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

The absence of Trustee Crimmins was excused.
A. APPRECIATION - PRESIDENT BOWEN AND LAGUARDIA COMMUNITY COLLEGE STAFF: Chairwoman Paolucci expressed thanks on behalf of the Board to President Bowen for hosting the Board of Trustees’ meeting today at LaGuardia Community College. We are very grateful to him and his staff who have given us all the assistance. They have been really quite marvelous. Thank you very much President Bowen and staff.

B. VIDEOTAPING OF BOARD MEETING: Chairwoman Paolucci announced that CUNY-TV is videotaping this afternoon’s meeting of the Board of Trustees. It is an important community service and will help provide the public with additional opportunities to observe the work of the University. I am grateful to the staff for their assistance on this.

C. GENERAL RULES FOR BOARD MEETINGS: Chairwoman Paolucci announced that individuals in the audience are asked not to speak out or otherwise interfere with the proceedings of the meetings of the Board. Any individual who does so may be removed from the room and subject to arrest.

D. INTRODUCTION OF NEW YORK CITY TECHNICAL COLLEGE PRESIDENT: Chairwoman Paolucci introduced the new President of New York City Technical College, Dr. Fred Beaufait. Dr. Beaufait is the former dean of Wayne State University's College of Engineering and Director of the National Science Foundation's Greenfield Coalition. He is a nationally recognized leader in engineering education and has been very active in heading Focus Hope, one of the partners in the Greenfield Coalition, which emphasizes a curriculum that integrates the manufacturing experience with course work delivered through faculty “coaches” from partner institutions and enhanced with multi-media computer based instruction. Dr. Beaufait's broad-based work on successful economic development projects will certainly help position New York City Technical College to build on its many contributions to the workforce of business and industry. We congratulate Dr. Beaufait and extend best wishes for his success.

E. VICE CHANCELLOR RICHARD F. ROTHBARD - APPRECIATION OF SERVICES: Upon motions duly made, seconded and carried, the following resolution was unanimously adopted:

WHEREAS, Richard F. Rothbard has served with exemplary distinction as Vice Chancellor for Budget, Finance, and Information Services since 1990, and the City University of New York for 25 years; and

WHEREAS, He has managed the University’s annual operating budget, investment portfolio, and all financial services, as well as University-wide policies and programs involving instructional technology, computing and telecommunications with unfailing integrity, resourcefulness, and creativity; and

WHEREAS, Mr. Rothbard also serves on the Commission on Information Technologies of the national Association of State Universities and Land-Grant Colleges, Treasurer of the New York State Educational Research Network and is a founding member of CETUS, the technology consortium of CUNY, SUNY, and California State University; and

WHEREAS, He is an outstanding alumnus of both Queens and Baruch Colleges; and

WHEREAS, He is leaving CUNY to become Chief Financial Officer of Hadassah; now therefore be it

RESOLVED, That the Board of Trustees expresses its regret over Mr. Rothbard’s decision to leave The City University of New York, and its deep appreciation for his many years of devoted service; and be it further

RESOLVED, That the Board of Trustees extends its best wishes for his continued success in all his future endeavors.

Trustee Everett stated that she just wanted to add her congratulations and wish Richie well. We are so sorry to lose him. He was always there with everything we needed, and it was always right, and I hope in the future we will be able to depend on whoever replaces him. But he has been a gem, he has been one of our very special people at CUNY and all I can say is we will miss you and we wish you well.

Vice Chancellor Rothbard stated that this not only his last Board of Trustees meeting, it is also his birthday. Not wishing to delay either I will simply say that I would like to thank everyone who has made these twenty-five years so challenging and so rewarding, and no matter where I may be in the years to come, a piece of me will always be here
F. PRESIDENT LEON M. GOLDSTEIN - MEMORIAL RESOLUTION: Upon motions duly made, seconded and carried, the following resolution was unanimously adopted:

WHEREAS, The Board of Trustees notes with profound distress and sadness the untimely death on January 8, 1999 of our beloved and respected colleague, Leon M. Goldstein; and

WHEREAS, President Goldstein was a product of the CUNY system and an outstanding alumnus of City College and Brooklyn College; and

WHEREAS, He was an outstanding nationally renowned scholar and administrator who served The City University of New York in numerous capacities with great distinction, innovative leadership, and commitment, including Acting Chancellor, Acting Deputy Chancellor, Chairman of the Fiscal Affairs Committee of the Council of Presidents, Chairman of the Chancellor's Advisory Committee on Academic Program Planning, University Dean for Community Colleges, and Dean and Professor of History at New York City Community College; and

WHEREAS, He served as Vice President of the Middle States Association of Colleges and Secondary Schools in 1994, and Chair of its Commission on Higher Education from 1991 to 1993; and

WHEREAS, As President of Kingsborough Community College for 27 years, he was a pioneer in inaugurating many innovative programs such as College Now, Family College, My Turn for senior citizens, New Start, the Teacher’s Academy, and the Kingsborough High School for the Sciences; and

WHEREAS, President Goldstein took a personal interest in the broad-based community around the College and maintained a dialogue in the neighborhood’s social and civic groups to better serve their educational, career, and cultural needs; and

WHEREAS, His dedicated and distinguished service to the cause of public higher education in New York City, and in particular to The City University of New York will be sorely missed; now therefore be it

RESOLVED, That the Board of Trustees evinces its sorrow and sense of loss at the passing of President Leon M. Goldstein and extends it deepest sympathy to his wife Mary, his son Michael, his daughter Lisa, and his family, and to those whose lives he touched and forever enriched.

Trustee Everett stated that she knew Leon for a little over twenty years. It is hard to speak about him because my throat tightens and my eyes well. I will miss him very much. He was an extraordinary man, decent, a man of vision, of creativity, of great integrity. When Leon said, "yes, I will do this," Leon did it. There was no question, there was no second agenda. He was an extraordinary man and I hope wherever he is he hears our words and knows how much we will miss him.

Interim Chancellor Kimmich stated that we really have suffered a grievous loss with Leon Goldstein's untimely death. He gave an enormous amount of himself to his College as the founder and long-time President, to the University in a number of senior administrative positions, and to all of us as counselor and friend. His ideas, his recommendations, his decisions, shape much of what CUNY is today. We are reduced by this loss, the University is poorer, and we share Dr. Paolucci's comment that we extend our sympathy, our condolences to his wife and his family.

Trustee Murphy stated that he would like to be specific about an experience that he had with Leon. It is very important to remember that one of the great services that he performed for the University was acting in a period of transition as Acting Deputy Chancellor during those last months of Chancellor Bob Kibbee’s life and then as Acting Chancellor. This was a particular moment in the history of the University because the State legislation which provided for the eventual full funding of the senior colleges by the State of New York, following the abolition of free tuition and the ending of the City of New York’s capability to fund the entire system, was underway. Leon, through the drama of a dying Chancellor and through the hard pressures of helping to facilitate this evolution served superbly, and when all of
this was over he quite humbly just returned to his campus and resumed his role as a great leader at Kingsborough. He was a warm, sweet, gentle, person and it is with deep sadness that I acknowledge that he has passed and I appreciate that this Board is remembering him in such a special way. Thank you.

Trustee Marino stated that he simply wants to say that this is a really incredible loss to this University and to the City of New York. As Edith said, a really incredible man. I know that I, and I am sure others, will miss his experience, and his incredible knowledge of the University. I for one, always sought his advice before any important votes, and his counsel is going to be missed very deeply by me. And also, I just will miss his friendship. He is a truly outstanding human being.

Chairwoman Paolucci stated that President Leon Goldstein was a very good friend who was taken from us too soon and too abruptly. May I ask for a moment of silence for President Goldstein.

G. HENRY PAOULUCCI - MEMORIAL RESOLUTION: Upon motions duly made, seconded and carried, the following resolution was unanimously adopted:

WHEREAS, The Board of Trustees notes with profound sadness the death of Henry Paolucci, beloved husband of Chairwoman Anne Paolucci, on Friday, January 1, 1999; and

WHEREAS, Dr. Paolucci, was a distinguished alumnus of The City College and Columbia University; and

WHEREAS, He was Professor Emeritus of Government and Politics at St. John’s University and Vice Chairman of the Conservative Party of New York; and

WHEREAS, A noted scholar and prolific author whose works ranged from Greek and Roman history to medieval culture, modern U.S. foreign policy and political theory, Dr. Paolucci was known internationally for his studies of Aristotle, St. Augustine, Machiavelli, and Hegel; and

WHEREAS, He was an influential political leader and commentator who contributed to national magazines and dailies including the Op-Ed page of The New York Times; and

WHEREAS, Dr. Paolucci was clearly a man of thought as well as action who influenced many lives that will forever be enriched by his wisdom; now therefore be it

RESOLVED, That the Board of Trustees extends its deepest sympathy to his wife Anne and to his family.

Chairwoman Paolucci expressed her thanks to all the administrators, and presidents, and others, and the Board of Trustees on their support and their words of condolences on my husband’s loss. Thank you, every much.

H. TRUSTEE ATTENDANCE AT JANUARY 19, 1999 PUBLIC HEARING: Chairwoman Paolucci stated that she wished to thank especially at this point Vice Chairman Herman Badillo and Trustees John Calandra, Kenneth Cook, Alfred Curtis, Edith Everett, John Morning, James Murphy, George Rios, Mizanoor Biswas, and Bernard Sohmer for attending the public hearing on Tuesday, January 19.

I. QUEENSBOROUGH COMMUNITY COLLEGE – PRESIDENTIAL SEARCH COMMITTEE: Chairwoman Paolucci stated that as many of you already know, President Kurt Schmeller has announced his retirement effective August 31, 1999 after thirty-one years of service to the University, to Queensborough Community College. I have established a presidential search committee and the Trustee members are Trustee Nilda Soto Ruiz as chair with members Kenneth Cook, John Morning, and, of course, Vice Chairman Herman Badillo and myself. All this is stipulated in the search guidelines that were put in position last year.

J. PRESIDENTS’ HONORS: Chairwoman Paolucci announced the following and together with the Board extended congratulations to both President Moses and President Caputo.
1. President Yolanda Moses of The City College has been appointed to the Board of Directors Human Rights Watch. She will serve as chair of the Academic Freedom Committee of the organization, which monitors and acts on human rights violations involving academics and academic institutions worldwide. Human Rights Watch is dedicated to protecting the human rights of people around the globe.

2. President David Caputo of Hunter College has been appointed co-chair of the State Professional Standards and Practices Board for Teaching for a term beginning December 1998 and concluding June 2000.

K. COLLEGE HONORS: Chairwoman Paolucci announced the following:

1. LaGuardia Community College was recently honored with the “Beacon Award” by the National Society for Experiential Education. The “Beacon Award” acknowledges an educational institution that has consistently and significantly contributed to enhancing student learning through experiential education programs. LaGuardia’s signature program has been cooperative education, which established a link between the school and workplaces in the community. The most successful current programs include “Bridges to the Future” and the newly established “Center for Community Service.” Our best wishes to President Bowen and the LaGuardia staff and administrators.

2. Bronx Community College received a Preservation Award from the Municipal Art Society of New York for the Hall of Fame for Great Americans. The award is in recognition of outstanding building restoration in the government building category. The Hall of Fame, completed in 1901, was designed by the celebrated architect Stanford White. I congratulate the College on that.

L. FACULTY HONORS: Chairwoman Paolucci announced the following:

1. Professor Katherine Perry of the Department of English at Hunter College is the recipient of a 1998-1999 Fulbright Scholar grant. Prof. Perry is lecturing and researching literacy in Uganda at Makerere University in Kampala, Uganda.

2. Professor Jeanine P. Plottel of the Department of Romance Languages at Hunter College has been awarded the Palmes Academiques Award by the French government for her lifelong contributions to the study of French language and culture.

3. Professor Melvin Richter of the Department of Political Science at Hunter College has been named a Chevalier in the Order of Arts and Letters by the French Ministry of Culture.

4. The City College Distinguished Professor of Music, David Del Tredici, has received his 21st American Society of Composers, Authors and Publishers (ASCAP) Award in recognition of the unique prestige value of his catalog of original compositions, as well as recent performances of his works.

M. STUDENT HONORS: Chairwoman Paolucci announced the following:

1. Tara Helfman and Joseph Stern of Queens College have been awarded Marshall Scholarships. Ms. Helfman, a history major, plans to study for a doctorate in history at Cambridge as preparation for an academic career in history and a legal career in constitutional law. Mr. Stern, with a double major in mathematics and philosophy, plans to study pure mathematics at Imperial College, London, in preparation for doctoral work in the United States. These prestigious scholarships provide an opportunity for American students who have demonstrated academic excellence and leadership potential to continue their studies for two or three years at a British institution.

2. A team of fifteen chemical engineering students from The City College, won the National Design Competition at the American Institute of Chemical Engineers, National Meeting. CCNY topped teams from the University of California at Davis, the University of Kentucky, Washington State University, the University of Illinois, Urbana, and South Dakota Schools of Mines and Technology. The victorious team included Sendy S. Louis, Adnan Virani, Helawe Betre, Afroze Hasan, Ori Elan, Miurka Silvertre, Charles Harewood, Pia McWilliams, Steven Yang, Radu Giumanca, Dan Nguyen, Rosemary Sooklall, Prittaraj Ramjisingh, Allison Cooke, and Shiv Singh. Winning this competition
is a great testimony to the quality of The City College and its students.

3. Antonio Seirica, a freshman at Baruch College, is the recipient of the National Italian American Foundation's Merrill Lynch Scholarship. This annual award is offered to undergraduates who are majoring in business.

4. Seventeen graduates of Hostos Community College's Radiological Technology Program sat for the American Registry of Radiological Technologists certification examination in October. Every student successfully passed the examination with an average grade of 87%. There were 2,562 examinees taking the exam nationally and their average score was 83%. For the fifth consecutive year, Hostos' students averaged approximately four points above the national average.

N. STAFF HONORS: Chairwoman Paolucci announced the following:

1. Ms. Maria Terrone, Hunter College's Director of Public Relations, received the Allen Tate Memorial Award in Poetry in a competition sponsored by Wind Magazine.

O. CONDOLENCES – FORMER VICE CHANCELLOR DAVID NEWTON: On the behalf of the Board of Trustees, Chairwoman Paolucci expressed condolences to the family of Dr. David Newton, who served as Vice Chancellor for Faculty and Staff Relations in the 1970's. Dr. Newton was instrumental in negotiating the first union contract between the Professional Staff Congress and the University.

P. GRANTS: Chairwoman Paolucci presented for inclusion in the record the following report of Grants $100,000 or above received by the University subsequent to the November 23rd Board meeting:

THE CITY COLLEGE

A. $449,587 NSF to Akins, D., Chemistry, for "CCNY/University of Rochester Collaborative."

B. $395,640 J. MACY JR. FDT to Gold, M., Chasm., for "Introduction to Primary Care Practice."

C. $352,011 US DEPARTMENT OF EDUCATION to Thangaraj, E., Special Programs, for "Student Support Services Program at The City College."

D. $287,131 WHITAKER FOUNDATION to Weinbaum, S., Mech. Engineering, for "Establish an Interdepartmental Ph.D. Program in Biomedical Engineering."

E. $250,357 NYC COMPTROLLER to Roman, S., Med. School - Admin., for "CUNY Medical School Administrative Support."

F. $236,564 NIH to Weinbaum, S., Mech. Engineering, for "Matrix Structure in the Lacunar-Canalicul Porosity."

G. $235,313 NIH to Fishman, M., Chemistry, for "Marc Honors Undergraduate Research Training Program."

H. $221,387 NIH to Schulz, H., Chemistry, for "Metabolism of Unsaturated and Hydroxy Fatty Acids."

I. $217,500 NEW YORK STATE EDUCATION DEPARTMENT to Slater, M., Med. School - Admin., for "Gateway to Higher Education to Increase the Number of Minority Students."

J. $172,500 NYC DEPT. OF TRANSPORT. to Paaswell, R., Transportation, for "University Research Transportation Consortium."


L. $121,000 NASA to Austin, S., Computer Science, for "An Urban Collaboration for Network Connectivity and Internet Access."

M. $108,333 NIH to Spatz, L., Microbiology, for "Regulation Differences in Subsets of Anti-DNA
Antibodies.

N. $100,000 NASA to Khanbilvardi, R., Civ. Engineering, for "Preservation . . . Atmosphere & of Land..."
O. $100,000 NYC COMPTROLLER to Roman, S., Med. School - Admin., for "CUNY Medical School Administrative Support."

QUEENS COLLEGE

A. $850,000 NEW YORK CITY BOARD OF EDUCATION to Schwartz, S., The School of Education, for "CUNY Literacy Enhancement Project."
B. $178,750 OIL, CHEMICAL, AND ATOMIC WORKERS INTERNATIONAL UNION to Markowitz, S., The Center for the Biology of Natural Systems, for "Medical Surveillance of Former Workers at the Gaseous Diffusion Plants of the Department of Energy."

JOHN JAY COLLEGE

A. $214,616 US DEPARTMENT OF EDUCATION to Domingo, J., The African American Studies Department, for "Continuation of a Ronald McNair Post-Baccalaureate Achievement Program to Provide Eligible John Jay College Students with a Series of Graduate Preparatory Activities to Motivate and Prepare them to Pursue Graduate Programs of Study."

THE COLLEGE OF STATEN ISLAND

A. $604,409 NYC/DOE to Sonnenblick, C., for "Nurse Aide Training Program."
B. $219,491 NEW YORK STATE EDUCATION DEPARTMENT to Ciaccio, L., and Sanders, J., for "Liberty Partnership Program."
C. $144,325 NYCDMH to Sonnenblick, C., for "Creative Exchange."
D. $100,000 NYC to Sonnenblick, C., for "City Literacy."

YORK COLLEGE

A. $200,000 NEW YORK CITY COUNCIL to Huang, C., Academic Computing/Educational Technology, for "Campus-wide Computer Initiative."

QUEENSBOROUGH COMMUNITY COLLEGE

A. $252,000 NEW YORK STATE EDUCATION DEPARTMENT to Pescow, A., and Mitchell, B., for "EDGE Literacy and Work Preparedness."
B. $228,361 NEW YORK STATE EDUCATION DEPARTMENT to Call, D., Stanley, L., and Simmons, S., for "Liberty Partnerships/Project PRIZE."
C. $203,488 NATIONAL SCIENCE FOUNDATION to Mohr, B., Naples, B., and Chao, N., for "Technology Instruction for the 21st Century - Phase II."

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

A. $292,167 US DEPARTMENT OF EDUCATION to Gonzalez-Sierra, R., and Jones, J., for "Urban Community Services."
HOSTOS COMMUNITY COLLEGE

A. $509,550 NEW YORK STATE EDUCATION DEPARTMENT for "College-wide Academic and Support Services to Students Enrolled in Vocational and Occupational Education Programs."

B. $277,474 NATIONAL INSTITUTES FOR HEALTH to The Natural Science Department, for "Giving Minority Students the Opportunity to Participate in Biomedical Science Research and Seminars that Will Expose them to the Different Professional Careers in this Field."

C. $204,352 US DEPARTMENT OF HOUSING & URBAN DEVELOPMENT to The Division of Academic Affairs, for "Workstudy with an Opportunity to Promote Community Building and Community Services in the Areas of Early Childhood Education, Paralegal, and Public Administration."

D. $200,000 W.K. KELLOGG FOUNDATION to A College-wide Initiative, for "Developing and Implementing a Comprehensive Model for the Creation of a Bilingual/Multicultural Family College."

E. $183,361 NEW YORK STATE EDUCATION DEPARTMENT to The Center for Pre-College Initiatives, for "Educational Enrichment and Comprehensive Support Services for At-Risk High School Students in the South Bronx."

F. $127,720 US DEPARTMENT OF HOUSING & URBAN DEVELOPMENT to The Division of Academic Affairs, for "Workstudy with an Opportunity to Promote Community Building and Community Services in the Areas of Gerontology and Radiological Technology."

G. $112,500 US DEPARTMENT OF AGRICULTURE to The Division of Academic Affairs, for "Maximizing the Development and Use of Resources and Improve Dietetics, Foods, and Nutrition Teaching Programs by Collaborating with Lehman College in the Development of a Dietician Training Program Leading to an Associate in Science Degree."

H. $100,104 NEW YORK CITY BOARD OF EDUCATION to The Hostos Children Center, for "20 Four-Year Olds with a High Quality Bilingual Multicultural Early Childhood Extended Day Program which Includes Services for Children with Special Needs."

LAGUARDIA COMMUNITY COLLEGE

A. $472,610 NEW YORK STATE EDUCATION DEPARTMENT to Miller, S., Continuing Education Division, for "The Adult Education Program."

B. $420,360 NEW YORK STATE DEPARTMENT OF LABOR to Watson, S., Adult and Continuing Education Division, for "The Senior Green Team."

C. $403,295 NEW YORK CITY DEPARTMENT OF EMPLOYMENT/JTPA to Watson, S., Adult and Continuing Education Division, for "The Uplift Skills Training Program."

D. $382,524 NEW YORK STATE BOARD OF EDUCATION to Carson, B., Institutional Advancement Division, for "The LaGuardia Performing Arts Center."

E. $245,000 NEW YORK STATE EDUCATION DEPARTMENT to Galvin, S., Academic Affairs Division, for "The Liberty Partnership Program."

F. $219,803 NEW YORK STATE EDUCATION DEPARTMENT to Cyril, J., Continuing Education Division, for "The EDGE-Literacy and Work Preparedness Program."

G. $175,000 US DEPARTMENT OF EDUCATION to Miller, S., Continuing Education Division, for "The Intensive English Language Program for Secondary School Students."

H. $150,480 US DEPARTMENT OF HOUSING & URBAN DEVELOPMENT to White, F., Cooperative Education Division, for "The HSI Work Study Program."
I. $150,079 NEW YORK STATE DEPARTMENT OF LABOR to Watson, S., Continuing Education Division, for "Project Achieve."

J. $141,186 NEW YORK STATE EDUCATION DEPARTMENT to Cyril, J., Continuing Education Division, for "The CUNY Catch Program."

K. $100,000 ROCHESTER INSTITUTE OF TECHNOLOGY to Duda, D., Adult and Continuing Education Division, for "The Northeast Regional Technical Assistance Center."

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

A. $216,718 ED to Stickney, B., for "Project Ascend."

B. $160,345 NEH to Clayman, D., for "The Database of Classical Bibliography."

C. $150,000 OPEN SOCIETY INSTITUTE to Gittell, M., for "Getting Smart About Welfare: A National Collaborative on Welfare Reform and Post Secondary Education."

D. $139,940 CORPORATION FOR NATIONAL SERVICE to Hecht, D., for "The School Administrator Service Learning Training Project."

E. $112,500 NSF to Gittell, M., and Attewell, P., for "Graduate Research Traineeships on Human Capital in Urban Communities."

Q. ORAL REPORT OF THE INTERIM CHANCELLOR: Interim Chancellor Kimmich reported the following:

1. Let me start with a brief word of welcome to President Beaufait as he takes up his position as President of New York City Technical College. City Tech is an important and quite unique part of the University and under President Beaufait’s leadership will realize its potential. We look forward to that.

2. I would also like to join in the tribute to Vice Chancellor Rothbard. Richie, as he is known to all of us, is the kind of student that City University dreams about. He got his Bachelor’s Degree at Queens College, his Masters at Baruch and he has been working without rest for the University since then. As Vice Chancellor for Budget, Finance, and Information Services, he has directed and overseen major developments – helping CUNY cope with the ever-changing budgetary circumstances, working to upgrade its technological infrastructure, encouraging innovation in all areas under his care. We owe him a debt of gratitude, wish him well as he assumes his new responsibilities and hope he will answer the phone when we call him.

3. We are about to embark on the next stage of the budget cycle. On Wednesday, January 27th, the Governor is scheduled to release his Executive Budget. That will be the first indication we will have of whether and how far our request from last fall has found favor. Once we have the information, we will prepare an analysis for the Trustees and the presidents. The release of the Executive Budget is followed by a 30-day period in which we have a chance to suggest technical amendments to the Division of Budget.

4. Over the last few weeks, I have had repeated occasion to be in Albany, most recently in connection with the Governor’s State of the State message. Members of the senior staff, as well as a number of presidents, have been in touch with budget officials and with members and staff of the Legislature to promote the budget request. Based on these conversations, it would seem that the intent is to keep projected increases in the Executive Budget below the rate of inflation. We are not anticipating reductions but should not be overly optimistic about increases. We must bear in mind that what we have proposed is a five-year plan, and I would hope that what we cannot get this year we will get in future years. At the same time, the Legislature will begin its review of the Executive Budget. We are planning borough briefings on the State budget and are working with Secretary Mullin on a visit to Albany by members of the Board in March.
5. While our focus is on the budget of 1999-2000 we have not let up in our efforts to have the City Administration and City Council provide $4.3 million to assist the community colleges in their budgetary shortfall for the spring semester. We will continue to pursue these efforts vigorously.

6. The performance of incoming students on tests is a matter we are tracking very closely, and in that respect I have good news. The data we have assembled indicates that the tests’ results at colleges with baccalaureate programs improved significantly between Fall 1997 and Fall 1998. The percentage of first time regularly admitted freshmen who passed all three tests in Fall 1998, rose to 62.3% from 47.8% a year earlier: a one year jump of close to 15%. The most impressive increases among regularly admitted students were registered at Queens and Baruch, followed by Hunter and Brooklyn. Whatever the intrinsic failings of these exams, and we have all had questions about them, the improvements I mentioned are clearly not unrelated to the higher admissions standards at the colleges, implemented since they were permitted to do so in 1995. These admissions standards reflect increased numbers and broader distribution of academic units also known as CPI units, higher high school averages and, at some colleges, include SAT scores. Tests are but one measure of the improved preparedness of incoming students. We know there are others, such as SAT scores that some of our colleges have begun to require or encourage, a step I support. Another measure I would mention is graduation rates. We now have a much better handle on the relevant data, and I expect to distribute an update to the Board shortly.

The improvements in the skills tests are a reflection also of intensified collaboration with the high schools. There are a number of important milestones on that road: a meeting that Dr. Paolucci and I had with Board Chair Thompson and Chancellor Crew last spring; the priorities and actions taken by the Board Committee on Seamless Transition and by the Committee on Academic Policy, Program, and Research; and tireless efforts by Vice Chancellor Mirrer and her staff.

Let me point up three initiatives to illustrate this growing collaboration. The most dramatic change is in College Now, a program initiated eighteen years ago by Leon Goldstein at Kingsborough Community College and, as of this spring, administered by all six community colleges at some 49 high schools. Whereas the program enrolled some 5,000 high school students in 1997-1998, it is estimated to enroll about 8,000 this year. Studies by our Office of Institutional Research show consistent evidence that participation in College Now leads to stronger academic performance in college. College Now students took less remedial course work than other students and significantly outperform them in retention and graduation.

We have focused particular attention on helping high school students to remedy math deficiencies prior to their graduation, and are now offering high school juniors the opportunity to participate in the Early Warning Math Program. That program, conducted with the aid of the Discipline Council of Department Chairs in Mathematics, is designed to show students, through tests and counseling, the kinds of difficulties they might run into with college-level math so as to give them a chance to address these difficulties before they apply to college.

A third and brand-new initiative is called Looking Both Ways: Developing Literacy from High School to College and College to High School. It brings together experienced and committed high school teachers and college faculty to focus on development of literacy and inquiry-based learning. Together these two groups will work on curricular goals, instructional methods, strategies and activities. The goal is to enable students to meet the standards of academic performance embodied in our writing tests and in the new Regents tests.

7. Issues of skills tests, of retention and graduation rates are but one piece of a larger and ongoing discussion with and among the college presidents. That discussion has taken important directions as we look at such things as general education, enrollment management, educational technology, performance indicators, -- all within the broad framework of mission differentiation. The presidents and I have scheduled a two-day retreat in early March to devote undivided time to these issues, and I expect that the retreat will lead to some significant outcomes. We have been told that by then we should also expect a report from the Mayor’s Advisory Task Force on CUNY and that too will be a topic of our retreat. Earlier this month, as most of you know, the Task Force held public hearings which brought out testimony, as was indicated earlier, by Trustees, presidents, faculty, students, elected officials and community leaders. Two further such hearings have been scheduled, one at New York City Tech on the 3rd of February, the other at Queens College on the 10th of February. I have encouraged members of the University to testify.
All in all these discussions and activities are part of the planning process we launched with the budget request last fall. They also fall into the context of the quadrennial update of the University master plan, which we are required to submit to the Regents next year. That update will report on and integrate into a broad view of the University's status, the significant changes that have taken place since we last submitted such a plan a few years ago. As usual, we will keep you informed on this and other developments.

The calendar items were considered in the following order:

Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 1 through 10)

**NO. 1. UNIVERSITY REPORT:** RESOLVED, That the University Report for January 25, 1999 (including Addendum Items) be approved:

(a) **ERRATA:** Revise the following:

**THE CITY COLLEGE**

P. B-1 ADMINISTRATIVE DESIGNATION COMMITTEE APPROVAL NOT REQUIRED (REM - AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH): The entry for Marina Fernando is withdrawn.

(b) **PART AA:** Revise the following:

**BRONX COMMUNITY COLLEGE**

P. 1 AA.2 PROMOTION WITH WAIVER OF THE BYLAWS WITH COMMITTEE APPROVAL: The department is revised to read "Social Science."

(c) **ADDENDUM:** Revised the following:

D. 20 HOSTOS COMMUNITY COLLEGE - TRANSFER OF FACULTY FROM THE ENGLISH DEPARTMENT TO THE LANGUAGE AND COGNITION DEPARTMENT: This resolution is withdrawn and the following resolution is substituted at the request of the College.

RESOLVED, That effective January 27, 1999, the following members of the Instructional Staff of the English Department be transferred and appointed to the Language and Cognition Department.

<table>
<thead>
<tr>
<th>NAME</th>
<th>RANK</th>
<th>DEPT.</th>
<th>DEPARTMENT</th>
<th>SENIORITY</th>
<th>APPOINTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clara Velazquez</td>
<td>Prof.</td>
<td>English</td>
<td>Language &amp; Cognition</td>
<td>1/27/99</td>
<td>9/1/72</td>
</tr>
<tr>
<td>Rosemary Benendetto</td>
<td>Asst. Prof.</td>
<td>English</td>
<td>Language &amp; Cognition</td>
<td>1/27/99</td>
<td>9/1/75</td>
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<tr>
<td>Barbara Radin</td>
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<td>Henry Lesnick</td>
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<td>Linda Watkins Goffman</td>
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<td>Jim T. Nibungco</td>
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**CERTIFICATE OF CONTINUOUS EMPLOYMENT**

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NO. 2. CHANCELLOR'S REPORT: RESOLVED, That the Chancellor's Report for January 25, 1999 (including Addendum Items) be approved:

(a) ERRATA: Revise the following:

LEHMAN COLLEGE


NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting of November 23, 1998 be approved:

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

A. BROOKLYN COLLEGE - INFORMATION TECHNOLOGY:

RESOLVED, That the Board of Trustees of The City University of New York authorize Brooklyn College to purchase 140 inkjet and laser printers from Compucom Systems, Inc., under existing State of New York Contract Number PT53744, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $60,000, chargeable to FAS Code 221201309, during the fiscal year ending June 30, 1999; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize Brooklyn College to purchase 170 computers and associated software from Dell Computer Corporation under existing State of New York Contract Number PT00109, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $310,000, chargeable to FAS Codes 221201309 and 259601309, during the fiscal year ending June 30, 1999; and be it further
RESOLVED, That the Board of Trustees of The City University of New York authorize Brooklyn College to purchase 35 computers, printers, and associated software from Apple Computer, Inc., under existing State of New York Contract Number P005217, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $80,000, chargeable to FAS Codes 221201309 and 259601309, during the fiscal year ending June 30, 1999; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize Brooklyn College to purchase installation services, for up to 150 computers and Year 2000 upgrade services, for at least 500 computers from Data Systems Networking Corporation under existing State of New York Contract Number P002859, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $75,000, chargeable to FAS Code 221201309, during the fiscal year ending June 30,1999; and be it further

RESOLVED, That the total of all such purchases shall not exceed a total estimated cost of $525,000, chargeable to the appropriate FAS Codes, during the fiscal year ending June 30, 1999.

EXPLANATION: The College will continue to install new computer systems, and upgrade existing systems as part of its Electronic Campus Plan. These purchases are part of an ongoing multi-year plan to equip every office, faculty member, and staff member with an appropriate computer system. This resolution has been reviewed and approved by the University Dean for Instructional Technology and Information Services.

B. QUEENS COLLEGE - TELEPHONE INFORMATION ACCESS SYSTEM:

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 Queens College to purchase a telephone information access system. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $150,000, chargeable to FAS Code 234501308 for the fiscal year ending June 30, 1999. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: The proposed telephone information access system will provide information about student registration, program adjustment, course withdrawals, information bulletin board, billing and account collections, and status reporting. This resolution has been reviewed and approved by the University Dean for Instructional Technology and Information Services.

C. KINGSBOROUGH COMMUNITY COLLEGE - INFORMATION TECHNOLOGY:

RESOLVED, That the Board of Trustees of The City University of New York authorize Kingsborough Community College to purchase computer workstations from Dell Computer Corporation, under existing State of New York Contract Number PT00109, pursuant to law and University regulations; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize Kingsborough Community College to purchase computer workstations from Government Computer Sales, Inc., under existing State of New York Contract Number PT00061, pursuant to law and University regulations; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize Kingsborough Community College to purchase computer workstations from Compaq Computer Corporation under existing State of New York Contract Number PT00248, pursuant to law and University regulations; and be it further

RESOLVED, That the total of all such purchases shall not exceed a total estimated cost of $290,000, chargeable to FAS Code 212101309 during the fiscal year ending June 30, 1999.
EXPLANATION: In order to ensure Year 2000 compliance throughout the campus and to provide for the consolidation of student and administrative server functions, additional personal computer workstations are needed. This resolution has been reviewed and approved by the University Dean for Instructional Technology and Information Services.

D. QUEENSBOROUGH COMMUNITY COLLEGE - REPLACEMENT OF ALUMINUM BLINDS:

RESOLVED, That the Board of Trustees of The City University of New York authorize Queensborough Community College to purchase aluminum blinds from Shalimar Industries, Inc., under existing General Services Administration Contract Number GS03F5117C, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $180,000, chargeable to FAS Code 262501314 during the fiscal year ending June 30, 1999.

EXPLANATION: The existing aluminum blinds in the classrooms of the Humanities, Medical Arts, and Science Buildings are old and in disrepair. The College will purchase 820 aluminum blinds for replacement.

E. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) - PRINTING OF CLASS SCHEDULES:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract or contracts on behalf of the University Contracting Office to purchase the printing of class schedules. The contract or contracts shall be awarded to the lowest responsive and responsible bidder or bidders after public advertisement and sealed bidding by the University Contracting Office pursuant to law and University regulations. Such purchases shall not exceed a total estimated cost of $195,000 for the initial one-year term, chargeable to the appropriate colleges' FAS Code during the fiscal year ending June 30, 2000. The contract or contracts shall include one one-year option for the University to renew in its best interest. The contract or contracts shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: During the past six years, the University, in association with the colleges, has consolidated the printing of class schedules into a unified and comprehensive University-wide contract. Although the University Contracting Office conducts one bid, the University reserves the right to award contracts to more than one bidder, by college, Borough, or overall, to take advantage of efficiencies. The consolidation effort has achieved volume discount savings and reduced administrative costs. This resolution has been reviewed and approved by the Director of University Purchasing.

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

A. THE CITY UNIVERSITY OF NEW YORK - MATHEMATICS PREPARATION:

RESOLVED, That effective Fall 1999 each college establish appropriate standards to ensure that students have the skills necessary to enter college-level credit-bearing mathematics courses pertinent to their degree program and that the attainment of such skills be verified by requiring all students to pass the Mathematics Assessment Test and to satisfy other requirements the college may deem necessary. The Chancellor's Office will report periodically to the Board regarding each college's compliance with this policy.

EXPLANATION: On September 29, 1997, the Board of Trustees resolved that all students entering the University must take the Mathematics Assessment Test as part of the Freshman Skills Assessment Tests for the purpose of placement prior to registering for their first semester. By mandating that all students pass the Mathematics Assessment Test this resolution serves to ensure that students seeking to pursue a degree program have attained a minimum level of mathematics preparation. The Chancellor's Office along with the Mathematics Discipline Council recognize, however, that programs in the sciences, engineering, and other subject areas require more advanced preparation in mathematics and that the colleges must have the ability to establish more rigorous requirements where appropriate.

Students scoring 500 or higher on the Math SAT I exam are exempt from taking the Mathematics Assessment Test as are transfer students entering the University with advanced college-level math placements. No other exemptions or
waivers to this policy shall be granted except for accommodations to comply with Section 504 of the Rehabilitation Act or the Americans with Disabilities Act.

B. THE CITY UNIVERSITY OF NEW YORK - THE ENHANCEMENT OF STUDENT WRITING SKILLS:

WHEREAS, The attainment of advanced writing ability represents the hallmark of a comprehensive college education and a skill that can only be developed through extensive writing practice that is promoted across all degree program requirements; therefore be it

RESOLVED, That henceforth each college intensify and expand its programmatic efforts to strengthen the teaching of writing in courses across the curriculum and that such efforts ensure that quality writing skills are fostered in all disciplinary areas; and be it further

RESOLVED, That the colleges' commitment to Writing-Across-the-Curriculum requirements be supported by faculty development initiatives and by University initiatives such as the CUNY Writing Fellows Program that will sponsor specially trained CUNY doctoral students who will assist in the delivery of intensive writing instruction; and be it further

RESOLVED, That a report on implementation plans be provided to the Committee on Academic Policy, Program, and Research at its May 1999 meeting, and that by September 1999, and periodically thereafter, each college provide the Chancellor's Office with a report detailing their implementation of these initiatives.

EXPLANATION: A wide range of assessments and student performance indicators has established the need to enhance the opportunities for students to strengthen their writing skills. Such opportunities are especially important for students whose native language is not English and whose writing skills require further development.

This resolution serves to ensure that writing instruction is regarded as a common responsibility and that the development of writing proficiency becomes a focus of the entire undergraduate curriculum.

C. THE GRADUATE SCHOOL AND UNIVERSITY CENTER - LETTER OF INTENT FOR PH.D. IN CURRICULUM AND POLICY STUDIES IN URBAN EDUCATION:

RESOLVED, That the Letter of Intent for a Ph.D. program in Curriculum and Policy Studies in Urban Education be approved and that The Graduate School be allowed to proceed with the preparation of a program proposal to be presented to the Board of Trustees for approval to offer a Ph.D. program in Curriculum and Policy Studies in Urban Education.

EXPLANATION: The purpose of the proposed program is to prepare graduates to become leaders in educational research and policy analysis who have a broad understanding of the complex issues facing urban education in America. The special focus of the program will be on the intersections of two principal research agendas: (1) Research on issues of curriculum and instruction in urban schools, and (2) Policy analysis research on broader, social, political, and economic issues, which shape the context for curricular and instructional practices.

Recent decades have witnessed profound changes in the social, cultural, and historical contexts within which urban schools function. In addition, technological advances have fundamentally altered the quality of life and the nature of work while at the same time there have been dramatic shifts in the demography of school populations. The convergence of these major changes, as well as other problems in urban education have caused the education system to fail to prepare many students in any meaningful way for their future. Sophisticated research on urban education is urgently needed to provide knowledge of complex institutional interconnections from classroom, family, and community, to City, State, and nation. As a distinguished center of scholarship and the primary public institution for higher education in the nation's leading urban center, The City University of New York is ideally positioned to take on this special responsibility to provide a base for research and teaching that would impact directly on The City of New York as well as the next generation of research and policy leaders in urban education.

NOTE: See Appendix A
D. JOHN JAY COLLEGE - B.A. IN JUSTICE STUDIES:

RESOLVED, That the program in Justice Studies leading to the Bachelor of Arts to be offered at John Jay College of Criminal Justice be approved, effective September, 1999, subject to financial ability.

EXPLANATION: For over thirty years John Jay College has, with great success, provided a base for Criminal Justice education for the quantitative analyst and the manager/practitioner. The College now intends to include the cultural and intellectual history and dynamics of the phenomenon of justice/criminal justice itself. The College believes that the humanities provide a necessary focus for justice studies and has designed a program of study as an alternative avenue to professional fulfillment in the "justice system" or in law or politics. The College's goal is to inform and enrich the policies and practices of people and agencies of the criminal justice system, as well as provide for the education of the "whole person" through research, scholarship, and teaching. The proposed program would prepare graduates to enter careers in line offices of criminal justice agencies in local, state and federal government. The program would also serve students who wish to combine justice and the humanities in legal, criminal justice, or policy journalism; in creative careers; or in graduate or other study in justice issues.

The proposed major will be interdepartmental, developed through the work of a large multidisciplinary task force made up of full-time faculty at the College. Since only a few courses are necessary to initiate the program, the various affected departments will treat these courses as elective assignments and no new faculty will be needed to offer the program. Thus, anticipated costs for the inception and operation of the major are negligible.

E. THE COLLEGE OF STATEN ISLAND - B.S. IN INFORMATION SYSTEMS:

RESOLVED, That the program in Information Systems leading to the Bachelor of Science degree to be offered at The College of Staten Island be approved, effective September, 1999, subject to financial ability.

EXPLANATION: The College of Staten Island currently offers several related degree programs in Business and in Computer Science at both the associate and baccalaureate degree levels. Through the collaboration between the Departments of Business and Computer Science, with the advice and support from the Department of Economics, the College has designed an interdisciplinary degree program in Information Systems. The purpose of the proposed program is to prepare students with the integrated knowledge and skills from both Business and Computer Science so they may enter business with advanced quantitative skills and a sophisticated understanding of technology. Graduates of the program will be able to perform effectively in such positions as systems analysts and programmers, information systems consultants, information systems managers, and general managers in business organizations.

Only four new courses are required to offer the degree. All of the remaining required courses are already offered on a regularly scheduled basis at the college. Therefore, no additional faculty or support lines will be required to offer this program and adequate computer equipment and laboratories are also in place to support the program as well.

F. HOSTOS COMMUNITY COLLEGE - ESTABLISHMENT OF THE DEPARTMENT OF LANGUAGE AND COGNITION:

RESOLVED, That the Board of Trustees of The City University of New York approve the establishment of the Language and Cognition Department at Eugenio Maria de Hostos Community College, effective January 27, 1999.

RESOLVED, That the establishment of the Language and Cognition Department shall supersede any inconsistent provisions in Article VI, Section 1 of the Governance Plan of Eugenio Maria de Hostos Community College which lists the academic departments of the College, and that the Language and Cognition Department shall constitute a duly established academic department within the Governance Plan.

EXPLANATION: Pursuant to a thorough review, and with the consultation of faculty involved, Eugenio Maria de Hostos Community College proposes to establish a Language and Cognition Department. The proposed academic department is intended to facilitate language learning for all students. The newly created department will provide
English language acquisition skills to students whose first language is not English and will provide second language acquisition skills to students whose first language is English. The present form of language instruction and the pedagogical approach currently in place do not address these language and literacy goals. During the Spring and Summer 1998, with the guidance of the new Hostos Community College administration, faculty and staff worked collaboratively to design academic language corridors which contain the pedagogical design needed to address the complex language and literacy needs of the students at Hostos Community College. The establishment of the new Language and Cognition Department will provide the structure necessary to achieve the long-term vision of moving Hostos Community College towards its dual language goal. The new Language and Cognition Department will serve as the impetus for change and will set in place the structural and pedagogical foundation for making Hostos Community College the premier dual language institution of higher education.

Since Article VI, Section 1 of the College's Governance Plan lists the academic departments, the Governance Plan is being superseded to the extent that it may be inconsistent with the establishment of a new department.

A separate resolution regarding the transfer of personnel has been submitted to the Board of Trustees via the University Report, and contingent upon the approval of the Board, designated faculty members from the English Department will be transferred to the new Language and Cognition Department effective January 27, 1999.

**NO. 6. COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION:** The following items are placed on the Calendar subject to the approval of the Committee on Faculty, Staff, and Administration:

**A. BROOKLYN COLLEGE - ESTABLISHMENT OF THE DONALD I. FINE PROFESSORSHIP IN CREATIVE WRITING:**

RESOLVED, That the Board of Trustees of The City University of New York approve the establishment of the Donald I. Fine Professorship in Creative Writing at Brooklyn College.

**EXPLANATION:** Donald I. Fine was the founder of both Arbor House Publishing and Donald I. Fine, Inc. As an editor and publisher, Mr. Fine's goal was to help young and talented writers as evidenced by his support of such best-selling authors as Kenneth Follett, Andrew Vachss and Elmore Leonard. Mr. Fine died on August 14, 1997, but through a bequest to Brooklyn College to create an endowed professorship, he will continue to have an impact on literary life.

The estate of Donald I. Fine has provided an initial sum of $900,000 to the Brooklyn College Foundation, Inc., to endow a professorship to be known as the Donald I. Fine Professorship in Creative Writing. A portion of the annual income from the endowment will be used to provide the salary or a salary supplement in support of one or more professors.

The Donald I. Fine Professorship in Creative Writing has been created with the goal of enhancing Brooklyn College's ability to attract scholars and teachers with the ability to impart to the current generation of students an appreciation and knowledge of the creative principles underlying original works of fiction and/or poetry.

The Donald I. Fine Professor(s) in Creative Writing shall be one or more individuals designated by the President upon the recommendation of a selection committee comprised of at least three members of the faculty from the Department of English. Individuals shall be selected on an annual basis, with a renewal option at the discretion of the College.

**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 $20,600 per annum in addition to their regular academic salaries, subject to financial ability:

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<td>Kramer, Richard</td>
<td>Music</td>
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C. THE CITY COLLEGE - ESTABLISHMENT OF THE K. D. IRANI VISITING PROFESSORSHIP IN PHILOSOPHY:

RESOLVED, That the Board of Trustees of The City University of New York approve the establishment of the K. D. Irani Visiting Professorship in Philosophy at The City College.

EXPLANATION: The K. D. Irani Visiting Professorship is established with an anonymous gift of $1,993,750 from a member of The City College Class of 1955 to The City College Fund to set up an endowment.

The professorship honors K. D. Irani, a professor emeritus of philosophy who has been associated with the College for nearly fifty years and is nationally recognized as an outstanding scholar and teacher of philosophy. His teaching has influenced generations of students, including the donor.

Income from the endowment will be used to provide salary and benefits for the Visiting Professor who will be chosen annually by the executive committee of the Philosophy Department, for an appointment of not more than two semesters.

D. BRONX COMMUNITY COLLEGE - NAMING OF THE LEARNING RESOURCE CENTER, THE GERALD S. LIEBLICH LEARNING CENTER:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Learning Center in Sage Hall on the Bronx Community College campus, The Gerald S. Lieblich Learning Center.

EXPLANATION: Dr. Gerald S. Lieblich (1943-1996) joined the Bronx Community College faculty in 1970 and provided dedicated exemplary service on behalf of the College and the University. He served with distinction as Chairperson of the Department of Mathematics and Computer Science, Chairperson of the College Senate and President of the New York State Mathematics Association of Two-Year Colleges, as well as in many other prestigious capacities. Dr. Lieblich was the first recipient of the New York State Association of Two-Year Colleges Outstanding Service Award. He was much beloved by students, as evidenced by his receipt of the Bronx Community College Student Government Association Distinguished Service Award every year since the awards' inception in 1982. Dr. Lieblich also earned numerous citations in appreciation of his "support and dedication to the students and college community" and for his "patience, dedication and love" for students.

The naming of The Gerald S. Lieblich Learning Center in his honor is a tribute to his many years of service to Bronx Community College and the University, and has the full support of the faculty, staff, and students as evidenced by a unanimous resolution of the College Senate and the President of the College.

NO. 7. COMMITTEE ON FACILITIES, PLANNING, AND MANAGEMENT: RESOLVED, That the following items be approved:

A. BOROUGH OF MANHATTAN COMMUNITY COLLEGE - PROJECTS FOR SECURITY, COMMUNICATIONS, AND A CAREER PLANNING CENTER FOR FITERMAN HALL:

RESOLVED, That the Board of Trustees of The City University of New York accept the design of a security project at Fiterman Hall of the Borough of Manhattan Community College as prepared by Hardy Holzman Pfeiffer Associates; and be it further
RESOLVED, That the Board of Trustees of The City University of New York accept the design of communications equipment, a communications network, and communications cabling at Fiterman Hall of the Borough of Manhattan Community College as prepared by Hardy Holzman Pfeiffer Associates; and be it further

RESOLVED, That the Board of Trustees of The City University of New York accept the design of a Career Planning and Placement Center at Fiterman Hall of the Borough of Manhattan Community College as prepared by Hardy Holzman Pfeiffer Associates; and be it further

RESOLVED, That the total cost for all such designs shall not exceed a construction budget of $2,722,566; 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 complete the contract documents, to bid and award contracts, and to supervise the construction of these projects.

EXPLANATION: Three projects, funded in seven appropriations by the City Council and The City of New York, for campus security, campus communications, and a Career Planning and Placement Center at the Borough of Manhattan Community College are part of the renovation of Fiterman Hall.

B. BOROUGH OF MANHATTAN COMMUNITY COLLEGE - A BUSINESS ACCELERATOR PROJECT:

RESOLVED, That the Board of Trustees of The City University of New York (i) approve the establishment of the BMCC Development Corporation; (ii) authorize the President of the Borough of Manhattan Community College ("BMCC") to execute a five-year agreement on behalf of BMCC with the BMCC Development Corporation for use of the entire 14th Floor of Fiterman Hall, 30 West Broadway, New York, NY; and (iii) approve the execution by the BMCC Development Corporation of a five-year agreement with the New York TeleMedia Accelerator ("Accelerator") for use of the entire 14th Floor of Fiterman Hall. Each of the above-mentioned agreements shall be subject to approval as to form by the Office of the General Counsel and Vice Chancellor of Legal Affairs.

EXPLANATION: BMCC proposes to establish a separately incorporated not-for-profit corporation for the charitable purpose of fostering economic development by BMCC and the community. The development corporation would be governed by a board of directors consisting of BMCC personnel, members of the business community, and others. The development corporation's first venture would be to participate in the Accelerator project, to be located on the 14th Floor of Fiterman Hall.

Under the current construction timetable for Fiterman Hall, it is unlikely that the University will be able to fund the renovation of the 14th Floor for several years. In the intervening time, these agreements will allow the Accelerator to build-out and use newly constructed office and research space on this floor, while also providing valuable educational opportunities for BMCC students and faculty. The Accelerator is a private corporate partnership, spearheaded by the New York City Investment Fund, concerned with developing and "incubating" new business in the emerging digital video industry.

Under the terms of the two agreements, BMCC would receive:
- Annual payments of $213,136 in exchange for providing the 14th Floor of Fiterman Hall and related maintenance and security services.
- Internships, employment, and research opportunities for BMCC students and faculty with the Accelerator and its clients.

In addition,
- The Accelerator would renovate the 14th Floor at its own cost with the improvements (except for furniture and moveable equipment) remaining as the property of BMCC.
- The development corporation would receive a 5% equity interest in the Accelerator, which will take an equity interest in each start-up company.
Both agreements will be for a five-year period with one five-year renewal option subject to the approval of both parties.

C. LEHMAN COLLEGE - VIDEO JOURNALISM 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 Lehman College to purchase and install equipment for a video journalism center. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding pursuant to law and University regulations. The contract shall be chargeable to City Capital Budget, Project No. LM083-099 for an amount not to exceed $455,000. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: This project will provide equipment for a news room serving a newly-formed collaborative program offered by the Departments of Journalism and Communications.

D. THE CITY COLLEGE - CENTER FOR STRUCTURAL BIOLOGY:

RESOLVED, That the Board of Trustees of The City University of New York authorize the President of The City College to execute a lease with The New York Structural Biology Center, Inc., for the use of the College's Park Gym building and related facilities to house a magnetic resonance technology facility. The term of the agreement shall be 40 years and nominal consideration shall be $1.00 per year. The agreement shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: This agreement will permit The New York Structural Biology Center, Inc., to create the largest facility of its kind in the United States. It will position New York as a national and international leader in the field of biomedical research, providing significant research opportunities to the ten participating biomedical institutions, including the University. It also has important economic ramifications, as health care is the largest employer in New York and the prestige and well-being of our hospitals depends upon a thriving research enterprise.

In return for making this space available, the University will be allowed to participate as a sustaining member of the Center, the highest level of participation. The University will be entitled to representation on the Board of Directors and will have the right to use the Center's equipment and facilities. As part of the proposed plan, the Center will renovate the Park Gym building and expand it to include the magnetic resonance instruments, a sample preparation laboratory, computer facilities, and meeting rooms.

NO. 10: COMMITTEE ON INVESTMENTS: RESOLVED, That the following item be approved:

A. THE CITY UNIVERSITY OF NEW YORK - INVESTMENT MANAGER:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract or contracts to provide the services of one or more Investment Advisor(s). The contract of contracts shall be awarded on the basis of best value to responsive and responsible offeror(s) after public advertisement and sealed bidding on a Request for Proposal pursuant to law and University regulations. The solicitation process shall be conducted by a committee of the Board. The contract or contracts will be funded from the funds managed and may be terminated by either party upon thirty days' notice. The contract or contracts shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: This Resolution will provide the University with the services of one or more investment advisors to replace a prior manager of a small portion of its portfolio.

Trustee Marino voted NO.
NO. 9. THE CITY UNIVERSITY OF NEW YORK -- REMEDIATION PHASE-OUT:

Statement of Vice Chairman Badillo regarding the resolution to Phase-out Remediation: This is the same resolution that was approved by this Board on May 26 of 1998 except for one change and that is that the time to take effect has been put over to the year 2000. This resolution has nothing to do with eliminating open admissions. This resolution has nothing to do with eliminating remediation. This resolution only has to do with the senior colleges and it proposes phasing out remediation over a period of three years. In 1995, we had approved limiting remediation to two terms. Now it is four years later and we want to move toward eliminating remediation on a permanent basis at the senior colleges. But because we realize that problems exist we are going to do it over a period of three years. The first phase will take place in January 2000. The second one September 2000, and the final one in September 2001.

Statement of Trustee Murphy regarding a substitute resolution to Phase-out Remediation:

I am moving a substitute resolution for the resolution on the table, which in effect would be a compromise and a modification of Item No. 9. This amendment, unlike Item No. 9 which would require passage of all three freshman skills assessment tests before persons could be admitted to our baccalaureate programs, changes that proposal to say that there shall be allowed one semester of remediation for writing. The other side of that coin is that in order to matriculate in a baccalaureate program the individuals would have had to pass their math and their reading exams.

If you look at the FSAT pass rates first time freshmen for 1997 and 1998, you will see that in fall 1998, 86.5% of those who were admitted to the four-year programs at the seven senior colleges passed reading and 91.2% passed math. These are the regular students. But the writing pass was only 72%. You will be pleasantly surprised to see that from 80 to 90 to almost 100% of the students who were enrolled in our four-year programs at the seven senior colleges passed reading and math. There was a major up-tick from the 1997 pass figures of 76.6% for reading, 86.2% for math, and 60.1% for writing. Where we have a problem is in several colleges where there are large proportions of non-native born individuals. In the case of The City College the pass figure for writing is 49%, at Lehman it is 50%, and at York it is 57%. What this results in is a total FSAT pass of only 64.9% and it is the writing that drags down. It is the writing that is the problem.

We are not talking here about the lower end of students who come to us. I want to describe to you briefly a study that was done of CUNY graduates in technology and science by Professors Weinbaum and Green at The City College. What they show from having done a survey of nearly 1,500 technology graduates over the last five years in engineering and technology at The City College is that only 4 to 5% of those graduates, when they enrolled at The City College, needed reading remediation. However, 57% required ESL and/or other remediation, particularly writing remediation. If the rules that are proposed to eliminate all options and require that all three tests be passed were in effect when these 1,500 graduates came to enroll, one in four would never have graduated from these programs because they would not have been admitted. I call that the "George Bailey" effect. Remember the movie, "It's a Wonderful Life," George Bailey, Jimmy Stewart, couldn't do good or bad because he had never been born. You can't graduate if you are not admitted.

What we are looking at here is some of our most highly qualified students in the University being deprived of an opportunity to matriculate because Item No. 9 has a pass all; in other words, the three lemons have to show up on the slot machine. I am suggesting that only two of those lemons have to show up, namely math and reading and that a semester of writing will be accorded to the enrollees. Now, the same results are borne out by Professor Green, as well as Prof. Weinbaum for science majors and particularly minority majors at The City College. Another fact is that at The City College 40% of all students are in the technology programs; 60% of the technology students were not native speakers and only 40% of the technology students passed writing. For liberal arts graduates, as for technology graduates, reading strongly correlates with college success.

What I am asking you to look at here is to make an exception to the rule that was adopted on May 26, 1998 to the rule that you propose to adopt today, to permit simply one semester of remediation for writing.

Math is of a different character. 91.2% passed the math. For the 8% plus that would need to do remediation in math, there are many, many interventions that are already underway. We have summer programs, immersion programs, College Now, Math Alert, and tutoring arrangements. It is much more difficult to pass the writing then it is to pass the
math. Now you say is this realistic to expect that most of those who are admitted would actually pass writing within one semester? I believe, yes, and the reason why, those that have passed reading, but have failed writing are probably at the 6 level. For them to go from the 6 to the 8 would be very doable within one semester.

Ladies and gentlemen, I am asking you at this late date in this rather noisy environment to give serious consideration to accepting my amendment which tracks in every other respect except one that I will mention in a minute the resolution on the table. We would have the same phase-in as we have in Item No. 9. I might point out that in January 2000 when Hunter, Brooklyn, Queens, and Baruch would fall into the new requirements, if we have my version of the two out of three and allowing writing as a one semester opportunity, we would be admitting 95% of the applicants to those four colleges, and only 5% would be in need of writing remediation. We've got one and a half to two and a half years to deal with the three colleges where there is the most difficulty, namely Lehman, The City College, and York. I believe that the presidents of those colleges with their faculties would be able to concentrate on enriching the writing efforts at those colleges.

Keep in mind that we have done two things recently. We have a new writing test which is the gateway out of the two-year program and it is the gateway into the upper division. We also have today enacted regulations that talk about writing across the curriculum. We are already moving down a path toward dealing with the writing issue in a very, very real way. We have good results in reading and math. I assure you that this is a fine-tuning of the proposal. Yes, it is a compromise but it doesn't do violence to the general thrust of the proposal and it would be a very good result.

The one other difference from what is in the resolution is that, after consultation with a couple of my colleagues on the Board, we feel that it is not necessary to have the ESL sentence that is in the resolution that is on the table, because we are going to be taking care of that problem and that issue with the one semester. I know ladies and gentlemen the hour is late in terms of this process. To some extent this is an eleventh hour proposal but many of us have been thinking for months about the possibility of a two out of three. And I say that it is never too late to do the right thing. This is not rocket science, this is simply saying, we are going to require reading, we are going to require math, but we are going to give a semester for the writing. If we do this, we will be doing the right thing. We will be serving our students correctly and very importantly, we will not be driving very, very many of our most qualified, of our most potentially successful graduates out of the picture.

I ask you to support this amendment and we will go on and do other things. I firmly believe that if this is passed it will moot most if not all of the court cases we are faced with or strengthen our situation. I have a feeling that the Regents would be very comfortable with this solution as well and that we can go on about other things that are very important to this University as well. Thank you, Madam Chair, for allowing me to make this statement.

Statement of Trustee Stone regarding Trustee Murphy's substitute resolution:
I regret the circumstances and the difficulty of speaking. I will try my best because I do have something I would like to say to my fellow Trustees in particular, and particularly those who were with me last year in voting for the resolution that Trustee Badillo has proposed.

I come to a consideration of Trustee Murphy's resolution/amendment from a different perspective than does Trustee Murphy, but I intend to vote for this amendment. Last year at the meeting in which we voted for the resolution that is now reintroduced by Trustee Badillo, I and at least one other Trustee who voted for the resolution expressed a concern for the situation, a more narrow situation, I think than Trustee Murphy has on his mind but one that is to my mind reflected in this resolution, and that is the problem of a student who is, in fact, thoroughly prepared for college work but for the difficulty of English in some way as a second language, or perhaps at the fringes otherwise inadequate English that reflects itself not in reading which is a qualification for college work in my opinion, and not in mathematics but in writing. I worried for that, and so asked that the legislative history of this proposal include an understanding by the Trustees that English-as-a-Second-Language, the exception in the prior resolution for English-as-a-Second-Language, would be very broadly construed.

Since the passage of our May resolution, I have been increasingly concerned about how to implement that, and concerned with statistics similar to those that Trustee Murphy has put on the board. I have come to the conclusion that if, in fact, a student passed both the reading and the mathematics tests and needed one semester to pass the writing
test, that that is a student who ought not to be dislocated and ought to be able to attend a senior college.

I base that on several related points. One, as a matter of statistics, a matter of anecdote, a matter of common sense, and my own personal experience in teaching foreign students who could not pass the writing test but who can achieve A's in the subject matters that I teach at a perfectly decent school. I believe that writing is the one skill that a student can lack at that stage of education, can need to catch up on, especially a foreign student for whom English is a second language, regardless of exactly how many years that student has been in the American education system, and that that student ought to be in a senior college.

Two, writing, especially for a foreign student is far less susceptible then mathematics, for example, to a summer course and is best learned in the context of taking a full curriculum whereby various kinds of osmosis language will be learned and one semester is a very short time for that.

Three, this exception targets not a radical change or even a significant change in a certain sense in the basic spirit of the remediation proposal passed last year but it targets specifically success stories who may not be success stories with the original resolution.

And so to me what this proposal is, is not what it is to Trustee Murphy, though I nonetheless support it. To me this is a somewhat broad amplification of the English-as-a-Second-Language exception, along lines that were suggested by myself and at least one other Trustee, though he may surely not have wanted to go that far. But that is all it is and I consider myself still to be on the side of last May's proposal and that this change is an acceptable change for a proponent of that proposal.

Statement of Trustee Morning regarding Trustee Murphy's substitute resolution:
I want to speak in favor of the amendment. I think the issue before us today is essentially quite simple. We have new information, new data that we did not have in May. Prof. Weinbaum's survey has shown that even with the best students, those in science and technology at The City College, we would lose one out of four if the original resolution is enacted. I think to extend that across the University means that we would be losing an even greater number, possibly as high as one out of three graduates. We can't afford that loss; neither can the City or the economy. So, I urge my colleagues to support the amendment, which will allow us to preserve a difference, a very significant one, in the number of graduates that leave the system. And when we talk about standards after all that's what it is really about; how many people are we graduating and enabling to become a significant part of the economy and of the society?

Secondly, the amendment in a simple way allows us to take as much as 95% of the applicants who pass the reading and math tests and gives just a single semester of remediation to those requiring help on the writing component. My colleague Trustee Stone has stated very well the rationale for allowing this semester in a most difficult of the three tests. We can then, on the basis of that additional semester, have a very significant graduation rate.

Finally, I want to say it is clear in this eight month agony that we have had since the earlier resolution that this original resolution is not something that the people want, students don't want it, the courts don't want it, and clearly the Regents don't want it. I think we can spare the system and the City a great deal of further agony if we will listen to those voices who are urging us to reconsider our course, make this slight adjustment, and preserve thousands of graduates that can issue from this system.

Statement of Trustee Everett regarding Trustee Murphy's substitute resolution:
I would like to speak to the substitute issue. On Item No. 9, I object to it strenuously. I think that it is a horrendous resolution. The original resolution that was voted for in May is punitive, it is wrongheaded, it is unfair, it is inequitable and will destroy the University.

Now let me say something about the substitute resolution. In my opinion this discussion has nothing to do with remediation, it has to do with access to education. If you don't get in, you can't be remediated, and that's what I think we are talking about here. In the proposal that was just made the opportunity to get into a four year school has been increased enormously by 95% according to the data that we see here so that you have access. Having access, being there, as Woody Allen says is 90% of success, being in college is 90% of getting there where you want to be. I think
that access to a four-year school with the help guaranteed is where it is at right now. That's the proposal on the floor and I have to speak to it and say that I would like to see those people who are so persuaded that there should be no remediation change their minds and have some thoughtfulness about this issue and understand that a vote to remove remediation will be a vote to destroy the University.

SUBSTITUTE RESOLUTION ON THE PHASE-OUT OF REMEDIATION:

RESOLVED, That students seeking admission to CUNY baccalaureate degree programs shall have passed the reading and mathematics freshman skills assessment tests, and any other admission criteria which may exist, before being allowed to enroll at, or transfer into, a senior college. Such students shall pass the writing assessment test in one semester after enrollment in order to continue in baccalaureate degree programs. These requirements shall become effective as of the following dates: January 2000 for Baruch, Brooklyn, Queens, and Hunter Colleges; September 2000 for Lehman, John Jay, The College of Staten Island, City, and New York Technical Colleges; and September 2001 for York and Medgar Evers Colleges. Such students who do not pass the writing assessment test in one semester and all other students seeking admission to CUNY baccalaureate degree programs who are in need of remediation shall be able to obtain such remediation services at a CUNY community college, at a senior college only during its summer sessions, or elsewhere as may be made available. This resolution shall not apply to ESL students who received their secondary education abroad and who are otherwise not in need of remediation; and be it further

RESOLVED, That the Interim Chancellor and the senior college presidents shall, after consultation with the faculty, present a detailed plan for implementation of this resolution at the respective colleges to the Board of Trustees by May 15, 1999; and be it further

RESOLVED, That this resolution supersedes Calendar Item No. 10 adopted by the Board of Trustees on May 26, 1998.

Chairwoman Paolucci, Vice Chairman Badillo, and Trustees Babbar, Calandra, Cook, Curtis, Marino, Pesile, and Rios voted NO. Trustees Everett, Morning, Murphy, Ruiz, Stone, and Biswas voted YES.

Statement of Trustee Biswas regarding the resolution to Phase-out Remediation:
I would like to know whether or not the University is required to submit a resolution or an amendment to our current master plan to the Board of Regents for their review and approval prior to implementation, and will the University wait for the Regents' approval prior to ordering that the resolution be implemented at any campus?

Statement of Trustee Everett regarding the resolution to Phase-out Remediation:
I know that nothing I nor anyone else has said or will say, will persuade those who voted for this resolution except for one happily, last May to change their vote today. But the public ought to know what is going on here.

There was a public hearing last week at which nearly 100 individuals testified on this Item No. 9 to end remediation in the senior colleges. There were successful CUNY graduates, faculty members, a former Dean of Columbia College, a representative of Iona College, community people, and high State and City elected officials and their representatives. The two private University spokespeople made clear, that even with their high standards, they found the need to provide remediation and urged us to do the same.

I want now to read into the record a copy of a letter written to Mayor Giuliani, by Stanley Kaplan, the person who has spent his whole adult life in remediation for profit. He said, "I am a City College graduate and I am fully aware and appreciative of the opportunities it provides to those who cannot afford the much higher tuitions of most colleges. I have spent more than fifty years in the test preparation business and I am convinced of the effectiveness of remediation in making a college education possible. The CUNY Board will be considering a proposal...." he is writing this to the Mayor, "of four year colleges to eliminate remediation programs designed to improve math, reading, and writing skills. Those who have graduated high school with an 80 average but have not passed all three entrance examinations will have to enroll in the community colleges where entrance requirements are much lower. I am confident that with the end of social promotion, with the new core curriculum of the college preparatory initiative in place, and with Regents examinations required for graduation, we will have graduates well prepared for the college
experience. The present CUNY entrance exams will no longer be needed, but it will take years to achieve these goals. In the meantime, may I suggest a compromise, admit students who have passed two of three entrance examinations.

This goes on, but the point is that even a person in the private sector who has made his living in remediation and testing, tells us that we are doing the wrong thing.

Now, let me go on a little bit. Let's look at our CUNY applicant pool. It is interesting to note, almost two decades ago former Senator John Calandra, the deceased father of our Trustee John Calandra was so concerned about the small number of Italian American students in CUNY, he convinced the Legislature to vote a special fund to help raise that number, and the numbers have grown. It is my understanding that about 50% of Italian American students go to parochial high schools. On average, only about half of those parochial school graduates who apply to CUNY are capable of passing all three of CUNY's entrance exams. Well below that average is the Mayor's alma mater, Bishop Loughlin High School, from which only 3% of the graduates in 1997 were able to pass all three examinations. Let me be clear to all of you. This is not said in any way, in any derision. It is simply to present the all too common facts. Many of these students fail only one exam, but rather than offering help to those needing modest assistance to succeed in college, our Mr. Calandra has voted in the past to exclude them all, and will vote again to do that once more.

About half of our entering freshmen are not native speakers of English. Even if they attended high school in the United States, most need some help, particularly in perfecting their writing skills. Asians, Africans, Latinos, many Jewish students from the former Soviet Union, Irish immigrants, Middle-Easterners, Central Europeans, Caribbean Islanders, and others, immigrants who, no matter how bright or how accomplished, will be barred from a senior college if their writing is not up to par. This is the absolute antithesis of the accepted mission of The City University.

What about the students who graduate from our public high schools? Those coming from higher income neighborhoods have a decided edge. There is no level playing field in New York City education. Those from poorer neighborhoods, where the quality of instruction and even the physical facilities are sadly lacking, usually need help in at least one basic skill. We know how bad the schools are, particular in black and Latino neighborhoods. Despite all the impediments to success, many students graduate with only minimum academic deficiencies. Trustees should treasure those students and be eager to help them to succeed have voted in the past to reject them. They will probably do so again tonight.

Finally, we have those students who have been out of high school many years for a variety of reasons, but have decided at a particular time in their lives to come to CUNY for a college education. Many of these people who are motivated and may be highly qualified, need a semester or two of remedial work. It is not easy, after a hiatus of years, to reenter the education stream. I dare say to the Trustees around this table, you no doubt believe that any of the CUNY colleges would be happy to accept you as students, if you wished. I doubt, however, that more than a handful are capable of passing the math exam. I will give you some samples after the meeting. Embarrassing as it may be, your positive vote tonight on the resolution would preclude many of you from attending a senior CUNY college.

What is this really about? We must ask ourselves why the Mayor, with the acquiescence of the Governor, has mounted this brutal unwarranted attack on our students. It is not about education or high standards, because intelligence dictates that educating, not rejecting, students improves standards. There is no sound intellectual argument, and surely no equity in the resolution on the table. This is all a matter of reducing budgets, albeit at the expense of the education of New Yorkers. It is not a question of educational principle. However lofty they make it appear, in politics, when there is a question of principle versus money and power, it is always money and power that wins. The Mayor and the Governor are creating a law and order society; they make the laws and they give the orders. It is frightening, but that is what is happening here, to the detriment of all of us. They are in the process of destroying, not fixing, public higher education in New York. They must be held accountable for denying opportunity to thousands of aspiring and deserving New Yorkers.

When the history of CUNY is written, the chapter dealing with Item No. 9 will not be called "profiles in courage." The Trustees, for the most part, know what is right, they just need to do what is right. It is not complicated. You Trustees know in your hearts, providing opportunity for people seeking an education is preferable to denying it. I am calling now...
for a roll call vote. I hope the Trustees will respond loudly and clearly. The public will remember your names and how you voted.

Statement of Trustee Rios regarding the resolution to Phase-out Remediation:
Knowing I would be casting my vote today, I too revisited my former written position of Tuesday May 26, 1998, followed the public discussion, listened to my colleagues, and on Tuesday, January 20, I listened carefully to five hours of serious presentations by many of you here today. Upon arriving home, I did like many of you, I devoured some hot soup, it was late, and I listened to the President’s State of the Union Address to the Nation.

Like the President of these United States, my basis belief is that so long as we believe in education permit for year-by-year "social promotion" environment, we reward failure again and again. While some of my colleagues honestly differ, I believe the opportunities provided in every year of a free public educational system ought not to be wasted by student, parents, teachers and all levels of administration. No other society on earth offers so many years of free educational opportunities to so many.

Here, in New York City, over $9 billion per year, an all time high, is being spent annually. This is where the battle-line must be drawn for accountability.

To throw away any year of education accountability is a tragedy. To fail to hold the system accountable, then you accept failure, you don’t reject it. And that’s also for your children in the future. There should not be a stigma to attending after-school, weekend or summer school programs designed to bring students up to basic competencies. Longer school days and a longer school year are not negatives, but essential ingredients for thousands of students not yet performing at acceptable levels.

We must insist that where the public dollar is spent the highest expectations must be attendant. If we do not insist that the highest resource dollars is where we draw the line, then our society will continue to espouse that it is good to provide "remediation" at the senior college level. The argument you made at the public hearings is that almost every college in America is doing it, (roughly 80%), therefore, it must be right. This is flawed logic. America has grown accustomed to failing its youth, but this must change. Senior colleges ought to teach those who are prepared to do work at the college level. What a novel idea. In the new century we will need to invert, we will need to invert the data so that we celebrate that only 20% of the senior colleges of America need to provide "remediation." That is the challenge that CUNY must lead. And I am not inferring that CUNY is unwilling to lead. The fact that Queens College has already established median SAT scores of 1,100 for its entry level students is being widely praised. California Governor Pete Wilson’s January 7, 1998 State of the State Address noted, "The SAT is perhaps the best objective antidote to grade inflation." Relative to "social promotion" the Governor indicated that, "Exposing any youngster to a high probability of failure and disillusionment is worse than deceptive. It’s destructive."

The New York Times reported on Friday, January 8, 1999, under "High Marks for New York Student Standards" that New York placed first in the nation in holding students to rigorous academic standards and assessments. This Journal Education Week study, "Quality Counts" found that overall, states should be doing more in academic standards, efforts to improve teacher quality, and school climate conducive to learning.

On the same day of January 8, 1999, The Daily News editorial under "Testing, testing" underscored my basic point. And I quote, "...children are not served when they are promoted without having the skills to do the work..., put another way, in order to fix the system, we must first know how broken it really is."

On May 28, 1998, The Daily News editorial noted that, "Last year 96% of fourth graders were promoted despite a mere 51% reading at grade level. 97.5% of fourth graders were passed along while 46% failed to make the reading grade; and 96% of sixth graders were promoted while less than 43% could read at grade level." No wonder 22% of last year's
incoming freshmen could not pass any of the entrance tests in math, reading and writing. Overall, 70% required some remediation. ...how did they get a diploma?"

On May 29, 1998, Floyd Flake wrote in The New York Post, "Every sector in the New York City public education system – elementary, secondary, and higher education, should at least be morally required to tackle academic failure. Half of the battle is identifying where the failure is occurring – the other half is demonstrating the temerity to take on the fight."

Bob McManus wrote in The New York Post on June 1, 1998 that "For the first time since 1969, it is in CUNY's fiscal best interests that the City's public schools work."

At the public hearing we heard from clients, "students" of the system; those from East Harlem's Urban Peace Academy. Essentially, disgusted with the system's failures, they generated an alternative school to improve their chances. There is nothing wrong with that.

Prof. Davenport of my alma mater, John Jay College, I thought creatively, underscored where he felt there was an "...area of agreement..." that kindergarten through twelfth grade students are not well prepared. But, he also noted that the best solution lies here.

Nearly forty of you as speakers used the same data, the United States Department of Education Report, wherein 80% of the colleges offer "remediation." As I see it, the Nation at Risk report of 18 years ago, while sounding an alarm, which led to the American 2000 Educational Initiatives, was not sufficiently heeded.

That only 20% of America's senior colleges do not offer "remediation" is a tragedy of monumental proportions. These figures need to be reversed. We need to chart a course of accountability in the new century to reverse this trend – not to embrace it as American apple pie, condemning those of us who dare to suggest that senior colleges ought to do college level work.

I ask along with Allison L. C. DeCerreno's New York Times editorial letter of May 30, 1998, "When did asking that all students regardless of race and ethnicity be able to perform at the college level before entering a University become labeled discriminatory and racist?" In my May 26, 1998 prepared statement I noted the educational establishment's reluctance to accept Jaime Escalante's great success with minority students deemed too ignorant to learn calculus in high school. Well, at least week's public hearing, speaker after speaker including well known political figures accepted as a given that our kindergarten through 12th grade failures will be repeated. Clearly, a negative "self-fulfilling prophecy" dominates their thinking and yours. And they apparently have not looked carefully at the range of new initiatives being undertaken under the leadership of Chancellor Rudy Crew.

Students of today want, as they say in the movie "Top Gun," to be among the "best of the best." For example, enrollments in summer "remediation" increased from 15,000 last year to more than 22,500 this year – a direct response to higher standards. The Board of Education's plan to end "social promotion," and the range of new initiatives will be supported by CUNY and the trend of better prepared and more graduates from high school will become a winning combination for CUNY. By leading the nation's senior colleges with a trend reversal, our CUNY Board of Trustees will add value to a CUNY degree and attract more, not less, students from every ethnic background.

My esteemed, now deceased, educational colleague, Leon Goldstein, pioneered the College Now Program precisely to offer college preparatory classes to high school seniors who could not pass our placement tests. This can do attitude is much needed in education. Given that College Now students earn 40% more credits in their first year of college than non-College Now students; that the on-time graduation rate is more than double that of non-College Now students; that College Now participants have a three-year graduation rate for associate degrees that is 88% higher than those of non-College Now students; and that the six-year graduation rate for baccalaureate programs is 44.6% for College Now participants, compared with 33.5% for non-College Now students.

We Trustees ought to insure that every college community and senior college embrace, and I say embrace in the memory of Leon Goldstein, the College Now program. Clearly, such a concerted effort in all our colleges in tandem with the range of initiatives being pursued by the Chancellor Rudy Crew, such as: early identification, project read,
extended school year, summer school for those who need it, immersion, etc., will improve the number of those students prepared to do college level work.

The President's State of the Union address to Congress called for an Education Accountability Act to: "First, all schools must end social promotion." My much-persecuted colleague, Herman Badillo, has long espoused this basic tenet. The President is applauded – curiously and unfairly Herman is called names. The second point the President made: "No child should graduate from high school with a diploma if he or she can't read." Again, the President is applauded. When the President calls for summer school and after-school programs, he is praised. One week earlier, the Mayor's State of the City address led to more name-calling. The President notes, "...look at Chicago, which ended social promotion and made summer school mandatory for those who don't master the basics," and applauds the gains in the poorest of neighborhoods. Here in New York more retrenchment and no-can-do. The President went on to a second point, "...all states and school districts must turn around their worst performing schools or shut them down." Again, applause for the President. In New York State – more name calling. More name calling here. The President's third point was aimed at teacher preparation. The fourth – parental choice and charter schools. In all, the President devoted roughly four minutes of his overall presentation to education in this the very last State of the Union address in this century. Here in New York City, in the last State of the City address in our century, the number one topic was education, and for the first time in the history of the State of the City addresses forty minutes was devoted to the challenges.

In conclusion, my vote is a reaffirmation that here in New York where we ought to lead, and elsewhere in America, we need to reject that we will continue to fail, reject that our billions are wasted, and resist the temptation to pass the buck as it were all the way up to college. Had we held the line thirty years ago and every year since, the heated debate of last year and today on "remediation" would have happily evaporated.

Statement of Trustee Babbar regarding the resolution to Phase-out Remediation:
When I voted in favor of the identical May 26, 1998 resolution I really gave it a very hard and careful look before making the decision. I believed then, and I believe now, that the resolution does not eliminate remediation from The City University; that there will be opportunities for us to take corrective measures if needed until almost the year 2001; and that four of our senior colleges with associate degree programs will keep providing access to baccalaureate programs once the required remedial course instruction is completed in the same senior college or in another college. Summer sessions at all senior colleges would still permit remediation. And most importantly, this resolution like the May 26, 1998 resolution would bring competitive value to the CUNY degree and to all our students.

Statement of Trustee Pesile regarding the resolution to Phase-out Remediation:
As the newest member to the Board, I did not participate in the May 26, 1998 vote. However, after visiting 15 campuses since July, and meeting with students and faculty to clarify the facts and develop my own position in oversight for The City University of New York, my vote has been determined by four distinct roles. That is:

As a Trustee with a duty to act on policy for the overall good of our institution.

As an educator, who has inspired, challenged, and embraced students and their dreams for a better life.

As a businesswoman, who has had the opportunity to do well in two Fortune 100 firms, with a personal goal to see more of our graduates in front-office positions, and knowing full well that New York City is the engine that drives our State's economy, we need a qualified home-grown work force to serve as the fuel for that engine, and finally,

As a taxpayer, what is the overall return to taxpayers to fund CUNY? Do we perpetuate policies or programs with questionable success; or do we alter them to foster excellence with a greater potential for better career paths for our graduates?

Based on these considerations, I can only encourage entering freshmen who are serious about a college education, to take personal responsibility in preparing for the Assessment Tests well in advance of their senior year in high school, typically through such successful programs as "College Now, Sponsors for Educational Opportunity and Inroads," or through summer immersion courses. There is no embarrassment for enrolling or transferring to a community college in order to satisfy these deficiencies; as has been conveyed to me. However, we will work with the community colleges to focus on space and instructors needs analysis; in order to ensure access for those students who want to participate in these programs.
After all, should a high school graduate decide to enter the work force first, most employers, including federal, state, or municipal agencies require testing to pre-select employees. Many applicants prepare for these pre-employment tests, often at their own expense and on their own time.

An investment in a college education is serious and time-consuming. Whereas a meaningful college degree from an accredited institution offers a graduate the greatest potential for a lifetime economic gain.

Therefore, I cast my vote in favor of this resolution.

Statement of Trustee Everett regarding the resolution to Phase-out Remediation:
There are no cogent educational reasons to support this resolution, to completely abandon remediation in the senior colleges, and no attempt has even been made to advance such an argument. Saying that applicants should have acquired all the necessary skills for college in a high school is a tautology. Of course, everybody knows that! Unfortunately, even some of the best students still need help. Colleges everywhere understand that and most, including the most prestigious in this country, including Columbia and Iona, provide assistance to students they identify as requiring minimum support. Though the proponents of the resolution would have the public believe that huge amounts are being spent on remediation at CUNY, it is patently untrue. They repeat these false numbers and the tabloids keep reporting them. The truth is that less than 4% of all instructional dollars is expended on remediation and that includes ESL. With the introduction of new admission requirements to the senior colleges over the last few years, that amount has been decreasing substantially. Barring applicants from a senior college if they fail only one of three entrance exams, even if they successfully meet all the other admission requirements, is clearly wrongheaded. A study undertaken by Dr. Arthur Levine, President of Teachers College, Columbia University reported that in 1995 more than three quarters of all colleges and universities offered instruction in the three R’s and that is going up. More than 75% of faculty in the survey at America’s colleges and universities characterize students as poorly prepared academically. It is not unique to New York. Our own extensive data show that on a positive note students coming to CUNY requiring only one or two semesters of remediation graduate at the same rate as students needing no help. This is an incontestable fact. Though no other college uses a single academic measure to exclude applicants, Mayor Giuliani and Governor Pataki are directing their Board appointees to vote for this outrageous plan.

I would like, Madam Chair to present the following amendment to this resolution:

The University shall submit this resolution as an amendment to the current CUNY Master Plan to the Board of Regents for their review and approval, and shall not implement the resolution without such review and approval.

Chairwoman Paolucci, Vice Chairman Badillo, and Trustees Babbar, Calandra, Cook, Curtis, Marino, Pesile, Rios, and Stone voted NO. Trustees Everett, Morning, Murphy, and Biswas voted YES. Trustee Ruiz ABSTAINED.

The motion to approve the amendment to the resolution failed.

Statement of Trustee Murphy regarding the resolution to Phase-out Remediation:
I reiterate the sentiments of Trustees Biswas and Everett that the Regents properly should take this matter up, and I will just put that in the record. What I want to say is as follows. With great sorrow, with a heavy heart, I can see that the votes are not there to defeat this resolution, unfortunately. But I want to assure one and all that this is not the end game. The fight will continue. We may lose the battle but we are not going to lose the war. There are the courts, there is the Board of Regents, the Legislature, the court of public opinion, and the ballot box. We must continue to mobilize to save CUNY.

But let me add something else. If this is not the end game from my perspective, I feel also that it is not the end game either for the proponents of this resolution, because I see this as one step in a series of steps and initiatives that will unfold themselves in the weeks and months ahead. The Schmidt Commission Report for one, I anticipate will be a disaster for us, where the real aim is to eviscerate, emasculate, downsize, and marginalize City University. And it is all
the more important that we continue to mobilize in support of The City University. This is not the last battle, but the war is going to continue. It is going to be a very tough one.

Statement of Trustee Curtis regarding the resolution to Phase-out Remediation:
I want to make specific reference to the fact that SEEK and ESL are specifically excluded from this resolution. Those are the conditions under which I cast my vote.

The following resolution was adopted:

RESOLVED, That all remedial course instruction shall be phased-out of all baccalaureate degree programs at the CUNY senior colleges as of the following dates: January 2000 for Baruch, Brooklyn, Queens, and Hunter Colleges; September 2000 for Lehman, John Jay, City, The College of Staten Island, and New York City Technical Colleges; and September 2001 for York and Medgar Evers Colleges. Following a college's discontinuation of remediation, no student who has not passed all three Freshman Skills Assessment Tests, and any other admissions criteria which may exist, shall be allowed to enroll and/or transfer into that college's baccalaureate degree programs. Students seeking admission to CUNY senior college baccalaureate degree programs who are in need of remediation shall be able to obtain such remediation services at a CUNY community college, at a senior college only during its summer sessions, or elsewhere as may be made available. This resolution does not apply to ESL students who received a secondary education abroad and who otherwise are not in need of remediation; and be it further

RESOLVED, That the Interim Chancellor and the senior college presidents shall, after consultation with the faculty, present a detailed plan for implementation of this resolution at the respective colleges to the Board of Trustees by May 15, 1999; and be it further

RESOLVED, That this Resolution supersedes Calendar Item No. 10 adopted by the Board of Trustees on May 26, 1998.

EXPLANATION: On May 26, 1998, the Board of Trustees adopted Calendar Item No. 10 (the "1998 Remediation Resolution"), which was substantively identical to the present resolution (other than with respect to the various dates). In June 1998, plaintiffs in the case of Crain v. Reynolds filed a motion for a preliminary injunction, seeking to prevent the University from implementing the 1998 Remediation Resolution, on the ground that the May 26, 1998 Board meeting was held in violation of the State's Open Meetings Law. State Supreme Court Justice Elliott Wilk issued a decision, granting plaintiffs' motion for a preliminary injunction. Justice Wilk barred the University from taking any steps to eliminate or reduce the availability of remedial education at the senior colleges, except to the extent possible before the adoption of the 1998 Remediation Resolution. The University has appealed Justice Wilk's decision to the Appellate Division, First Department.

Justice Wilk's decision found that the Board Room at the University's Central Office is too small to convene its public meetings. The Board believes this ruling will present an unworkable obstacle to the orderly operation of University business, is uncalled for under the letter and spirit of the Open Meetings Law, and will be reversed on appeal. However, given that the Board wishes to move forward to implement this important academic policy without further undue delay, it has arranged to hold this one particular Board meeting in a special and accessible location, away from the Board headquarters, in order to preclude any claim that the size of the meeting room violates the Open Meetings Law. The Board expects and intends to return to its regular Board Room for future meetings.

Chairwoman Paolucci, Vice Chairman Badillo, and Trustees Babbar, Calandra, Cook, Curtis, Marino, Pesile, Rios, and Stone voted YES. Trustees Everett, Morning, Murphy, Ruiz, and Biswas voted NO.
NO. 8. HONORARY DEGREES: RESOLVED, That the following honorary degrees, approved by the appropriate faculty body and recommended by the Interim Chancellor, be presented at the commencement exercise as specified:

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<tr>
<th>COLLEGE</th>
<th>DEGREE</th>
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<tr>
<td>BARUCH COLLEGE</td>
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<tr>
<td>Mr. Lawrence Zicklin</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>Mr. Mong Joon Chung</td>
<td>Doctor of Laws</td>
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<tr>
<td>(To be awarded at the June 2, 1999 Graduate Commencement)</td>
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<tr>
<td>BARUCH COLLEGE</td>
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<tr>
<td>Mr. Stan Ross</td>
<td>Doctor of Laws</td>
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<tr>
<td>(To be awarded at the June 1, 1999 Undergraduate Commencement)</td>
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<tr>
<td>LEHMAN COLLEGE</td>
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<tr>
<td>Mr. Edward D. Miller</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>(To be awarded at the June 3, 1999 Commencement)</td>
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Upon motions duly made, seconded and carried, The Public meeting was adjourned at 7:10 P.M. to go into Executive Session.

SECRETARY GENEVIEVE MULLIN

(This is a detailed summary of the Board of Trustees’ meeting. The tapes of the meeting are available in the Office of the Secretary of the Board for a period of three years.)
MINUTES OF THE EXECUTIVE SESSION OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK
HELD
JANUARY 25, 1999

AT LAGUARDIA COMMUNITY COLLEGE
THE MAINSTAGE THEATRE, AT "E" BUILDING
VAN DAM STREET AT 47TH AVENUE, LONG ISLAND CITY, NEW YORK

The Executive Session was called to order at 7:33 P.M.

There were present:

Anne A. Paolucci, Chairwoman
Herman Badillo, Vice Chairperson

Satish K. Babbar
John J. Calandra
Kenneth E. Cook
Alfred B. Curtis, Jr.
Edith B. Everett
John Morning

James P. Murphy
Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Richard B. Stone
Bernard Sohmer, ex officio

Md. Mizanoor R. Biswas, ex officio

Secretary Genevieve Mullin
Roy P. Moskowitz, Acting General Counsel and Acting Vice Chancellor for Legal Affairs
Towanda Washington

Interim Chancellor Christoph M. Kimmich
Interim Deputy Chancellor Patricia Hassett
Vice Chancellor Jay Hershenson
President Marlene Springer
Vice President John Hudac

The absence of Trustees Michael C. Crimmins and Ronald J. Marino was excused.

Upon motions duly made, seconded and carried, the following resolutions was approved:

E.1. THE COLLEGE OF STATEN ISLAND - YANKEE-AFFILIATED MINOR LEAGUE TEAM:

RESOLVED, That the Board of Trustees of The City University of New York authorize the President of The College of Staten Island to execute an agreement with Staten Island Minor League Holdings LLC for the use of the College's athletic field and related facilities to permit a New York Yankees-affiliated minor league team to play minor league baseball. The initial term shall be two years and the agreement shall be subject to approval as to form by the University Office of the General Counsel.
EXPLANATION: This agreement will permit a New York Yankees-affiliated minor league team playing in the New York Penn League to practice and to play approximately forty games per year on College athletic fields during the summer months. This time period will not create an impediment to the College's academic calendar. In return for making this space available, the College will receive significant improvements to its facilities, including increased seating capacity around the ballfield, lighting for night games, and renovated dugouts as well as a fee to defray the costs of maintenance and overhead. It has been determined that the action proposed under this agreement is a Type II action under the State Environmental Quality Review Act and will not have an impact on the environment that requires further review.

At this point President Marlene Springer and Vice President John Hudac were excused.

E. 2. KINGSBOROUGH COMMUNITY COLLEGE - DESIGNATION OF INTERIM PRESIDENT:

RESOLVED, That Dr. Michael Zibrin be appointed Interim President of Kingsborough Community College, effective January 26, 1999, with an annual salary at the applicable presidential level, subject to financial ability, and that during the period of his service as Interim President, Dr. Zibrin be granted a leave from his position as Senior Vice President and Provost.

EXPLANATION: Dr. Michael Zibrin has extensive experience in higher education having served as Provost and Dean of Faculty at Kingsborough Community College for 29 years.

E. 3. CENTRAL OFFICE - DESIGNATION OF INTERIM VICE CHANCELLOR FOR BUDGET, FINANCE, AND INFORMATION SERVICES:

RESOLVED, That Ms. Sherry Brabham be designated Interim Vice Chancellor for Budget, Finance, and Information Services, effective February 1, 1999, with a salary at the applicable vice chancellor's level, subject to financial ability, and that during this period of her service as Interim Vice Chancellor, Ms. Brabham be granted a leave from her position as Vice President for Finance and Business at Queens College.

EXPLANATION: Ms. Brabham has extensive experience in the area of budget and finance having served as Vice President for Finance and Business at Queens College for the past three years and University Budget Director at the Central Office from 1990 - 1995.

Upon motion duly made, seconded and carried, the Executive Session was adjourned at 8:00 P.M.

SECRETARY GENEVIEVE MULLIN
1. **Purposes and Goals of the Proposed Program**

We propose that The Graduate School and University Center (GSUC) of The City University of New York (CUNY) establish a new program of study leading to the degree of Doctor of Philosophy in the field of Curriculum and Policy Studies in Urban Education.

The primary intent of this program will be to prepare leaders in educational research and policy analysis who have a broad understanding of the complex issues facing urban education in America. We believe that the intellectual challenges of investigating the processes and practices of urban education as a social and cultural institution require a partnership among many disciplines and a unique doctoral program supported by the research of the faculty. Research conducted by students and faculty associated with this program can contribute to the knowledge base needed to improve urban education in New York and throughout the United States.

Research in education is not solely concerned with the accumulation of knowledge for its own sake, and researchers in education broadly agree that research guided by an assessment of practical needs and priorities produces more interesting as well as more useful knowledge. The goal of educational research, like that of medical or legal research, or of much research today in economics, engineering, political science, or psychology, is, ultimately: better policy, better practice, better results. The need for doctoral programs to prepare searchers and policy makers and to support the study of competing curricula for literacy education, the role and impact of new educational technologies, the development and implementation of new academic standards and methods of assessment or the design and policy implications of culturally responsive curriculum and teaching methods, is ultimately the need to know more in order to do better.

The special focus of the program will be on the intersections of two principal research agendas: (1) research on issues of curriculum and instruction in urban education, and (2) policy analysis research on broader social, political, and economic issues that shape the context for curricular and instructional practices.

Researchers and policy makers require the broad intellectual base and diverse critical perspectives that only an integrated and coherent program of studies across a wide range of specialist disciplines can provide. We believe the GSUC can and should make such a program available to the next generation of research and policy leaders in urban education.

2. **Need for and Benefits from the Proposed Program**

Recent decades have witnessed profound changes in the social, cultural, and historical contexts within which urban schools function. Technological advances have fundamentally altered the quality of everyday life and the nature of work, opening doors for some New Yorkers and closing doors for Others. We have seen dramatic shifts in the demography of school populations and the emergence of new political and community forces, creating fresh opportunity for collaboration as well as conflict.

We have come to recognize that urban education is failing to prepare too many students in any meaningful way for their future, and systemic educational reform is now by necessity rising to the top of our national political agenda. The personal tragedies of educational failure today threaten to place our nation itself at risk tomorrow. Sophisticated research on urban education is urgently needed to provide knowledge of complex institutional interconnections - from classroom, family, and community to city, state, and nation - without which even well-intentioned policy seeks its goals blindly.

The City University of New York, as a distinguished center of scholarship and the primary public institution for higher
education in the nation's leading urban center, has a special responsibility to provide a base for research and teaching that can contribute so directly to the welfare of the community that supports us.

A Review of existing doctoral programs in Education offered in New York City (see the Noble Report, 1994, Review of PhD Programs in Education in 16 Institutions of higher Education; updated by the Committee in 1997) indicates that other institutions' doctoral program; are not comparable in significant respects to the one proposed here. Other curriculum area program tend toward specialization in a single subject area, with limited or no course work in conceptual frameworks and methodology required outside the Education unit and the subject area discipline of specialization. These programs certainly do not provide core courses for all students that situate curricular issues in the wider context of policy studies. Other institutions' doctoral programs in educational policy, where not specifically Ed.D. programs without a major research emphasis, tend to limit the extent of study outside the Education unit to only one or two social science departments, and do not include either the core grounding in curricular and instructional issues and perspectives or the range of work in partner disciplines offered in the present proposal.

The proposed CUNY doctoral program will be distinctive in these respects, as well as in: (1) its primary research focus on interconnections between curricular and policy issues, (2) an interdisciplinary faculty base that extends beyond the doctoral faculty in Education to engage in research partnerships with other disciplines, and (3) a shift in focus away from specialist concerns toward larger social, cultural, and institutional analysis. In addition, at all stages of their work in this program, students will be encouraged to work collaboratively with their peers and with the faculty as they identify needed areas of research and conduct their dissertation studies. Dissertation topics will often find fruitful articulation with one another in the context of larger issues being addressed in longer term research programs of the faculty and of each generational cohort of doctoral students. Finally, as a newly established program, we can avoid the obstacles that institutional histories have placed in the way of work across disciplinary and departmental or program lines.

We believe that, above all, students need a firm grounding in the intellectual and methodological sophistication of a research-oriented degree, so that this program will also be in this respect quite distinct from various Ed.D. degree programs, addressing different needs for a different population of students.

In addition to the important benefits to our society as a whole of a concerted research program addressing urban educational dilemmas, the proposed doctoral program will also have numerous, more specific local benefits. It will provide a common center for research collaboration among faculty on the many CUNY campuses that now support programs in Education. Its teaching programs will draw on expertise located on the campuses and provide to the colleges advanced students as a potential pool of part-time instructors and participants in college-based funded projects, and resources for staff and Curriculum development. It will serve as a reservoir of intellectual resources and should support and sustain efforts in the master's degree programs at the colleges to prepare students at an appropriately high level of academic standards.

The doctoral research program will also undoubtedly attract significant private and governmental support, strengthening CUNY as a whole. Because the basic approach to research within the program will be interdisciplinary and in continuing partnerships with faculty in other fields and programs, much of this support will enhance their work as well.

The program will also seek to provide expertise and advice to the New York City Board of Education and its schools, the New York State Department of Education, and other local education authorities, working collaboratively with them, as many Education programs on the campuses have already been doing, to ensure that research done within the program will have needed access to and meaningful value for local educational institutions and policy makers. In turn, these institutions will have an opportunity to make invaluable contributions to research efforts to help solve the problems they have identified as critical and to prepare the next generation of people who will help in this important task, they provide essential research sites for inquiry, critical professional coparticipants for projects and studies, and substantial archives of data that can be made available. A mature professional partnership should frame all these essential enterprises.
3. **Prospective Students**

The students we seek for this program are committed to making significant changes in urban schooling. We seek people who are eager and prepared for intellectually rigorous study, familiar with the problems and challenges of urban education, and willing to work with others to address these issues.

We seek a cohort of students who represent the diversity we find in New York and in all of our nation's cities. In the 1996-1997 academic year, CUNY awarded over 2200 master's degrees in Education. In the Fall 1997 semester, the University had over 500 students enrolled in advanced Certificate programs in Education in policy-related specialties. Each year many graduates of CUNY's own programs emerge who are well prepared for and eager to embrace the challenges of rigorous doctoral education because they know that only the research skills and insights provided by such a program can prepare them to know how to make a difference in the lives of children and the trajectories of educational institutions. Typically, candidates for doctoral programs in Education are mature-age students, with substantial life and work experience with the problems and issues they will study in their course work and dissertation research. They are thoughtful professionals, often dissatisfied with the status quo and seeking to enhance their understanding of issues that concern them deeply. We are also committed to advertising and recruiting nationally because we believe that the work of this program must be relevant to urban education in the U.S. generally. We anticipate valuable interactions between local-area students and those from other cities.

Qualified applicants to the program will be expected to demonstrate appropriate preparation for advanced study of educational issues (e.g. completion of a master's degree in Education, prior work experience in an educational institution, or participation in other programs of study or research related to the field of Education). All students should demonstrate the high level of academic skills needed to pursue doctoral studies successfully. We do not wish to limit admission to this program to students whose master's degree was in the field of education as such. Many distinguished researches in Education did their initial graduate study in other disciplines, and we will make as generous a provision (see below) for credit for the their past work as is consistent with the necessary prerequisites for advanced study in the field, recognizing that they may need to take a limited number of pre-doctoral courses in Education studies (not creditable toward the doctorate) to complete their academic transition. Ideal candidates for this program should have had both practical teaching (and possibly administrative) experience and strong academic preparation in a liberal arts or science discipline appropriate to their intended concentration option as well as in Education. The program faculty will take this ideal into account, but will necessarily need to make individual judgments about whether candidates for admission have appropriate prior background and experience to participate successfully in the program as described below. The first year entering cadre of students will not exceed 15 students, some of whom are expected to be part-time students and some others self-supporting full-time students (see Section 10). We anticipate admissions of 15-20 new students each year over the first 5 years of the program, with the number of part-time and self-supporting full-time students growing with in these limits according to demand and the smaller number of full-time, student eligible for and needing financial support increasing only as fellowship funds become available. For detail.; see Section 10.

Graduates of the program will be well prepared for university teaching and research in teacher education, Curriculum studies, or educational administration and policy programs. Many will choose careers in public service or in leadership roles in schools and school districts, making contributions to research expertise and policy analysis. Some will base their efforts in the work of charitable foundations and other voluntary and nonprofit organizations working in the public interest.

4. **Overview of the Proposed Program**

The long-term objective of this program is to provide the research base needed to help solve the urgent problems of urban education. To this end it specifically seeks to prepare students to complete significant research in the field of urban education. In order to meet these objectives, the course of study leading to the degree will consistently emphasize two themes: (1) the interdependence of reasoning about curriculum issues and reasoning about policy issues, and (2) the interdependence of critical, reflexive insight into research methodology and sophisticated epistemological and disciplinary understandings. New students in the program will elect one of two concentrations:
(1) Curriculum Studies
(2) Policy Studies

and within Curriculum Studies one of two study options:

(a) Curriculum Studies in the Arts, Humanities, and Social Studies
(b) Curriculum Studies in Mathematics, Science, and Technology

and will meet on a continuing basis with a faculty adviser whose research interests coincide with the student's own initial broad area of interest. Students will also attend a colloquium in which they will have an opportunity to meet other faculty members and gain insight into current research issues and concerns in the field. In their core courses (see below) each cohort of students will work together across disciplinary and concentration lines, to better understand the relevance of policy to curriculum and curriculum to policy issues.

Overview of Proposed Program Structure

Core Courses (15 credits)

Fall semester
1. The Structure of Social Knowledge
2. Historical Contexts of Urban Education

Spring semester
3. Logics of Inquiry
4. Pedagogy and the Urban Classroom

Summer term
5. Educational Policy (includes internship)

-------- First Examination ---------

Research Methods Courses (6 credits)
Qualitative Methods (see list, section 8)
Quantitative Methods (see list section 8) Program Concentration and Options (24 credits)

Area Seminars
Courses in other CUNY doctoral programs --- Second Examination --- Dissertation Research

Dissertation Cluster Seminars

[Transfer Credits: Up to a maximum of 30 credits, for a program total of 60+ credits]

The program will draw upon existing courses in doctoral programs in many partner disciplines, such as sociology, political science, history, linguistics, and psychology, for advanced methodology courses and on these and other disciplines in the arts and humanities for the electives within each concentration and option. This will ensure that research students understand the logic of these disciplines and their methods and will afford the in great freedom and flexibility in constructing a course of studies relevant to their emerging research interests. Students will need considerable guidance in this, and it will be the role first of the adviser and then of the Studies Committee (particularly its chair, who will then act as the student's principal adviser) to ensure that selection and sequencing of course work for each student provides a coherent and well-focused basis for dissertation research.

In their first two semesters and the following summer students must take 5 core courses (see descriptions in Section 7 below):

Fall Semester
1. The Structure of Social Knowledge
2. Historical Contexts of Urban Education

Spring Semester
3. Logics of inquiry
4. Pedagogy and the Urban Classroom

Summer Term
5. Educational Policy

The first two semesters' courses will be paired as shown, so that in the first case, students can examine issues in the epistemology of social knowledge in the context of their specific historical studies of urban education, and in the second pair, examine issues of research methodology while identifying research questions and appropriate methods in the actual school settings of the Core 4 course. Issues of policy will be raised throughout the first two semesters, but specific questions of policy analysis methodology and the study of decision making and policy implementation in complex institutional contexts will then become the focus of the culminating Core 5 course, which will include a summer internship. (For rationale and discussion of the internship see under Core 5 and the Policy Studies program concentration below.)

By taking the core courses as cohort soups, across concentration and option lines, students will begin the process of collaborative inquiry that is central to the structure of this program. The interdisciplinary structure of inquiry in education requires such collaborative approaches to address and act on significant real-world educational problems. At every stage of their doctoral studies, students will learn to articulate their research questions, procedures, and outcomes with those of other students who are approaching related problems from different perspectives.

Students will extend their course work beyond the core requirements (which total 15 credits) with one advanced qualitative research methods course and one advanced quantitative research methods course (6 credits), and a program of elective courses within their concentration and option (24 credits), as negotiated with their adviser and later their studies Committee (see section 8 below). Together with an anticipated 15-30 credits accepted from prior graduate study, this work will provide minimum of 60 credits toward the degree. (Students may begin elective work at any time with the approval of their adviser.)

Upon successful completion of the core courses, students will be eligible to take the First Examination; they must pass the examination before proceeding beyond 45 credits. After passing the First Examination, students will assemble, with the help of their adviser, a Studies Committee of at least three members of the doctoral faculty associated with the program (at least one appointed or coappointed to this program, others may be appointed in other programs). The Studies Committee will then guide the student through to the Second Examination (at completion of course work) and on to Advancement to Candidacy. At the time of approval of a dissertation proposal, it will be succeeded by the formal Thesis Committee, perhaps overlapping or even identical in membership. The First Examination will cover the topics of the core courses, including an announced list of specific readings drawn from the course bibliographies (see Appendix A). The Second Examination will cover (a) advanced research methodology, and (b) special topics in the student's concentration and option as determined by the advisory Committee. The Second Examination will likely be given in two separate parts.

Students will be expected to conceptualize their dissertation research in the context of larger, compelling issues in urban education. Students who may not already have had prior teaching experience in elementary or secondary education will normally be expected to acquire such experience in the course of their work in the program. Clusters of focused dissertation studies, alongside the continuing research programs of the faculty, will constitute research centers for the study of these issues. Such centers have an important role to play in the renewal of urban education. This focused research approach will aim to triangulate studies in both curriculum and policy areas to achieve the objective of providing a research base that will be genuinely useful for the solution of contemporary educational problems.

5. Research Focus of the Proposed Program

The primary research focus of the proposed doctoral program will be on increasing our knowledge of the processes and practices of urban education. Doctoral candidates, in close cooperation with the research programs of the faculty, will be prepared to undertake studies of curricular issues and policy issues in urban education. The special
focus of the program will be the intersections of these two principal research agendas: (1) issues of curriculum and instruction, and (2) policy analysis research on issues that set the context for curricular and instructional practices.

As social institutions, schools operate as one component of a diverse complex of educational institutions in modern urban society, and they function in interdependence with other more broadly political and economic institutions. Both curricular and policy research in education today must be grounded in a sophisticated analysis of these social-institutional networks.

Research in these fields presents profound intellectual challenges that can only be met by creating a partnership among disciplines. No single disciplinary tradition provides the range of conceptual foundations or analytical research techniques needed to respond the complexity of urban education. In the more detailed discussion that follows we identify a wide range of relevant disciplinary perspectives and exemplify the kind of research topics and questions that doctoral candidates will pursue.

To pursue research effectively in any of these areas, doctoral candidates will need preparation across a wide range of conceptual perspectives and their associated methodologies. None of these issues can be fruitfully investigated without some degree of sophistication with regard to their historical, cultural, sociological, political, and ethical dimensions. No one today can read the best research literature on these questions without a grounding in methods of analysis of documentary and interview data and direct observation, as well as in statistical methods and the use of quantitative measures.

Research on urban education should be expected to contribute to the development of fundamental theoretical perspectives in many disciplines other than the field of Education as such, as well as to provide genuinely useful knowledge and new critical discourses for policy makers and educational leaders and practitioners. The lists of Research Areas (below) and Focus Topics (Appendix B) provided here offer many examples that meet these stringent dual criteria of research significance in Education.

The institutions of urban education, the discourses and practices of its participants, and the intersection of curricular and instructional concerns with policy issues provide the unity of focus for this multidisciplinary program. Education as a field of scholarly research with a long and distinguished tradition has never defined itself by an exclusive body of theory or a single methodology, but by its object of investigation. Whatever perspectives and methods are needed are brought to bear. Many current members of the faculty of the University are already doing outstanding research in curriculum and policy studies in education. Like their colleagues in educational psychology and developmental psychology, these scholars and their research need a proper institutional base within the University to develop programs effectively for training and mentoring future researchers. The mission of this distinguished urban university invites us to provide such a base for research and teaching programs that can contribute so directly to the welfare of the community that supports us.

**Specific Research Areas**

In our judgment the following broad research areas include many of the issues of greatest potential theoretical and practical importance for the study of urban education in the decade ahead. These areas in which CUNY faculty already have or are developing strong research programs. The list is not meant to be complete or exclusive but illustrates some of the areas that will provide an initial focus and coherence for the doctoral program's research agenda. This list will be extended to include other areas deemed important by the faculty.

*Schools and Other Social Institutions:* The operation of schools is intimately interdependent with social processes occurring in institutions at various levels of government and in the private sector, religious institutions, community organizations, labor organizations, etc. Studies of such inter-institutional relations, not just in their ideal and formal outlines, but in their real-world interactions, are of great importance for organizational theory in general as well as grounding effective educational practice and policy making.

*Schools and Other Educational Institutions:* Particularly in large urban centers, schools are only one of many social institutions with significant educational functions; libraries, museums, professional institutes and academies, and the
media provide educational opportunities and environments whose actual and optimal integration with school-based education is not yet well documented or theorized.

**Evaluating New Policy Paradigms:** There is an urgent need to develop well-understood and agreed upon criteria and methods for the evaluation of new paradigms of public education policy, such as those being introduced as part of the current "educational restructuring" and "systemic reform" initiatives. These new alternative paradigms cannot produce the outcomes data required by traditional program evaluation methods, but policy makers still need research guidance as they commit substantial resources to specific programs ostensibly within the new policy paradigms. Research is needed into alternative evaluation schemas that can offer useful guidance under these new policy conditions.

**Systemic Educational Reform:** The development and implementation of national and local curriculum standards, more democratic school governance, professionalization and board certification of teachers and administrators, performance assessment and accountability for all participants, use of new educational technologies, and equitable and compensatory school financing all converge in the recognition that systemic reform in education must integrate these components to be successful. Substantial research needs to be done to document and analyze what actually happens in the various reform program now being planned or already begun and to assess the consequences of these reforms for learning in urban classrooms. The educational reform process offers researchers a treasure-house of data for the development of basic theories of social, institutional, and technological change and patterns of adoption and resistance.

**Implications of New Educational Technologies:** Every aspect of formal and informal education, from curriculum and instruction to policy and politics, is likely to be influenced by the rise of New communications and information technologies: educational costs, the role of teachers and other mentors, on-site versus off-site learning, access to information, assessment collaborative learning, curricular uniformity versus individuation, etc. A wide diversity of visions, experiences, and reactions to the new technologies will need to be studied. Fundamental theoretical issues concerning social learning, interaction with intelligent objects, educational ecologies, and technological change will need to be addressed.

**Education for Students with Special Needs:** How can schools best provide for the education of students with disabilities and special needs? What are the policy and implementation implications of addressing the needs of these populations of students in teacher education, development of assistive technologies, and standards and assessment issues?

**Critical Multimedia Literacies:** From early childhood through continuing adult education, our society places a premium on complex literacy skills that today include not just the literacy of the written word but literate use of diverse multimedia genres, printed and electronic, in every specialized occupation and activity. While merely technical skills suffice for low-level uses, genuinely critical and reflective multimedia literacies will be necessary to influence policy and evaluate content. Educators have as yet only begun to consider how to teach and develop such literacies for nonverbal media, or how to integrate verbal, visual, and other literacies appropriately in the curriculum. Fundamental issues of multimedia semiotics, genre and discourse theory, and media studies will be addressed by such research.

**Curriculum Theory: History, Policy, and Paradigm:** How do contemporary curricula reflect the history of social, cultural, and political processes in modern America? What are the interactions between the political processes of curriculum policy making and the intellectual processes of curriculum content development? What are the origins, uses, and limitations of curricular paradigms based on conceptions of social and individual needs (what should be learned), learner abilities (what can be learned), and learners' rights to shape their own educational development (what we wish to learn)?

**Early Childhood Education:** What is the impact of child-rearing practices on school readiness and school progress in primary and pre urban classrooms serving immigrant children? How does children's school progress vary with particular, theoretically based early-childhood curriculum approaches? What are the relative effects on children and their families of such educational services programs as Head Start, prekindergartens, daycare, and private and
parochial preschooling? What are the implications for primary curriculum of the establishment of prekindergartens in public schools?

What are the policy issues at stake in public funding of family daycare, group daycare, and vouchers for private daycare? What are the policy implications of differential salaries and standards for various categories of adults working with children up to age eight in diverse settings? How do new curriculum standards in academic subject areas affect expectations for learning outcomes in early childhood education? How should standards for state-approved teacher-preparation programs reflect differences in primary versus preprimary programs?

How should responsibility be shared between families and other social institutions for the early education of our youngest citizens? What are the educational rights and needs of children of preschool age? Will new educational technologies advance learning readiness or otherwise make possible new levels of achievement for very young learners?

**Expectations and Achievement:** Many educational and political leaders today believe that many more students can achieve much higher levels of sophistication at much earlier ages than previously thought. There are some theoretical, historical, and cross-cultural grounds to believe that almost any set of social expectations for student achievement can be met under appropriate learning conditions. It may even be that previously dominant views of a hierarchy of difficulty and stages of readiness represent limited cultural perspectives and an ideological commitment to overvaluing the achievements of a favored few. Situated learning theory and actor-network theory suggest that anyone can learn to do anything, and that no symbol-processing task or skill intrinsically requires greater inherent ability than another, given participation in the right network of persons and artifacts. Other theories propose fundamental limits on achievement as a function of ability or developmental readiness - Research on these questions may determine whether higher expectations will lead to higher levels of achievement or higher levels of frustration, and what kinds of institutional support would be required for success.

6. Relations to Master's Degree and Other CUNY Doctoral Programs

As previously discussed (Section 2), the new doctoral program will provide a source of intellectual and potential staffing resources for the existing master's degree programs at the CUNY colleges and will maintain close ties with them. These programs represent an important source of prospective students for the CUNY doctoral program, and some faculty members now teaching in these program have research experience and expertise that will be of great value to the doctoral program. Many of the students in the master's degree programs prepare education professionals in all of the curriculum areas to be addressed by the doctoral program. In addition, the CUNY Advanced Certificate Programs in Administration and Supervision, while they do not have a specific research mission, will clearly benefit if their faculty participate in many of the research and policy analysis projects initiated in the doctoral program. The proposed doctoral program does not represent in any sense a direct continuation of pre-doctoral programs, but rather a new opportunity for highly motivated students and education professionals to attain the research skills and experience needed to contribute at the highest levels to the improvement of American urban education.

The Ph.D. Program in Curriculum and Policy Studies in Urban Education has a core commitment to intellectual and research partnerships with many other doctoral programs at CUNY. Particularly in the human sciences, the doctoral programs in Sociology, Anthropology, Political Science, History, Philosophy, Linguistics, Developmental Psychology, and educational Psychology, through their faculty's research projects and course offerings, will provide essential support to the new program in the form of research methods courses, elective topics courses, and co-supervision of dissertations. We hope that many individual faculty members (see Section 11) will agree not only to welcome our students into their courses, but also to serve on Studies Committees to guide students and to engage in joint research projects that can form the framework for dissertation research projects. We anticipate that many members of the doctoral faculty with primary appointments in other programs will have affiliations also with this program.

There is a potential for a collaborative relationship between this program and the existing doctoral program in Educational Psychology. The two programs are distinguished primarily by their complementary conceptual frameworks and disciplinary perspectives (sociocultural versus psychological) and to some degree by dominant
research methodologies (qualitative-interpretive and multiple-approach methods versus quantitative analysis).

'Mere should be no direct competition for students between the two programs because doctoral candidates in the new program will not be pursuing careers in educational psychology or seeking credentials in that discipline. Students will elect the program that fits with their particular career and research aspirations. In other universities we have contacted (see the Noble Report, 1994, Review of Ph.D Programs in Education in 16 Institutions of higher Education), programs in Educational Psychology, Policy Analysis, and Curriculum Studies coexist comfortably with distinct missions, disciplinary foundations, courses of study, and student populations served.

7. The Five Core Courses

All students in the Ph.D. Program in Curriculum and Policy Studies in Urban Education will be required to complete five core courses:

1. The Structure of Social Knowledge
2. Historical Contexts of Urban Education
3. Logics of Inquiry
4. Pedagogy and the Urban Classroom
5. Educational Policy

The first two will normally be taken concurrently, as will the second pair of courses, for which the first pair will be prerequisite. On completing these four courses, students will take Core 5, which will normally be offered in the summer term so that the core requirements can be completed in one calendar year. Course descriptions are given below. Course outlines and bibliographies will be found in Appendix A.

The core courses are unified by two themes that ran through them all: the interdependence of curricular and policy issues and the connections between research methodology and fundamental epistemological questions in the human sciences. All courses address issues of research methodology, all include cultural, historical, and political dimensions of inquiry. One course in each of the first two pairs (Core 2 and Core 4) provides specific case-study contexts (historical examples and participant observation urban in schools, respectively) for the examination of the epistemological (Core 1) and methodological (Core 3) issues in the partner courses. Core 5 serves as a capstone course, building on the learning and experiences of the prior four courses to help students understand the complex multiple considerations needed in policy analysis research as well as the impact of policy on curricular and instructional issues. An important part of this course is a summer internship in an organization concerned with educational policy questions.

By taking the core courses as cohort groups, across concentration and option lines, students will begin the process of collaborative inquiry that is central to the structure of this program. At every stage of their doctoral studies, students will learn to articulate their research questions, procedures, and outcomes with those of other students approaching related problems from different perspectives.

For each core course we present a brief course description and a fuller statement of the designers' rationale for the course.

Core 1: The Structure of Social Knowledge (3 credits)

Course Description

In this course students will examine the responsibility of schools, curricula, and pedagogy to address issues of the epistemological foundations of knowledge and the economic, social, and political conditions for the production, legitimation, and dissemination of knowledge. Relationships among knowledge, interest, and agendas for action, as well as the changing nature of curricular knowledge in relation to changes in the workplace and broader cultural and economic developments, will be considered.
APPENDIX A

Rationale

This course addresses two closely related issues: (1) What do we know and how do we know what we know? and (2) What are the basic determinants of legitimate and non legitimate knowledge? It draws on philosophy, anthropology, sociology, economics, and history to answer these questions.

The course will survey various answers to the question, how do we know? Including Descartes's notion that mind underlies knowing; Hume's challenge to Descartes's rationalism, insisting not that knowledge refers to a world independent of consciousness but that consciousness produces and organizes the world more or less according to contextually derived needs and desires; Vico's idea, later developed by Marx and Dewey, that we know the world because we make it; and Kant's attempt to reconcile Descartes's idea of the fissure between mind and body by invoking scientific method as the way in which an otherwise unknowable world may be apprehended.

A core issue under this heading is, What is scientific methods Approaches to this question range from the view that only those propositions that may be refuted by means of rigorous procedures can be considered scientifically valid, rationalist theories that invoke logic as the core science; evolutionary theories holding that we know-things by understanding their development and the view that self-understanding is the means by which we know.

The second major issue in the course concerns the economic, social, and political conditions for the production and dissemination of knowledge. It considers power and human interest as constitutive of knowledge. The issues of power and interest are particularly salient to the question of what is legitimate and what is illegitimate knowledge.

Core 2: The Historical Context of Urban Education (3 credits)

Course Description

This course will explore the emergence and transformation of urban educational institutions public and private, inclusive and selective, fee-paying and free, religious and secular—out of the dynamic interplay of individual, group, and larger scale intellectual, social, political, and economic factors. Students will study the formation of social identities in the history of education, specifically race, class, gender, ethnicity, and religion, and the relationship of identity formation to current issues in education. The history of the politics of education also will be studied, especially as politics relates to defining educational mission, determining resources, including or excluding individuals and groups, providing equity of educational opportunity, and encouraging community participation in establishing and maintaining schools.

The course will develop the concepts and skills of historiographic research through an examination of prevailing concepts of education and schooling, schooling and identity formation, concepts of childhood and youth, perceived missions of schooling, alternative school structures and governance, available technologies, teacher recruitment and student enrollments, contemporary pedagogies and curricula, and the resulting educational institutions and programs that emerge at a given historical moment.

Rationale

Contemporary students of urban education need to be aware of the antecedents of the issues they now confront. As David Tyack has argued, current reformers both within and outside of the educational establishment act as if "history was something to be overcome, not a source of insight." Policy analysts need to be aware of the context (political, social, and economic) and actual alternatives that confronted institution-builders and decision-makers in the past; whether conscious decisions were made or if events dictated policy; and, if conscious choices were made, which alternatives were selected, which rejected, and which never seen. Analysts also must determine if and how policies were implemented and what the outcomes were, intended as well as unintended. Curriculum theorists need to be able to explore the past to see how knowledge was perceived, valued, transmitted, received, and validated within the crucible of educational institutions and the dynamics that drove changes over time.
Core 3: Logics of Inquiry for Curriculum & Policy Studies in Education (3 credits)

Description

Based on participant observation in urban schools, students will carry out small-scale projects within which they will begin to formulate research issues and questions, produce sample data collections, and consider alternative approaches to the analysis of these collections. By reading exemplary research studies in Education and classic essays on the dilemmas of research methodology in the social and human sciences, students will advance their understanding of how to design and justify complementary combinations of research methods for prospective studies.

Rationale

This course will help students develop the sophisticated understanding of methodological issues and alternatives needed to synthesize appropriate research methods for the dissertation studies they will eventually undertake. Building on discussions of the grounds of practical and theoretical knowledge of social phenomena in Core 1, and the introduction to historical method in Core 2, students will continue the process of developing critical judgment regarding the choice and justification of research strategies. This process will continue in subsequent courses in quantitative research methods (e.g., EdPsych U705-6; PolSci U700, U713, Soc U715-6) and in specialized methods of other kinds from partner disciplines such as sociology, anthropology, linguistics, history, philosophy, etc., appropriate to their search interests of individual students. It is assumed that these students will already have taken at least one prior research methods course on the master’s degree level, which will have included some discussion of elementary quantitative methods.

Exemplary research studies using and combining approaches such as ethnographic, interview based, discourse-analytic, case-study, semiotic, phenomenological, historical, demographic, and quasi-experimental methods will offer opportunities for critical examination of their assumptions, uses, and notations in curriculum and policy research. These studies will be read and discussed alongside thoughtful and classic critical essays on the methodological dilemmas faced by researchers in the social and human sciences. The aim will be to enable students to go on to other courses that deal with research methodology in various disciplines well prepared with critical questions and a sense of what is ultimately at stake in the choice of research methods. Because the logic of quantitative and quasi-experimental methods is an integral part of other courses, at least one of which all students will be required to take, this course will focus on the logics of inquiry implicit in other frequently used methods in the field.

Each cohort of students will take this course simultaneously with Core 4, "Pedagogy in the Urban Classroom," and readings between the two courses will be coordinated so that methodological issues can be connected to the practical contexts and concerns of education to be addressed by research. Students will prepare as a term project a design and justification of methods to be combined for the purpose of a hypothetical study of well-posed research questions in a particular real education site, dealing with issues addressed in the Core 4 parallel course. They will also write during the term careful critiques of articles from the published literature relevant to their chosen research questions, drawing on the critical frameworks developed in the readings and course discussions. Working in collaborative groups, students will also carry out small-scale "pilot studies" in which they will gain first-hand experience with producing an initial data archive through such methods as interviewing, participant observation, and document and data collection. During and after this work they will consider the types of analysis of archive materials (discourse and multimedia analysis, narrative analysis, historical comparisons, quantitative modeling and hypothesis testing, etc.) best suited to the emerging questions of their inquiries.

Core 4: Pedagogy and the Urban Classroom (3 credits)

Description

This course examines the relationships through which knowledge is constructed and communicated in urban schools. It approaches pedagogy as a set of relationships among teachers and students mediated by culture,
history, learning theories, assumptions about childhood and adulthood, and assumptions about knowledge and ignorance. Students will study pedagogical interactions in schools and the forms that knowledge assumes in the curriculum in discourse, activities, texts, materials, and technology. Students will also be asked to consider the ways that pedagogy is shaped by institutional culture and professional governance. Resources from cultural anthropology and comparative education will be studied to frame contemporary practice as particular versions of what is possible.

**Rationale**

It is important to view the pedagogies of them ban classroom through a number of frames in order to understand the roots of current practice. Researchers are often asked to appraise methods of instruction without having any sense of the historical influences and cultural traditions that sustain these practices, giving them authority and persuasion in the minds of teachers, students, and their families. It is important as well to introduce students to analytic frames through which the act of teaching may be viewed, such as: phenomenology, discourse analysis, cultural anthropology, object relations theory, cognitive science, intellectual history, epistemology, and social reproduction theory. This course will follow the core courses on the Structure of Social Knowledge and the Historical Contexts of Urban Education and will provide concrete situations for analysis through field studies that will be shared with the core course, The Logic of Inquiry. By bringing a cohort of students to the analysis of a common problem in a school setting, we will prepare students for the collaborative work that they will do in their area seminars and dissertation research teams.

**Core 5: Educational Policy (3 credits)**

**Description**

This course will study educational policies and subsequent implementation as the intended and unintended consequences of many processes: ideological, social, judicial, scientific, political, and economic. Within the context of each issue, potential policy alternatives will be identified and actual policy and implementation decisions studied. Students will learn to use relevant concepts and methodologies from the social and behavioral sciences to analyze issues critically, including appropriate quantitative and qualitative methods.

Case studies of real-world policies and practical outcomes will be studied in order to explicate within a specific temporal and political context complex urban educational problems. Through these cases students will learn the many methodologies - including cost-benefit, historical, and comparative - that must be brought to bear in the study and resolution of educational problems. Case studies will deal with such issues as school choice, educational equity and opportunity, curriculum and standards, staffing and staff unionization, school-based budgeting and decision making, school size and organizational structure, and the allocation of authority in school systems as reflected in school and system governance. The course will include analysis of the processes of public policy making and implementation; team fieldwork on policy problems, especially those involving the relationship between policy and power seminars with education policy makers; and an internship in public or private agencies connected to the field of education.

**Rationale**

Learning to analyze and interpret education policy issues is essential for leaders to make effective policy decisions. But they also must be able to examine alternative paradigms as well as interpret specific policies. They must be able to see policy issues within a broad sociopolitical context in order to understand how policies are intentionally or unintentionally arrived at and to comprehend links between policies and outcomes.

This course will approach issues of educational policy in terms of paradigms and paradigm shifts. Policy makers must be able to examine alternative paradigms as well as interpret specific policies. A policy paradigm involves clusters of assumptions and fundamental approaches underlying the ways policy makers and analysts address goals, processes and outcomes of educational policy. Improving education may require major paradigm shifts.
Such decisions entail significant shifts in the organization of images, the culture of institutions, communities, and social structures. Anthropologist Clifford Geertz identifies these as "symbolic sources of illumination," which we use "to put a construction upon events, to orient ourselves to the ongoing course of experienced things." These sources are directly related to a society's centers of power, which are frequently competing or conflicting.

Policy studies, therefore, must be embedded in considerations that lead to understanding the relationships between and among cultures, power, policy, and practices. They must address alternative educational goals related to culture and power as much as methods appropriate to their realization. This course will proceed on the assumption that these are open questions, the answers for which are not always present.

Whether the result of Intentional or unintentional processes, or of active or passive decision making, policies need to be implemented. However, a policy may never be implemented, or, if implemented, may be carried out in a manner that undermines or contradicts that selfsame policy. Hence, connections between policy and practice must be closely examined within the same field of forces appropriate to the examination of policy making itself.

This core course continues to develop the twin themes of earlier core courses: the integral relationship between curriculum development and educational policy making, the construction and communication of knowledge, and how these relate to issues of schooling. The course treats education in an abroad context. It includes traditional schools as well as other institutions that offer instruction, and public as well as educational policies that have an impact on children and schooling.

To ensure that course discussions are informed by actual processes of policy making (and subsequent implementation), for the duration of the course each student will participate in a structured internship in an agency linked to the education sector. This includes public agencies such as the Central Office of the New York City Board of Education, Community School District offices, the Mayor's Office of budget and Planning, the City Council's Education Committee, the Office of City Planning, the Department of Child Welfare, private foundations such as New Visions, and voluntary organizations such as the Public Education Association, United Parents Association, and the Education Priorities Panel. Some internships may also be taken with international organizations based in New York.

As part of the structured internship, students will learn how to gather the systematic data and anecdotal information needed for policy analysis. This information will provide the empirical basis for in-class policy analyses and course assignments.

8. **Program Concentrations: Curriculum Studies in Education; Policy Studies in Education**

Students will apply for admission to the program in a specific concentration area, either Curriculum Studies in Education or Policy Studies in Education. (They may petition to change this concentration prior to but not after completing the First Examination.) In consultation with their advisers, and after completion of the core with their Studies Committee, students will select at least one advanced course in quantitative and statistical methods and one in qualitative-interpretive methods, from among those offered by the existing doctoral programs (see sample list at the end of this section). These courses will be selected so as to provide analytical techniques appropriate to each student's own emerging research interests. Students will then complete approximately 21 credits of elective courses, chosen from lists of recommended courses offered at the Graduate Center across many programs (see below for examples) and from reading courses and special topics courses under the supervision of a member of the doctoral faculty (in Curriculum and Policy Studies in Urban Education or in another program, with the approval of the Committee).

In both concentrations students will be required to pass both a First and Second Examination, as well as all other requirements, to be advanced to candidacy for the degree. The First Examination will cover the curriculum of the core courses, and the Second Examination more specifically that of the course of studies in the student's concentration area approved by the Studies Committee.
Within the Curriculum Studies concentration, two options will be available:

Arts, Humanities, and Social Studies Option
Mathematics, Science, and Technology Option

Students will elect an option no later than upon completion of the Core, and most will do so before that time as they begin to take relevant elective courses and attend the area colloquia of interest to them even during their first year. Students electing these options will attend specialized area seminars in which they will acquaint themselves, under faculty guidance, with the current research issues and themes in, for example, arts education or science education curriculum studies at an advanced level and begin to articulate the scope and form of their dissertation research.

Following successful completion of the Second Examination and approval of a thesis topic, students will normally participate in a Dissertation Seminar in which there will be an opportunity for coordination and mutual support among students whose research projects may have bearing on one another, even across concentration or option lines. For example several dissertations may all examine different curriculum and policy issues within the same school district, or historical and contemporary contexts of the same population of students in the public schools, or the different viewpoints of teachers in different subject fields to policy and resource distribution questions under the new school-based management schemes. It is our belief that mutual support and collaboration among students at the dissertation stage is of great value and not often enough emphasized in formal programs of doctoral studies. This approach also continues our fundamental theme of the interdependence of curricular and policy research issues into the dissertation research itself.

Preliminary working documents have been developed for each concentration and option. During the period of development of the full program proposal the participating faculty (see Section 11) and others invited to join three specialized Faculty Advisory Groups will formulate detailed descriptions, policies, and priorities for each concentration and option. Included in their reports will be lists of specific courses in other doctoral program; that have been selected as appropriate electives for each concentration and option in consultation with the Executive Officers of the relevant program. The advisory groups will also make recommendations regarding more specific admissions policies for each area, student recruitment, priorities for the development of new elective courses, and essential library resources needed to support each concentration and option.

The three Faculty Advisory Groups are:

Advisory Group on Curriculum Studies in Arts, Humanities, and Social Studies Education
Advisory Group on Curriculum Studies in Science, Mathematics, and Technology Education
Advisory Group on Educational Policy Studies and Policy Analysis

Each group consists of members of the participating faculty, including both specialists in the discipline of Education and those from the partner disciplines relevant to the particular concentration and option, and other invited members of the CUNY faculty whose advice and expertise will contribute to the work of the group.

9. Area Seminars, Colloquia, and Electives

Following successful completion of the core courses and the First Examination, students will enroll in area seminars specific to their concentration and option. The purpose of these seminars will be to promote discussion of critical contemporary research issues in Arts and Humanities Education; Mathematics, Science, and technology Education; and policy Studies in education. Participation in the seminars will inform students of the state of the art in research in their specialized field of interest and help them to formulate significant topics for their own dissertation research. Further details of the content and credits for the area seminars will be provided in the full proposal document and will be developed with the guidance of the Faculty Advisory Group (see section 8) for that specialist area.

Less formal than the area seminars, and available to students from the time of their arrival at the Graduate Center will be the area colloquia, whose principal function will be to introduce students to the CUNY faculty members who are active in research and professional work relevant to their interests and to the faculty's current research projects.
In addition, the colloquia will also promote dialogue with guests from other programs and institutions and provide opportunities for discussions of and guidance to initial reading in the literature of the field, upcoming conferences, and other professional activities.

The Ph.D. Program in Curriculum and Policy Studies in Urban Education will from time to time introduce elective courses of special significance for our students. We have determined that the first such elective, to be proposed as an integral part of the initial doctoral program, will be "Technology and Education: Critical Perspectives." This course will be required of all students in the MSTE Option of Curriculum Studies, and we expect that it will also be taken by many other students in the program. The course is described below.

Finally, there will be dissertation cluster seminars, in which advanced research students will have opportunities to share the experiences and difficulties of their research work with one another and with members of the faculty, to articulate the relations and connections of their various projects and findings to one another's work, and to mutually support one another during the dissertation phase of their doctoral studies.

Program Elective (New Course)

Technology and Education: Critical Perspectives (3 credits)

Description

In this course students will examine current curriculum and policy issues regarding the use of New information and communications technologies in education in their larger social, historical, and political contexts. Economic, legal, ethical, instructional, and institutional issues, as well as questions of the validation of knowledge sources, will be discussed, and students will gain direct experience developing and participating in individual and group projects utilizing advanced communications and information technologies.

Rationale

New information and communication technologies are creating both new opportunities and new dilemmas for educators concerned with curriculum and policy issues. This course will situate contemporary concerns about technology and education in their larger social and historical contexts, offering critical perspectives on such issues as economic pressures to adopt new technologies, the history of American technological optimism, technologies as media for social control, and the assessment of technological effectiveness in education. Beginning with views of the larger role of technology in urban social ecologies and the history of education, the course will aim to examine content curricular, legal, ethical, and political issues surrounding the adoption of multimedia and networked computer technologies in schools.

Educators need conceptual frameworks for examining such issues as resistance to the imposition of technological change in the workplace, possible gender bias in software and interface design, legal and ethical issues of uncensored access to information in schools, and teachers' and students' rights to publish their views on networks. We also need to critically examine the potential impact of nonlinear, interactive, multimedia genres of expression, argumentation, and communication on the curriculum and on the culture of schools. New communications technologies integrated with learning may also radically change the institutional networks, and so the roles and relationships, wrong students, teachers, administrators, and the many potential mentors and knowledge providers outside traditional school structures.

In this course students will not only gain experience with analyzing curricular and policy issues involving the use of New educational technologies but will also participate in and develop individual and group projects using such technologies as computerized simulations and visualizations, multimedia authoring systems, intranet groupware, and internet communication and resource design tools. Students will be expected to have already achieved basic levels of computer literacy independently or through noncredit workshops available in existing GSUC computer labs. The course will also aim to take advantage of the various research and development projects in educational and telecommunications technology at CUNY, including those at the Center for Media and Learning and at the Stanton-
Heiskell Center for Telecommunications.

This course will be available to all students in the Ph.D. Program in Curriculum and Policy Studies in Urban Education and will be required for students electing the Mathematics, Science, and Technology Education option within Curriculum Studies.

A course outline and bibliography will be developed by the Faculty Advisory Group for Science, Mathematics, and Technology Education in consultation with other members of the faculty with relevant expertise.

Expected Enrollment: 10-15 students per year.

10. Implementation Issues: Teaching Faculty and Cost and Resource Assessment

The intent of the program is to rely as much as possible on currently appointed members of the CUNY faculty for their research and expertise. We believe this is the most cost-effective way to leverage the strengths of the existing CUNY faculty, appointed both at the Graduate Center and at the colleges. Core courses, area seminars in the concentrations and options, and program electives will be taught by faculty with appointments or joint appointments in the Ph.D. Program in Curriculum and Policy Studies in Urban Education, but drawn mainly from the existing doctoral faculty. Many elective courses in the concentrations and options will be drawn from the regular course lists in other doctoral programs and taught by their existing faculty.

Distinguished faculty members in Education now teaching on the campuses, but not already members of the CUNY doctoral faculty, will be nominated by the program as members of the doctoral faculty in Curriculum and Policy Studies in Urban Education, but retain their current appointments. Colleges will be compensated for courses taught and students supervised by these faculty members by the distribution of Graduate Center lines under the current allocation system. In addition, the University has identified the development of this doctoral program as a key component of the overall effort to strengthen each of the colleges' education offerings. This initiative is also a University budget priority that is expected to provide support for future faculty who will have significant participation in the proposed doctoral Program. The opportunity for such participation will also assist in recruitment of the best available faculty candidates for programs at the colleges.

See Section 11 for a preliminary list of CUNY faculty members who have already expressed their desire to participate in the proposed program. We will continue to identify and enlist the assistance of additional members of the CUNY faculty.

To strengthen faculty resources for this new program we propose two new appointments to the Graduate Center faculty. These will be on reallocated lines within the University and will not require the allocation of new faculty lines. In the first year (1999-2000) a search committee would be constituted to identify an outstanding scholar in curriculum studies in education who is also a specialist in qualitative research methods, to be appointed starting in the second year (2000-2001) of the program. In that year, also, a second search would be conducted for an outstanding scholar who is a specialist in educational policy studies.

Cost and Resource Assessment

Because of the strategy of relying existing faculty resources, this program should produce relatively modest added costs to CUNY's budget. We anticipate a small program intern is of student enrollment. The first-year entering cadre of students will not exceed 15 students, some of whom are expected to be part-time students. We anticipate limiting admissions of new students each year over the first 5 years of the program, with the number of part-time and full-time needing financial supporting students growing within these limits according to demand, and a smaller number of full-time students needing financial support increasing only as funds for student support be come available (see below). We anticipate that after 6 years of operation, with a maximum of 1520 admissions annually, the total number of head count students, including those at Level III (maintenance of matriculation, dissertation work only), could reach approximately 100-120 students. The number of FTE students would be substantially less because of the relatively large number of part-time students expected.
Although in some fields part-time doctoral study is not encouraged, it is our belief that in the field of education, as in other fields where professional experience provides an important basis for research work, a mix of part time and full-time students is desirable. So also is the anticipated mix of local-area students and those recruited nationally. We expect that a significant proportion of the local-area students will be part-time students while continuing to pursue their careers; others will be educators on full-time leave. Most part-time students who are continuing their professional careers during doctoral study will be largely self-supporting, as will some full-time students who are on sabbatical leave for professional development thus greatly reducing the otherwise pressing need to raise supplementary funds for full-time student support. The committee is acutely aware of the shortage of such funds. Because this program would be created without the need for new faculty lines, some contribution from the CUNY central administration to the funding of this new doctoral program should be used for student support. In addition, the GSUC administration is committed to aggressively seeking external support for the program (see below).

Another resource for student support is the very large demand for adjunct teaching faculty in the undergraduate and master's level courses in Education on the CUNY campuses. Because of recent retirements, colleges with large Education programs currently have the ability to utilize Graduate Teaching Fellows and to hire more advanced doctoral students from the new program as adjunct teaching faculty. This connection to pre-doctoral programs in Education on the campuses is in fact a principal anticipated benefit from the new program.

In addition to the costs of student support, there will also be a need for one Assistant Program Officer and for the normal operating costs of a program office. Fortunately, because of the capital budget already allocated for the new 365 Fifth Avenue facility, there will be no additional costs incurred for office space or most normal operating equipment.

Finally, there will be some modest costs associated with library collection development. There is already a substantial collection that can support doctoral work in Education in the CUNY libraries. The GSUC library will incur a one-time cost to acquire a core collection of volumes not already owned there to support the core courses and readings for the First Examination. Because of the interdisciplinary nature of the program's curriculum offerings, most other courses would already be supported by collections developed for other doctoral programs. Long-term costs for new acquisitions and particularly for serials will depend on a plan for coordinated collection development of materials to support advanced study and research in Education among the CUNY libraries. Discussions of such a plan have already been initiated. Development of the CUNY Digital Library(already funded at $10 million from the capital budget) should also provide support. The final full proposal for this program will include line-item cost estimates for library materials.

Research and doctoral education in the fields of curriculum and policy studies in Education tend to be generously supported by governmental and private agencies. In such fields as mathematics and science education and urban educational policy, national, state, local, and charitable foundation priorities make it very likely that the proposed program will be able to obtain substantial outside funding to support fellowships for doctoral students, internship programs, and research projects of the faculty. The 1999 research support budget of the U.S. Department of Education (excluding the $60 million for the National Center for Educational Statistics) was $108 million. The recently passed Higher Education Act of 1998 provides specifically for an additional $120 million in new funds for Teacher Quality Enhancement Grants. The federal Fund for the Improvement of Post-Secondary Education also provides grants ($25.2 million for 1999) to support innovative new programs. The National Science Foundation (currently seeking an 8 percent increase for mathematics and science education, including graduate fellowships) and many programs in the U.S. Department of Education provide for fellowship support for doctoral study in science and mathematics education and other fields, particularly for students from traditionally underrepresented groups. It is hoped that a significant proportion of doctoral students with such backgrounds can be recruited for this program, and conversations with the GSUC Office of Development indicate that several private funding sources will be interested in helping to provide opportunities for these students to become prepared for research and leadership positions in urban education. Locally, current initiatives by the New York State Department of education and the New York City Board of Education seek to provide support for continuing professional development of senior educators, of whom those with strong research and policy analysis interests can be attracted to the new doctoral program. A more detailed analysis of prospects for external funding support will be included in the final proposal document.
11. **Participating CUNY Faculty**

Below is a preliminary list of CUNY faculty members who have already expressed their desire to participate in the program. We will continue to identify and enlist the assistance of additional members of the CUNY faculty.

Professor Philip Anderson, QC (Education)  
Distinguished Professor Stanley Aronowitz, GSUC (Sociology)  
Dr. Roscoe Brown, GSUC (Center for Urban Education Policy)  
Professor Stephan Brumberg, BC (Education)  
Professor Steven Cahn, GSUC (Philosophy)  
Professor Charles Caims, GSUC (Linguistics) and QC  
Professor Peter Chabora, GSUC (Biology) and QC  
Professor Deborah Coates, GSUC and CC (Psychology)  
Professor Joseph Dauben, GSUC (History) and LC  
Professor Michelle Fine, GSUC (Psychology)  
Professor David Fuys, BC (Education)  
Professor Joseph Glick, GSUC (Psychology)  
Professor Thomas Kessner, GSUC (History)  
Professor William Korinchuk, GSUC (Sociology, Psychology)  
Professor Ravi Kulkami, GSUC (Mathematics, Computer Science) and QC  
Professor Jay L. Lemke, BC (Education)  
Professor David Leveson, GSUC (Earth and Environmental Sciences) and BC  
Professor Kofi Lomotey, MEC (Academic Affairs/Education)  
Professor Pamela Mills, HC (Chemistry)  
Professor Leith Muifings, GSUC (Anthropology)  
Distinguished Professor Katherine Nelson, GSUC (Psychology)  
Professor Ricardo Othehuy, GSUC (Linguistics)  
Professor Oliver Patterson, CC (Education)  
Professor Gao-yin Qian, LC (Education)  
Professor David Seeley, GSUC (Educational Psychology) and CSI (Education)  
Professor Deborah Shanley, BC (Education)  
Professor Michael Sobel, GSUC (Physics) and BC  
Professor Sandra Stein, BB (Public Affairs)  
Professor Lynne Weikall, BB (Public Affairs)  
Professor Michael Weiner, GSUC (Chemistry) and CC  
Professor Julia Wrigley, GSUC (Sociology)  
Professor Mark Zuss, LC (Education)

12. **Participating CUNY Faculty - Faculty Advisory Groups**

Science, Mathematics, and Technology Education

Professor Alice Artzt, QC (Education)  
Professor Bruce Chandler, CSI (Mathematics)  
Professor Peter Chabora, QC (Biology) and GC  
Professor Leonard Ciaccio, CSI (Biology)  
Professor Jane Coffee, CSI (Mathematics)  
Professor Joseph Dauben, LC (History) and GC  
Professor David Eastzer, CC (Biology)  
Professor David Fuys, BC (Education)  
Professor Christopher Gerry, LC (Physics)  
Professor Ravi Kulkarni, QC (Mathematics) and GC  
Professor Mark Lazarus, LC (Chemistry)  
Professor Jay L. Lemke, BC (Education)
APPENDIX A
Minutes of Proceedings, January 25, 1999

Professor David Leveson, BC (Earth and Environmental Sciences) and GC
Professor Charles Malerich, BB (Natural Science/Chemistry)
Professor Elliott Mendelson, QC (Mathematics) and GC (Philosophy)
Professor Pamela Mills, HC (Chemistry)
Professor James Neuhaus, CC (Education)
Professor Rochelle Ring, CC (Mathematics)
Professor Michael Sobel, BC (Physics) and GC
Professor Carol Kehr Tittle, GSUC (Educational Psychology)
Professor Michael Weiner, CC (Chemistry) and GC
Professor Rosamund Welchman, BC (Education)

Curriculum Studies in Arts, Humanities, and Social Studies Education

Professor Philip Anderson, QC (Education)
Professor Stefan Baumrin, LC (Philosophy)
Professor Richard Blot, LC (Education)
Professor Steven Cahn, GSUC (Philosophy)
Professor Phyllis Gold-Gluck, BC (Art Education)
Professor Thomas Kessner, GSUC (History)
Professor Carol Kom-Bursztyn, BC (Early Childhood Ed.)
Professor Oliver Patterson, CC (Reading Education)
Professor Sondra Perl, LC (English) and GC
Professor Myra Zarnowski, QC (Social Studies and English Education)
Professor Jack Zevin, QC (Social Studies Education)
Professor Mark Zuss, LC (Education)
others pending

Educational Policy Studies Concentration

Distinguished Professor Stanley Aronowitz, GSUC (Sociology)
Dr. Roscoe Brown, GSUC (Center for Urban Education Policy)
Professor Stephan Brumberg, BC (Education)
Dr. Bert Flugman, GSUC (Center for Advanced Study in Education)
Professor Marianne Lado, BB (Public Affairs)
Professor Edward Lilly, CC (Education)
Provost Kofi Lomotey, MEC (Office of the Provost)
Professor Hugh Scott, HC (Education)
Professor David Seeley, CSI (Education) and GC (Educational Psychology)
Professor Sandra Stein, BB (Public Affairs)
Professor Lynne Weikart, BB (Public Affairs)
others pending