MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK

HELD

JUNE 24, 1996

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

The Chairperson called the meeting to order at 4:40 P.M.

There were present:

James P. Murphy, Chairperson

Herman Badillo
Jerome S. Berg
Herbert Berman
John J. Calandra
Gladys Carrion

Michael J. Del Giudice
William R. Howard
Charles E. Inniss
Susan Moore Mouner
Robert Price
Thomas Tam

Sandi E. Cooper, ex officio

William Negron, ex officio

Secretary Genevieve Mullin
Robert E. Diaz, General Counsel and Vice Chancellor for Legal Affairs
Hourig Meserlian, Executive Assistant

Chancellor W. Ann Reynolds
Deputy Chancellor Laurence F. Mucciolo
President Raymond C. Bowen
President David A. Caputo
Acting President Leo A. Corbie
President Ricardo R. Fernandez
President Leon M. Goldstein
President Matthew Goldstein
President Frances Degen Horowitz
Acting President Marcia V. Keizs
President Vernon Lattin
President Charles E. Merideth

President Yolanda T. Moses
President Antonio Perez
President Kurt R. Schmeller
President Allen Lee Sessoms
Vice Chancellor Richard Freeland
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone
Vice Chancellor Elsa Nunez
Vice Chancellor Richard F. Rothbard
Dean Stanford R. Roman, Jr.
Dean Kristin Booth Glen

The absence of Vice Chair Everett and Trustee Fink was excused.
A. INTRODUCTION OF NEW TRUSTEES: CHAIRMAN MURPHY introduced and welcomed two new members to the Board of Trustees, Robert Price who is the President of both Price Communications and PriCellular Corporation, and John J. Calandra, who is with the firm of McDermott Will and Emery, a nationally known firm specializing in litigation. Both of these gentlemen have been appointed by Governor George E. Pataki and confirmed by the Senate just about ten days ago. It is a pleasure to welcome you both to this important work and we look forward to working with you.

Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 1 through 7)

At this point Trustee Carrion joined the meeting.

The Board considered calendar items in the following order:

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

A. BROOKLYN COLLEGE - PROPOSED AMENDMENTS TO THE GOVERNANCE PLAN:

RESOLVED, That the Governance Plan of Brooklyn College be amended by repealing Article IX entitled “Student Activity Fees and Auxiliary Enterprises” and renumbering Article X entitled “Amendment” to be Article IX. (See Appendix D)

EXPLANATION: Brooklyn College will now have an auxiliary enterprise structure in conformance with Article XVI of the Board Bylaws on Student Activity Fees and Auxiliary Enterprises which provided for an alternative structure. The proposed amendments have been approved by the Brooklyn College Policy Council and are recommended by the College President.

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:

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>NAME</th>
<th>DEPARTMENT</th>
<th>PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Graduate School &amp;</td>
<td>Greetham, David C.</td>
<td>English</td>
<td>07/01/96 - 06/30/98</td>
</tr>
<tr>
<td>University Center</td>
<td></td>
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<tr>
<td>Hunter College</td>
<td>Held, Virginia</td>
<td>Philosophy</td>
<td>09/01/96 - 08/31/98</td>
</tr>
<tr>
<td>Hunter College</td>
<td>Zeigler, H. Phillip</td>
<td>Psychology</td>
<td>09/01/96 - 08/31/98</td>
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EXPLANATION: These are two year appointments pending a review of the Distinguished Professor appointment guidelines to take place during the next academic year. Such appointments are currently subject to one year reappointments.

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

A. BRONX COMMUNITY COLLEGE - NEW CHILD DEVELOPMENT CENTER:

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 Bronx Community College for construction of a new Child Development Center. 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
$3,416,000 chargeable to City Capital Budget, Project No. HNX002. The contract shall be subject to approval as to form by the University Office of General Counsel. The resulting project shall be compliant with all City and State codes which apply to Child Day Care Centers; 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 present Child Care Center is housed in an off-campus building more than 80 years old. The Center, the first established in CUNY to provide day care services for the children of student parents, is too small (4,552 NASF) to accommodate additional children. There is a waiting list of over 350 students seeking to place their children in the Center. The proposed structure (9,195 NASF) will allow a doubling of the current enrollment of 52 children. It will also serve as the site of an after school program now located in a separate building. The expense of the design was covered by the fund raising efforts of the Center's Board. The $3,416,000 will provide for the consultant's construction services and the construction costs. The 50% City match was obtained from the Bronx Borough President ($960,000) and a transfer of funds from other City projects within the campus. The State's 50% match consists of a reappropriation of funds from a project no longer within the scope of the Master Plan.

B. CITY COLLEGE - SOPHIE DAVIS BIO-MEDICAL SCHOOL:

RESOLVED: That the Board of Trustees of The City University of New York approve the selection of the firm of Einhorn Yaffee Prescott Architecture & Engineering, P.C., to prepare programs, plans, specifications, cost estimates, and construction services for the renovation of approximately 50,000 net assignable square feet (NASF) of existing spaces to house the Sophie Davis Bio-Medical School at City College, CUNY Project No. CC055-795; 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 design of the aforesaid construction project.

EXPLANATION: The current Sophie Davis School, a unique program which integrates baccalaureate and pre-clinical medical programs within a five year curriculum, is currently housed on two campuses distant from each other (York College and City College). Under the proposed project, the program will be consolidated at City College.

The proposed firm was selected in accordance with the law and procedures established by the University.

C. QUEENS COLLEGE - VARIOUS PROJECTS:

RESOLVED, That the Board of Trustees of The City University of New York execute a contract with the firm of The Grosfeld Partnership for professional services related to the design and construction of various renovation projects at Queens College, CUNY Project No. CU101-092, at a fee not to exceed $385,000 chargeable to the State Capital Construction Fund, CUNY Project No. CU101-092. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: Various renovations are to be designed for Queens College as follows:

<table>
<thead>
<tr>
<th>Project No.</th>
<th>Description</th>
<th>Budgeted Total Cost</th>
</tr>
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<tbody>
<tr>
<td>QC048-092</td>
<td>Relocation of Financial Aid Offices to Jefferson Hall</td>
<td>$955,000</td>
</tr>
<tr>
<td>QC045-092</td>
<td>Renovation of Facilities for the Physically Disabled at Jefferson Hall, Kiely Hall, Rathaus Hall, and King Hall</td>
<td>$527,000</td>
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<tr>
<td>QC002-089</td>
<td>Roof Replacement at Rathaus Hall and King Hall</td>
<td>$535,000</td>
</tr>
<tr>
<td>QC004-088</td>
<td>Air-Supported Tennis Structure</td>
<td>$450,000</td>
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D. QUEENSBOROUGH COMMUNITY COLLEGE - RENOVATION OF LOCKER ROOMS IN THE KENNEDY BUILDING:

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 Queensborough Community College for the construction of Women's Varsity and Visiting Locker Rooms at the Kennedy Building, CUNY Project No. QB080-091. 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 $149,446 chargeable to the City Capital Budget, Project No. 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 to award this contract.

EXPLANATION: The women's locker room does not have separate accommodations for visiting and varsity teams. The men's locker room does provide separate facilities for visiting and varsity teams. In compliance with Title IX the College will rectify this disparity. This renovation will redistribute the area allocated to men's and women's functions, without expanding the overall area dedicated to locker rooms.

E. LAGUARDIA COMMUNITY COLLEGE - MASTER PLAN AMENDMENT:

RESOLVED, That the Board of Trustees of The City University of New York approve a Master Plan Amendment which provides for a total of 944,182 net assignable square feet (NASF) for LaGuardia Community College which will accommodate a future enrollment of 12,400 FTEs.

EXPLANATION: This Master Plan Amendment was developed to provide for LaGuardia Community College's future space needs to accommodate up to 12,400 FTEs. The College has experienced continued enrollment growth in recent years attributable to its unique mission of providing cooperative education in a year-round calendar. Its further growth projection reflects the development of new educational programs and its unique relationship with two high schools and the Family College programs. Its on-going programs such as Pre-Nursing, Physical Therapy, Computer Technician, Emergency Medical Technician, and others continue to be developed in response to the City's economy.

The College currently has owned facilities of 373,000 NASF and leased spaces of 171,997 NASF for a total of 544,997 NASF. Their current space need based upon CUNY space standards is 865,155 NASF of permanent space. This means that the campus only has 43% of the permanent space they now require to properly function. As their enrollment reaches 12,400 FTEs in the future, they will need a total of 944,182 NASF, which represents a +571,182 NASF increase over the present.

The Master Plan Amendment recommends how to accommodate the current and future projected space needs through the acquisition and renovation of the Center 3 building of 484,770 NASF and through the construction on the adjacent property of a 45,671 NASF new facility for physical education and other uses. The Plan further calls for the renovation of portions of the existing buildings which will continue in use.

Acquisition of the Center 3 property was approved and appropriated by the City and State in fiscal year 1995-96 and is in the negotiation process of being secured. This follows a CUNY produced study in fiscal year 1994-95 which demonstrated it would be more cost-effective over time to purchase Center 3 rather than continue to lease parts of it. This finding led to the successful joint funding of $28.8 million for the acquisition of Center 3 as shared by the City and State. Once the final price is settled with the owners, a DASNY bond will be sold to carry out the appropriations. The term Center 3 refers to several buildings and facilities consisting of: a nine-story building located at 29-10 Thomson Avenue, a two-story garage building, an open parking area located at 28-02 Skillman Avenue, and another surface parking area located at 47-08 30th Street.
F. BARUCH COLLEGE - FUEL OIL REQUIREMENTS:

RESOLVED, That the Board of Trustees of The City University of New York authorize Baruch College to purchase fuel oil from S. J. Fuel Company, Inc., under existing City of New York Contract Number 9687051, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $167,400, chargeable to FAS Code 217701471, during the fiscal year ending June 30, 1997.

EXPLANATION: Fuel oil is required for the provision of heat and hot water in College-owned buildings housing classrooms, administrative offices and library facilities. Purchasing this commodity through a City of New York requirements contract provides a guarantee of timely delivery during peak periods, whereas purchasing on an as-needed basis and selecting suppliers randomly would place the College at risk of non-delivery during critical times of the year when heat is essential to the functioning of the College.

G. BRONX COMMUNITY COLLEGE - PURCHASE OF UNIFORMED GUARD SERVICES:

RESOLVED, That the Board of Trustees of The City University of New York authorize Bronx Community College to purchase Uniformed Security Services from Command Security Corp., under existing State of New York Contract Number PS00005 pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $150,000 for the one year term, chargeable to FAS Code 2-348-01-409, during the fiscal year ending June 30, 1997.

EXPLANATION: The contract will enable the College to have sufficient guards to ensure health and safety of the students, faculty, staff, and the College's properties. Contractual guards are also needed to provide additional coverage for registration, graduation, and other special events.

H. HOSTOS COMMUNITY COLLEGE - PURCHASE OF COMPUTERS AND PERIPHERALS FOR THE SAVOY MANOR BUILDING:

RESOLVED, That the Board of Trustees of The City University of New York authorize Hostos Community College to purchase computers and peripherals from Dell Computer Corporation, VGC, Xerox, and CIC/Copley Systems under existing State of New York Office of General Services Contract Numbers PT00109, P008542, P008385, P007620, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $150,000 chargeable to FAS Code 221501309 during the fiscal year ending June 30, 1996.

EXPLANATION: This summer, the Business Office and Student Development Personnel will be moving to the new Savoy Manor Building. This site will be wired for data and telecommunications over local area networks and will permit direct printing of mainframe computing information. In order to accommodate the personnel in this facility, computer equipment must be provided to take advantage of the efficiencies of the new infrastructure. Currently, the computers installed in the Business Office and Student Development Personnel are not networked and are unable to be networked given the constraints of the old building. The remaining equipment is largely obsolete and must be replaced. As these departments are largely data processing intensive and computer information dependent, more processing power will be needed to access the local and wide-area network databases that are being introduced in conjunction with this relocation.

I. HOSTOS COMMUNITY COLLEGE - PURCHASE OF 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 and installation of network hardware in the Savoy Manor and East Academic Complex. The contract shall be awarded to the lowest responsible bidder after public advertisement and sealed bidding by the College. Such contract shall be subject to approval as to form by the University Office of General Counsel; and be it further
RESOLVED, That the Board of Trustees of The City University of New York authorize Hostos Community College to purchase laser printers from Xerox and network hardware and installation from Digital Equipment Corporation and International Business Machines Corporation under existing State of New York Contract Nos. P008385, P37162/PS00230, and P006142 respectively; and be it further

RESOLVED, That the total of all such purchases shall not exceed a total estimated cost of $204,000 chargeable to CUNY Capital Project No. HS007-989A; 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: This Board Resolution was originally approved as Cal. No. 4.L., at the June 27, 1994 meeting of the Board of Trustees of The City University of New York in the amount of $275,000. The project's equipment has changed from its original submission due to upgrades required to facilitate the College's migration from hierarchical networks to peer LAN topologies. The project's funds have been redesignated for the purposes of acquiring network hardware and establishing the connectivity of the College's faculty and administrative LANs in the East Academic Complex and the new Savoy Manor facility respectively.

Savoy Manor administrative personnel will need to be connected to the College's HOSTOSNET fiber backbone and to the CUNY University Computing Facility (UCF). In addition, they will require access to E-Mail, SIMS, the University's Financial Accounting System (FAS), Financial Information System (FIS), Student Financial Aid (SFA), and City University Personnel System (CUPS), the City of New York's Integrated Financial Management Systems (IFMS), Payroll Management System (PMS), and CITINET. These connections are crucial to the College's ability to process student financial aid awards and disbursements, payroll, purchasing and accounts payable, and to perform budget and tuition revenue related functions. Connectivity to these databases will be accomplished by (1) purchasing and installing network hardware, and (2) upgrading the data modems and interconnect controller and increasing the line speeds of connections to the University Computing facility, in accordance with the College's Campus Computing Plan.

New laser printers must be provided in the Savoy Manor facility to support network printing and to take advantage of the efficiencies of the new infrastructure. The printers installed currently in the Business Office and Student Development Office have insufficient capacity to handle the network demands of the new LANs, therefore more printing power is urgently needed.

J. UNIVERSITY CONTRACTING OFFICE - ACQUISITION OF CUNYCARD SYSTEM:

RESOLVED, That the Board of Trustees of The City University of New York authorize the University Contracting Office to enter into contracts for the development of the CUNYCard System under existing New York State Contract Number CM 00431, pursuant to law and University regulations. The contract shall include up to five, one-year options for the University to renew in its best interest.

EXPLANATION: The State University of New York (SUNY), in partnership with CUNY, developed an RFP for basic identification card services. SUNY registered a contract in New York State to provide a universal "One Card" for purposes of identification and for optional banking and telephone services. As an Affiliated Institution, so defined in the RFP, CUNY may avail itself of the services acquired by the SUNY proposal. The array of services will be provided by a consortium of vendors. The CUNYCard, which includes a digitized card holder image, will be issued to all CUNY faculty, students, and staff. This card will eventually replace and supersede the disparate identification cards now in use throughout CUNY.

K. UNIVERSITY CONTRACTING OFFICE - INTEGRATED LIBRARY SYSTEM:

RESOLVED, That the Board of Trustees of The City University of New York authorize the University Contracting Office to purchase equipment required for the continued modernization of the Integrated Library System. The Integrated Library System automates library functions at The City University of New York. Under the Integrated
Library System initiative, CUNY is securing the necessary services, equipment, and software through competitive bidding or through existing New York State, New York City, Board of Education, or GSA contracts. The annual cost of the project is estimated at $500,000 for the period July 1, 1996 through June 30, 1997. The contracts shall include up to four one year options for the University to renew in its best interest. All contracts entered into as a result of this initiative shall be subject to all applicable law and University rules and regulations.

EXPLANATION: The Integrated Library System automates library functions through access over remote communication lines to software at the central computer site and is the primary link to remote information resources for the nineteen University campuses as well as the Hunter High School library. Over the last five years the system was modernized to include access to external databases, periodical files, and document delivery. During fiscal year 1996-97 and subsequent years, the system will be enhanced to include a graphical user interface, full access to the Internet and the World Wide Web, including the delivery of full text articles and many other information resources required for college level work, Cal. No. 4.E.; 9/25/91.

L. UNIVERSITY CONTRACTING OFFICE - CAMPUS IMMUNIZATION AND CLINICAL SERVICES:

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 the University Contracting Office to purchase on-campus immunization and clinical services. The contract shall be awarded to the lowest responsible bidder after public advertisement and sealed bidding by the University Contracting Office pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $180,000 for the initial one-year term chargeable to FAS Code 213501439, during the fiscal year ending June 30, 1997. The contract shall include up to four one-year options for the University to renew in its best interest. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: Pursuant to New York State law requiring proof of immunization for all entering college students, CUNY launched its immunization program for the Spring 1991 semester. The University has committed tax-levy monies each year to cover the costs of supplies, and licensed practitioners required to administer the inoculation. Other costs are absorbed by the central office and campuses, including overall administration and support of the program, hiring of support staff at campus-run and regional clinics, delivery of vaccines, and mailings to students.

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.

M. CITY COLLEGE - BIO-MEDICAL PROGRAM: LEASING OF ANATOMY SPACE AND RELATED EXPENSES:

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 City College to lease space and supplies from New York University Kriser Dental Center for instruction in Gross Anatomy pursuant to law and University regulations. The contract is for the period of April 29, 1996 through July 17, 1996 at a total estimated cost of $107,800. The contract shall be approved as to form by the University Office of General Counsel.

EXPLANATION: The Sophie Davis School of Biomedical Education leases space (4,974 N.A.S.F.), acquires cadavers, and receives laboratory technical support for the instruction of its Gross Anatomy class. Gross Anatomy is a ten credit course for third year students in the Medical School Program and first year students in the Physician Assistant Program. The School must lease space because of inadequate teaching laboratories for this course on The City College campus. The teaching of Gross Anatomy is highly specialized and the number of potential teaching sites are highly limited. The lease will provide suitable laboratory and lecture space and cadavers for approximately 100 students.

The Sophie Davis School of Biomedical Education has used the NYU Kriser Dental Center Anatomy Laboratory for the past five years. Prior to leasing space from NYU, The Sophie Davis School leased space from Cornell Medical School. The cost of continuing with Cornell would have been appreciably greater than the current proposal with
NYU. The cost of developing temporary laboratories pending renovation of permanent space at City College, prohibitively expensive. Plans are being developed for a permanent Gross Anatomy Laboratory at City College, however, it will be several years before the lab will be operational.

The requirement for cadavers is an ongoing expense of the Bio-medical Program as they are integral to the Gross Anatomy course. The cost of the contract is $75,000 for space rental, $24,200 for cadavers (22@ $1,100) and $8,600 for laboratory technical support. The cost includes the embalming, transportation, and final disposition of remains.

(Approved by James P. Murphy (5/30/96), Stanley Fink (5/31/96), Jerome S. Berg (6/4/96), and William R. Howard (6/5/96)).

The Public Meeting was adjourned at 4:44 P.M. to go into Executive Session.

The Public Meeting was reconvened at 5:04 P.M.

At this point Trustee Badillo left the meeting.

B. APPRECIATION OF SERVICE - MICHAEL DEL GIUDICE: Chairman Murphy expressed thanks on behalf of the Board of Trustees for the great service which Michael Del Giudice gave to this University. He is an alumnus of the University, having graduated from Baruch College, and has been a Trustee for the past seven years. His good services will be missed.

C. CONGRATULATIONS TO TRUSTEE TAM: Chairman Murphy noted that he would like to take this opportunity publicly to congratulate Trustee Thomas Tam on his recent marriage to Margaret Lau and to wish the both of you, much happiness and a long life together.

D. TRUSTEE JEROME BERG - APPRECIATION FOR COMMEMORATIVE QUILT: Chairman Murphy stated on behalf of the Board that the University is extremely grateful to Trustee Berg for his thought and for the beautiful execution of his daughter Adrienne Yorinks, and for the hard work that everyone put into this marvelous quilt which is on exhibit in the lounge. This is a wonderful gesture on your part and on the part of the Berg family to help commemorate the 150th anniversary of the University.

TRUSTEE BERG stated that about fifteen months ago, while reading about the University's 150th year anniversary coming forth, he got an idea that his daughter who is a fiber artist, could create a quilt in conjunction with Jay Hershenson who opened the archives to her. They extracted material through the years from yellowed newspaper sheets and photographs and she was able, through a process that she helped develop, to take the photos and newspapers and superimpose them upon the material. She's named the quilt, "Look At Their Faces" and it expresses the diversity and, I would hope, the unity of the University. She's put in over nine hundred hours in the creation of the quilt and it's truly a labor of love and I would like to announce publicly, that on behalf of my wife and myself, we're presenting it to Chancellor Reynolds and Dr. Krischbaum. Jay has put together some sort of schedule where it will tour the eighteen colleges during our 150th year.

At this point Trustee Negron left the meeting.

E. CUNY HONORS: Chairman Murphy announced that City University continues to rank first in the nation in the number of undergraduate alumni who are top corporate leaders according to Standard and Poors, which put their data out last week. I read about it in Crain's this morning. We've led all the other colleges and universities for the past six years. We continue to be gratified with that, and certainly it's something we'd want to maintain.

F. PRESIDENTIAL HONORS: Chairman Murphy announced that President Frances Degen Horowitz has been appointed a member of the Harvard University Overseer's Visiting Committee to the Department of
Psychology for a three year term that begins July 1. In addition, she received the Rebecca Rice award from Antioch College, her alma mater, during the College’s 1996 reunion which was held last week.

At this point Trustee Negron rejoined the meeting.

G. ALUMNI HONORS: Chairman Murphy announced that Dr. Gertrude B. Elion, who is a distinguished alumni of Hunter College and a Nobel Prize winner, will receive the American Association of State Colleges and Universities distinguished Alumnus award on November 26, 1996.

H. STUDENT HONORS: Chairman Murphy announced that Catherine Okonji, a biology major at City College, has been named a Barry Goldwater scholar for her research work at City College’s Sophie Davis School of Biomedical Education. She is the second City College student, and the second CUNY student ever, to be named a Barry Goldwater scholar.

I. 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:

THE CITY COLLEGE

b. $400,000 NSF to Gosser, D., Chemistry, for “A Workshop Chemistry Curriculum.”
c. $187,243 AFOSR to Alfano, R., Physics, for “Materials for High Temperature Spectral Hole Burning Optical Storage.”
d. $146,138 NIH to Gresik, E., Biology, for “Regulation of Branching Morphogenesis of Salivary Glands.”

LEHMAN COLLEGE

a. $115,572 DEPT OF THE AIR FORCE to Chudnovsky, E., Project Investigator, for “Tunneling of Magnetization.”

YORK COLLEGE

b. $122,086 NYS DEPT OF LABOR to Thomas, R.C. and Williams, M., Adult & Cont. Ed., for “Adolescent Vocational Exploration Program.”

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

a. $884,586 NIDCD to Levitt, H., for “Rehabilitation Strategies for Hearing Impaired Persons.”
b. $236,785 NYC TRANSIT to DiBello, Lia Prof., for “Conceptual Training for MIDAS.”
c. $160,656 ALFRED P. SLOAN FEDERATION to Attewell, P., for “Job Displacement and Downsizing: Impact on Managers, Professionals and Their Families.”
NEW YORK CITY TECHNICAL COLLEGE


LAGUARDIA COMMUNITY COLLEGE

a. $120,230 NYS ED DEPT to Schulman, J., Cont. Ed. Division, for "School to Work Program."

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

1. I was deeply moved and touched by the quilt. Quilts touch special cords in women. They are an historic art form program and I am so glad they now have the artistic recognition they do. This quilt will have a truly long, long life span. It kind of is the fabric of The City University of New York and Tom and I are very, very grateful to Adrienne for her exquisite work. It is plum square. She could not have done it with greater beauty or with greater perfection of execution. Thank you. It's truly beautiful. This quilt gets the run, if you will, on our 150th anniversary celebration which is really coming up a year from now. So it's a wonderful beginning to that.

2. Both the State Senate and the Assembly were due back in Albany today. When the Senate and the Assembly adopted one house bills, partial restorations to the senior colleges and TAP were included, subject to further discussions between the Governor and legislative leaders. The good news is that the Senate and Assembly each are seeking an increase of $40 million over the Executive recommendation. And the Senate and Assembly bills do include a $3 million or $50 per FTE increase in base aid to the community colleges. So that part is in agreement between the Senate and the Assembly.

On financial aid there is an important difference. The Assembly recommends a $115 million dollar increase, which will be full program restoration. The Senate recommends $51 million dollars of restoration and a provision to limit maximum TAP awards to 75% percent of tuition. Current law has that at 90% of tuition. Both the Senate and Assembly reject the recommendation to use 50% of the recipient's Pell Grant as an offset to TAP. The Senate and Assembly both reject recommendations to convert from net taxable income to adjusted gross income in determining TAP award eligibility. The other differences are that the Senate increases Bundy aid, which is aid to private colleges by $5 million, to $44 million. The Assembly recommends an increase of $3 million to $41 million. The negotiations should continue this week.

Some 250 CUNY students and faculty, including Trustee Cooper, were in Albany on June 12th in support of campus workfare, and presented themselves with distinction and effectiveness to key legislators. Steve Kleinberg represented the students there last week.

3. I have mailed a summary of highlights of the adopted City Executive Budget to each Trustee. The City government provided almost $11 million in additional capital support, $0.5 million in additional operating support, and $0.5 million in support of the Police Department's contribution to the CUNY Police Cadet Program.

The maintenance of effort provisions of State law regarding the community colleges, and the subsequent judicial ruling obtained through the efforts of the Puerto Rican Legal Defense and Education Fund, have been important factors in stabilizing the City budgetary contribution to CUNY during the past couple of years.

I do thank Trustees, college presidents, the University Faculty and Student Senates, the PSC, Eileen Mentone, the CUNY Legislative Action Council, and Jay Hershenson for all of the hard work they have done on the City budget. This was really quite a good outcome for us.

4. Freshman admissions for the fall have slightly improved compared to May, which we reported in detail to the Board last month. But we should all bear in mind that the TAP issues are not resolved yet, so students do not know what level of financial aid they will have once they come to CUNY. In May undergraduate admissions were down
13.2% University wide. As of June 10th, they are down 11.6% compared to where they were last year. I would remind the Board of Trustees that the New York City public schools grew over 20,000 students this year, so actually, our admissions should be up over last year if we were continuing to take the students that need and are qualified to come to us.

5. I do want to, at this meeting, express the deepest appreciation and admiration to acting presidents who have served with great ability this last year. I’d like to ask them to stand so it’s clear to the new Trustees who they are, Acting President Leo Corbie of Bronx Community College and Acting President Marcia Keizs of York College. Well done dear colleagues.

6. Chair Murphy and I have just returned, and also Trustee Fink, from a law enforcement conference organized and held each of the last three years by John Jay College of Criminal Justice in partnership with the major law enforcement agency in each country in which it has been held. This year, it was with the Irish Garda. They were the cosponsors and host of the conference in Dublin. Chair Murphy presented an excellent paper on Monday and a presentation at the kick-off session as well as a panel presentation. I did a presentation. I think it was a very productive and important conference and we congratulate President Lynch.

7. The last thing I will mention, shortly, we will have a brief presentation on the work of the Assessment Review Task Force. This is an eight-five member Task Force led by Professor George Otte of Baruch College. I want to thank each and every member and Professor Otte for their efforts.

Vice Chancellor Freeland stated that the report of the Assessment Review Task Force has been two years in the making, under the leadership of Professor George Otte of Baruch College within the Office of Academic Affairs. Dean and Vice Chancellor Elsa Nunez has had primary responsibility with this project, and Dr. Edouardo Cascallar, University Director of Assessment, has provided critical, intellectual and technical support for this project.

Chancellor Reynolds, as one of her first acts, constituted a Committee on the Freshman Year designed to review this aspect of the curriculum. What this Committee is recommending is true mid-point assessment, which would be the administration’s understanding of what the Board mandated in 1976.

CUNY’s Assessment Program has existed for approximately twenty years in largely unchanged form. It was established pursuant to a Board policy adopted in 1976 which called upon the Chancellor to develop a means to, “certify that each CUNY student has attained a level of proficiency in basic learning skills sufficient to do advanced work in the academic disciplines.” The charge to the Chancellor was to develop a mechanism to certify that a student had achieved a level of intellectual development appropriate to move past the sixtieth credit. The testing program that developed in response to that Board mandate, familiarly known as the Freshmen Skills Assessment Program or Freshman Skills Assessment Test, actually involved three different purposes—placement, progress, and certification. Since that time the University has been testing to demonstrate that students had achieved a level of academic development sufficient to move past the sixtieth credit into advanced work in the academic disciplines. In connection with that two other testing purposes have been developed as well. Entering students are tested to determine initial placement into proper courses so that they can accurately and most effectively be located in regular or remedial course sequences. Testing has also been done to determine the readiness of students to move out of remedial sequences and into the regular academic program. That is called progress assessment and those three testing purposes -- placement, progress, and certification -- has been ongoing for the last twenty years. During this period the University has been testing in three different skills areas—reading, writing and mathematics. The test currently being used to assess reading is called the Descriptive Test of Language Skills (DTLS) and was purchased from the Educational Testing Service (ETS). English and mathematics faculties in the University designed the tests being used for writing and mathematics.

The Academic Certification Examination (ACE) as recommended by the Task Force is not a requirement for the completion of a community college degree and it is not a requirement for transfer between the community college and the senior college. It is diagnostic in the sense that students, encountering this examination for the first time, sometime between the forty-fifth and sixtieth credit would get feedback that would be useful and important to them in understanding which kind of courses they most need to take to achieve the level of skills that is expected of them in
order to proceed to a baccalaureate curriculum. If the students were not successful on the test they would have multiple opportunities to take additional courses and come back and try the test again. It should be clear that students would be expected to satisfactorily complete this test by the ninetieth credit.

To elaborate a bit on the pilot, the main thing was whether or not the kind of examination that had been conceived by the Task Force could be appropriately designed along the lines that the Committee had imagined. The key questions were things like whether or not the different kinds of tasks that had been designed into the instrument actually measures the sorts of things the administration was attempting to look at, and measure different things along the discrete skills that had been defined by this Committee as part of this instrument. The Office of Academic Affairs is involved in assessing and analyzing the results this spring and summer and will be prepared to report to the Committee on Academic Policy, Program, and Research (CAPPR) in the fall and to share the results with colleagues and the Trustees.

Vice Chancellor Nunez stated that when the Board voted in 1976 that there shall be an instrument that would measure a student's readiness to move from the lower division to the upper division they asked the Chancellor, through the Office of Academic Affairs, to develop the instruments. The pre-collegiate certification or rising junior instrument that was developed doesn't measure whether a student is ready to move from the lower division to the upper division. It measures whether a student can do eighth grade math and can read at the eleventh grade, pre-collegiate level. It is not a requirement to graduate from a community college and it is not a barrier to transfer to a senior college. Students can go to the senior college and then take the new assessment instrument before they graduate.

The Assessment Review Task Force asked the following question: "Are the battery of tests that CUNY now has the appropriate instruments for certification?" The answer was no. The Task Force concluded that there were three major concerns within the CUNY Assessment Program. The first major concern was that there were a battery of reading, writing, and mathematics tests that were being used for three distinct purposes. The test experts warned the University that to use the same test for three distinct purposes was inappropriate. Tests are developed for specific purposes as placement instruments, proficiency tests, and also performance tests, but a test designed for a distinct purpose should not be used for other purposes. Students who entered the CUNY system would be tested and placed in the appropriate basic skills course. Upon completion of the basic skills course the student would be tested again for certification purposes with a different version, but basically the same test.

The second major concern of the Task Force was that by the year 2000, half of the students entering the University would be non-native speakers of English. CUNY's basic reading and writing skills tests basically test language competency. English as a Second Language (ESL) students have developed very high level critical thinking skills, and higher level thinking skills in general. When an English only competency test is used, sometimes those higher level critical thinking skills are not reflected in the students' scores because it's a very limited testing instrument.

The third issue that the Task Force was concerned with was the issue of standards. Although this battery of tests was appropriate for placement and progress, it was not a standard that was appropriate for mid-point undergraduate assessment because the tests are pre-collegiate testing instruments.

Based on those three concerns the University convened an Assessment Review Task Force headed by Dr. George Otte, a professor at Baruch College. The Task Force consisted of eighty-five individuals from the University, two thirds of whom were full-time faculty members nominated by the presidents to insure that every college was represented. The Faculty Senate had three members who were part of the steering committee and the Student Senate had a representative on every subcommittee and the steering committee.

The process was first developed as a two year process but the Task Force quickly agreed that two years was too long to inform the community of their deliberations, therefore, at the end of one year they issued an interim report. When the report was issued seventeen town meetings had been held, one at every college. Faculty, administration, and students from each college who had read the interim report had commented at these town meetings. The Task Force then took all of those recommendations, discussion issues and ideas, and deliberated and then issued a final report. The Task Force recommendations call for a three year pilot of the new instruments. At the end of every year
Dr. Otte stated that the Task Force is still very much in the process of completing this stage of making and implementing the recommendations. The pilot and the prototype that was piloted is only the early stage of what is seen as an extensive test development and test piloting project. The recommendation is to continue to use the current test for placement. There are no more competency exams but testing only for initial placement and as part of a series of multiple measures that will generate an increasingly sophisticated profile for initial placement because multiple measures, particularly for ESL students, are increasingly more necessary. The conclusion of the Task Force was that for progress or exit assessment the single most difficult and challenging question confronting this University is defining just where remedial and ESL instructions end and how that can be determined. It has been concluded that no single instrument or procedure will suffice to determine that.

The Task Force is asking that the University community, especially as a University-wide committee, develop standards and guidelines for determining appropriate progress and accepted measures, and that college-wide committees also be constituted to ensure that those standards and guidelines are implemented mindful of the special constituencies and missions of the various colleges. What is envisioned is a an honest mid-point assessment, no longer testing for pre-college proficiencies, but a measure that is about what the University's curriculum does, not what it has to hope happened earlier elsewhere. If it's going to be an honest mid-point assessment students have to be given turn around time so this cannot be a barrier test between the two year and four year schools or between the lower and the upper divisions.

The single most important thing to say about the ACE examination as it is envisioned is that it is a multitask test which will entail seven different tasks, eight different measures. The reason for doing that is that it's vital that the test of this consequentiality not result in some sort of crude pass/fail determination but a profile, a sophisticated, richly informative, analytical profile of the student's strengths and weaknesses. What is being measured, and this is perhaps the single most important thing, is critical competencies and standards developed and determined by faculty to be necessary for successful academic performance across the disciplines, and presumably reinforced across the disciplines. These critical thinking skills or tasks do include but are by no means exclusively restricted to English language proficiency. That is only one of the eight measures. These competencies together, constitute a rich analytical measure of what could be called, if a word or term is needed for it, academic literacy.

For implementation the Task Force is recommending an extended multi-year phase-in period that would entail extensive test developments which are only in the very early stages. A remarkably successful but crude prototype of what would eventually be determined as adequate as a measure of academic literacy has been developed. This prototype and a very preliminary pilot test has been used on five of the seventeen campuses. Ultimately there would have to be a more sophisticated, carefully developed and scrutinized iteration of this that would be used throughout the University to get a sense of how well this is being done and how well it's working. Once there is a proven prototype, it is recommended that there be a phase-in period beyond that where this instrument is used exclusively for institutional research so that the appropriate curricula adjustments could be made so that instructional resources could be allocated appropriately. There would be no consequences for the students at all. It is mid-point assessment, but it is something the students would have an opportunity to experience after the forty-fifth credit and would, hopefully, successfully perform on before the ninetieth credit. At no point along the way would a student’s access to college credit courses be arrested, but after each and every unsuccessful test performance there would be mandatory advisement and mandatory curricula adjustment in order to determine that the students are getting the instruction resources that they need in order to succeed. This is envisioned as a means of determining and going forward in the discussion in which the general academic college faculty, and not the so called skills areas, begin a discussion of standards and achievement throughout the University. The single most important thing is to get the discussion broadened as much as possible so that enormously complex issues are not simplified. The faculty who participated in the project were concerned that right now there is a sense that the University is a little too compartmentalized, a little too worried about individual little bailiwicks, and not sufficiently concerned about what there might be in common and what needs to be done with what is in common for the sake of the students.
One more thing that is absolutely vital and it's something that the administration understood from the very beginning, that this test has always been a way of preserving, and not in any way modifying, the open admissions mission of the University. The single most attractive thing about CUNY has always been bringing students in and saying we'll work with you and we'll see where we go from here.

The focus on certification is understood. Right now the University has skills tests that effectively absolve it of responsibility for the so-called deficiencies of the students. It's something that should have happened in high school or something like that. It's not the University's fault so it is justified in trapping them and that's not too strong a word. In non-credit instruction most of the students lost, those students who did not proceed to the degree, don't so much confront these tests as barriers per se, but as denials of access to degree credit and to the financial aid that goes with it, now more than ever before, so that increasingly most of the students never get to that crucial certification point. They would never get to the crunch point on the ACE exam, where it would be a problem, where it would be an issue.

The Task Force is saying that students can't proceed into their senior year and into the senior courses without there being some discussion with an appeals committee. What the Task Force wants to do, at least as much as ask what's happening with the student, is to ask what is happening with the curriculum. This is a way of an institution trying to say that it's willing to become accountable for itself and not just whether the students are good, but where the students are academically.

It's very clear in the report that this is not University policy. These are Task Force recommendations and this should be as public and contractual a process as possible. Everybody on the Task Force is very mindful of consequential recommendations being made now and they want to do this out in the open and under the scrutiny of absolutely everybody, not least of all the students. It's very important.

Dr. Cascallar stated that the purpose of this first pilot study was really to test the test, not to analyze the students so assumptions were being tested. The Task Force tested ideas from the faculty on what the test should be like, what skills should be addressed. In a preliminary look, all the different skills that were first proposed to take part of the test were validated. Basically they all correlate very nicely at the appropriate expected levels so that they are all tapping different spheres of the same construct, the critical thinking skill construct. In addition, there is a writing proficiency scale composed of three set scales, which compose a total of eight scores. It was observed that the two main principal components, the critical thinking skills and the writing proficiency, have been validated. The interaction between the different variables seem to be at the expected levels and will continue to be analyzed. The overall reliability of the measure is way over point eight in terms of what the literature requires for this type of measure. Our training workshop for the faculty raters proves that we were able to point them effectively and they are functioning with it, within a very good margin.

For the first trial a point eight or above for critical thinking skills and for writing proficiency was reached. So by some slight improvements that we know of and have analyzed, we can for sure go beyond that rate and very soon be in a position of having a very solid instrument which is already very solid in terms of the internal construct of the instrument. We can then move on to more ample implementation, collecting University norms, etcetera, which are absolutely necessary to be able to implement the program. By having the implementation be broad enough we will be able to be in the position of actually looking at the impact of the measure on the student body and trying to see how it works. The preliminary data, again looking at students that were not selected for that purpose, so it cannot be guaranteed that they are a true random sample of the population, seems to be within the range and discriminating accurately in the full range.

We observe that it seems to be reliable, seems to be valid, and we have compared it to another test that's also a mid-point assessment test from ETS. We obtained very satisfactory correlations in most of the scales and I think that so far the purpose of the first pilot seems to have been achieved. A very extensive, big analysis process looking at background, influence of different variables from the student side, and from programs in which these students have participated will continue during the summer and we'll have the results in the fall. We will proceed with a much broader pilot. Thank you.
Trustee Howard asked if the results on the pilot program that was run are available and what happened to the students that were in that pilot program. Trustees need to see the results of the pilot so they will know exactly what happened. It is his interest that every step of the way the process stays in CAPPR, and then when CAPPR is sufficiently informed and there is a motion produced, then it comes to the full Board for action. It's got to be a working group of the Board who continues to monitor this.

Chancellor Reynolds stated that one of the most important things that a Board of Trustees does for a system, and the United States is increasingly insists, is guarantee the baccalaureate, that when people come out of CUNY with the degree we are guaranteeing, so to speak, their level of knowledge and their level of experiences and their level of achievement. This is an effort with, the help of eighty-five people throughout the University, to come to grips with this issue of how can we make sure that our graduates have achieved the critical thinking skills, the ability to analyze disparate data and pull things together, that are expected of somebody that has a baccalaureate degree. The Board passed this intent back in 1976. De facto it fell into a skills test format and we were using an inappropriate test to determine this. This did not seem appropriate. It would have been a fairly simple matter within the University to get the help of someone like Dr. Otte and Dr. Cascallar and just change the test. You can change a test fairly easily. You buy a new test. It happens all the time, especially as tests get out. Their validity gets lost because they are in people's files. They circulate around. Instead, thinking that this truly was an issue that needed broad University involvement and because there was senior college presidential support a committee chaired by President Fernandez of Lehman College was established. This is part of his original committee's recommendation. We tried to do the deliberative process that is appropriate in the University and set up this very large Task Force of eighty-five people. Every campus was involved. There were long deliberations, lots of conferences with test experts and lots of looking at what's going on around the country.

At this point we don't have a finished product. We are simply embarked on some pilot testing. The initial report has just come in. The initial recommendations of the Task Force are to do some pilot testing. This is first coming in now to CAPPR. CAPPR looked at this and discussed it at their last meeting. The pilot testing information will start to unroll. We've got the first iteration of pilot testing. This is not a finished process, nor is it implementable at this point. We couldn't implement it University-wide right now if we wanted to because it's being pilot tested and it's coming along slowly. I would simply suggest, as it moves along and continues to broaden and the pilot test results come in, they go back to Trustee Tam and the CAPPR committee for further work. This is a work in process. The Board is being informed of this effort to create a quality instrument. This is an informative process. There is no agenda item yet. We are not requiring this for students to graduate. It is simply at the pilot level.

As we embarked five years ago on the College Preparatory Initiative to strengthen the preparation that students got in high school before they came to CUNY there were some of these very same concerns. And once again we brought this in. The College Preparatory Initiative comes constantly in front of the Board of Trustees. We are presently doing a big summary and we are bringing the data in each year. We've looked carefully to make sure that we did not inhibit the ability of students to come to CUNY and, in point of fact, in students who gain mathematics skills and science skills we have seen a lessening in the amount of remediation in math that we have had to provide for students. This is at the other end of that spectrum and we are simply indicating the pilot projects are under way. As the data becomes available they will be shared with the Board of Trustees coming in through CAPPR. It is very similar in it's development to the College Preparatory Initiative process but I think the Board is rightly concerned that we make sure our students not suffer from this, but that we also make sure that we can commit to the public at large that a CUNY degree is a first-rate degree, and that we can promise you that if you choose to hire this CUNY student or you admit the student to law school or to medical school, they have the critical thinking skills and the achievement level that makes us very, very proud of CUNY graduates. We will continue to brief the Board. This is a full Board orientation. You are hearing the history of it. You're hearing that we've embarked on pilots and we're bringing it back to campus.

Trustee Carrion stated that she commends the process and the fact that we have looked at this test for a while and that it's the Chancellor's concern. But she joins in strongly in support of what Chair Murphy and Trustee Howard have indicated—that the Board and the administration needs to be vigilant because this has broader implications as to the notion that this might become a barrier at some point in time. Not that one would be opposed to certifying the
fact that the University is able to educate its students. That is something the State legislature clearly is very concerned about but it is being done and being done very well.

But embarking upon this the University then assumes a tremendous responsibility to ensure that there are the resources to support students. That needs to be a concurrent initiative—to make sure that as we move in this process that might have some results and implications for the graduation time period for our students, that as we look at these pilots and see what they inform us and the results—that we have some supports there for students because the resources are not there now and we are cutting back on support. If we are going to implement something that might or might not have some implications for our students’ ability to exit out of this University, as we identify what those barriers are, as we pilot this and see what the results are, we have to have the support and a commitment in this institution and a commitment by the State legislature to provide us the funds to support our students, because without that we would be in trouble.

Chairman Murphy asked if it was correct to say that what has been said here is that this is a diagnostic tool with respect to assessing and fine tuning the academic progress of students in the University as opposed to a barrier. If one student has a 2.2 index and another a 3.8 index at the forty-five to ninety credit point level, both will have the same ability to continue to flow through the CUNY system. The impact of this diagnostic tool, this certification process, is that it will be very useful in helping to direct students as they move along. This proposed, revised sort of patient process is primarily a diagnostic tool because the University makes the determination as to whether the remedial initiatives that are being done with students are working or not in the process of exiting from phase two. This can be seen as a potential enhancer, again from the diagnostic point of view, but not from a barrier point of view. I want to make sure that a year or two from now we’re not in a situation where we’ve been on a slippery slope and we’re into some kind of different situation and effectively we’ve created barriers. I just want that to be clear because I think if that’s not what is intended here, then I think we may have something very, very different.

My sense is that a difference in degree is a difference in kind. If there were some type of a general certification process that’s been in practice up to now, and we are going to substitute for that a formality whereby, even though it could be repetitively attempted, students must pass this certification test, I think that’s a different kettle of fish. If we effectively are putting ourselves into a situation where ultimately, in order to get a bachelor’s degree in this University, a certification test must be passed, it is my feeling that we are into a whole different ball game here and at some point I would think that this Board of Trustees would review that and approve it or disapprove it.

I’m very comfortable with the concept of some kind of a certification process attempt sometime in the mid-situation, but I think, before we formalize the actual certification process, for real and permanently, I think the Board has to reserve the right to be able to look at that and say, okay you’ve done enough, as long as it’s clear that the Board would be engaged in this through CAPPB but then ultimately the Board will say yes or no to a formalized certification procedure. That’s why I think the Board ought to be clear that the Board will reserve to itself, whether it’s next year or the year after, dealing with that issue forthrightly and yearing or naying. Then I’m comfortable and I would say that this activity can go forward.

I think potentially this could be one of the finest hours of the University, if over the next several years we are able to devise a procedure that has credible validation impact in terms of what our students ultimately get when they finish the one hundred and twenty credits.

NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for June 24, 1996 (including Addendum Items) be approved, as amended as follows, with the exception of item D8:.

The motion passed, University Report Item D8. - Item laid over
(a) ADDENDUM: Add the following:

18 CUNY SCHOOL OF LAW AT QUEENS COLLEGE - PROPOSED GRADING POLICY ADOPTED BY THE CUNY SCHOOL OF LAW FACULTY:

RESOLVED, That faculty shall award one of the following grades for the courses taught at the Law School:

**P+ (Pass Plus)**
The student demonstrates a high level of comprehension of the course material and mastery of the skills needed to demonstrate this comprehension. The student's performance is superior to the average level of performance in the school.

**P (Pass)**
The student has shown successful performance in the work of the course. The student demonstrates comprehension of the course materials and the basic competency in the skills needed to demonstrate this comprehension.

**P- (pass minus)**
The work done in the course is below the level of performance which is required for the award of the degree. The student demonstrates a level of performance that shows minimum comprehension of the material or limited competency in the skills necessary to demonstrate this comprehension.

**F (Failure)**
The student's performance indicates a significant lack of comprehension of the course material or significant lack of skills needed to demonstrate this comprehension.

**Cr (Credit)**
The student elected to take the course credit/fail and the student performed the work at the level required for "pass minus" or higher.

**I (Incomplete)**
The student has not completed the work of the course and has arranged with the professor to complete the work of the course at a time certain and not later than the end of the following semester.

In Lawyering Seminars and Clinics, a faculty member shall assign one of the above listed grades for the overall course work. In addition to this grade, the faculty member shall give a descriptive assessment for each student in each of the following competencies: Professional Responsibility; Clinical Judgment; Legal Reasoning; Theoretical Perspective; Communication; and Management of Effort. No grades will be assigned to the individual competencies.

All ISD courses will be graded credit/fail. A student may elect to take up to four elective courses for a credit/fail. To elect the credit/fail option, the student must notify the registrar's office no later than the eighth week of the semester. Faculty will grade all students using the four tier grading system. The records office will enter the grade of "credit" for all students who receive the grade of "pass minus" or higher from the professor.

No grade point average or class ranking will be compiled by the Law School.

All courses except those described in sub-section (3) will be graded using the four tiered grading system described in sub-section (1). In all three years, academic standing and academic support will be based on the grades assigned using the four tiered grading system. The transcript for first year students will reflect grades of "pass"; "fail" or "incomplete"; "pass" will appear on the transcript for any course in which a grade of "pass minus" or higher has been given to the student. The transcript for the second and third year students will reflect all grades given to the students.
The four tiered grading system will become fully effective for all students entering the Law School in the Fall, 1996 and thereafter. A new academic standing policy which implements this new grading system will be applicable to the students entering the Law School in the Fall, 1996.

Students who entered the Law School before the Fall, 1996 will be graded pass/fail and those pass/fail grades will appear on the transcript. The academic standing policy in effect at the time these students entered the Law School will govern academic standing issues. Students who entered the Law School before the Fall, 1996 will be informed of what their grade would be if the four tier grading system were in effect for their class.

The Academic Dean will collect data on the four tier grading system for purposes of academic support.

The faculty will develop and implement an academic standards policy consistent with this grading policy.

**EXPLANATION:** The Law School Dean and faculty have been reviewing the academic policies of the Law School and have recommended that the Law School drop its current pass/fail grading policy in favor of a four tier grading system. Upon approval of the new grading system, the Dean and faculty will develop and implement a series of additional academic standing requirements consistent with the revised grading system. The University glossary of grades will be amended to cover these changes submitted by the Law School.

**D 19** KINGSBOROUGH COMMUNITY COLLEGE - APPOINTMENT OF HEO SERIES PERSONNEL WITH NO PRIOR SERVICE (AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH):

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**D 20** THE CENTRAL OFFICE - APPOINTMENT OF HEO SERIES PERSONNEL WITH PRIOR FULL-TIME HEO SERIES SERVICE (AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH):

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**b) ADDENDUM:** Revise the following:

Page 3, D 5: BARUCH COLLEGE - ADMINISTRATIVE DESIGNATION COMMITTEE APPROVAL NOT REQUIRED (EXECUTIVE COMPENSATION PLAN - AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH): The salary rate for Robert Ptachik is revised to read $95,917.

**c) ERRATA:** Add the following:

**THE CITY COLLEGE**

P B-1 ELECTION OF DEPARTMENT CHAIRPERSON: The entry for Arthur Spears is withdrawn and hereby reentered under the heading DESIGNATION OF DEPARTMENT CHAIRPERSON.
(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 24, 1996 (including Addendum Items) be approved, as amended as follows:

(a) ADDENDUM: Add the following:

D 10 HOSTOS COMMUNITY COLLEGE - CHANGES IN DEGREE PROGRAMS:


EXPLANATION: Hostos Community College is reducing program degree requirements in accordance with Board Policy. That policy puts a cap of 60 credits on associate degree programs, except for those programs which received a waiver from the Vice Chancellor for Academic Affairs because of accreditation requirements or other compelling educational reasons. Radiologic Technology and Nursing have received such waivers and are reducing their requirements to 65 and 67 credits, respectively. The other programs listed above are reducing requirements to 60 credits.

D 11 LEHMAN COLLEGE - CHANGES IN DEGREE PROGRAMS:

RESOLVED, That the changes in the B.S. program in Chemistry, specialization in Biochemistry, at Lehman College (See Chancellor's Report, Attachment II) be approved, effective June 25, 1996.

EXPLANATION: Small reductions in requirements are needed in this program to bring it within the 120-credit cap for baccalaureate programs mandated by the Board's Degree Credit Policy. All other programs at Lehman have met the new Board limit as a result of changes adopted at earlier meetings.

D 12 YORK COLLEGE - CHANGES IN DEGREE PROGRAMS:

RESOLVED, That the changes in the following degree programs and teacher certification requirements at York College, (See Chancellor's Report, Attachment III) be approved, effective June 25,1996: B.S. in Geology, B.A. and B.S. in Biology, B.A. and B.S. in Chemistry, B.S. in Physics, B.A. in English, Pre K-6 Certification/Bilingual Education Extension to the B.A. in Spanish, and Teacher Certification Pre K-6.

EXPLANATION: The programs in Geology, Biology, Chemistry, and Physics will each add a 5-credit, introductory science course to the major, replacing the 5-credit course recently dropped from the College's Core Natural Science requirement. The proposed changes in the English major will create a more structured curriculum and will add "emphases" in literature, language, and writing to accommodate different student interests. Revisions in the Certification Pre K-6 programs are being made to comply with new teacher certification requirements promulgated by the New York State Education Department, effective September 2, 1993. As a result of reductions that York has already made in its general education requirements, all these programs fit within the 120-credit cap established by the Board's Degree Credit Policy.
D 13 BOROUGH OF MANHATTAN COMMUNITY COLLEGE - CHANGES IN A DEGREE PROGRAM:

RESOLVED. That Borough of Manhattan Community College proposes to reduce required credit in the Corporate and Cable Communications Program to 60 credits.

EXPLANATION: To comply with the Board’s mandate.

D 14 THE CITY COLLEGE - APPOINTMENT ANNUAL OTHER THAN PROFESSORIATE (AFFIRMATIVE ACTION REPORT ON FILE EXCEPT VISITING, SUBSTITUTE AND GRADUATE ASSISTANT APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH)

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>SALARY RATE</th>
<th>EFFECTIVE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Gutner</td>
<td>Nataliya</td>
<td>$35,361</td>
<td>6/1/96-8/31/96</td>
</tr>
</tbody>
</table>

D 15 JOHN JAY COLLEGE OF CRIMINAL JUSTICE - REAPPOINTMENT WITHOUT TENURE, CCE, OR 13.3.B. (ANNUAL):

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>SALARY RATE</th>
<th>EFFECTIVE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Development</td>
<td>Best</td>
<td>George</td>
<td>$60,534</td>
<td>7/1/94-6/30/95</td>
</tr>
<tr>
<td>HEA (Asst. Dean of Students)</td>
<td></td>
<td></td>
<td>$62,394</td>
<td>7/1/95-6/30/96</td>
</tr>
</tbody>
</table>

(b) ERRATA: Revise the following:

Page 1, HUNTER COLLEGE: The heading is revised to read BARUCH COLLEGE.

(c) 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 28, 1996 be approved.

NO. 3A. COMMITTEE ON INTERNAL AUDIT: RESOLVED, That the following report be noted:

A. REPORT OF COMMITTEE CHAIRPERSON INNISS:

Mr. Chairman, I’m please to report on the progress of the Board’s Committee on Internal Audit. The Committee has met three times to review process and to develop a protocol. At the Committee’s June 5, 1996 meeting, agreement was reached on the Statement of the Role and Responsibility of the Audit Committee of the Board of Trustees. It was further agreed that next June the Committee would review the effectiveness of this Statement and, if necessary, would make any amendments or changes that are required at that time.

The Committee also agree to meet in mid-July to begin the process of developing an audit plan for the upcoming academic year. It is anticipated that this process will require two or three meetings before a final plan is developed. With respect to the position of the chief auditor, it was agreed that the Committee would first work on developing an audit plan in order to give members some deeper insight into audits that are necessary and required by law, and areas that the University has over time audited.
The Committee will also discuss areas that might be considered for an agenda in the upcoming school year. The Committee will meet with the current staff auditor, who will provide details on the current functions of the office and brief members on audits that are currently in progress.

My thanks to Trustees Del Giudice, Berg, Howard and Chairman Murphy who formed the Committee. Thanks also to Deputy Chancellor Mucciolo for his excellent staff support.

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

**A. BARUCH COLLEGE - B.S. DEGREE IN PUBLIC AFFAIRS:**

RESOLVED, That the program in Public Affairs leading to the Bachelor of Science degree to be offered at Baruch College be approved, effective September 1, 1996, subject to financial ability.

**EXPLANATION:** The purpose of the proposed program is to provide students with the knowledge and skills necessary to qualify for entry-level professional positions in government agencies, nonprofit organizations, and corporations with public policy, community affairs, and governmental relations components. In addition, graduates of the program will also be eligible to enroll in graduate programs in public affairs and the social sciences.

Baruch College currently offers a program in Public Administration leading to the Bachelor in Business Administration degree. This program will continue to be offered for the next several years, though the College anticipates that enrollments will decrease as entering students are made aware of the advantages of the Bachelor of Science in Public Affairs. This transition is expected to be cost effective through redeployment of faculty who currently teach in the BBA program and through the cross-listing of courses in these two programs.

The B.S. in Public Affairs is the first new program in Baruch's recently established School of Public Affairs.

**B. BARUCH COLLEGE, HUNTER COLLEGE, NEW YORK CITY TECHNICAL COLLEGE - CONSORTIUM FOR REAL ESTATE AND METROPOLITAN DEVELOPMENT:**

RESOLVED, That the consortium for Real Estate and Metropolitan Development involving Baruch College, Hunter College, and New York City Technical College be established, in accordance with the Board of Trustees' Policy Guidelines for Centers, Institutes, Consortia and Special Initiatives at The City University of New York (approved February 27, 1995), effective July 1, 1996, subject to financial ability.

**EXPLANATION:** The primary purpose of the proposed consortium is to conduct research and community service in the allocation and use of real estate resources, planning and management of metropolitan growth, and improvement in the administration and management of facilities. The consortium also intends to provide non-credit instructional or training programs for individuals in public agencies, not-for-profit organizations, and private enterprise, and may offer non-credit instructional services to the external community.

The New York City Greater Metropolitan Area is a rich laboratory for the study of metropolitan development and urban real estate. The size, complexity, and ethnic diversity of the City and its suburbs translate into a set of policy challenges unequaled in the United States. Therefore, the consortium will be well positioned to marshal resources needed to respond to grant opportunities from federal, State and local government agencies as well as from private foundations.
C. THE CITY COLLEGE AND NEW YORK CITY TECHNICAL COLLEGE - TRANSFER OF THE PROGRAMS IN TECHNOLOGY EDUCATION TEACHER AND OCCUPATIONAL TEACHER EDUCATION LEADING TO THE B.S. IN EDUCATION FROM CITY COLLEGE TO JOINT REGISTRATION AT CITY COLLEGE AND NEW YORK CITY TECHNICAL COLLEGE:

RESOLVED, That the programs in Occupational Teacher Education and Technology Teacher Education that lead to the Bachelor of Science in Education degree and are currently offered at The City College be approved as joint degree programs to be offered by both The City College and New York City Technical College effective September 1, 1996, subject to financial ability.

EXPLANATION: The proposed programs are designed to meet the education needs of students who seek to qualify for the New York State Education Department requirements for teacher certification as trade subject teachers. These programs have been offered at The City College for more than fifty years. They are the only such programs in CUNY and the only programs in a public university that prepare trade subject teachers south of Albany. The University's current fiscal crisis caused the retrenchment of faculty who teach in these programs at City College in fiscal year 1995-96. In an attempt to rescue these programs The City College proposed a collaboration with New York City Technical College because it is uniquely suited to offer the technical, occupational, and general education courses required in these programs. City College will continue to offer the educational foundations component required in both programs. Both Colleges will appoint faculty to a joint committee that will be constituted to oversee these programs. New York City Technical College will award the degrees.

D. LEHMAN COLLEGE - B.A. IN MULTILINGUAL JOURNALISM:

RESOLVED, That the program in Multilingual Journalism leading to the Bachelor of Arts to be offered at Lehman College be approved, effective September 1, 1996, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to provide students with the knowledge and skills necessary for careers in the non-English media and English-language media dealing with non-English-speaking cultures and fields related to mass communications such as advertising, public relations, and international publishing.

The program combines advanced study of foreign languages and of English with coursework in journalism and the media. It is aimed at both native speakers of languages other than English and native speakers of English. The program builds on Lehman's current course offerings in foreign languages, English, and Communications, and will include internships in the ethnic and mainstream media.

E. QUEENSBOROUGH COMMUNITY COLLEGE - A.S. IN HEALTH SCIENCES:

RESOLVED, That the program in Health Sciences leading to the Associate in Science degree to be offered at Queensborough Community College be approved, effective September 1, 1996, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to provide community college students with an opportunity for pre-professional preparation in the basic liberal arts and sciences so that they may transfer into a broad spectrum of upper division baccalaureate programs in the Health Sciences. This proposal is consistent with the Final Report of the CUNY Health Professions Task Force, which recommended that core competencies be developed in all health professions programs. Articulation agreements have been secured with credits and entry into baccalaureate programs in such fields as Community Health Education, Dietetics and Nutrition, Health Services Administration, Medical Laboratory, Technology, Occupational Therapy, Physical Therapy, and Physician Assistant.

Queensborough Community College currently offers all of the courses required in the program. Since students will be drawn from those currently enrolled and since qualified faculty are in place to teach all of the courses in the program, no additional costs are anticipated to implement this program.
F. BRONX COMMUNITY COLLEGE - A.S. IN COMMUNITY/SCHOOL HEALTH EDUCATION:

RESOLVED, That the program in Community/School Health Education leading to the Associate in Science degree to be offered at Bronx Community College be approved, effective September 1, 1996, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to prepare interested students for transfer into upper-division baccalaureate programs in Community/School Health Education. The curriculum combines foundation courses in the liberal arts and sciences with specialized courses in health and public health issues.

Health Education positions are well established at local, State, federal, and international levels. It is also timely to prepare professionals in health education to meet the needs of a culturally diverse society. This proposed program will attract large numbers of minority and working class students who matriculate at Bronx Community College, which is expected to help increase the representation of African-Americans, Latinos and men, who are presently under-represented in the field of Health Education.

Bronx Community College currently offers all of the courses required in the program. Since students will be drawn from those currently enrolled and since qualified faculty are in place to teach all of the courses in the program, no additional costs are anticipated to implement this program.

G. REPORT OF COMMITTEE CHAIRPERSON TAM:

Mr. Chairman, at it's June meeting the Committee reviewed three reports. The first one was on assessment which Vice Chancellor Freeland has just presented to the Board, and to assure continued monitoring of quality and feasibility, the Committee has requested that updated reports be made on a regular basis. The second report was on course registration and coordinated scheduling. The third report was from the Vice Chancellor regarding budget planning and policy options which were being discussed by the Presidents.

NO. 7. COMMITTEE ON STUDENT AFFAIRS AND SPECIAL PROGRAMS: RESOLVED, That the following items be approved, and report noted:

A. HUNTER COLLEGE - UNDERGRADUATE STUDENT ACTIVITY FEE INCREASE:

RESOLVED, That the student activity fee paid by undergraduate students at Hunter College be increased from $51.60 to $56.60 per semester for full-time students and from $36.30 to $41.30 per semester for part-time students, effective Fall 1996 semester, in accordance with the following schedule:

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE FT/PT</th>
<th>PROPOSED FEE FT/PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Government</td>
<td>$14.50/$17.25</td>
<td>$15.00/$17.75</td>
</tr>
<tr>
<td>College Association</td>
<td>$33.25/$15.20</td>
<td>$36.75/$18.70</td>
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<tr>
<td>NYPIRG</td>
<td>$03.00/$00.00</td>
<td>$04.00/$04.00</td>
</tr>
<tr>
<td>University Student Senate</td>
<td>$00.85/$00.85</td>
<td>$00.85/$00.85</td>
</tr>
<tr>
<td>Total Student Activity Fee</td>
<td>$51.60/$36.30</td>
<td>$56.60/$41.30</td>
</tr>
</tbody>
</table>

and be it further
RESOLVED. That the student activity fee paid by undergraduate students at Hunter College be increased from $14.70 to $20.70 for the Summer Session, effective Summer 1997, in accordance with the following schedule:

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE</th>
<th>PROPOSED FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Association</td>
<td>$01.30</td>
<td>$05.30</td>
</tr>
<tr>
<td>Student Government</td>
<td>$13.40</td>
<td>$13.40</td>
</tr>
<tr>
<td>NYPIRG</td>
<td>$00.00</td>
<td>$02.00</td>
</tr>
<tr>
<td>Total Student Activity Fee</td>
<td>$14.70</td>
<td>$20.70</td>
</tr>
</tbody>
</table>

EXPLANATION: The student activity fee schedule represents an increase of $5.00 in the undergraduate full-time and part-time student activity fee schedules and $6.00 in the undergraduate summer session student activity fee. Two referenda were held in accordance with University Bylaw section 16.12, in conjunction with student government elections held April 23 and 24, 1996.

The first referendum sought a $2.00 increase in the Fall and Spring fees, of which $0.50 of the increase will be allocated by the College Association for Child Care, $0.50 of the increase allocated by Student Government for Student Clubs and $1.00 of the increase allocated by NYPIRG; and a $3.00 increase in the summer session fee, of which $1.00 of the increase will be earmarked by the College Association for Child Care, and $2.00 of the increase allocated by NYPIRG. The vote on this referendum was 938 in favor, 242 opposed and 499 abstentions, with 12% of the eligible students voting. The second referendum sought a $3.00 increase in the undergraduate Fall, Spring and Summer Session fees to be allocated by the College Association and earmarked for the Welfare Rights Initiative. The vote on the second referendum was 524 in favor, 409 opposed and 746 abstentions, with 12% of the eligible students voting. The Welfare Rights Initiative will provide opportunities for Hunter College students to assume leadership roles in policy and program decisions related to poverty and college access, develop a stronger voice in public policy debates over welfare reform and economic justice issues, and enhance learning experiences in these areas. The College President supports the fee increases.

Within the Student Government Fee, the following local earmarkings for full-time and part-time undergraduate students will exist: Brookdale Residence Hall ($0.25/$0.15); Emergency Food and Shelter ($0.50/$0.10); Renovation of Student Space ($0.75/$0.55); Student Government ($5.00/$3.70); Student Resource Center ($0.00); and Student Clubs ($8.50/$4.25). Within the College Association Fee, the following local earmarkings for full-time and part-time undergraduate students will exist: Administrative Costs ($0.50/$0.22); Inter-collegiate Athletics ($10.00/$4.50); Intramural Athletics ($4.00/$1.75); Medical Office ($0.50/$0.25); Performing Arts ($5.00/$2.25); Yearbook ($1.75/$1.08); Child Care ($4.00/$2.00); Envoy ($2.00/$0.80); Media ($2.00/$1.15); Music ($1.00/$0.45); Shield ($2.00/$0.80); Disabled Study Center ($1.00/$0.45) and Welfare Rights Initiative ($3.00/$3.00). This resolution also corrects a clerical error in the previous Board resolution on the student activity fee which incorrectly listed the full-time fee allocated by Student Government as $14.00 instead of $14.50 and the full-time fee allocated by the College Association as $33.75 instead of $33.25.

Within the Undergraduate Summer Session Fee, the following local earmarkings for Student Government will exist: $4.95 for Student Government, $0.95 for Renovation for Student Space, and $7.50 for the Student Resource Center. Within the Undergraduate Summer Session Fee, the following local earmarkings for the College Association will exist: $0.80 for Disabled Student Center, $0.50 for the Medical Office, $1.00 for Child Care, and $3.00 for Welfare Rights Initiative.

Local earmarkings at the College have been established and are subject to change at the College in accordance with the referendum process set forth in University Bylaw section 16.12, provided there is no change in the total fee. The earmarkings to the allocating bodies as set forth in the resolution may only be changed by further Board action.

The student activity fee allocated by NYPIRG is refundable, in accordance with procedures subject to the approval of the College President.
B. THE CITY COLLEGE - STUDENT ACTIVITY FEE INCREASE/DAY SESSION:

RESOLVED, That the student activity fee paid by Day Session students at City College be increased from $47.35 to $49.35 per semester for full-time students, and from $31.35 to $33.35 per semester for part-time students, effective Fall 1996 semester, in accordance with the following schedule:

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE F.T./P.T.</th>
<th>PROPOSED FEE F.T./P.T.</th>
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<tbody>
<tr>
<td>Student Faculty Committee on Intercollegiate Athletics</td>
<td>$15.00/$05.00</td>
<td>$15.00/$05.00</td>
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<tr>
<td>Student Government</td>
<td>$05.00/$05.00</td>
<td>$05.00/$05.00</td>
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<tr>
<td>Media Board</td>
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<tr>
<td>College Association</td>
<td>$16.00/$10.00</td>
<td>$16.00/$10.00</td>
</tr>
<tr>
<td>Committee on Student Health Services</td>
<td>$06.00/$06.00</td>
<td>$06.00/$06.00</td>
</tr>
<tr>
<td>NYPIRG</td>
<td>$02.00/$02.00</td>
<td>$04.00/$04.00</td>
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<tr>
<td>USS</td>
<td>$00.85/$00.85</td>
<td>$00.85/$00.85</td>
</tr>
<tr>
<td>Total Student Activity Fee</td>
<td>$47.35/$31.35</td>
<td>$49.35/$33.35</td>
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and be it further

RESOLVED, That the summer session student activity fee for undergraduate students at City College increase from $4.00 to $8.00 effective Summer 1997, in accordance with the following schedule:

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<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE</th>
<th>PROPOSED FEE</th>
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<td>College Association</td>
<td>$4.00</td>
<td>$4.00</td>
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<tr>
<td>NYPIRG</td>
<td>0.00</td>
<td>$4.00</td>
</tr>
<tr>
<td>Total Student Activity Fee</td>
<td>$4.00</td>
<td>$8.00</td>
</tr>
</tbody>
</table>

EXPLANATION: The student activity fee schedule represents an increase of $2.00 in the Day Session full-time and part-time student activity fee schedules, and a $4.00 increase in the undergraduate summer session student activity fee. A referendum was held in accordance with University Bylaw section 16.12, in conjunction with student government elections held April 30 through May 2, 1996.

The student activity fee schedule represents an increase of $2.00 in the portion of the full-time and part-time student activity fee earmarked and allocated by NYPIRG, and the establishment of a $4.00 summer fee to be earmarked and allocated by NYPIRG. The vote on the referendum was 507 in favor, 253 opposed, and 610 abstentions, with 17% of the eligible student body voting. The College President supports the fee increase.

Within the Student Government fee, $1.00 is locally earmarked for concerts and $4.00 is locally earmarked to Student Government for student government, clubs and other student activities. The College Association fee is used to support the Student Center, Child Care, the Safety Service, and other student activities, with $2.00 of the full-time and part-time fees locally earmarked to support a Child Care Center, and $1.00 for the City College Safety Service. Local earmarkings at the College have been established and are subject to change at the College in accordance with the referendum process set forth in University Bylaw section 16.12, provided there is no change in the total fee. The earmarkings set forth in the resolution may only be changed by further Board action.

The voting composition of the Committee on Student Health Services consists of five students, three administrators and one faculty member. The voting composition of the Student Faculty Committee on Intercollegiate Athletics consists of three faculty members and three students; and the Media Board consists of three faculty members, five students, and the Chairperson of the College Association.
The student activity fee allocated by NYPIRG is refundable, in accordance with procedures subject to the approval of the College President.

C. NEW YORK CITY TECHNICAL COLLEGE - STUDENT ACTIVITY FEE INCREASE:

RESOLVED, That the student activity fee paid by full-time students at New York City Technical College be increased from $25.05 to $44.55 per semester and the student activity fee paid by part-time students be increased from $4.45 to $14.20, effective Fall 1996 semester, in accordance with the following schedule:

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<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE F.T./P.T.</th>
<th>PROPOSED FEE F.T./P.T.</th>
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<tbody>
<tr>
<td>College Association</td>
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<td>$32.70/$10.35</td>
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<tr>
<td>Student Government</td>
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<td>$07.00/$03.00</td>
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<tr>
<td>NYPIRG</td>
<td>$03.00/$00.00</td>
<td>$04.00/$00.00</td>
</tr>
<tr>
<td>University Student Senate</td>
<td>$00.85/$00.85</td>
<td>$00.85/$00.85</td>
</tr>
<tr>
<td><strong>Total Student Activity Fee</strong></td>
<td><strong>$25.05/$04.45</strong></td>
<td><strong>$44.55/$14.20</strong></td>
</tr>
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</table>

There is no summer session fee collected.

**EXPLANATION:** The student activity fee schedule represents an increase of $19.50 in the full-time student activity fee and $9.75 in the part-time student activity fee paid by students at New York City Technical College. A referendum was held in accordance with University Bylaw section 16.12, in conjunction with student government elections held April 15, 1996. The vote on the referendum was 624 in favor, 430 opposed and 110 abstentions, with 11% of the eligible student body voting. The College President supports the fee increase.

Of the $11.50 increase in the full-time College Association fee and $6.75 increase in the part-time College Association fee, $6.50 for full-time students and $3.50 for part-time students will be earmarked for athletics; and $5.00 for full-time students and $3.25 for part-time students earmarked for day care. A student government fee of $7.00 for full-time students and $3.00 for part-time students was established, with $3.00 for full-time students and $1.50 for part-time students earmarked for student clubs and activities. The full-time student activity fee earmarked for NYPIRG increased by $1.00.

Within the College Association fee, the following local earmarkings for full-time and part-time undergraduate students will exist: Accident Insurance ($1.25/$0.25); Athletics ($10.00/$3.75); Day Care ($7.00/$3.75); Graduation ($3.65/$0.35); Health Information ($3.50/$1.00); Tipster ($1.25/$0.25); Theatre works ($1.00/$0.25); Contingency ($0.10/0); Corporation Annual Assessment ($0.45/$0.05); and Unearmarked ($4.50/$0.70). Within the Student Government Fee, an earmarking of $3.00 for full-time students and $1.50 for part-time students was established for Student Clubs and Activities.

Local earmarkings at the College have been established and are subject to change at the College in accordance with the referendum process set forth in University Bylaw section 16.12, provided there is no change in the total fee. The earmarkings to the allocating bodies as set forth in the resolution may only be changed by further Board action.

The student activity fee allocated by NYPIRG is refundable, in accordance with procedures subject to the approval of the College President.

The day care facilities at the College will be subject to review by the Office of the Vice Chancellor for Facilities Planning, Construction, and Management.
D. BROOKLYN COLLEGE - GOVERNING DOCUMENTS OF THE AUXILIARY ENTERPRISE BOARD:

RESOLVED, That the Board of Trustees approve the establishment of the Brooklyn College auxiliary enterprise board and the proposed bylaws, and the certification of incorporation of the auxiliary enterprise board.

EXPLANATION: Brooklyn College is establishing an auxiliary enterprise board as required by Article XVI of the Board Bylaws, in conjunction with the repeal of Governance Plan provisions providing for a structure at variance with the Board Bylaws. In accordance with Board Bylaw section 16.10, the bylaws and certificate of incorporation of the auxiliary enterprise board have been approved by the College President and reviewed by the Board's General Counsel. The name of the auxiliary enterprise board is the Brooklyn College Auxiliary Enterprises Corporation. The auxiliary enterprise board will be responsible for auxiliary enterprises including food services, bookstore operations, vending and game machines, copying services, printing services, typing services, and computer services. Its governing board will be composed of the College President or his/her designee as chair, five students, three administrators, and two faculty members.

E. REPORT OF COMMITTEE CHAIRPERSON CARRION:

I would like to inform the Board that at our Committee meeting we had a very good and intensive report on the status of veterans affairs. We are working toward providing as much services as possible to veterans affairs after the cutbacks we have had. I think the Committee was satisfied with the report that we received.

Also, on behalf of the Committee, we would like to express our gratitude and thanks to our departing Vice Chancellor Freeland who is leaving to assume the presidency of Northeastern University. Many times he has come before our Committee when we've wanted to get some special information, and so, we are very grateful for his help and support and we wish him the very best.

Vice Chancellor Freeland: I would like to say that it's been truly an honor to serve as Vice Chancellor for Academic Affairs, and President of the CUNY Research Foundation for the past four years. I want to thank Chancellor Reynolds for her strong support of the things the Office of Academic Affairs has attempted to do. I thank her for her leadership during this period and also thank the Board, Chair Tam, and Chair Murphy for your support. I hope after four years, we've been able to advance the academic interest of CUNY students and CUNY faculty a few notches. And it has been both a pleasure and a privilege to serve in this community for this period of time. Thank you.

Upon motions duly made, seconded and carried, The Public Meeting was adjourned at 6:14 PM

SECRETARY GENEVIEVE MULLIN
The Chairperson called the Executive Session to order at 4:45 P.M.

There were present:

James P. Murphy, Chairperson

Herman Badillo
Jerome S. Berg
Herbert Berman
John J. Calandra
Gladys Carrion

William Negron, ex officio

William R. Howard
Charles E. Inniss
Susan Moore Mounier
Robert Price
Thomas Tam

Secretary Genevieve Mullin

Robert E. Diaz, General Counsel and Vice Chancellor for Legal Affairs
Hourig Messerlian, Executive Assistant

Chancellor W. Ann Reynolds
Deputy Chancellor Laurence F. Mucciolo

Mr. Donald Glickman

Vice Chancellor Jay Hershenson
Vice Chancellor Brenda Richardson Malone

The absence of Vice Chair Everett and Trustee Fink was excused.

Upon motions duly made, seconded and carried, the following resolutions were adopted:(Calendar Nos. E1 and E2)
E1. BRONX COMMUNITY COLLEGE - DESIGNATION OF PRESIDENT: RESOLVED, That Dr. Carolyn Grubbs Williams be designated President of Bronx Community College, effective August 26, 1996, with a salary at the applicable college presidential level, subject to financial ability, and that she be appointed Professor with tenure in the Department of Social Sciences at Bronx Community College.

EXPLANATION: The Search Committee, appointed by Chairman James P. Murphy, and Chaired by Trustee Thomas Tam, following the conclusion of an extensive national search, recommended three finalists for the Bronx Community College presidency. Dr. Carolyn Grubbs Williams is being recommended by the Chancellor to the Board of Trustees for appointment as President of Bronx Community College. Dr. Grubbs Williams brings many years of experience as a faculty member and academic administrator to the position; she is currently serving as President of Los Angeles Southwest College.

E2. APPOINTMENT OF ACTING VICE CHANCELLOR FOR ACADEMIC AFFAIRS: RESOLVED, that the Board of trustees of The City University of New York approve the appointment of Dr. Anne Lauriston Martin as Acting Vice Chancellor for Academic Affairs, effective July 1, 1996 at the established salary level for a Vice Chancellor, subject to financial ability.

EXPLANATION: Dr. Anne Lauriston Martin holds a doctorate in French and African Studies from the University of Wisconsin and has served as a faculty member and senior administrator at the University of South Australia and the South Australian Education Department during the past fifteen years. She has been serving as University Dean for Academic Planning and Programs since September of 1994. Dr. Martin replaces Vice Chancellor Richard M. Freeland who was recently appointed as President of Northeastern University.

The Executive Session was adjourned at 5:03 P.M.

SECRETARY GENEVIEVE MULLIN
APPENDIX D

Minutes of Proceedings, June 24, 1996

BROOKLYN COLLEGE GOVERNANCE PLAN

ARTICLE I - THE POLICY COUNCIL

A. The membership of the Policy Council, which shall consist of an equal number of administrators, faculty and students, shall consist of:

1. Members of the Administration designated as follows:
   a. the President of Brooklyn College who shall chair the Policy Council;
   b. the Vice Presidents;
   c. the Assistant Vice Presidents;
   d. the full Deans;
   e. any additional members needed to bring the total Members of the Administration to 10, which shall be the minimum. These members are to be selected in a manner determined by the members of the administration designated in 1 (a)-(d) above with the approval of Policy Council.

2. Members of the faculty chosen as follows:
   a. one representative of the Steering Committee of Faculty Council;
   b. one representative of the Liaison Committee of the Council on Administrative policy;
   c. faculty members at large (except administrators with a title of assistant dean or above) to bring the total number of faculty representatives to the same number as members of administration, to be elected biennially in May, to serve in the following two academic years, in a manner to be determined by Faculty Council with the approval of Policy Council.

   Faculty members at large may be reelected.

3. Students chosen as follows:
   a. the three presidents of the three student government bodies;
   b. additional students to bring the total number of student representatives to the same number as administrators, to be selected annually in a manner determined by the Student Governments with the approval of Policy Council.

4. Should the number of Members of the Administration, as determined in section 1, change during the biennial period commencing with the faculty election, the following procedures shall be followed:
   a. If the number increases, an equal increase in the Membership of faculty and students shall be effected, by the selection process indicated in 2.c. and 3-b.;
   b. If the number decreases, the additional members to bring the Administration Membership to the same level as that of the faculty and students shall be selected in a manner determined by the Administrators designated in 1 (a)-(d) above with the approval of Policy Council.

5. a. If one of the members designated in paragraph 1 a,b,c, or d above shall be unable to serve for an entire semester or for the balance of a semester, a replacement shall be selected in the manner used in paragraph 4.b.;
   b. If one of the student government presidents shall be unable to serve for an entire semester or for the balance of a semester a replacement shall be selected by the student government presidents.
B. The Policy Council shall meet at least three times a semester, and more frequently if necessary. Special meetings may be called by the President or by the Executive Committee and shall be called at the request of any eight members of the Policy Council.

C. The functions of Policy Council shall be as follows:

1. Recognizing the legislative authority of Faculty Council in matters of curriculum and degree requirements, of the Student Governments in matters of student affairs, of the Council on Administrative Policy and the Promotions and Tenure Committee on matters of personnel, the Policy Council may make recommendations in all areas of the operation of the college to the President.

2. The Policy Council shall serve as a forum for discussing issues and problems of general college concern; shall advise the President both in response to his requests for counsel and upon its own initiative; shall provide through its existence a formal body for each constituent group to express its viewpoint and to communicate with other elements of the college community; and shall submit recommendations for action as appropriate to the Faculty Council, to the Council on Administrative Policy, to the Administrative Committee, and to the student governments.

3. The Policy Council shall be responsible for approving any and all new governance proposals and assuring that they meet standards of the Trustees of The City University of New York and standards of Brooklyn College. The Policy Council shall determine that the proposals provide a role for students, faculty, and administrators. The Policy Council should also monitor the functions of individual legislative and administrative bodies to assure that no constituent body exceeds its jurisdiction.

4. a. The Policy Council shall establish standing committees which shall be responsible for continuing study of and reporting on college policy. These shall include, but not be limited to:

   1. An Executive Committee
   2. A Nominating Committee
   3. A Budget Committee
   4. A College and Community Committee
   5. A Campus Facilities Committee
   6. A Long Range Planning Committee
   7. A Committee on College Governance

b. The Policy Council shall also have the authority to appoint and charge ad hoc committees as it sees fit.

c. In the case of both standing committees and ad hoc committees, the Policy Council may draw students, faculty, or administrators including members of the support staff from the college community at large. In addition to the college's constituencies represented on the Policy Council, there are other groups which should be consulted, such as community people and alumni.

d. With regard to goals, priorities, policy guidelines, budget and the overall direction of the college, the President shall work closely with the appropriate Policy Council committees.

e. The Policy Council shall prepare its own bylaws consistent with this governance plan and the Bylaws of the Board of Trustees of The City University of New York.
ARTICLE II - THE FACULTY

A. The faculty shall consist of all persons having faculty rank or status. It shall conduct the educational affairs customarily cared for by a college faculty. It shall make its own bylaws consistent with this governance plan and Bylaws of the Board of Trustees of The City University of New York. It shall meet at least once each semester, or more often, at the call of the President or by petition of ten percent of its members, and shall be responsible for the formulation of policy relating to the admission and retention of students, including health and scholarship standards; student attendance, including leaves of absence; curriculum; awarding of college credit; granting of degrees. Meetings of the Faculty shall be chaired by the President.

B. The Faculty Council shall be the legislative body of the faculty and shall have all the responsibilities of a faculty, as exercised heretofore under the Bylaws and Policy Statements of the Board of Trustees of The City University of New York subject only to the review of the Faculty.

C. 1. The Faculty Council shall consist of all department chairpersons, and an additional delegate of faculty rank or faculty status from each department elected by department members of faculty rank or faculty status. Departments shall elect an alternate delegate to serve with voice and vote at any meeting in the absence of the department delegate. In addition, delegates-at-large of faculty rank or faculty status, equal to the number of instructional departments shall be elected in a manner determined by Faculty Council. Members shall be elected for a term of three years and may be reelected.

2. The President, the vice presidents, the assistant vice president(s), full deans, director of student records and-business manager may attend Faculty Council meetings with voice, but without vote. At each meeting, the President may present a report to Faculty Council.

3. Fifty percent of the voting members of Faculty Council shall constitute a quorum unless the faculty shall adopt a bylaw requiring a larger number.

D. The Faculty Council shall function through a system of standing and ad hoc committees consisting of faculty and student members as designated in each committee charge. There shall be a Steering Committee whose composition and charge are determined by the Faculty Council Bylaws. The Steering Committee shall meet regularly with the President to apprise him of the agenda of each Faculty Council meeting and to discuss any matters of interest to the Faculty. With regard to goals, priorities, policy guidelines, budget, and the overall direction of the college, the President shall work closely with the appropriate Faculty Council Committees.

E. The Faculty Council shall prepare its own bylaws consistent with this governance plan and the Bylaws of the Board of Trustees of The City University of New York.

ARTICLE III - DEPARTMENTS

A. The chairperson of each department shall be elected in accordance with the Bylaws of the Board of Trustees of The City University of New York, Section 9.1.(b) from among professors, associate professors, and, assistant professors by all members of the department with faculty rank or faculty status for a term of three years. He/she shall be the executive officer of the department, shall carry out the department's policies and shall perform the duties of the chairperson in accordance with Bylaw Section 9.3.. Each department, subject to the approval of Faculty Council, shall have control of the educational policies of the department through the vote of all members of faculty rank or faculty status.

In all departmental elections an affirmative vote shall be determined by satisfaction of the following:

1. There must be an affirmative vote of a majority of those present and eligible to vote at a duly constituted election meeting of the Department, a quorum being present.

2. A quorum shall be defined as a majority of the adjusted membership of the Department.
3. The adjusted membership of the Department shall be defined as the whole membership of the Department eligible to vote, less those on leaves of absence, those in full-time administrative positions outside the Department, and those without assignment within the Department for a continuous period of two years prior to the election.

4. Members of any Brooklyn College Personnel Committee shall not be eligible to vote on their own candidacies, and for purpose of such a candidacy the whole number of voting members of the committee shall exclude the candidate.

B. The department appointments committee in accordance with Bylaw Sec. 9.1.(e) shall consist of the chairperson and four members of faculty rank elected by the department members of faculty rank or faculty status for a term of three years. The chairperson of the department shall be the chairperson of the committee. The committee shall be responsible for all recommendations of appointments, reappointments, leaves and tenure. It shall take into consideration student evaluations of professional performance in all matters of reappointment and tenure.

C. The curriculum committee shall consist of faculty members and of students who are majors in the department. It shall consider and make recommendations concerning curricular proposals for department action; department action will be transmitted to the appropriate graduate or undergraduate Committee on Curriculum and Degree Requirements of Faculty Council.

D. Promotion recommendations shall be made in accordance with Section 9.8 of the Bylaws of the Board of Trustees of The City University of New York. Student evaluations of professional performance shall be taken into consideration.

E. Such other committees (standing and ad hoc) shall be created as the department shall decide. All committees shall keep minutes of their proceedings in conformity with Robert’s Rules of Order, latest revised edition.

ARTICLE IV - THE COUNCIL ON ADMINISTRATIVE POLICY

A. The Council on Administrative Policy (approved by BHE, June 19, 1972) shall consist of the vice presidents, the assistant vice presidents, the deans, the chairpersons of departments, and such non-voting members as the President may designate. The Council on Administrative Policy shall be chaired by the President and shall meet at least once a month or more often, at the call of the President or an individual member.

It shall discuss issues of importance to the college and its educational mission and make recommendations to the President. The President shall present to CAP, in timely fashion, any significant plans of the administration in the areas of general Educational Policy, Planning, Priorities, Personnel and Budget for discussion and advice. It shall establish, in conformity with the Bylaws of the Board of Trustees and the Governance Plan of Brooklyn College, standards and policies concerning Personnel. It furthermore shall serve as a principal means of communication between the President and the operating departments of the college.

B. There shall be a Liaison Committee of CAP consisting of three chairpersons elected annually. Only chairpersons and the Dean of Education shall vote in this election. The Liaison Committee shall serve as the chairpersons’ advisory group to the President. Acting as a conduit of information between the President and the chairpersons, it shall meet regularly with the President to discuss and consult on issues of importance to the college including but not limited to Policy, Planning, Priorities and Budget, as these issues are being formulated and developed by the administration. It shall help develop, with the President, the agenda for the CAP meeting.

C. Department appointments committees will present their recommendations for appointment and reappointment without tenure to the Council on Administrative Policy. The President will preside. Only department chairpersons and the Dean of the School of Education will be eligible to vote on appointments and reappointments. The other full academic deans, who will participate in the discussions of the Council on Administrative Policy in matters of appointments and reappointments without tenure, will also be advisory to the President in such matters. The President will make his final recommendation to the Board of Trustees.
ARTICLE V - COMMITTEE ON PROMOTIONS AND TENURE COMMITTEE

A. Department recommendations on promotion and tenure shall be submitted to a college-wide Promotion and Tenure Committee composed of all department chairpersons and the Dean of Education as voting members and of the other full academic deans as non-voting members. The chairperson of the Liaison Committee of the Council on Administrative Policy will serve as chairperson of the College Promotion and Tenure Committee.

B. 1 The College Promotion and Tenure Committee will be divided into five divisions: Humanities, Social Science and Education, Performing Arts, Science, and College Services. The assignment of departments to divisions for the purpose of promotion and tenure considerations will be determined by the President based upon consideration of departmental preference and the recommendation thereon of the Council on Administrative Policy after consultation with the Faculty Council.

2. For each division, there will be a subcommittee comprising all department chairpersons in the division and also the Dean of Education in the division of Social Science and Education. Each divisional subcommittee will appoint faculty subcommittees (consisting of tenured faculty members of the division other than chairpersons) when there are candidates from the division as follows:

   a. A faculty subcommittee on tenure which shall have five members, none of whom is concurrently serving on a departmental Appointments Committee of a department which has a tenure candidate. This subcommittee will make recommendations concerning the reappointment with tenure of divisional candidates, including those in College Laboratory Technician titles in academic departments.

   b. A faculty subcommittee on promotion to Associate Professor, which shall have five members all of whom are either Associate or Full Professors.

   c. A faculty subcommittee on promotion to Full Professor, which shall have five members all of whom are Full Professors.

   d. A three member faculty subcommittee on promotion of College Laboratory Technicians which will make recommendations concerning promotions in academic departments to the ranks of Senior College Laboratory Technician and Chief College Laboratory Technician.

3. The faculty subcommittees will report their recommendations to the divisional subcommittees. The divisional subcommittees subsequently will report their recommendations to the College Promotion and Tenure Committee, after which the recommendations of the College Promotion and Tenure Committee, together with the recommendations of the various subcommittees, will be forwarded to the President.

4. Subcommittees of the full College Promotion and Tenure Committee will be appointed when there are candidates in the following categories:

   a. A subcommittee on tenure for College Laboratory Technicians in Non-Academic Departments which shall consist of three tenured faculty members elected by, but not from, the College Promotion and Tenure Committee, and two administrators appointed by the President.

   b. A subcommittee on promotion for College Laboratory Technicians in Non-Academic Departments which shall consist of three tenured faculty members elected by, but not from, the College Promotion and Tenure Committee, and two administrators appointed by the President. This subcommittee will consider promotions to the ranks of Senior College Laboratory Technician and Chief College Laboratory Technician in non-academic departments.
c. A subcommittee on tenure for persons in the Registrar series which shall consist of three chairpersons elected by the College Promotion and Tenure Committee and two administrators appointed by the President.

5. The subcommittees named in paragraph 4 will report their recommendations to the College Promotion and Tenure Committee, after which the recommendations of the College Promotion and Tenure Committee, together with the recommendations of the subcommittees, will be forwarded to the President.

6. Members of any Brooklyn College Personnel Committee shall not be eligible to vote on their own candidacies, and for purposes of such a candidacy the whole number of voting members of the committee shall exclude the candidate.

C. The President will meet with the appropriate college personnel committee or committees to discuss any case for which he requires additional information before making his final recommendation to the Board of Trustees.

ARTICLE VI - THE COLLEGE REVIEW COMMITTEE ON FACULTY PERSONNEL

A. There shall be a College Review Committee on Faculty Personnel in accordance with the Board of Trustees resolution of February 9, 1971. This committee, advisory to the President, shall consist of one tenured full professor from each of the five promotion and tenure divisions (omitting the School of Education from the Social Science division) and one tenured full professor from the School of Education. The membership shall be elected by the Council on Administrative Policy. The five divisions and the School of Education shall each present three candidates to the CAP, which shall then elect one candidate from each group. The nominating bodies shall consist of the chairpersons of each division, and in the School of Education, of the Dean and the coordinators of the school's divisions.

No deans, chairpersons, or sub unit coordinators may serve on the College Review Committee. Members may not simultaneously serve on department appointments committees but must have served in some official capacity on personnel committees. Members shall serve for three years. The committee shall be chaired by the Vice President and Provost.

B. The College Review Committee shall review the actions of the College Promotion and Tenure Committee and shall review the reappointment and promotion actions of the various deliberative bodies with respect to adherence to Board Bylaw qualifications and CAP guidelines, maintenance of established standards, and consistency in the application of standards. It shall review faculty reappointments without tenure and faculty leaves upon request of the President.

C. A written report of the Committee's reviews and recommendations shall be submitted to the President and made available to the Council on Administrative Policy.

D. The President will meet with the appropriate college personnel committee or committees to discuss any case for which he requires additional information before making his final recommendation to the Board of Trustees.

ARTICLE VII - THE ADMINISTRATIVE COMMITTEE

A. The Administrative Committee shall consist of the President, the vice presidents, the assistant vice presidents, the full deans, and no more than three other members that the President may designate. The President shall serve as chairperson.

B. The Administrative Committee shall make recommendations to the President on goals, priorities, policy guidelines, the overall direction of the college, and budget.

ARTICLE VIII - STUDENT GOVERNMENT

A. There shall be three student government associations at the college: the CLAS student government organization representing students in the day session; the SGS student government organization representing undergraduate students in the evening session, and the graduate student organization representing graduate students. Each body
shall be governed by its own constitution, subject to the provisions of this governance plan and the Bylaws and Policies of the Board of Trustees.

B. These organizations shall have authority in areas relevant to student extra-curricular activities at the college. Their powers shall include:

1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend or revoke any charter or other authorization for cause after hearing on notice.

2. The power to delegate responsibility for the effective implementation of its regulatory functions to any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended or revoked may appeal such adverse action by such officer or committee or student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in Section 15.3 of the Bylaws of the Board of Trustees. Following such hearing the duly elected student government shall have the authority to set aside, decrease or confirm the adverse action.

C. The Student Governments shall, in a manner that they determine, appoint all student members to Faculty Council committees.

D. The Student Governments shall have the power to allocate the Student Government fee in accordance with the Board Bylaws. Each student and government organization shall be responsible for the full disclosure to its constituents of all financial information with respect to student government fees.

E. Each of the Student Governments shall have the right and power to make recommendations to the President, Faculty Council, Policy Council, and to any other agent, department, committee, or organization of the college and/or City University of New York.

F. 1. There shall be a Council of Student Governments.
   2. The Council shall consist of the Presidents of the Student Governments.
   3. They shall meet on a monthly basis to discuss and formulate policy on student matters, set goals and priorities.
   4. They shall meet with the college President to discuss college-wide matters affecting the college community.
   5. The Chairpersonship of the Council shall rotate on a monthly basis.
   6. The Council may appoint resource members as it sees fit.

ARTICLE IX - AMENDMENT

Amendments to this governance plan may be initiated (a) by any constituent body or (b) by the Policy Council itself, provided such amendment does not alter the powers held by another constituent body without the consent of that body. All amendments must be approved by the Policy Council and by the President for submission to the Board of Trustees.

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Adopted by the Board of Higher Education on November 22, 1976, Cal. No. 5. C.