careers in environmentally oriented agencies and businesses, while also educating students to be sensitive to environmental issues.

Career opportunities in environmental science have proliferated in recent years. Numerous job opportunities are available in private industry and at various levels in local, regional, state and federal governments. Graduates of the Program will be qualified to work in entry-level positions in such fields as land/water conservation, air quality, water quality, hazardous waste management, solid waste management, and environmental education.

The School of Science, Health and Technology has adequate teaching and laboratory space to meet the needs and demands of the proposed Program. The Borough President of Brooklyn has provided $200,000 in capital funds to design and equip the environmental science laboratory to support this Program. It is also anticipated that considerable funding will be received from industry, governmental agencies, and private concerns that are involved with environmental issues.

Trustee Cenci requested that the following Vision Statement adopted by The University Faculty Senate be included in the record:

A Vision of The City University of New York

The City University of New York, its oldest and its newest colleges, has a mandate and a mission. By Board resolution the University is committed to open access without sacrificing academic excellence. By tradition it has dedicated itself to serve the underserved, underrepresented and new populations of the City and State. One in every thirty-two New Yorkers is now a student at one of the University’s 21 campuses and a greater number of New Yorkers are graduates, parents, children and grandchildren of its students. The largest urban university in the country, with approximately 6,000 full-time teaching faculty, CUNY offers undergraduate and graduate instruction to well over 200,000 students. While an extraordinary number of CUNY alumni can be found among leaders in the arts, professions, politics and business, the University also recognizes an additional responsibility to educate those who seek immediate employment with an associate or baccalaureate degree.
CUNY is more than the aggregate of diverse senior and community colleges and professional schools, each with its own challenges and aspirations. It is the premier People’s University, an institution that is also a philosophical ideal. Its informing idea is to promote intellectual achievement for the public good. The combined commitments to excellence and access have enabled the University to transform millions of people of vastly differing backgrounds into a remarkably talented and sophisticated community of citizens who provide leadership, not merely for the City and the State, but for this nation and our world.

CUNY’s Teaching Faculty include one of the highest concentrations of doctorates and nationally known specialists in the country. They are teachers, scholars, counselors, mentors, role models—a delicate balance of callings, differently interpreted by each CUNY college. They serve the intellectual enterprise by engaging in imaginative teaching, advancing knowledge in their discipline through published research, and helping institute desirable curricular reform on their campuses. CUNY faculty participate in department, college and university governance. It is the faculty and this faculty alone who certify the integrity of instruction at each College and this faculty alone who recommend the granting of degrees.

The Challenge for both University and faculty is to remain vigilant in guarding its traditions. Increasingly as cost-efficiency drives budgets and headlines, CUNY must ensure that academic programs reflect academic goals despite conditions of fiscal restraint and that academic goals guide resource allocation. Initiatives based on educational merit resulting from collaborative efforts within the University should be supported, and all parties—trustees, administrators, faculty, students and staff—should strive continually to see that only the best policies prevail and that the mission endure.

Report of the Chancellor on Academic Program Planning:

Chancellor Reynolds stated that a year has passed since the Board of Trustees adopted the resolution on Academic Program Planning. At that time the Board charged the Chancellor to report annually on the progress of implementation. As you know it has been an enormous process. First of all one of the Board’s major goals was to stave off further tuition increases, to focus the University’s resources around our fine students, and to use the resources provided to The City University of New York well. I believe our efforts here have been recognized. The Governor’s 1995 budget message responds to this commitment on the part of the Trustees. It was a very strong point as we worked with newly elected Mayor Giuliani and his staff. We are being recognized for this intense planning and very focused and very determined effort to use our resources wisely. The second concern of the Board in adopting the resolution was to make sure that each CUNY campus was really planning—looking at existing programs, determining priorities, and planning new programs consistent with changing student needs. This is really underway at our campuses and I am sure the Board senses this from being on various campuses and seeing all the things that have been coming through the Board over the last year. The resolution stressed the importance of collaboration between CUNY campuses. Some of these scientific efforts we have talked about have been marvelously productive for the University in pulling our scientists together and getting increased support. We have come up with many interesting joint appointments. There is now the first of the University-wide disciplinary councils and we have undertaken systemwide studies in the areas of ESL and health care. A central concern of the Board was to assure that academic program planning is linked to budgeting. This year our budget request derived directly from campus based academic program planning activities. I know the Board notices as the planning comes together it is much more focused around academic initiatives of the University. Vice Chancellor Rothbard has been extraordinarily cooperative and supportive of this endeavor. Finally, in charging us to proceed on all of these fronts the Board stressed the importance of consultation with the colleges, with faculty, and with student governance bodies. We have taken this very seriously. The Vice Chancellor’s advisory committee on academic program planning which contains presidents, chief academic officers, faculty, and students, has worked closely with us in every aspect of implementation. At times the extreme consultative process seems unwieldy but I believe it is worth it because so many people in the University are now aware of what is happening and giving us very fine input on the directions the University should go. Finally, the premise of the resolution on academic program planning is that CUNY should be an integrated but decentralized system of colleges in which the parts are very strong and individualistic but in which the whole is lifted in being considerably more than the sum of our parts.
Vice Chancellor Freeland reported that since the Board passed its resolution a total of 329 programs have been identified by the colleges to either be closed, strengthened, or developed. These preliminary actions have led to 119 specific programmatic changes so far, including decisions to close out 44 programs to free up resources, and other decisions to develop a total of 19 programs in response to new needs. To meet the Board's goal of promoting collaboration in offering programs among the colleges by sharing resources, working out articulation agreements, and making joint appointments, 122 areas of possible collaboration have been identified by the colleges. Action has been taken to implement 32 of these. All colleges have established procedures for the periodic review of academic programs. Redeployment of resources has begun to occur at a number of the colleges through the transfer of faculty and staff lines, as well as the use of OTPS dollars. A major redeployment of resources also occurred this year through a supplementary budget process in which funds were allocated to the colleges from University reserves to support academic priorities identified through the planning process. A major goal of this effort was to move resources from non-instructional to instructional purposes, and in particular, to encourage the hiring of full-time faculty. A major step forward was taken this year with the adoption by the Council of Presidents' of a statement on articulation that will provide the basis for a more effective implementation of current Board policies, as well as significant changes in our practices with respect to the fundamental skills assessment tests as these affect articulation and transfer. We have also undertaken policy reviews in three major areas of our program -- ESL, degree credit requirements for both the associate's and bachelor's, and the health professions. Final reports are due shortly in the first two of these, and next year in the area of health. All of the colleges have established mechanisms for systematic long range program planning. At the University level a vice chancellor's advisory committee on academic program planning, which includes presidents, chief academic officers, faculty, and students, was established to insure that the implementation process went forward based on the maximum possible communication, understanding, and agreement. The major goals of academic program planning for 1994-95 include continuation of efforts begun this year; the implementation of policies established this year; a review of results of studies undertaken this year with a view toward possible policy change; and new activities with a major focus on the design of guidelines for certification review. Efforts to implement the Board's resolution are well underway and have already begun to bring positive results.

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

**At this point Mr. Badillo left the meeting.**

**A. THE CITY UNIVERSITY OF NEW YORK - CLASSIFIED MANAGERIAL STAFF:**

RESOLVED, That the employees of The City University of New York newly appointed to the classified managerial service titles be permitted to join the CUNY Optional Retirement Program (TIAA-CREF).

**EXPLANATION:** The City University of New York classified managerial service similar to other faculty and staff. The managerial staff, by reason of its relationship to the educational purposes of the University, occupies positions of responsibility in the managerial staff including such titles as Chief Administrative Superintendent of Campus Buildings and Grounds, University Chief Architect, and University Chief Engineer.

Persons recruited to these classified managerial service positions often come from other not-for-profit institutions or from within The City University of New York and have existing Optional Retirement Program memberships (TIAA-CREF). The ability to continue membership is a powerful incentive to accepting such positions. Other candidates for vacancies at this level are also attracted to the future portability of a CUNY classified service managerial pension plan. Increasing the recruitment potential for managerial positions ensures that CUNY remains competitive in the market for these skills.
B. DISTINGUISHED PROFESSORS: RESOLVED, That the following be designated Distinguished Professors in the departments, and the colleges, and for the periods indicated, with compensation of $20,000 per annum in addition to their regular academic salaries, subject to financial ability:

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<th>COLLEGE</th>
<th>NAME</th>
<th>DEPARTMENT</th>
<th>PERIOD</th>
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<td>Queens College</td>
<td>Morris Dickstein</td>
<td>English</td>
<td>July 1, 1994</td>
</tr>
<tr>
<td>Queens College</td>
<td>Azriel Genack</td>
<td>Physics</td>
<td>July 1, 1994</td>
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C. BYLAW AMENDMENT: RESOLVED, That the following amendments to Article XIV of the Bylaws of the Board with respect to authorizing the CUNY Civil Service Commission to establish qualification requirements for the CUNY Office, Secretary, and Administrative Assistant positions.

RESOLVED, That Sections 14.3, 14.4, and 14.5 of the Bylaws of the Board be amended as follows:

[Section 14.3. CUNY OFFICE ASSISTANT AND CUNY SECRETARIAL ASSISTANT.

1. Basic Qualifications:
   a. Graduation from four year senior high school course; or
   b. Possession of a high school equivalency diploma; or
   c. Certification of having passed the New York state high school equivalency examination; or
   d. An acceptable general education development certificate issued by the armed forces (a score of at least 35 on each of the five tests and an overall score of 225 in the general educational development examination); and

2. Additional Qualifications:
   a. One year of college education equivalent to at least 30 credits at an accredited college or university; or
   b. One year of experience in general office work (for those positions requiring the ability to comprehend and converse in both Spanish and English, such ability shall be accepted as the equivalent of six months of experience in general office work); or
   c. An acceptable equivalent combination of college education and the above experience; and

3. In addition the qualification requirement for CUNY office assistant shall be the ability to typewrite at a rate of not less than forty words per minute, with no more than five percent errors; and

4. In addition the qualification requirement for CUNY secretarial assistant shall be the ability to take dictation at a rate of not less than eighty words per minute and the ability to typewrite at the rate of not less than forty words per minute, with no more than five percent errors.

5. This title shall have four assignment levels.

Section 14.4. CUNY ADMINISTRATIVE ASSISTANT.

1. Qualifications:

   Employment as a CUNY office assistant, level 3 or level 4 on the date of application for the promotion test. In addition for CUNY office assistants who wish to be eligible for appointment as CUNY administrative assistant with selective certification for stenography, the ability to take dictation at not less than eighty words per minute.
2. This title shall have two (2) assignment levels.

Section 14.5: [OTHER] NON-INSTRUCTIONAL STAFF POSITIONS.

Qualifications:

The qualification requirements for non-instructional staff positions [other than those specified in section 14.3. and section 14.4. of the bylaws] shall be those established by the appropriate position specification or civil service examination announcement, or standards established by the CUNY civil service commission. and be it further

RESOLVED, That Sections 14.6 through 14.7 be renumbered Sections 14.4 and 14.5 respectfully; and be it further

RESOLVED, That these amendments shall be effective July 1, 1994.

NOTE: Matter in brackets to be deleted.

EXPLANATION: Section 14.5 presently mandates that the qualification requirements for non-instructional staff positions be set through job description, examination notice, or standards established by the CUNY Civil Service Commission. The deletion of the above sections and language removes the special requirements for the CUNY Office, Secretarial and Administrative Assistant titles that were established prior to the creation of the Civil Service Commission.

Changing workplace technologies, changing workforce needs of the colleges, and changes in the labor market require the periodic review and revision of the minimum qualifications and testing formats for all CUNY non-instructional staff titles. The Board of Trustees has provided for oversight of such processes by the creation of the CUNY Civil Service Commission.

D. AMENDMENT TO THE SALARY PLAN RESOLUTION:

RESOLVED, That the following amendment to the Salary Plan resolution, adopted by the Board of Trustees on October 26, 1987, (Cal.No.1.1.D.), be approved:

That the [new] salary schedule shall be adjusted annually, in accordance with the general increases for [the New York State officers referred to in Section 169 of the Executive Law] New York State Management/Confidential employees, and that periodically thereafter, but no less frequently than every five years, the Board of Trustees shall review national peer data to compare and reassess its Executive Compensation (Salary) Plan.

NOTE: Matter in brackets to be deleted; matter underlined is new.

EXPLANATION: In accordance with the provisions of Chapter 263 of the laws of 1987, The City University of New York and the State University of New York adopted Salary Plans, in consultation with the New York State Division of the Budget and the Governor's Office of Employee Relations. After discussion with the New York State Division of the Budget, and in the interest of improving the administration of the Executive Compensation Plan, and maintaining comparability with the State University of New York, it is proposed that future salary adjustments for all titles covered in the Executive Compensation Plan be in accordance with the general increases for New York State Management/Confidential employees.

At this point Mr. Badillo rejoined the meeting.

E. NAMING OF A COMMISSIONER OF THE CITY UNIVERSITY OF NEW YORK CIVIL SERVICE COMMISSION:

RESOLVED, That the Board of Trustees of The City University of New York hereby authorizes and consents to the naming by the Chancellor of Ms. Marilyn Flood as Commissioner of The City University of New York Civil Service Commission for the term ending May 31, 1996.
EXPLANATION: This resolution names Ms. Marilyn Flood as a Commissioner to complete Ms. Donna Lynne's term which expires on May 31, 1996. Ms. Lynne resigned to become the head of the Mayor's Office of Labor Relations in New York City. Ms. Flood has a Baccalaureate degree from Vassar College, a Master's in Public Administration from New York University, and a law degree from New York Law School. She currently serves as Associate Executive Director for Programs of the YWCA of the City of New York. Her previous positions include Program Director of Child Care Action Campaign, Executive Director of the New York City Commission on the Status of Women, and Director of Employee Relations of the New York City Department of Personnel. She will make a valuable contribution to The City University of New York.

F. NAMING OF A COMMISSIONER OF THE CITY UNIVERSITY OF NEW YORK CIVIL SERVICE COMMISSION:

RESOLVED, That the Board of Trustees of The City University of New York authorizes and consents to the naming by the Chancellor of Ms. Sylvia Miranda as Commissioner of The City University of New York Civil Service Commission for the term ending May 31, 1998.

EXPLANATION: This resolution names Ms. Sylvia Miranda as a Commissioner to complete Ms. Lilliam Barrios-Paoli's term which expires on May 31, 1998. Ms. Barrios-Paoli resigned to become the Personnel Director for the City of New York. Ms. Miranda holds degrees from Hunter College (B.A., 1964, Cum Laude, History) and Columbia University (M.A., 1965, History). She is a Ph.D. candidate at Columbia University. Ms. Miranda who retired from The City University of New York, was previously University Director for Affirmation Action. In addition, she has held various positions at Bronx Community College including Dean of Students, Assistant Dean of Academic Affairs for Curriculum Innovation and Development, and Coordinator of Puerto Rican Studies. She will be a valuable asset to the Civil Service Commission.

ADDED ITEM

Pursuant to action taken by the Board of Trustees on June 25, 1984 (Cal. No. 6.R.), approval of the following resolution was reported to the Board and certification of such approval is on file in the Office of the Secretary of the Board.

G. THE COLLEGE OF STATEN ISLAND - NAMING BUILDING:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of an electrical technology teaching laboratory in the Engineering Technologies Building at The College of Staten Island, The Michael J. Petrides Laboratory.

EXPLANATION: Professor Michael J. Petrides has been a committed member of The College of Staten Island since 1965. Prof. Petrides has served as Director, Evening Session (1969-1970), Chair of the Department of Electrical Technology (1975-1979), Associate Dean of Faculty (1979-1985), Dean of Administration (1985-1990), and Special Assistant to the President (1990-1994). He has been a member of the Department of Electrical Technology since 1965.

Prof. Petrides has been closely associated with the development of the original merged college in 1976 and assumed a key role in the planning and development of the new consolidated Willowbrook campus. Prof. Petrides has been active in community affairs, including service to community School Board 31, Vice Chairman of the New York City Districting Commission and member from Staten Island to the New York City Board of Education. In January 1994 Prof. Petrides was appointed as a Special Advisor (pro bono) to Mayor Rudolph Giuliani.

(Approved by James P. Murphy (6/15/94), Edith B. Everett (6/15/94), Sylvia Bloom, (6/15/94), Louis C. Cenci, (6/15/94), and William R. Howard (6/15/94)).

Vice Chancellor Malone reported that Hunter College, Borough of Manhattan Community College, New York City Technical College, LaGuardia Community College, and the Central Office have all moved to a totally smoke free environment. All the other campuses have indicated that by a year from now they will be either totally or partially smoke free, or they are moving to strengthen their current smoking policies so that we are moving ahead very, very well.
NO. 7. COMMITTEE ON STUDENT AFFAIRS AND SPECIAL PROGRAMS: RESOLVED, That the following items be approved:

A. THE GRADUATE SCHOOL AND UNIVERSITY CENTER - AMENDMENT TO BOARD POLICY ON PAYMENT OF STIPENDS TO STUDENT LEADERS:

RESOLVED, That the Board adopt the following amended policy on the payment of stipends to student leaders:

The Board believes and intends that service as a student leader should be an educational experience. Recognizing the educational role of student leadership positions, the Board, while not encouraging the payment of stipends, believes some stipend payments to student leaders should be allowed within the parameters outlined below.

1. Stipends payments to student leaders shall be limited to two(2) years in the University, except:
   a. A student leader elected to an office of the University Student Senate shall be allowed three(3) years of stipend payments, with no more than two(2) years of stipend payments as an officer of the University Student Senate.
   b. A student who receives two(2) years of stipend payments as an undergraduate student leader, shall be permitted a third(3rd) year of stipend payments as a graduate student leader.
   c. Co-chairs of the Doctoral Students' Council at The Graduate School and University Center shall be permitted a third(3rd) year of stipend payments as a graduate student leader.

2. The amount of stipend payments to student leaders shall be limited as follows:
   a. College student leaders shall be limited to a maximum of $3,314 per year and no more than $1,657 per semester.
   b. The Chairperson of the University Student Senate shall be limited to a maximum of $7,200 per year and no more than $3,600 per semester.
   c. Vice-Chairpersons of the University Student Senate shall be limited to a maximum of $4,200 per year and no more than $2,100 per semester.
   d. Co-chairs of the Doctoral Students' Council at The Graduate School and University Center shall be limited to a maximum equal to the minimum salary for the title of Graduate Assistant B.

3. No student leader shall for the same time period receive more than one stipend, or be an employee of or receive any other compensation from a student activity fee allocating body.

4. The Chancellor or his or her designee shall, every two years, review the schedule of stipend payments, and report to the Board on any adjustments he or she recommends as being appropriate, in relationship to any changes in the Consumer Price Index (CPI).

These amendments shall be effective July 1, 1994.

NOTE: Matter underlined is new.
EXPLANATION: In a referendum held in conjunction with student government elections at the Graduate School and University Center during the spring 1994, students voted in favor of locally earmarking student activity fees to pay for increasing the stipends for the three co-chairs of the Doctoral Students' Council, which is the student government. Students voted 482 to 276 in favor of increasing the stipends, with 19% of the student body voting in a mail ballot. Ten percent of the student body signed a petition to place the proposition on the ballot. The current salary for a Graduate Assistant B is $6,912 and will increase to $7,188 on November 1, 1994. The College President recommends the adoption of the increased stipends based on the time commitment required of the three co-chairs, the level of financial support needed by doctoral students and her opinion that a stipend level equivalent to the Graduate Assistant B is reasonable and equitable and will enable the Graduate School to encourage more student interest in the positions. In the same referendum, students also voted 519 to 247 to increase the maximum number of years stipends may be received from two to four years. The College President recommended an increase to three years, with the further explanation that a student may only be a co-chair of the Doctoral Students' Council for two years, and the third year will enable such a student to serve with a stipend on the Steering Committee. This will contribute continuity and stability to student government because the year on the Steering Committee will serve as training to be a co-chair, or if service occurs first as a co-chair, the student will help guide the new leaders.

B. THE GRADUATE SCHOOL AND UNIVERSITY CENTER - WAIVER OF BOARD POLICY ON PAYMENT OF STIPENDS TO STUDENT LEADERS:

RESOLVED, That the Board authorize the College President to waive the maximum number of years limitation for receipt of stipends to pay three student leaders at The Graduate School and University Center stipends for the 1993-94 year.

EXPLANATION: The College President requested this waiver to permit the payment of stipends to two co-chairs of the Doctoral Students' Council of $2,882 and to a member of the Steering Committee of $1,600. The students supported this by a vote of 416 to 336 in a referendum and the College President recommended this because the three concerned student leaders had served for the year with the belief that they might be permitted to receive stipends and had agreed to follow the referendum process to pursue a resolution.

C. AMENDMENT OF BOARD POLICY ON THE SCHEDULING OF STUDENT GOVERNMENT ELECTIONS AND THE ELECTION OF DELEGATES AND OFFICERS OF THE UNIVERSITY STUDENT SENATE:

RESOLVED, That the Board Policy on the Scheduling of Student Government Elections and the Election of Delegates and Officers of the University Student Senate, adopted by the Board of Trustees on March 30, 1987, Cal. No. 8.B., and amended on June 22, 1992, Cal. No. 6.Y., and June 28, 1993, Cal. No. 9.C., be amended to add a new Section XII as follows:

XII. Delegates and alternate delegates, from each college student body division, to the USS may be removed by a majority vote of the USS for three consecutive unexcused absences at regularly scheduled USS meetings at the third such meeting, subject to review and certification by the Vice Chancellor for Student Affairs. If a quorum is not present at the regular USS meeting of the third consecutive unexcused absence, then removal may be by an affirmative vote of a majority of the full Steering Committee. Following each unexcused absence of both the delegate and alternate delegate for a student body division of a college, the delegate, alternate delegate, and the chief student affairs officer of the affected college shall be notified by the Chair of the USS, by regular mail, that the applicable student body division was not represented at the USS meeting and that three consecutive unexcused absences of the delegate or the alternate delegate may result in their removal. An excused absence shall be an absence from any regularly scheduled USS meeting, for which the delegate or alternate delegate has filed five days advance written notification with the USS Chair and the chief student affairs officer of the affected college demonstrating good cause for not attending. In the case of a delegate, he or she must also notify the alternate delegate that he or she will not be attending the meeting. In the event of an emergency absence that precludes five days advance written notification, written or oral notification shall be given to the USS Chair as soon as possible, and application for an excused absence based upon emergency circumstances may be made to the Steering Committee. The determination to remove a delegate may be appealed to the Vice Chancellor for Student Affairs within 15 days of mailing of the determination by certified mail.
EXPLANATION: Section VIII of the Board Policy provides that a quorum of the University Student Senate shall be one more than one half of the number of delegates that have been certified by the college presidents to the Vice Chancellor for Student Affairs, with certified alternate delegates also being able to count towards quorum if their respective delegates are absent. Experience over the past several years has shown that the USS has failed to achieve quorum at many of its meetings with the exception of election and budget meetings. The policy on USS delegate absenteeism is intended to encourage the attendance of USS delegates and alternate delegates at meetings, to assure representation of the colleges and the democratic operation of the USS through the attainment of quorum, by providing a fair mechanism for the removal of delegates and alternate delegates who are persistently absent. The policy is based upon bylaw provisions adopted by the USS regarding the removal of delegates for absenteeism. The USS does not, however, have the authority to remove delegates since they are certified by the colleges. This resolution provides an orderly procedure for the decertification of USS delegates.

D. REVISION OF THE GUIDELINES FOR THE STRUCTURE AND OPERATION OF THE SEEK PROGRAM:

RESOLVED, That the revised Guidelines for the Structure and Operation of the Seek Program as approved by the Council of SEEK Directors be adopted. (See Appendix F)

EXPLANATION: The Guidelines for the Structure and Operation of the SEEK Program, approved by a Board of Trustees’ resolution on March 27, 1978, provided a set of standards, limitations, authorizations and directions for the Program on each campus and for the means of monitoring and securing an accounting for the use of the special funds available for the Program to accomplish its goals and purposes.

In January 1985, major changes were made in three sections of the SEEK Guidelines. The changes dealt specifically with the definition of “full-time status of SEEK students” as it applies to eligibility for the Supplemental Tuition Assistance Program (STAP), and the numbers of semesters and the conditions under which a student is entitled to receive financial assistance from SEEK, TAP, and STAP. These amendments to the Guidelines were approved by the Board on January 28, 1985.

The full revision of the Guidelines, which involved a two year process of investigation and consultation, was approved by the Board on June 24, 1985. It clarifies certain areas, reconciled differences, reflected actual and appropriate practice, and accommodated changes which had occurred in University policy and procedure. The principles set forth in the 1978 Guidelines were maintained in the 1985 revision.

The proposed revisions reflect the incorporation of the University’s Office of Special Programs into the Office of the Vice Chancellor for Academic Affairs, the attendant reporting relationships, and minor changes in terminology. These revisions appear in the sections: 3, 4, 5, 6, 7, 8, 9, 10, and 11 of the revised Guidelines. All other provisions of the 1985 Guidelines remain virtually unchanged.

E. GUIDELINES FOR THE STRUCTURE AND OPERATION OF THE COLLEGE DISCOVERY PROGRAM:

RESOLVED, That the Guidelines for the Structure and Operation of the College Discovery Program as approved by the Council of College Discovery Directors be adopted. (See Appendix G)

EXPLANATION: The College Discovery Program of The City University of New York was established in 1964 by a resolution of the Board of Higher Education. Its goal is to provide students who are both academically and economically disadvantaged with access to college. Basic to the Program is the concept that “students admitted would have a full opportunity to climb the ladder of opportunity toward their educational and career goals. Through full counseling services and an adjusted program of study they would be helped to reach the limits of which they are capable without compromising excellence of performance or college standards.” (Minutes of Proceedings, February 17, 1964).
Since the inception of SEEK, there has been a University administrative office responsible for oversight of the eight College Discovery campus programs, which are located in the University's community colleges. The Office of Special Programs has monitored the funding and operation of the programs over the last thirteen years. In the main, the College Discovery Program has followed the Board-approved Guidelines for the Structure and Operation of the SEEK Program, although there are differences in the funding, structure and operation of the two programs. While differences have been addressed through particularized administrative directives, there is a clear need for guidelines specific to the College Discovery Program. Over the years, several University committees were formed to develop guidelines for the College Discovery Program. The proposed Guidelines are the cumulative result of those efforts.

It is the intent of the Guidelines for the Structure and Operation of the College Discovery Program to provide a set of standards, limitations, authorizations and directions for the Program on each campus, and for the means of monitoring and securing an account of the use of the special funds available for the Program to accomplish its goals and purposes.

Guidelines for the structure and operation of the College Discovery Program are needed to maintain the integrity of this vital program and to ensure the continuation of its services at a level needed to fully serve the most academically underprepared students in the University.

Trustee Carrion reported that the Dormitory Authority will purchase the Queens College Student Union Building from the Student Services Corporation for $5.4 million. In 1992 the Queens College students made an appeal to the Committee on Student Affairs and Special Programs to assist them in finding a way to reduce the large student activity fee imposed upon the students because of bonds sold in the 1960's to finance the Student Union Building. This will enable that portion of the student activity fee previously used for debt service reduction to now be used for student programming and structural repairs urgently needed on the campus. I would like to acknowledge the Committee, the Chancellor, Vice Chancellors Macari, Nunez-Wormack, and Rothbard in pursuing this remedy, and also Trustee Inniss for always bringing this issue to the forefront, and the Queens College students who were unremitting in their pursuit of this goal.

NO. 8. COMMITTEE ON PUBLIC AFFAIRS: RESOLVED, That the following items be approved:

At this point Dr. Jacobs left the meeting.

ADDED ITEM 8.B. WAS CONSIDERED FIRST.

ADDED ITEM

B. MEDGAR EVERS COLLEGE - RESOLUTION OF APPRECIATION:

WHEREAS, The Governor and the New York State Legislature have restored senior college status for Medgar Evers College as of July 1, 1994, 18 years after it was rescinded during the New York City fiscal crisis; and

WHEREAS, The City University of New York Board of Trustees has long sought restoration, and made it a top priority in the University's 1990 Five Year Plan and 1992 Master Plan; and

WHEREAS, Medgar Evers College opened in 1971 to serve the educational and cultural needs of Central Brooklyn and the greater metropolitan communities with programs leading to both baccalaureate and associate degrees, and has continued to offer baccalaureate degrees; now

THEREFORE BE IT RESOLVED, That profound thanks and appreciation for the efforts of all who helped restore senior college status to Medgar Evers College be recorded and transmitted; and
BE IT FURTHER RESOLVED, That special thanks be acknowledged to Governor Mario M. Cuomo, Assembly Speaker Sheldon Silver, Senate Majority Leader Ralph Marino, the New York State Legislature, the Black and Puerto Rican Legislative Caucus, the Brooklyn Congressional delegation, the New York State Board of Regents, Mayor Rudolph Giuliani, Brooklyn Borough President Howard Golden, the New York City Council, the Middle States Association Commission on Higher Education, Chancellor W. Ann Reynolds, President Edison O. Jackson and the students, faculty, staff and alumni of Medgar Evers College, the University Faculty Senate, the University Student Senate, the Professional Staff Congress, New York State United Teachers, District Council 37, and the Medgar Evers Community Advisory Council for all of their untiring efforts and support.

At this point Dr. Jacobs rejoined the meeting.

A. RESOLUTION REGARDING THE HIGHER EDUCATION ACT TITLE IX GRADUATE EDUCATION PROGRAMS:

WHEREAS, The reauthorization of the Higher Education Act strengthened the Title IX Graduate Programs by increasing both the stipend levels and institutional allowances for these programs; and

WHEREAS, The President's FY 1995 budget requests no increase in overall funding for these programs; and

WHEREAS, Increasing the stipend level and institutional allowance without an accompanying increase in overall program funding will mean a reduction in the number of students the programs can serve; and

WHEREAS, An increase of only $14 million for graduate programs will provide sufficient funding to maintain these programs at current services levels (ensure that there will be no reduction in the number of students served); now

THEREFORE BE IT RESOLVED, That CUNY support an increase of $14 million for the Title IX graduate programs in the FY 1995 federal budget; and

BE IT FURTHER RESOLVED, That a copy of this resolution be sent all members of the NYC Congressional Delegation requesting their support for the increase proposed herein.

Trustee Bloom reported that there was substantial participation at the recent Manhattan and Bronx Borough Hearings and that the Secretary of the Board has circulated copies of all testimony.

Chairman Murphy, on behalf of the Board, acknowledged the stewardship of Dr. Felix Cardagna in his role as acting President of The College of Staten Island. He will be retiring from that position as of June 30th. He stepped in in a challenging and demanding situation. We wish to acknowledge his good work in behalf of The College of Staten Island and the University.

Upon motions duly made, seconded and carried, the Board went into executive session to consider personnel matters. The public meeting was adjourned at 6:15 P.M.

SECRETARY GENEVIEVE MULLIN
MINUTES OF THE EXECUTIVE SESSION OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK
HELD
JUNE 27, 1994
AT THE BOARD HEADQUARTERS BUILDING
535 EAST 80TH STREET - BOROUGH OF MANHATTAN

Chairman James P. Murphy called the Executive Session to order at 6:19 P.M.

There were present:

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

Herman Badillo
Sylvia Bloom
Gladys Carrion
Louis C. Cenci
Michael Del Giudice

William R. Howard
Charles E. Inniss
Harold M. Jacobs
Susan Moore Mounier
Thomas Tam

Sandi E. Cooper, ex officio
Anthony Giordano, ex officio

Secretary Genevieve Mullin
Robert E. Diaz, General Counsel and Vice Chancellor for Legal Affairs
Lillian W. Phillips, Executive Assistant

Chancellor W. Ann Reynolds
Vice Chancellor Brenda Richardson Malone
Deputy Chancellor Laurence F. Mucciolo
Dean Branda Spatt
Vice Chancellor Jay Hershenson

The absence of Mr. Fink was excused.

Upon motions duly made, seconded and carried, the following resolutions were adopted:

E1. THE CITY UNIVERSITY SCHOOL OF LAW AT QUEENS COLLEGE - DESIGNATION OF ACTING DEAN:
RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Merrick T. Rossein as Acting Dean of the City University School of Law, effective September 1, 1994, with an annual salary at the applicable dean's level, subject to financial ability.

EXPLANATION: Merrick T. Rossein is a Professor of Law at the City University School of Law with an extensive publication record. Professor Rossein has held administrative positions with the Bureau of Labor Services, the National Employment Law Project and other organizations. Professor Rossein is a Commissioner of the New York City Equal Employment Practices Commission and a member of the Governor's Sexual Harassment Task Force.
At this point Mrs. Everett left the meeting.

E2. QUEENS COLLEGE - DESIGNATION OF ACTING PRESIDENT: RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Dr. Stepen M. Curtis as Acting President of Queens College, effective September 1, 1994, with an annual salary at the applicable presidential level, subject to financial ability.

EXPLANATION: Dr. Shirley Strum Kenny, the President of Queens College, has resigned effective September 1, 1994 in order to accept the position of President of the State University of New York at Stonybrook. Dr. Curtis has many years of experience in higher education, including service as both Acting President and Dean of Academic Affairs at Borough of Manhattan Community College.

E3. BOROUGH OF MANHATTAN COMMUNITY COLLEGE - DESIGNATION OF ACTING PRESIDENT: RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Dr. Marcia V. Keizs as Acting President of Borough of Manhattan Community College, effective September 1, 1994, with an annual salary at the applicable presidential level, subject to financial ability.

EXPLANATION: Dr. Stepeh M. Curtis will become Acting President of Queens College, effective September 1, 1994. Dr. Keizs has served as Vice President for Student Affairs at Queensborough Community College and Acting Vice Chancellor for Student Affairs at the Central Office.

At this point Mr. Badillo left the meeting.

E4. THE COLLEGE OF STATEN ISLAND - DESIGNATION OF PRESIDENT: RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Dr. Marlene Springer as President of The College of Staten Island, effective September 1, 1994, with an annual salary at the applicable presidential level, subject to financial ability, and that she be appointed Professor with tenure in the Department of English, Speech, and World Literature at The College of Staten Island.

EXPLANATION: Dr. Marlene Springer is being recommended by the Chancellor to the Board of Trustees for appointment as President of The College of Staten Island following the conclusion of an extensive national search. Dr. Springer, who holds a doctorate in English Literature, has a wide range of experience as a faculty member, scholar, and academic administrator. Dr. Springer presently serves as Vice Chancellor for Academic Affairs at East Carolina University.

Mr. Cenci abstained

E5. THE COLLEGE OF STATEN ISLAND - DESIGNATION OF ACTING PRESIDENT: RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Dr. Elsa Nunez-Wormack as Acting President of The College of Staten Island, between July 1, 1994 and August 31, 1994, with an annual salary at the applicable presidential level, subject to financial ability, and that during the period of her service as Acting President, Dr. Nunez-Wormack be granted a leave from her position as Vice Chancellor for Student Affairs and University Dean for Academic Affairs.

EXPLANATION: Dr. Marlene Springer has been appointed President of The College of Staten Island, effective September 1, 1994. Acting President Felix Cardegna has indicated his intention to retire effective July 1, 1994. Dr. Nunez-Wormack has many years of service at The City University of New York and elsewhere, including service as an academic administrator at The College of Staten Island.

Upon motions duly made, seconded and carried, the executive session was adjourned at 7:45 P.M.

SECRETARY GENEVIEVE MULLIN
APPENDIX F

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

SECTION 1 - 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, developmental, 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; and

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.

SECTION 2 - 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, advisement, 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, faculties and staff, the campus SEEK departments, and the University’s Office of Special Programs in the University’s Office of Academic Affairs, shall each, as appropriate, be considered responsible and accountable for the operation and administration of the Program.

* New York City Technical College is a technical college, but for the purpose of this document, it will be referred to as a senior college.
The special aspects and components of the SEEK Program shall consist of the following:

1. counseling and advisement services in the course of screening potential students;

2. special diagnostic testing, tutoring, counseling, and advisement 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; and

5. administration, accounting, research, monitoring, and evaluation services provided by the University’s Office of Special Programs.

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 University 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 the Act and in other relevant local legislation. These consist of funds for counseling, tutoring, and student stipends.

D. Matriculation

1. All SEEK students must be matriculated from the time of their first enrollment.

2. Full-time matriculated students must satisfy the requirements of the Regents Regulations which state, “Full-time study...means enrollment for at least 12 semester hours a semester or the equivalent.”

3. Under extenuating circumstances, SEEK students may obtain part-time status. Part-time status is granted for only one semester and extended only through a waiver granted by the Vice Chancellor for Academic Affairs or his/her designee. Students attending part-time must enroll for at least six semester hours or the equivalent per term, except for graduating seniors.

4. Full-Time Equivalent (FTE)

A Full-Time Equivalent is the standard academic measuring unit used to calculate enrollment. For these Guidelines the following statements apply:

a. For full-time students enrolled in a full-time program during the academic year, the FTE is equivalent to the headcount.

b. Students enrolled full-time must carry a minimum of 12 semester hours or the equivalent. However, if due to personal or family responsibilities a student has to register part-time for a particular term, the FTE for this student, registered in a full-time program, will be calculated on an annual 30 credit hour basis.

c. Students enrolled part-time must carry a minimum of six semester hours or the equivalent per term.
E. Developmental Education

The developmental education component of the SEEK Program shall be defined as those instructional activities designed to facilitate the development 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 are all non-remedial credit-bearing courses which have compensatory excess hours attached. Compensatory excess hours are all contact hours of a remedial nature in excess of course credit weight attached to a non-remedial course. For FTE computation, credits assigned to courses are counted as credits, and excess hours in compensatory courses are counted as equated credits.

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 of academic, personal, financial, and other related services by professionally-trained personnel of counseling. 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. 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 shall coordinate functions with regard to the financial aid of individual students and the interpretation of policy.
SECTION 3 - 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 objectives 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 to reasonable monitoring; to encourage innovative educational approaches to the problems of the educationally disadvantaged; 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. The plans shall include provisions for the summer session offerings for pre-freshmen and continuing program students.

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 plans shall be submitted in accordance with a timetable provided by the Chancellor through the Vice Chancellor for Academic Affairs.

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, disbursing, 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 through the Office of the Vice Chancellor for Academic Affairs 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.

College plans, upon approval by the Chancellor, shall be reported to the Board Committee on Student Affairs and Special Programs and the Board Committee on Academic Policy, Program, and Research through the General Plan.

SECTION 4 - THE ACADEMIC PLAN

As prescribed in content and form by the Chancellor, each senior college president shall submit to the Chancellor, through the Vice Chancellor for Academic Affairs, an academic plan that contains the elements outlined in these Guidelines. The plan shall include provision for the summer session offerings referred to in these Guidelines.

Since the prime objective of the Guidelines is to promote the improvement of 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 regular college 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; and (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 upon progress achieved in acquiring the necessary basic skills, as determined by testing or otherwise.

A description of remedial, developmental, and compensatory course offerings provided for SEEK students shall be included in the plan.

A description of the SEEK Summer Program Component of the University Skills Immersion Program and any other special summer school offerings in basic skills and in developmental and compensatory courses and programs shall also be included in the plan.

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 monitoring of compulsory attendance by SEEK students in SEEK 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 mechanisms and an adequate description of the expected results of the experimental deviation or program innovation in question.

The plan, by use of the University's Skills Assessment Program, shall identify improvement in the academic capabilities and achievements of SEEK students. Such academic progress indicators shall be used for the evaluation of programmatic success on each campus.

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, approval, as well as subsequent monitoring, and evaluation by the Chancellor through the Office of the Vice Chancellor for Academic Affairs.

SECTION 5 - FISCAL ACCOUNTABILITY PLAN

As specified in content and form by the Chancellor, each senior college president shall submit to the Chancellor a fiscal accountability plan containing the elements outlined in these Guidelines.

The fiscal accountability plan shall describe the projected pattern of expenditures for the college SEEK Program, including the projected percentage of SEEK Program and college funds to be allocated to each of the support services and the projected means of tracking such expenditures. The projected pattern of expenditures of SEEK and non-SEEK funds shall include, but not be limited to:

- academic credit instructional costs;
- other instructional costs;
- remediation;
- counseling;
- supplemental financial assistance;
- research and evaluation;
- administrative costs;
- tutoring; and
- SEEK Summer Program Component of the University Skills Immersion Program and the SEEK Component of the Intersession Program 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, faculty, or staff in the combined activities. The plan shall include information on projected exchanges of SEEK funds and/or services provided by SEEK-funded staff. Any exchange of funds and/or services must be in consultation with and approval of the Vice Chancellor for Academic Affairs or his/her designee and the SEEK Program Director.

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

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, as well as to subsequent monitoring and evaluation by the Chancellor through the Office of the Vice Chancellor for Budget, Finance and Informational Systems and the Vice Chancellor for Academic Affairs.

SECTION 6 - 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. S/he shall take whatever steps are necessary to fulfill this responsibility, including such delegations of responsibility s/he deems necessary, and submit reports on same to the Chancellor, the Board Committee on Student Affairs and Special Programs and the Board Committee on Academic Policy, Program, and Research 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 college and SEEK funded services for which the students 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 Board Committee on Student Affairs and Special Programs and the Board Committee on Academic Policy, Program, and Research. It shall be the responsibility of the Vice Chancellor for Academic Affairs, at the direction of the Chancellor, to see that the necessary reporting and monitoring are 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, fourth, and possible fifth year of their programs; and (d) rate of disbursement of SEEK funds in the various functional categories.

The president shall include a personal statement about the progress of the local program relative to the goals of the University-wide program.

SECTION 7 - STRUCTURE AND ADMINISTRATION AT THE CAMPUS LEVEL

A. Components of the Program

There shall be a SEEK Program at each senior college. The Program, which shall be the overall responsibility of the president, faculty, and staff 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 and intersession classes;

2. special tutoring, counseling, and advisement 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; and

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 towards initiating and pursuing studies within 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, and the SEEK Summer Program Component of the University Skills Immersion Program and the SEEK Component of the Intersession Program (Remedial and developmental instruction in mathematics shall be provided by the mathematics department);

2. comprehensive tutoring that is coordinated with intensive remedial and developmental instruction;

3. academic advisement and financial and personal counseling; and

4. liaison and coordination with the college financial aid office regarding financial aid services for SEEK students.

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 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 proposals shall be developed by special joint curricular committees drawn from both the SEEK Department and the relevant department(s). Any proposed departure shall be subject to the approval of the Chancellor prior to its institution.

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 and 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.

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 (if appropriate), 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 department configuration of which the SEEK Department, as defined in these Guidelines, is a part). S/he shall be recommended for appointment by the president to a professorial level title, subject to the By-laws and procedures of the Board of Trustees of The City University of New York. The Vice Chancellor for Academic Affairs shall report on this recommendation for appointment to the Board Committee on Academic Policy, Program, and Research and the Board Committee on Student Affairs and Special Programs.

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 programs 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/her, at least two-thirds of whose members shall be from the SEEK Department, including students, to submit a minimum of three names for his/her consideration.

E. Counselors and Counseling

Counselors shall be appointed and employed in the SEEK Department. At such a ratio of counselors to students as is funded by the State, the counselors shall provide professional counseling in academic, financial, vocational, and personal matters to SEEK students, 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 student progress and to the extent possible, class attendance, and for maintaining the records thereof. A precise register of contacts between students and counselors is to be maintained in the SEEK Department. 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 may 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 tutor by pertinent academic departments.

The academic departments are to be required to offer the compensatory courses described in the college academic plan.

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 both the SEEK Department and the academic department shall include reference to teaching effectiveness and sensitivity to the learning patterns of disadvantaged students, and 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 shall be binding on the receiving department.

J. Faculty Qualifications

All faculty in the SEEK Program shall have those qualifications or professional achievement and training required of faculty members in the rank of lecturer (full-time), instructor, assistant professor, associate professor, and professor, and appointed through the regular channels of the college or the University.

K. Tutoring

Provision for a structured 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, discipline, and sensitivity to the special academic needs of disadvantaged students.

With respect to tutoring services offered to SEEK students by the SEEK Department, 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 tutoring services offered to SEEK students by the other departments, 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 department, in consultation with the SEEK Department, and precise records of the tutoring services provided shall be maintained. Periodic evaluations of the results of such services shall be conducted.
L. Research and Data Collection

Subject to appropriate funding, 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 provide the data and research requirements of the University's Office of Special Programs. If funding for a campus SEEK research and data unit is unavailable from the University of the colleges, the SEEK director, with the cooperation and support of other offices of the college, will be responsible for collecting the data for the SEEK campus annual report, the academic and fiscal plans, and the General Plan of the Office of Special Programs.

SECTION 8 - STRUCTURE AND ADMINISTRATION AT THE UNIVERSITY LEVEL

A. Board of Trustees and Board Committee on Student Affairs and Special Programs.

The Board of Trustees 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 Office of Special Programs has been incorporated into the Office of Academic Affairs. The Vice Chancellor for Academic Affairs will report on special programs to both the University's Board Committee on Student Affairs and Special Programs and the Board Committee on Academic Policy, Program, and Research. However, the Board Committee on Student Affairs and Special Programs is responsible, at the Board's direction, for considering and making recommendations to the Board on all policy matters for the SEEK Program, under the terms of these Guidelines and the By-laws, resolutions, and policy statements of the Board.

B. Chancellor

The Chancellor is responsible for the administration and operation of the SEEK Program through the presidents, faculties, and staff of the colleges, and in particular, for the central coordination of the Program, including the allocation and monitoring of SEEK funding under the direction of the Vice Chancellor for Academic Affairs.

C. Vice Chancellor for Academic Affairs

The Vice Chancellor for Academic Affairs 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 Office of Special Programs as are specified in these Guidelines and assigned to him/her by the Chancellor.

The central coordination of SEEK academic and personnel matters, budget matters, and non-academic personnel matters shall be effected under the direction of the Vice Chancellor for Academic Affairs, in coordination and collaboration with appropriate University administrative offices; i.e., the Office of Student Affairs, the Office of Budget, Finance, and Informational Systems, and the Office of Faculty and Staff Relations.

D. University Dean for Academic Affairs

The University Dean for Academic Affairs is responsible for assuring the quality of the SEEK Program and its consistency with the mission of the University, the campuses, and the New York State Higher Educational Opportunity Act. The University Dean is also responsible for the oversight of the Office of Special Programs and the SEEK Programs at the ten senior colleges. Oversight includes monitoring, reporting, research, and advisement on the practices, procedures, and policies affecting the programs.

E. Director of Office of Special Programs

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

The Office of Special Programs shall be part of the Office of the Vice Chancellor for Academic Affairs and shall report to the Chancellor through him or her. The Office of Special Programs 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 University's Office of Institutional Research under the direction of the Chancellor; and the promotion of the exchange of information on research and development 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; and

6. other functions, duties, responsibilities, and activities as may be assigned to it by the Chancellor and/or the Vice Chancellor for Academic Affairs.

G. SEEK Budget

The SEEK Budget, as prepared for submission to funding authorities, shall be developed by the Office of Academic Affairs, in consultation with the presidents, and through them, with the campus SEEK directors, and submitted to the Office of Budget, Finance, and Information Services as part of the University budget request process. Thereafter, any reallocation, modification or reduction of funds based on short-falls from the requested budget shall be determined by the Chancellor through the Office of Academic Affairs and Office of Budget, Finance, and Information Services 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.

H. Research and Development

Leadership in research and development in basic skills and compensatory education for underprepared and disadvantaged students shall constitute a major responsibility of the Chancellor's Office and of the leadership of the SEEK Program, both in the University's Office of Special Programs and on campuses. To this end, funding should be provided for professional research and evaluation staff and consultants, as needed, to work in the University's Office of Special Programs and at the individual campus programs as deemed appropriate in collaboration with the University's Office of Institutional Research and Analysis to: assemble and analyze campus-collected and centrally-collected data, conduct special studies, and help develop student progress criteria 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.

SECTION 9 - STUDENT ELIGIBILITY

The SEEK Program is designed to serve the student who is both educationally and economically disadvantaged. A disadvantaged student is an individual from a low income family with potential for a successful higher education experience but who has not acquired all of the basic academic skills required to successfully compete in a higher education environment. Generally, a student who is eligible for the Program has not earned a Regents diploma, is from a high school which has a poor record for academically preparing students, has been tracked or scheduled into a general high school program, has earned a General Equivalency Diploma, has been out of high school for a number of years, or ranks low on traditional measures of college admissions criteria, such as high school average and class standing.
Eligibility requirements for admission into the SEEK Program must comply with the requirements of State law and regulations issued by the State Department of Education. The Regents require that students be both economically and academically disadvantaged. The Regents define economic disadvantage, and the Board of Trustees of The City University of New York define academic disadvantage.

A. General Requirements

A student eligible for benefits under the SEEK Program must meet all of the following criteria:

1. be both economically and educationally disadvantaged according to criteria in Section 9, parts B and C;
2. be a high school graduate or have a State approved general equivalency diploma or its equivalent;
3. has not previously attended a college or university, except in the case of students enrolled in the State University of New York’s Educational Opportunity Program (EOP), or the independent colleges’ Higher Education Opportunity Program (HEOP), or veterans who have earned no more than 18 credits of college level work prior to entrance into the service (except for USAF and service connected University of Maryland credits); and
4. is a resident of New York State according to the criteria promulgated by the Higher Education Services Corporation.

B. Academic Eligibility Criteria for First-time Students

Criteria for first-time freshmen include:

1. Non-admissibility. New York State Regents Rules state that “the basic test of educational disadvantage is non-admissibility by the college’s normal admissions standards to the college at the matriculated status in a degree program.” Further proof of academic eligibility is non-admissibility to a degree program for which application is made, i.e., a student is an applicant to a program which the Chancellor has identified as a program with highly competitive admissions standards, but the student lacks a high school sequence in mathematics and science or other specific subject matter normally required for such a program;
2. the student has received a State approved General Equivalency Diploma;
3. the student has earned a college admissions average of less than 80 percent or a rank in his/her class in the 65th or lower percentile;
4. the student has earned a college admissions average of 80 or above or a rank in class above the 65th percentile, but has received extensive remedial assistance in high school so that, in accordance with procedures established by the Chancellor, the student is determined to have need for the range of support services available to students in the SEEK Program.

C. Economic Eligibility Criteria for First-time Students

For purposes of determining economic eligibility, a student must meet the economic eligibility criteria established by the New York State Commissioner of Education. The economic eligibility criteria apply to the calendar year prior to the academic year of the student’s first entry to college.
SECTION 10 - STUDENT FINANCIAL AID

1. Upon admission, all SEEK students must meet the economic eligibility criteria as established by the Commissioner of Education. First semester SEEK students may be permitted to register prior to the verification of his/her economic eligibility, if the student has complied with all requests to submit economic verification documents. If, upon receipt and analysis of economic verification documents the student is deemed not to be economically eligible to participate in the program, the student shall be so notified and removed from the SEEK Program rolls. The student is not allowed to receive SEEK funds during this provisional period. 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, then an appropriate adjustment in the amount of SEEK financial assistance shall be made to reflect the change in the student's need. However, his/her entitlement to receive other supportive services offered by the Program shall not be affected.

2. The Rules of the Regents require that, in order to receive SEEK funds and other supportive services, a SEEK student must file:
   a. an application for a basic educational opportunity grant (Pell Grant) with the appropriate agency of the Federal Government for the academic year in which benefits are sought;
   b. an application for TAP or STAP with the Higher Education Services Corporation.

Each college, through its college financial aid office, shall be responsible for insuring that all SEEK students file for these forms of aid in accordance with the Rules of the Regents and the Guidelines established by the University and approved by the State Division of the Budget.

3. 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. However, if due to personal or family responsibilities, a student has to register part-time for a particular term, that student must receive approval to do so from the Program Director. Part-time status is granted for only one semester and extended only through a waiver granted by the Vice Chancellor for Academic Affairs or his/her designee. A student will be allowed to receive financial aid on a part-time basis if s/he meets the economic eligibility criteria for it. A student is eligible for STAP if his/her minimum full-time course load (i.e., twelve (12) credits/hours) includes 50% or six (6) hours of non-credit remedial, developmental, or compensatory coursework. For the purpose of TAP eligibility, a full-time SEEK student is a student enrolled for at least twelve (12) credits or a combination of credits and equivalent contact hours, three (3) of which must be credit bearing in the first semester of State supported TAP study, and six (6) credit hours in the second and subsequent semesters of State supported TAP study.

4. Each student who registers as a full-time student 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 courses with no change to his/her stipend level, provided that:
   a. such a drop is recommended by his/her counselor;
   b. the recommendation is reviewed by the financial aid office and approved by the SEEK director;
   c. proper authorization is kept on file; and
   d. the number of credit/contact hours does not drop below nine (9) credit/contact hours.

Full-time students on academic probation will retain the full financial aid and academic supportive services of the Program. Students who are placed on "academic probation with a part-time course load" will retain the full academic supportive services of the Program. This student will be allowed to receive financial aid on a part-time basis if s/he meets the economic criteria for it. Furthermore, a graduating student, whose degree requirements would be met with less than the minimum course load requirements may be permitted to register for only those courses that are required for graduation. That student will also retain the full academic supportive services of the Program.
SECTION 11 - PERIOD OF STUDENT FUNDING ELIGIBILITY

1. Four-year baccalaureate program: A student is allowed ten (10) semesters of opportunity program financial aid eligibility and two college summer sessions plus the SEEK Summer Program Component of the University Skills Immersion Program and intersessions for completion of a four year baccalaureate degree program.

2. Five-year baccalaureate program: A student is allowed twelve (12) semesters or the equivalent of opportunity program eligibility in a registered five-year baccalaureate program and two college summer sessions plus the SEEK Summer Program Component of the University Skills Immersion Program and intersessions for completion of a five year baccalaureate degree program.

3. When a SEEK student has utilized the State financial assistance program of STAP during his/her career, that student would be entitled to one or two additional semesters of SEEK financial aid support.

4. When a SEEK student has not been a STAP recipient but will be graduating upon completion of the 11th semester, that student would be eligible for an additional semester of SEEK financial aid support (the 11th semester).

5. Requests for exemptions for individuals who do not fall into categories 1, 2 or 3 may be submitted to the Vice Chancellor for Academic Affairs or his/her designee.

SECTION 12 - RETENTION STANDARDS

Students in the SEEK Program shall be subject to the retention standards of the college in which they are enrolled.

The standard probationary period for all SEEK Program students shall be a maximum of two (2) consecutive 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 a 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 University's Office of Special Programs for appropriate approval.

SECTION 13 - STUDENT ATTENDANCE

Attendance by SEEK students in remedial, developmental, and compensatory courses is to be considered compulsory for those students enrolled in such courses. University policy requires compulsory attendance of all students enrolled in remedial, developmental, and compensatory courses.

SECTION 14 - 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 are 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 are listed (but are not limited) as follows:

1. access to SEEK counseling and other support services throughout their career as SEEK students;
2. access to SEEK funded tutoring on an as-needed basis in relation to all of the students’ course work at the college, whether lower division or upper division;
3. access to financial support, including State special program funding, on an individual as-needed basis;
4. compulsory full-time attendance in all basic skills, developmental, and compensatory courses in which enrolled.
SECTION 15 - FINANCIAL AID ADMINISTRATION

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. The college financial aid office shall be responsible for the processing, awarding, and overseeing of all financial aid for SEEK students. The supervision of all financial aid to SEEK students shall be vested in the financial aid office, in consultation with the SEEK director or his/her designee.

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.

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 in consultation with the financial aid director. For personnel purposes, all SEEK 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 director of financial aid, but shall be responsible to the SEEK director. They shall work in such places as may be assigned by the financial aid director; however, their primary duty shall be to serve SEEK students. To provide the necessary service to SEEK Program students, a SEEK financial aid officer shall be designated as coordinator of SEEK financial aid at each campus.

The SEEK coordinator of financial aid shall function as liaison within the college financial aid office and assist individual SEEK students with their financial problems; s/he 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.

The SEEK coordinator of financial aid shall report to and be responsible to the SEEK director. S/he shall be trained by the University's Office of Special Programs and the University Student Financial Aid Office on the financial aid process and sources of financial assistance.

The director of financial aid shall prepare a written statement setting forth his/her assessment of the work of the SEEK coordinator and financial aid officers. This assessment shall be sent to the SEEK director. The SEEK director shall incorporate the views of the director of financial aid in his/her annual evaluation of the SEEK coordinator and financial aid officers.

All personnel action recommendations affecting the SEEK financial aid officers will be initiated by the director of the SEEK Program.

An evaluation of the financial aid director and his/her office, from the perspective of the services provided to SEEK students, shall be made annually by the SEEK director and filed with the financial aid director and the president.

SECTION 16 - 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 Final Report shall include such information and data as may be required.

The University's Office of Special Programs 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 Trustees.

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.

Adopted by the Board of Trustees on June 27, 1994
GUIDELINES FOR THE STRUCTURE AND OPERATION OF
THE COLLEGE DISCOVERY PROGRAM
OF THE CITY UNIVERSITY OF NEW YORK

SECTION 1 - PURPOSES AND OBJECTIVES OF THE COLLEGE DISCOVERY PROGRAM

The overall mission of the College Discovery Program is to provide college support services to academically and economically disadvantaged students in order to enhance their opportunity for a higher education, and to increase the level of education, social mobility, and vocational capability in our City and State.

In fulfilling this general mission, the College Discovery Program has the following purposes and objectives:

1. to provide at each community college, through special funding, a permanent and structured program of comprehensive support services to selected students with specifically defined educational and economic needs to aid them in achieving a quality college education and expanded career options;

2. to provide, through Special Program funding, a range of supportive services: comprehensive counseling, orientation courses, and integrated tutoring;

3. to provide, through the resources of the college, basic skills in conjunction with tutorial services;

4. to provide, through the resources of the University, summer and intersession programs;

5. to promote coordination and articulation between the College Discovery and Development Program in the high schools and the College Discovery Program at the community colleges;

6. to promote the advancement of College Discovery graduates into baccalaureate and upper division programs in the senior colleges through the SEEK Program; and

7. to promote understanding among the faculty and administration of each community college with respect to the purposes set forth in these Guidelines and acceptance of these Guidelines as being central to the mission of the University.

SECTION 2 - DEFINITIONS

A. The College Discovery Program

The College Discovery Program is to be considered and is hereby defined as one of the major programs of The City University and of each of its community colleges. The College Discovery Program is hereby defined as the totality of the University's activities and involvement with those students admitted as College Discovery students, including the process of recruitment, selection, admission, orientation, advisement, counseling, tutoring, financial assistance, remedial, developmental, and compensatory instruction, and regular instruction from admission to graduation. With final responsibility vested in the Chancellor, the Vice Chancellor for Academic Affairs and the presidents, subject to the terms and provisions of these Guidelines, the college administrations, faculties and staff, the campus College Discovery Programs, and the Office of Special Programs in the University's Office of Academic Affairs, shall each, as appropriate, be considered responsible and accountable for the operation and administration of the Program.

The special aspects and components of the College Discovery Program shall consist of the following:

1. counseling and advisement services in the course of admitting students;

2. special diagnostic testing, tutoring, counseling, and advisement 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; and

5. administration, accounting, research, monitoring, and evaluation services provided by the University's Office of Special Programs.

B. The College Discovery Program - College Unit

The College Discovery Program is the academic and administrative unit on each community college campus responsible for the operation and conduct of particular components of the College Discovery Program: counseling services, orientation courses for entering program students, and the College Discovery Component of the University Skills Immersion Program. It is also the unit responsible for monitoring instruction, tutoring, and summer programs for College Discovery students, in cooperation with other college administrative offices, in a manner to be specifically described in the Academic and Fiscal Accountability Plans of each college.

C. The College Discovery Budget

The College Discovery budget is that portion of the University budget which consists of special funds provided under the terms of the State's Higher Education Opportunity Act, and other funds provided through the community college budget for the special functions and purposes described in the Act and in other relevant local legislation. These consist of funds for counseling, tutoring, and student stipends.

D. Program Student Status

College Discovery students are and must be full-time students, with full-time status defined as a minimum course load of at least twelve (12) credits/equated credits or whatever is considered equivalent at community colleges using other than a semester calendar. The combination of credits/equated credits must conform to Federal and State guidelines for full-time status. All College Discovery students must be matriculated in a degree program from the time of their first enrollment.

Under extenuating circumstances, College Discovery students may obtain part-time status. Students attending part-time must enroll for at least six semester hours or the equivalent per term, except for graduating seniors. Part-time status is granted for one semester and can only be extended by a waiver granted by the Vice Chancellor for Academic Affairs or his/her designee.

E. Developmental Education

Developmental education services for College Discovery Program students shall be defined as those instructional activities designed to facilitate the development 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 such instructional modalities as courses, seminars, and workshops.

The total number of credits toward graduation to be awarded to any student for any number or combination of the above-defined courses shall be determined by each community college. These courses shall be provided by the appropriate departments of the college.

F. Compensatory Courses

Compensatory courses are all non-remedial credit-bearing courses which have compensatory excess hours attached. Compensatory excess hours are all contact hours of a remedial nature in excess of course credit weight attached to a non-remedial course. For FTE computation, credits assigned to courses are counted as credits, and excess hours in compensatory courses are counted as equated credits.
G. Tutoring

Tutoring is the provision of supplementary instruction at all levels and in all courses for College Discovery Program students requiring such assistance. Tutoring shall be provided on a regular basis to College Discovery Program students with deficiencies in skills or those who lack the appropriate academic background for essential course work. Tutoring shall be provided by tutors recommended by instructors of the pertinent subject and certified by the chairperson of the appropriate department or by his/her designee(s) as qualified to tutor in the subject.

H. Counseling

Counseling is the provision of academic, personal, financial, and other support related services by professionally-trained counseling personnel. Counseling shall be concentrated on the maximization of the academic potential, performance, and progress of the College Discovery 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 on a full-time basis. The primary responsibility for the packaging and awarding of financial aid to College Discovery students shall be vested in the College Financial Aid Office. The College Discovery Program shall perform liaison functions, College Discovery student advocacy, and shall coordinate functions with regard to the financial aid of individual students and the interpretation of policy.

SECTION 3 - COLLEGE PLANS

Each community college president shall annually submit to the Chancellor, through the Vice Chancellor for Academic Affairs, two college plans covering the College Discovery Program for the ensuing year: a college Academic Plan and a college Fiscal Accountability Plan.

Among the major objectives of these required college plans are: to ensure that the common purposes of the Program are served and the objectives of each individual plan can be monitored and evaluated; to encourage innovative educational approaches that address the needs of the educationally disadvantaged; and to permit, within the framework of relevant education law and these Guidelines, justified diversity and flexibility in organization and structure arising from the differences among the community colleges.

The plans shall contain a precise description of both administrative and academic management for the Program in budgetary, personnel, and management terms. The plans shall include provisions for the College Discovery Component of the University Skills Immersion Program.

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 plans shall be submitted in accordance with a timetable provided by the Chancellor through the Vice Chancellor for Academic Affairs.

The two plans are to contain the following items:

1. The college Academic Plan shall cover the provision of all components of the College Discovery Program as defined in these Guidelines, as well as the remedial, developmental, compensatory, and regular instruction provided to College Discovery students by the college. It shall also reflect the provisions of the New York State Higher Education Opportunity Program Act, appropriate budget requirements, and policies promulgated by and through the University; and

2. The college Fiscal Accountability Plan shall describe the system at the college for receiving, disbursing, and reporting on the use of College Discovery funds in accordance with legal requirements, City and State Budget and audit requirements, and the requirements of these Guidelines. It shall also report the payroll titles, salaries, and functional titles and duties of current staff and those proposed for the upcoming year.
The Chancellor, through the Office of the Vice Chancellor for Academic Affairs, may accept the plans, or require modifications based on the legal requirements of external authorities, or the requirements of these Guidelines.

These plans, upon approval by the Chancellor, shall be reported to the Board of Trustees Committee on Student Affairs and Special Programs and the Board Committee on Academic Policy, Program, and Research through the University’s General Plan for the Special Programs.

SECTION 4 - THE ACADEMIC PLAN

As prescribed in content and form by the Chancellor, each community college president shall submit to the Chancellor, through the Vice Chancellor for Academic Affairs, an Academic Plan that contains the elements outlined in these Guidelines. The Plan shall also include provision for the summer session offerings referred to in these Guidelines.

Since the prime objective of the Guidelines is to promote the improvement of educational outcomes for College Discovery Program 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 regular college 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 College Discovery Program at the college and the means to be used to achieve these goals; (2) describe the educational content of the Program; and (3) contain provision for a sufficient number of quantifiable indicators of student achievement to facilitate evaluation.

A description of remedial, developmental, and compensatory course offerings provided for College Discovery students by the college shall be included in the Plan.

A description of the College Discovery Component of the University Skills Immersion Program and any special summer school offerings in basic skills, and in developmental and compensatory courses and programs shall also be included in the Plan.

The Plan shall describe tutoring and counseling services that are provided to College Discovery students from the time of their admission to graduation.

The Plan shall describe procedures for the monitoring of compulsory attendance of College Discovery students in basic skills courses as established by Board resolution and required by these Guidelines.

The Plan may include proposals for deviations from the 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 mechanisms and an adequate description of the expected results of the experimental deviation or program innovation.

The Plan, by use of the University’s Skills Assessment Program and other appropriate measures, shall identify improvement in the academic capabilities and achievements of College Discovery Program students. Such academic progress indicators shall be used for the evaluation of programmatic success on each campus.

The Plan shall contain provision for the monitoring of the academic components and the fiscal aspects of the Program that are conducted by the College Discovery Program Director, as appropriate, as well as those that are conducted by pertinent academic and administrative authorities. The following components shall be monitored: College Discovery funded components that are under the direct administration of the Program Director, i.e., administration, counseling, freshmen orientation courses, and the College Discovery Component of the University Skills Immersion Program; those College Discovery funded components that are administered through other college offices, i.e., tutoring services, financial assistance services; and those components funded through the community college budget and provided to all students by departments of the college, i.e., remedial and compensatory courses.
The Plan shall be subject to review and approval, and to subsequent monitoring and evaluation by the Chancellor, through the Office of the Vice Chancellor for Academic Affairs in cooperation with the Vice Chancellor for Budget, Finance and Information Services.

SECTION 5 - THE FISCAL ACCOUNTABILITY PLAN

As prescribed in content and form by the Chancellor, each community college president shall submit to the Chancellor a Fiscal Accountability Plan containing the elements outlined in the Guidelines.

The Fiscal Accountability Plan shall describe the projected pattern of expenditures for the College Discovery Program, including the projected percentage of College Discovery Program and college funds to be allocated to each of the support services, and the projected means of tracking such expenditures. The projected pattern of expenditures of College Discovery and non-College Discovery funds shall include, but not be limited to:

- academic credit instructional costs;
- other instructional costs;
- remediation;
- counseling;
- supplemental financial assistance;
- research and evaluation;
- administrative costs (including financial aid personnel);
- tutoring;
- College Discovery Summer Program Component of the University Skills Immersion Program; and
- Inter session Program costs.

If it is proposed that the College Discovery Program 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 College Discovery Program students or faculty in the combined activities. Any exchange of funds and/or services must be in consultation with and approved by the Vice Chancellor for Academic Affairs or his/her designee and the campus College Discovery Program Director.

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

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

The Plan shall be subject to review and approval, as well as to subsequent monitoring and evaluation, by the Chancellor through the Office of the Vice Chancellor for Academic Affairs in cooperation with the Vice Chancellor for Budget, Finance and Information Services.

SECTION 6 - 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. S/he shall take whatever steps are necessary to fulfill this responsibility, including such delegations of responsibility s/he deems necessary, and submit reports on same to the Chancellor, the Board of Trustees' Committee on Student Affairs and Special Programs and the Board Committee on Academic Policy, Program, and Research as part of the periodic reports referred to below.

The College Discovery Director shall be generally responsible for monitoring and reporting to the president, from the perspective of the College Discovery Program, on the implementation of these Guidelines, and specifically on the academic progress of all College Discovery students and their receipt of all college and College Discovery Program funded services for which these students 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 Board of Trustees Committee on Student Affairs and Special Programs and the Board Committee on Academic Policy, Program, and Research. It shall be the responsibility of the Vice Chancellor for Academic Affairs, at the direction of the Chancellor, to see that the necessary reporting and monitoring are 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, such as: (a) credit accumulation; (b) grade point averages; (c) rate of movement of College Discovery Program students into the second and possible third year of their programs; and (d) rate of disbursement of College Discovery Program funds in the various functional categories.

The president shall include in a covering statement his/her own assessment of the progress being made toward the realization of the purposes and objectives of the Program.

SECTION 7 - STRUCTURE AND ADMINISTRATION AT THE CAMPUS LEVEL

A. Components of the Program

There shall be a College Discovery Program at each of the community colleges. The Program, which shall be the overall responsibility of the president, faculty and staff of the college, shall include the following components:

1. remedial and developmental instruction in reading, writing, speech, English, and mathematics provided by appropriate departments of the college;
2. a semester-length orientation course for entering program students;
3. a College Discovery Program Component of the University Skills Immersion Program;
4. intersession classes;
5. special tutoring;
6. comprehensive counseling and advisement services;
7. financial aid services performed in accordance with criteria and guidelines promulgated by the University, subject to approval by the appropriate external authorities;
8. program administration; and
9. program research and evaluation.

With respect to the instructional component of the Program, it is the intent of these Guidelines that each involved college shall provide a clearly defined, specifically described, integrated, sequential curriculum designed to develop the basic skills of College Discovery students and progressively initiate these students in and prepare them for successful 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 College Discovery students towards initiating and pursuing studies within the regular college curriculum. Compulsory attendance is mandated for College Discovery students in all remedial, developmental, and compensatory courses for which they are registered. Comprehensive tutoring as part of and coordinated with intensive remedial and developmental instruction shall be provided to Program students.

*The College Discovery Program of Bilingual Studies at Kingsborough Community College, in addition to counseling, shall provide developmental and college-level instruction to bilingual (Spanish-English) high school graduates or holders of the General Equivalency Diploma. The Program shall offer a series of core courses in developmental skills, as well as an array of college-level courses taught by faculty who are both bilingual and certified in their particular subject area.
B. College Discovery Program - Unit Responsibilities

As part of the Program, each community college shall establish a College Discovery Program unit which shall be responsible for providing the following academic and supportive services:

1. counseling, including academic, personal, career, social, and financial aid counseling, to be provided exclusively for all enrolled College Discovery Program students;

2. a semester-long orientation course for all entering Program students;

3. liaison and coordination with the college Financial Aid Office regarding financial aid services for College Discovery Program students;

4. liaison and coordination with the appropriate departments of the college regarding their provision of basic skills instruction and tutorial services for College Discovery Program students;

5. a College Discovery Summer Component of the University Skills Immersion Program; and

6. liaison with the Intersession Program.

C. College Discovery Program - Personnel and Organization

The College Discovery Program shall be an integral program of the college. The College Discovery Program budget shall provide funding for a Program Director, an assistant to the Director, counselors, and an administrative support person. All persons appointed as College Discovery counselors or administrators of the Program shall be appointed upon the recommendation of the department in which the Program is housed in accordance with the established procedures of the college. These personnel shall be assigned to work exclusively with the Program and its students. The College Discovery Program Director shall be consulted on all appointments and substitute assignments to the Program prior to such actions.

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

Annual evaluations of College Discovery Program personnel shall be conducted in cooperation with the College Discovery Program Director. The College Discovery Program Director shall either be designated to conduct the annual evaluation of College Discovery Program personnel by the departmental Personnel and Budget Committee, or assigned input into the procedure.

D. College Discovery Director

The Director of the College Discovery Program in each community college shall be responsible for the College Discovery Program as defined in these Guidelines. At the discretion of the president, s/he shall be recommended for appointment by the president to a professorial level title, subject to the Bylaws and procedures of the Board of Trustees of the City University of New York. The Vice Chancellor for Academic Affairs shall report on this recommendation for appointment to the Board Committee on Academic Policy, Program, and Research and the Board Committee on Student Affairs and Special Programs.

Such functions which the president may assign to the College Discovery Director, in addition to the primary functions specified in these Guidelines, shall be germane and related to the primary functions and shall be described in the Academic Plan and the Fiscal Accountability Plan. In addition to the responsibility for administering the functions and services vested in the College Discovery Program, the Director shall also be responsible, under the president, in accordance with the Academic and Fiscal Accountability Plans, for monitoring all College Discovery funding, the support programs and services provided by various college departments to College Discovery students, and for the advocacy and representation of College Discovery students from admission to graduation.
In recommending the appointment of a College Discovery Director to the Board for its approval, the president shall consult with the appropriate College Discovery representatives and shall specify to the Board Committee on Student Affairs and Special Programs and the Board Committee on Academic Policy, Program, and Research, through the Vice Chancellor for Academic Affairs, the methods of selection and consultation employed in the recommendation.

E. Assistant To The Director

An assistant to the College Discovery Program Director shall be appointed and employed in the College Discovery Program. The assistant shall be assigned duties by the Program Director in any of the funded areas, including oversight responsibilities in the areas of financial aid, tutoring, research, evaluation, and/or fiscal management.

F. Counselors and Counseling

Counselors shall be appointed and employed in the College Discovery Program at such a ratio of counselors to students as is funded by the City. The counselors shall provide professional counseling in academic, career, personal, financial, and social matters, with the major objective of furthering the student's academic potential, performance, and progress. Counselors shall consult and maintain liaison with classroom instructors, and shall be responsible for monitoring student progress, and class attendance to the extent possible. A precise register of contacts between students and counselors is to be maintained by the College Discovery Program. The Academic Plan may provide the same or similar encouragement and sanctions for student participation in counseling sessions as for class attendance.

G. Faculty Qualifications

All faculty in the College Discovery Program shall have those qualifications or professional achievement and training required of faculty members in the rank of lecturer (full-time), instructor, assistant professor, associate professor, and professor, and be appointed through the regular channels of the college and the University.

H. Faculty Evaluation and Review

Faculty of the College Discovery Program shall be evaluated in accordance with college and University procedures. The reviews and annual evaluations of counselors, conducted by either the College Discovery Director or the department chairperson, shall include reference to counseling effectiveness and sensitivity to the learning patterns of disadvantaged students and, where appropriate, also include reference to the academic content and substance of courses, such as the freshman orientation course that counselors may teach.

I. Tutoring

Provision of sufficient tutoring services to Program students, from point of entry to graduation, shall be a key element of every campus College Discovery Program. A detailed description thereof, including provision for orientation and training, shall be part of each college Academic Plan, and provision for the maintenance of precise records of services shall be a part of the Fiscal Accountability Plan. The primary goal of these services shall be twofold: (1) to provide the individual academic support necessary to acquire the skills to complete required basic skills sequences; and (2) to provide the supplementary instruction required to maximize student performance at all levels and in all courses through Program completion.

The College Discovery Program, through its Director, shall maintain liaison between the Program and the various tutoring centers of the college to ensure the provision of tutorial services to the College Discovery population. The College Discovery Program shall establish, in cooperation with the tutoring centers, an adequate record-keeping system that will provide data for required annual reports, audits, evaluation, research, and other statistical reports as are requested by appropriate bodies.

Tutoring shall be provided on a regular basis by qualified tutors. Peer tutors shall have a minimum 3.0 grade point average, and shall be recommended and certified in the appropriate discipline by the pertinent academic department. In addition, a tutor shall be sensitive to the needs of College Discovery students and have the requisite interpersonal and communication skills. Tutors shall be supervised and monitored by the tutoring centers in consultation with the College Discovery Program, and precise records of the tutorial services provided by each center shall be maintained. Periodic evaluations of the results of such services shall be provided.
J. Research and Data Collection

Subject to appropriate funding, each campus College Discovery Program shall establish a research and data collection unit, housed in College Discovery, which, under the supervision of the College Discovery Director, shall among its assigned functions be available to provide the data and research requirements of the University's Office of Special Programs. If campus College Discovery funding for a research and data collection unit is unavailable from the University or the colleges, the College Discovery Director, with the cooperation and support of other offices of the college, will be responsible for collecting the data for the College Discovery Campus Annual Report, The Academic and Fiscal Plans, and the General Plan for the Office of Special Programs.

SECTION 8 - STRUCTURE AND ADMINISTRATION AT THE UNIVERSITY LEVEL

A. Board of Trustees and Board Committee on Student Affairs and Special Programs

The Board of Trustees is ultimately responsible for the policies, programs, personnel, and funding allocations of the College Discovery 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 University's Office of Special Programs has been incorporated into the Office of Academic Affairs. The Vice Chancellor for Academic Affairs will report on Special Programs to both the University's Board Committee on Student Affairs and Special Programs and the Board Committee on Academic Policy, Program, and Research. However, the Board Committee on Student Affairs and Special Programs is responsible, at the Board's direction, for considering and making recommendations to the Board on all policy matters for the College Discovery Program, under the terms of these Guidelines and the Bylaws, resolutions, and policy statements of the Board.

B. Chancellor

The Chancellor is responsible for the administration and operation of the College Discovery Program through the presidents, faculties and staff of the colleges, and, in particular, for the central coordination of the Program, including the allocation and monitoring of College Discovery funding, under the direction of the Vice Chancellor for Academic Affairs.

C. Vice Chancellor for Academic Affairs

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

The central coordination of College Discovery academic and personnel matters, budget matters, and non-academic personnel matters shall be effected under the direction of the Vice Chancellor for Academic Affairs, in coordination and collaboration with appropriate University administrative offices, i.e., the Office of Student Affairs, the Office of Budget, Finance and Information Services, and the Office of Faculty and Staff Relations.

D. University Dean for Academic Affairs

The University Dean for Academic Affairs is responsible for assuring the quality of the College Discovery Program and its consistency with the mission of the University, the campuses, and the New York State Higher Education Opportunity Act. The University Dean is also responsible for the oversight of the University's Office of Special Programs and the College Discovery Programs at the seven community colleges. Oversight includes monitoring, reporting, research, and advisement on the practices, procedures, and policies affecting the Programs.
E. Director of the Office of Special Programs

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

F. Office of Special Programs

The University's Office of Special Programs shall be part of the Office of the Vice Chancellor for Academic Affairs and shall report to the Chancellor through him or her. The University's Office of Special Programs shall be responsible for:

1. the coordination, compilation, and preparation of the College Discovery section of the General Plan for the Special Programs, the College Discovery 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 processes set forth in these Guidelines;

3. the initiation and conduct of research and evaluation of the College Discovery Program directed at programmatic improvements; the coordination of campus research and data collection units, in consultation and coordination with the University's Office of Institutional Research and Analysis under the direction of the Chancellor; and the promotion of the exchange of information on research and development 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 College Discovery administrators and faculties; and

6. other functions, duties, responsibilities, and activities as may be assigned to it by the Chancellor and/or the Vice Chancellor for Academic Affairs.

G. College Discovery Budget

The College Discovery budget, as prepared for submission to funding authorities, shall be developed by the Office of Academic Affairs in consultation with the presidents, and through them, with the campus College Discovery Directors and submitted to the Office of Budget, Finance and Information Services as part of the University budget request process. Thereafter, any reallocation, modification, or reduction of funds based on short-falls from the requested budget shall be determined by the Chancellor through the Office of Academic Affairs and the Office of Budget, Finance and Information Services 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.

H. Research and Development

Leadership in research and development in basic skills and compensatory education for underprepared and disadvantaged students shall constitute a major responsibility of the Chancellor's Office and of the leadership of the College Discovery Program, both in the University's Office of Academic Affairs and on the campuses. To this end, funding should be provided for professional research and evaluation staff and consultants, as needed, to work in the University's Office of Special Programs and at the individual campus programs, as deemed appropriate in collaboration with the University's Office of Institutional Research and Analysis to: assemble and analyze campus-collected and centrally-collected data, conduct special studies, and help develop student progress criteria which shall be sensitive to the complex backgrounds and needs of College Discovery students, but based on 'hard' data, capable of utilization as progress indicators for College Discovery and other disadvantaged students, applicable to such students individually and in the aggregate.
SECTION 9 - STUDENT ELIGIBILITY

The College Discovery Program is designed to serve the student who is both educationally and economically disadvantaged. A disadvantaged student is defined as an individual from a low income household with potential for a successful higher education experience but who has not acquired all of the basic academic skills required to successfully compete in a higher education environment. Generally, a student who is eligible for the Program has not earned a Regents diploma, is from a high school which has a poor record for academically preparing students, has been tracked or scheduled into a general high school program, has earned a General Equivalency Diploma (G.E.D), has been out of high school for a number of years, or ranks low on traditional measures of college admissions criteria, such as high school average and class standing.

Eligibility requirements for admission into the College Discovery Program must comply with the requirements of State law and regulations issued by the State Department of Education. The Regents require that students be both economically and academically disadvantaged. The Regents define economic disadvantage, and the Board of Trustees of The City University of New York define academic disadvantage.

A. General Requirements

A student eligible for benefits under the College Discovery Program must meet all of the following criteria:

1. be both economically and educationally disadvantaged according to criteria in section 9, parts B and C;
2. be a high school graduate or have a State approved equivalency diploma or its equivalent;
3. has not previously attended a college or university, except in the case of students enrolled in the State University of New York’s Educational Opportunity Program (EOP), or the independent colleges’ Higher Education Opportunity Program (HEOP), or veterans who may have earned no more than 18 credits of college-level work prior to entrance into the service (except for USAFI and service-connected University of Maryland credits); and
4. has resided in New York City for at least one year prior to applying to the University.

B. Academic Eligibility Criteria for First-time Students

A student shall be deemed "educationally disadvantaged" upon application for admission and eligible for the College Discovery Program, if s/he satisfies any of the following four criteria:

1. the student has received a State approved General Equivalency Diploma;
2. the student has earned a College Admissions Average (CAA) of less than 80 percent or a rank in class at the 65th or lower percentile;
3. the student has earned a CAA of 80 percent or above, or a rank in class above the 65th percentile, yet has received either remedial or English language skills assistance in high school and is, thus, determined to have a continuing need for the range of support services that are available to students in the College Discovery Program; or
4. the student has earned a CAA of 80 percent or above and is an applicant to a particular program of study, but the student lacks a high school sequence in mathematics or science normally required for such programs and, thus, is determined to have a need for the services available to students in the College Discovery Program.

C. Economic Eligibility Criteria for First-time Students

For purposes of determining economic eligibility, a student must meet the economic eligibility criteria established by the New York State Commissioner of Education. The economic eligibility criteria apply to the calendar year prior to the academic year of the student’s first entry into college.
SECTION 10 - STUDENT FINANCIAL AID

1. Upon admission, all College Discovery students must meet the economic eligibility criteria as established by the Commissioner of Education. First semester College Discovery students may be permitted to register prior to the verification of his/her economic eligibility, if the student has complied with all requests to submit economic verification documents. Under no circumstances shall a student receive College Discovery funds during this provisional period. If, upon receipt and analysis of economic verification documents the student is deemed not to be economically eligible to participate in the Program, the student shall be so notified and removed from the College Discovery Program rolls.

The established economic criteria will apply to students at the time of admission into the College Discovery Program. If the student's economic status improves in subsequent years, then an appropriate adjustment in the amount of College Discovery financial assistance shall be made to reflect the change in the student's need. However, his/her entitlement to receive other supportive services offered by the Program shall not be affected.

2. In order to receive College Discovery funds and other supportive services, all first time freshmen in the College Discovery Program must:
   a. apply for a basic educational opportunity grant (Pell Grant) with the appropriate agency of the federal government or through the CUNY student aid form for the academic year in which benefits are sought;
   b. apply for the Tuition Assistant Program (TAP) with the Higher Education Services Corporation or through the CUNY student aid form.

Each college, through its college financial aid office, shall be responsible for insuring that all College Discovery students file for these forms of aid in accordance with the rules of the Regents and the Guidelines established by the University and approved by the State Division of the Budget.

3. In order to be eligible for College Discovery financial aid and other supportive services, all College Discovery 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. However, if due to personal or family responsibilities a student has to register part-time for a particular term, that student must receive approval to do so from the Program Director. Part-time status is granted for one semester and can only be extended by a waiver granted by the Vice Chancellor for Academic Affairs or his/her designee. This student may apply and receive financial aid for part-time students if s/he meets the economic eligibility criteria for such aid. A student is eligible for STAP if his/her minimum full-time course load (i.e., twelve (12) credits/hours) includes 50% or six (6) hours of non-credit remedial, developmental, or compensatory coursework. For the purpose of TAP eligibility, a full-time College Discovery student is a student enrolled for at least twelve (12) credits or a combination of credits and equivalent contact hours, three (3) of which must be credit-bearing in the first semester of State supported TAP study, and six (6) credit hours in the second and subsequent semesters of State supported TAP study.

4. Each student who registers as a full-time student 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 with no change to his/her stipend level, provided that:
   a. such a drop is recommended by his/her counselor;
   b. the recommendation is reviewed by the Financial Aid Office and approved by the College Discovery Director;
   c. proper authorization is kept on file; and
   d. the number of credit/contact hours does not drop below nine (9) credit/contact hours.
Full-time students on academic probation will retain the full financial aid and academic supportive services of the Program. Students who are placed on academic probation with a part-time course load will retain the full academic supportive services of the Program. This student may apply for and receive financial aid for part-time students, if s/he meets the economic eligibility for such aid. A graduating student, whose degree requirements would be met with less than the minimum course load requirements, may be permitted to register for only those courses that are required for graduation. That student will also retain the full academic supportive services of the Program.

SECTION 11 - PERIOD OF STUDENT FUNDING ELIGIBILITY

1. Two-year associate degree program: A student is allowed six (6) semesters of opportunity program eligibility and two college summer sessions plus the College Discovery Summer Program Component of the University Skills Immersion Program and intersessions for completion of a two-year associate degree program.

2. When a College Discovery student has utilized the State financial assistance program of Supplemental Tuition Assistance Program (STAP) during his/her career, that student would be entitled to one or two additional semesters of College Discovery financial aid support (depending on the number of semesters the student received STAP).

3. When a College Discovery student has not been a STAP recipient but will be graduating upon completion of the seventh (7th) semester, that student would be eligible for College Discovery financial aid support in that seventh (7th) semester.

4. Requests for exemptions for individuals who do not fall into categories 1, 2, or 3 may be submitted to the Vice Chancellor for Academic Affairs or his/her designee.

SECTION 12 - RETENTION STANDARDS

Students in the College Discovery Program shall be subject to the individual college's retention standards.

The probationary period for College Discovery students shall be a maximum of two (2) consecutive 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 consider individual cases and, taking into account the recommendation of the College Discovery Director, grant exceptions as warranted.

The maximum length of time for a 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 College Discovery Director to the University’s Office of Special Programs for appropriate approval.

SECTION 13 - STUDENT ATTENDANCE

Attendance by College Discovery students in remedial, developmental, and compensatory courses is to be considered compulsory for those students enrolled in such courses. University policy requires compulsory attendance of all students enrolled in remedial, developmental, and compensatory courses.

SECTION 14 - COLLEGE DISCOVERY STUDENT RIGHTS AND RESPONSIBILITIES

Students in the College Discovery Program are recognized as matriculated, full and equal members of the student body of the college at which they are enrolled and are entitled to all the rights and privileges, as well as subject to all the obligations, of students at the college; and, as College Discovery students, to special services and also special obligations.
Subject to the provisions of these Guidelines, the additional entitlements and responsibilities of College Discovery students are listed (but are not limited) as follows:

1. access to College Discovery counseling and other support services throughout their career as College Discovery students;

2. access to College Discovery funded tutoring on an as-needed basis, in relation to all of the student's course work at the college;

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

4. compulsory full-time attendance in all basic skills, developmental, and compensatory courses in which enrolled.

SECTION 15 - FINANCIAL AID ADMINISTRATION

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. The college financial aid office shall be responsible for the processing, awarding, and overseeing of all financial aid to College Discovery students. The supervision of all financial aid for College Discovery students shall be vested in the financial aid office, in consultation with the College Discovery Director or his/her designee.

The Financial Aid Director shall be responsible for verifying students' economic eligibility for admission into the College Discovery Program. S/he shall also be responsible for the packaging and awarding of financial aid to College Discovery students, in accordance with the guidelines and criteria established by the University and the funding authorities.

Appointments of Financial Aid Officers to work either primarily or exclusively on the packaging and documentation of financial aid awards for College Discovery students shall be made by the Financial Aid Director, in consultation with the College Discovery Director. Such Financial Aid Officers shall report to and work under the direction of the Director of Financial Aid, but shall maintain liaison with the College Discovery Director or his/her assistant. They shall work in such places as are assigned by the Financial Aid Director; however, in that their primary duty shall be to provide services to College Discovery students, they shall also have an ongoing exchange with the College Discovery Director or his/her assistant.

SECTION 16 - 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 College Discovery Program. The General Plan and Final Report shall include such information and data as may be required.

The University's Office of Special Programs in the Office of the Vice Chancellor for Academic Affairs shall be responsible for the coordination, compilation, and final preparation of the annual College Discovery General Plan and the annual Final Report for submission to the State authorities, subject to approval by the Chancellor and the Board of Trustees.

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.

Adopted by the Board of Trustees June 27, 1994