The Chairperson called the meeting to order at 4:32 P.M.

There were present:

Herman Badillo, Chairman
Satish K. Babbar
John J. Calandra
Kenneth E. Cook
Michael C. Crimmins
Alfred B. Curtis, Jr.
Edith B. Everett
Ronald J. Marino

John Morning
James P. Murphy
Kathleen M. Pesile
George J. Rios
Niida Soto Ruiz
Richard B. Stone

Jeffrey S. Wiesenfeld, Trustee-Designate

Md. Mizanoor R. Biswas, ex officio
Bernard Sohmer, ex officio

Secretary Genevieve Mullin
Roy P. Moskowitz, Acting General Counsel and Acting Vice Chancellor for Legal Affairs
Hourig Messerlian, Executive Assistant
Tawana Spellen
Towanda Washington
Judy Watson

Interim Chancellor Christoph M. Kimmich
Interim Deputy Chancellor Patricia Hassett
President Fred W. Beaufait
President Raymond C. Bowen
President David A. Caputo
Interim President Lois S. Cronholm
Interim President Dolores Fernandez
President Ricardo R. Fernandez
President Frances Degen Horowitz
President Charles C. Kidd
President Vernon Lattin
President Gerald W. Lynch

President Yolanda T. Moses
President Antonio Perez
President Kurt R. Schmeller
President Marlene Springer
President Carolyn G. Williams
Interim President Michael Zibrin
Dean Kristin Booth Glen
Dean Stanford R. Roman, Jr.
Interim Vice Chancellor Sherry Brabham
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone
Vice Chancellor Louise Mirrer
A. VIDEOTAPING OF BOARD MEETING: Chairman Badillo announced that CUNY-TV is transmitting tonight's meeting of the Board of Trustees live on cable Channel 75 which, as you know, is a tradition that we have begun and which I believe is an important community service.

B. INTRODUCTION OF TRUSTEE-DESIGNATE: Chairman Badillo introduced Trustee-designate Jeffrey Wiesenfeld who has been appointed by the Governor and confirmed by the State Senate but will not take office until July 1, so he is here as an observer. Welcome and best wishes.

C. RESOLUTION OF APPRECIATION – ANNE A. PAOLUCCI: Upon motions duly made, seconded and carried, the following resolution was unanimously adopted:

WHEREAS, The Honorable Anne A. Paolucci has served as a member of the Board of Trustees of The City University of New York from July, 1996 to May, 1999, and as Chairwoman of the Board from February, 1997 to May, 1999; and

WHEREAS, She has been an untiring advocate for public higher education, always demanding the best for students; and

WHEREAS, During her tenure as Chairwoman she oversaw the phasing-out of remediation at the senior colleges, the expansion of collaborations with the City's public schools to improve the academic preparation of students prior to college entry, and the establishment of a University proficiency examination to assess student progress; and

WHEREAS, Dr. Paolucci encouraged the revamping of teacher education programs to include new admission standards and incentives to recruit high quality teacher candidates; and

WHEREAS, She has worked tirelessly with deep dedication to the mission of The City University of New York and with an unwavering commitment to providing an education of high quality to the people of New York; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York extends its most sincere thanks and deepest appreciation to the Honorable Anne A. Paolucci for her outstanding service to the Board and the University community, and wishes her continued success in her public and private endeavors.

D. RESOLUTION OF APPRECIATION – EDITH B. EVERETT: Upon motions duly made, seconded and carried, the following resolution was unanimously adopted:

WHEREAS, The Honorable Edith B. Everett has served with exemplary distinction as a member of the Board of Trustees of The City University of New York since 1976, and as Vice Chairperson of the Board of Trustees from 1980 to 1997; and

WHEREAS, The City University and its constituents have greatly benefited from her commitment, dedication, and service on various committees and Task Forces during her long tenure; and

WHEREAS, As a graduate of Brooklyn College and a former teacher, she has shown special concern in strengthening teacher education and developed and supported new and enhanced opportunities for students, including the Salk Scholars Program, the CUNY Job Fair, the Language Immersion Program, and the Language Forum for ESL faculty, among other numerous endeavors; and

WHEREAS, She consistently advanced the educational mission of CUNY to provide access and excellence to the citizenry of New York as a whole; now therefore be it

RESOLVED, That the Board of Trustees extends its most sincere thanks and deepest appreciation to the Honorable Edith B. Everett for her outstanding service to The City University of New York, and wishes her success in all her future endeavors.
E. RESOLUTION OF APPRECIATION – RICHARD B. STONE: Upon motions duly made, seconded and carried, the following resolution was unanimously adopted:

WHEREAS, The Honorable Richard B. Stone has served with exemplary distinction as a member of the Board of Trustees of The City University of New York since 1996; and

WHEREAS, The City University of New York and its constituents have greatly benefited from his vast experience in the fields of law and education; and

WHEREAS, He has played a leading role on the Committee on Academic Policy, Programs, and Research, in ensuring the academic health and integrity of the University; and

WHEREAS, His commitment and dedication to the educational mission of The City University of New York to provide access and excellence to the citizenry of New York as a whole has been unflagging; now therefore be it

RESOLVED, That the Board of Trustees extends its most sincere thanks and appreciation to the Honorable Richard B. Stone for his outstanding service to The City University of New York, and wishes him success in his future endeavors.

Interim Chancellor Kimmich stated that he would like to join in acknowledging the debt that the University owes to Anne Paolucci the former Chairwoman of this Board, to Edith Everett whose service spanned decades, and to Richard Stone whose questions and advice spurred us on in recent years.

Trustee Paolucci led the Board through some turbulent times as we know, but with a consistent interest in public higher education and with a clear intent to strengthen the University.

Trustee Everett personifies unparalleled commitment to the University, given her range of interests. With her uncanny instinct for identifying what was needed and when, her insistence that students always ranked first, and her unflagging persistence in moving us forward, she was the equivalent of a Board of Trustees all in one.

Trustee Stone, as I have had occasion to say to him directly, we are indebted to him for his sharp probing inquiries that led us many a time to rethink and reconsider, indebted also for his ideas, his suggestions, and his support of the University and its mission.

On behalf of the University, as on my own, I want to express deep gratitude to these Trustees for their commitment, their thoughts, their energies, and the time they invested in public higher education in New York City. Thank you very much.

Chairman Badillo stated that he wanted to join with the Chancellor in those remarks with respect to all the Trustees, especially with respect to Trustee Everett who is here. Her dedication to the University is shown in the fact that I think both of us almost had punitive damages assessed against us in the famous Jeffries case. You've got to be dedicated to be assessed with $400,000 in damages. Thank you very much.

At this point Trustee Stone joined the meeting.

Trustee Stone stated that although he didn't know what had been said before, he is extremely gratified to be greeted so warmly. This has been a very interesting experience. I have immensely appreciated the people that I have met in the course of the three years that I have served on this Board. I have made, I think, close and lasting friendships with members of the Board and with people inside the University – chancellors, interim chancellors, interim deputies, vice chancellors, presidents and so on – who are people that I hope I will continue to be in touch with.
Very quickly I will say that I think that though I have not been entirely sure about what the right course of action in every regard was, I believe that essentially this Board has moved very much in the right direction. I think that the Board, as newly constituted, is a strong Board that will, hopefully, be able to act decisively and perhaps with somewhat less nervousness about the details of how it proceeds, and maybe even occasionally with more deliberation now that some of the political complexities have been removed. I would say that I hope that the Board and its Chair and its Vice Chair and its members continue to proceed in essentially the same direction, but a little slowly, a little cautiously, with a sense of inclusiveness and humanity. I will watch with great interest how it unfolds. Thank you very much.

F. TRUSTEE HONORS: Chairman Badillo announced that Trustee Alfred B. Curtis, Jr., has received the Irwin Steinman Community Service Award from Staten Island Community Television. This award is presented for service and dedication to community TV. Congratulations, Trustee Curtis.

G. PRESIDENT'S HONORS: Chairman Badillo called on Trustee Murphy who announced the following:

1. Dr. Frances Degen Horowitz, President of The Graduate School and University Center, has been elected to the Board of Directors of the Jewish Community Relations Council.

2. Dr. Allen Lee Sessoms, President of Queens College, has been named an Officer dans l'Ordre des Palmes Académiques by the Prime Minister of France. This order is given to those dedicated to promoting French language and culture. It is France's second highest honor in this area and is in recognition of President Sessoms' role in initiating the Paris/New York Transatlantic Council of Presidents, which serves as a forum to strengthen academic ties among universities in the Île de France and New York Metropolitan areas.

3. Trustee Murphy also noted for the record that this is President Kurt Schmeller's last meeting and I think we owe Kurt an inestimable debt of gratitude for the long service, perhaps the longest service in the history of the University by any president. Kurt we wish you very well and I think it is only fitting that since today is his birthday, that we sing an abbreviated Happy Birthday to him. All the best, Kurt.

H. FACULTY HONORS: Chairman Badillo called on Trustee Murphy who announced the following:

1. Professor Charles Tien, of the Department of Political Science at Hunter College, has received a lecturing award under the 1999-2000 Fulbright Program with the Peoples Republic of China.

2. Dr. Jorge A. Perez, Chairman of the Mathematics Department at LaGuardia Community College, has been named an American Council on Education (ACE) Fellow for the 1999-2000 academic year. As an ACE Fellow, Dr. Perez will spend one semester working at a host institution where he will be included in the highest level of decision-making while participating in administrative activities. Since 1965 the Ace Fellows Program has worked with colleges and universities to identify and prepare leaders in higher education.

3. Dr. Deborah Coates, Professor of Psychology and Co-Director of the Masters program in Psychology at The City College, has been appointed to the National Research Council's Committee on Integrating the Science of Early Childhood Development. The Committee will conduct a study designed to provide a bridge between recent scientific advances and the understanding of early development and efforts to deliver service to young children and their families.

I. STUDENT HONORS: Chairman Badillo called on Trustee Crimmins who announced the following:

1. Joann Caban, a Biology major at Bronx Community College, was selected by the coalition of 100 Hispanic Women to receive a scholarship award sponsored by the Avon Corporation. This award is given to an outstanding student and Joann has a 3.9 GPA.
J. COLLEGE HONORS: Chairman Badillo called on Trustee Ruiz who announced the following:

1. The Sophie Davis School of Biomedical Education at The City College has received a gift of $2 million for an endowed scholarship fund to be designated as "The Leonard and Sophie Davis Scholarships." Leonard and Sophie Davis, whose original gift of $1.2 million was instrumental in establishing the School, have continued their support over the years.

K. GRANTS: Chairman Badillo presented for inclusion in the record the following report of Grants of $100,000 or above received by the University subsequent to the May 24, 1999 Board meeting:

THE CITY COLLEGE

A. $680,872 NIH to Fishman, M., Chemistry, for "MBRS Score Program at The City College of CUNY."

B. $345,000 NSF to Moore, C., Microbiology, for "Role of BLM5 in Mitosis and Meiosis."

C. $285,000 NAS/NRC to Ghosn, M., Civ. Engineering, for "Design of Highway Bridges for Extreme Events."

D. $262,697 NASA to Parker, N., Transportation, for "Research in Global Climate Variability."

E. $250,000 NASA to Austin, S., Computer Science, for "An Urban Collaboration for Network Connectivity and Internet Access."

HUNTER COLLEGE

A. $2,057,394 NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES to Leashore, B., School of Social Work, for "Program for ACS Caseworkers."

B. $1,584,065 NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES to Goodman, H., and Leashore, B., School of Social Work, for "Delivery of Social Services Training/Education to Employees of New York City through Innovative Learning Technologies."

C. $1,027,322 NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES to Moody, H., Brookdale Center on Aging, for "Brookdale Center Training."

D. $949,934 HHS/ADMINISTRATION FOR CHILDREN AND FAMILIES (ACF) to Leashore, B., and Greenblatt, S., School of Social Work, for "National Center for Permanency Planning."

E. $927,253 PH/S/NH/DIVISION OF RESEARCH RESOURCES to Caputo, D. A., President, and Dottin, R., Biological Sciences, for "Research Center in Minority Institutions: Center for Gene Structure and Function/AIDS Infrastructure Grant."

F. $485,686 NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES to Burghardt, S., Tolliver, W., and Leashore, B., School of Social Work, for "Supervisory and Management Training."

G. $471,493 PH/S/NH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Luine, V., School of Arts & Sciences, for "Minority Biomedical Research Support Program."

H. $441,508 PH/S/NH/NATIONAL CENTER FOR RESEARCH RESOURCES to Caputo, D. A., President, and Dottin, R., Institute for Gene Structure & Function, for "Research Center in Minority Institution: Neuroscience's & Bioinformatics at Hunter College."

I. $441,508 PH/S/NH/NATIONAL CENTER FOR RESEARCH RESOURCES to Caputo, D. A., President, and Dottin, R., Biological Sciences, for "Research Center in Minority Institution: Neurosciences & Bioinformatics at Hunter College."

J. $425,909 ROBERT WOOD JOHNSON FOUNDATION to Freudenberg, N., and Seal, B., Center for AIDS, Drugs & Community Health, for "Implementation of a Community Reintegration Model to
Reduce Substance Among Jail Inmates.

K. $416,707 NEW YORK CITY DEPARTMENT OF MENTAL HEALTH to Salmon, R., Social Work, for "An Education Program for Minority Social Workers."

L. $350,000 NEW YORK CITY DEPARTMENT OF ENVIRONMENTAL PROTECTION to Ahearn, S., Geography, for "A Pilot Data Geographical System for NY-C-DEP."

M. $348,148 PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Lipke, P., Biological Sciences, for "Minority Access to Research Careers."

N. $298,851 U.S. EDUCATION DEPARTMENT to Ray, L., and Fishman, S., Student Services, for "Student Support Services Program."

O. $279,855 PHS/NIH/NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS & STROKE to Filbin, M., Biological Sciences, for "Role of Myelin Protein, MAG, in Spinal Cord Regeneration."

P. $276,617 NEW YORK UNIVERSITY/U.S. EDUCATION DEPARTMENT to Vazquez, J., Curriculum & Teaching, for "Comprehensive Regional Assistance Center."

Q. $253,439 PHS/NIH/NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS & STROKE to Filbin, M., Biological Sciences, for "Adhesion of Myelin Po Protein."

R. $250,000 FORD FOUNDATION to Randall, L., Economics, for "Evaluation of Educational Quality Enhancement Program in Four Latin American Countries."


T. $247,000 NEW YORK STATE EDUCATION DEPARTMENT to Walsh, E., Urban Affairs & Planning, for "Liberty Partnership Program."

U. $242,268 PHS/NIH/NATIONAL INSTITUTE FOR ALLERGIES & INFECTIOUS DISEASES to Eckhardt, L., Biological Sciences, for "Expression of Gene Expression in Myeloma Cells."

V. $240,000 NEW YORK CITY DEPARTMENT OF HEALTH to Freudenberg, N., and Kass, D., Center for AIDS, Drugs & Community Health, for "New York City Asthma Initiative."

W. $232,192 PHS/NIH/NATIONAL INSTITUTE OF MENTAL HEALTH to Zeigler, P., Psychology, for "Neural Control Behavior."


Y. $216,697 PHS/NIH/NATIONAL CANCER INSTITUTE to Tomasz, M., Chemistry, for "Adducts of Mitomycin C with Nucleotides."

Z. $211,112 PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Franck, R., Chemistry, for "The Cycloaddition Way to Glycosyl Transfer."

AA. $209,150 DOD/OFFICE OF NAVAL RESEARCH to Greenbaum, S., Physics & Astronomy, for "Spectroscopic Studies of Fuel Cell Membranes & Catalysts."

BB. $208,980 PHS/NIH/NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS & STROKE to Filbin, M., Biological Sciences, for "Role of Myelin Protein, MAG, in Spinal Cord Regeneration."

CC. $204,313 PHS/NIH/NATIONAL CANCER INSTITUTE to Foster, D., Biological Sciences, for "Phospholipase D Activation by v-Scr and v-Ras."

DD. $200,179 PHS/NIH/NATIONAL CANCER INSTITUTE to Tomasz, M., Chemistry, for "Mitomycin C-DNA Adducts in Tumor Cells."
<table>
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<tr>
<th>Board of Trustees Minutes of Proceedings, June 28, 1999</th>
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<tr>
<td><strong>EE.</strong> $200,000 THE ROCKEFELLER FOUNDATION** to Perez, N., Centro de Estudios Puertorriqueños, for &quot;The Historical Archives of the Puerto Rican Migration to the United States.&quot;</td>
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<tr>
<td><strong>FF.</strong> $196,000 U.S. DEPARTMENT OF ENERGY** to Greenbaum, S., and den Boer, M., Physics &amp; Astronomy, for &quot;Magnetic Resonance &amp; S-ray Absorption Studies of Materials for Advance Batteries.&quot;</td>
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<tr>
<td><strong>GG.</strong> $194,000 U.S. DEPARTMENT OF DEFENSE** to Goss, D., and Drain, M., Chemistry, for &quot;Instrumental Applications to Biochemical &amp; Materials Science.&quot;</td>
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<tr>
<td><strong>HH.</strong> $179,851 PHS/ADAMHA/NATIONAL INSTITUTE OF MENTAL HEALTH** to Battle, J., Sociology, and Quinones-Jenab, V., Psychology, for &quot;Career Opportunities in Research Program.&quot;</td>
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<tr>
<td><strong>II.</strong> $179,131 PHS/NIH/NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS &amp; STROKE** to Barr, G., Psychology, for &quot;Opiates and Peripheral Anticociception.&quot;</td>
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<td><strong>JJ.</strong> $177,297 PHS/NIH/NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS &amp; STROKE** to Figueiredo-Pereira, M., Biological Sciences, for &quot;Ubiquitinated Protein Degradation &amp; Neurodegeneration.&quot;</td>
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<tr>
<td><strong>KK.</strong> $173,445 UNIVERSITY OF VERMONT/PHS/NIH** to Lipke, P., Biological Sciences, for &quot;Molecular Genetics of Yeast Agglutins.&quot;</td>
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<tr>
<td><strong>LL.</strong> $170,000 NEW YORK COMMUNITY TRUST** to Silberman, R., Special Education, for &quot;Training Program for Vision Rehabilitation Professionals and Paraprofessionals.&quot;</td>
</tr>
<tr>
<td><strong>MM.</strong> $170,000 U.S. EDUCATION DEPARTMENT** to Silberman, R., Special Education, for &quot;Preparation of Teachers for Learners with Severe Disabilities, including Deaf-Blindness, from Diverse Urban Populations.&quot;</td>
</tr>
<tr>
<td><strong>NN.</strong> $164,742 NATIONAL SCIENCE FOUNDATION** to Cohen, W., Biological Sciences, for &quot;Studies of Cytoskeletal Function in the Generation and Maintenance of Cell Shape.&quot;</td>
</tr>
<tr>
<td><strong>OO.</strong> $160,000 NEW YORK CITY DEPARTMENT OF HEALTH** to Freudenberg, N., and Kass, D., Center for AIDS, Drugs &amp; Community Health, for &quot;New York City Asthma Initiative.&quot;</td>
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<td><strong>PP.</strong> $157,578 PHS/NIH/NATIONAL EYE INSTITUTE** to Chappell, R., Biological Sciences, for &quot;Neural Interactions of the Retina.&quot;</td>
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<tr>
<td><strong>QQ.</strong> $152,988 PHS/NIH/NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS &amp; STROKE** to Filbin, M., and Angulo, J., Biological Sciences, for &quot;Myelin Protein, MAG &amp; Spinal Cord Regeneration.&quot;</td>
</tr>
<tr>
<td><strong>RR.</strong> $150,000 NEW YORK STATE DEPARTMENT OF LABOR** to Zoloth, S., and Kass, D., Center for Occupational &amp; Environmental Health, for &quot;Reducing Injury Among the Highest Risk Workers.&quot;</td>
</tr>
<tr>
<td><strong>SS.</strong> $150,000 NEW YORK STATE DEPARTMENT OF LABOR** to Zoloth, S., and Kass, D., Health Sciences, for &quot;Reducing Injury Among the Highest Risk Workers: Training the New Hires and Newly Transferred Workers.&quot;</td>
</tr>
<tr>
<td><strong>TT.</strong> $150,000 NEW YORK STATE DEPARTMENT OF EDUCATION** to Lupi, M., Special Education, for &quot;Bilingual Special Education Center.&quot;</td>
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<tr>
<td><strong>UU.</strong> $147,062 U.S. EDUCATION DEPARTMENT** to McIntyre, T. and Barowsky, E., for &quot;Training of Teachers of Culturally Diverse Adjudicated &amp; Incarcerated Youth with Emotional &amp; Behavioral Disorders.&quot;</td>
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<td><strong>WW.</strong> $126,940 NATIONAL SECURITY AGENCY** to Cohen, L., Physics &amp; Astronomy, for &quot;Time Frequency/Scale Signal Analysis.&quot;</td>
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<td><strong>XX.</strong> $125,000 U.S. EDUCATION DEPARTMENT** to O'Neill, J., Educational Foundations &amp; Counseling Program, for &quot;Vocational Rehabilitation Services for HIV &amp; AIDS Persons to Enhance Quality of Lives &amp; Labor Market Participation.&quot;</td>
</tr>
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</table>
YY. $121,910 U.S. EDUCATION DEPARTMENT/FIPSE to James, D., German, for "Foreign Languages in the Workplace: A Program of Faculty & Curriculum Development – Campus Learning & Workplace Needs."

ZZ. $119,191 PHS/NIH/NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS & STROKE to Figueiredo-Pereira, M., Biological Sciences, for "Ubiquitinated Protein Degradation & Neurodegeneration."

AAA. $117,000 U.S. DEPARTMENT OF LABOR/OCCUPATIONAL SAFETY & HEALTH ADMINISTRATION to Kotelchuck, D., and Manowitz, A., Center for Occupational & Environmental Health, for "Building the Capacities of Local Unions and Worksites to Assess & Respond to Ergonomic Hazards in Paper Plants."

BBB. $117,000 U.S. DEPARTMENT OF LABOR/OCCUPATIONAL SAFETY & HEALTH ADMINISTRATION to Kotelchuck, D., and Manowitz, A., Center for Occupational & Environmental Health, for "Building the Capacity of Local Unions & Worksites to Assess & Respond to Ergonomic Hazards in Paper Plants."

CCC. $115,000 NEW YORK COMMUNITY TRUST to Gioiella, E., Nursing, for "Hunter-Bellevue Nursing Fund."

DDD. $112,000 NEW YORK COMMUNITY TRUST to Tobis, D., Center for the Study of Family Policy, for "Child Welfare Fund: Administration."

EEE. $109,983 INTERNATIONAL LONGEVITY CENTER – USA to Honig, M., Economics, for "Assessing the Needs of the Elderly."

FFF. $105,728 U.S. EDUCATION DEPARTMENT to O'Neill, J., Educational Foundations & Counseling Program, for "Long Term Training Rehabilitation Counseling."

GGG. $100,000 NATIONAL SCIENCE FOUNDATION to Goss, D., Chemistry, for "Characterizations of the Interactions of Eukaryotic Initiation Factors, Ribosomes, and mRNA."

HHH. $100,000 WHITE HOUSE/OFFICE OF SCIENCE & TECHNOLOGY POLICY to Bargonetti, J., Biological Sciences, for "Presidential Early Award for Scientists and Engineers."

III. $100,000 HHS/ADMINISTRATION FOR CHILDREN AND FAMILIES (ACF) to Leashore, B., and Greenblatt, S., School of Social Work, for "Training for Determining Adult Relatives as Preferred Caretakers in Permanency Planning."

BROOKLYN COLLEGE

A. $1,736,564 NEW YORK CITY HUMAN RESOURCES ADMINISTRATION to Wussow, H., Continuing Education, for "Brooklyn College BEGIN Work Study (BWS) Program."

B. $1,079,433 NATIONAL SCIENCE FOUNDATION to Welchman, R., Education, for "N.Y.C. Science and Mathematics Collaborative."

C. $355,007 NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT to Sclafani, A., Psychology, for "Carbohydrate Appetite, Fat Appetite and Obesity."

D. $255,133 NEW YORK STATE EDUCATION DEPARTMENT to Wussow, H., Belton, E., Lange, F., and Harewood, C., Continuing Education, for "Edge Plus – Brooklyn College."

QUEENS COLLEGE

A. $315,199 NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Michels, C., Biology Department, for "Regulation of Maltose Fermentation in Saccharomyces."

B. $241,673 NIH/NATIONAL INSTITUTE ON ALCOHOL ABUSE & ALCOHOLISM to Johnson, P., Family,
Nutrition and Exercise Sciences Department, for "Development of Alcohol Cognitions in Adolescence."

C. $132,360 U.S. DEPARTMENT OF EDUCATION to Truesdell, L. A., Educational and Community Programs Department, for "Preparation of Minority Special Education Teachers for Inclusion and Multicultural Education."

JOHN JAY COLLEGE

A. $1,008,705 NEW YORK STATE EDUCATION DEPARTMENT to Guinta, L., Communications Skills Department, for "Providing Academic Skills for the College's Associate Degree Students and Adult Non-Credit in Service Population."

THE COLLEGE OF STATEN ISLAND

A. $190,000 AFOSR to Gorokhovsky, A., for "Instrument for Ultrafast & Photogated Spectroscopy."

B. $107,724 NIH to Ciaccio, L., and Sanders, J., for "Discovery Center Research Internships."

YORK COLLEGE

A. $259,872 NATIONAL INSTITUTES OF HEALTH to Divale, W., Social Sciences/Athropology, for "Minority Access to Research Careers."

B. $226,578 U.S. SMALL BUSINESS DEVELOPMENT ADMIN./NYSSBA to Thomas, R. C., Division of Institutional Advancement, for "York College Small Business Development Center."

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

A. $188,000 NEW YORK STATE EDUCATION DEPARTMENT to Kieran, M., for "EDGE - VOWS Initiative."

NEW YORK CITY TECHNICAL COLLEGE

A. $269,795 NEW YORK STATE DEPARTMENT OF EDUCATION to Gawkins, A., for "Tech Prep Education Program."


THE GRADUATE SCHOOL AND UNIVERSITY CENTER

A. $300,000 AT & T FOUNDATION to Birenbaum, H., and Kornblum, W., for "The Role of Information Technology in the Education of Disadvantaged Students."

B. $150,000 CITICORP FOUNDATION to Birenbaum, H., and Kornblum, W., for "The Role of Information Technology in the Education of Disadvantaged Students."

C. $100,000 FORD FOUNDATION McCarthy, K., for "Global Network on Women's Advocacy and Civil Society."

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

1. Let me begin my remarks with a recognition of Trustee Badillo's new role as Chair of the Board of Trustees and
congratulations on behalf of the Chancellery and the faculty, staff, and students of the University. Chair Badillo is an alumnus, as we all know, of The City College and a long term member of the Board, and I know he is deeply committed to the University and its future.

2. I also would like to welcome Trustee-designate Jeffrey Wiesenfeld who is with us this evening. I look forward to your participation in the Board’s deliberations and to having the benefit of your experience and insights.

3. In this final meeting of the Board in the current academic year, I also want to thank the Trustees for their unwavering support of our students. You have been unfailing in your presence at college graduations, at student scholarship and award ceremonies, at Borough Hearings, student retreats, and various events on campus. It means a lot to students to see you and to hear from you on these occasions, and we are all grateful to you.

The work of the Chancellor has also been guided and facilitated by the work of Board Committees. I want to thank the respective Chairs and the members of these committees for the time and effort they have given to the varied and often extensive agendas we have put before you. You have helped enormously this year in advancing our collective tasks.

4. Considering the substantive issues facing the University once again I would like to start with budget issues. Since we last met we have seen some progress in this regard. Word has reached us that discussions have gotten started in Albany to find agreement on the key issue of available revenue. Tentative though it may be, this is good news. When and if agreement is reached, conference committees will meet and we may actually have a budget in the foreseeable future.

5. The City adopted its budget the first week of June right on schedule. While the City budget deals mainly with community colleges, there are also items there for senior colleges. The total amount is above last year’s ceiling, which is welcome news, and includes restoration of funds for the City Merit Scholarships and for College Now. It also includes new funds of $7.5 million for the community colleges for program restructuring.

Apart from the financial side, I want to draw your attention to a provision in the City budget that makes its appropriation subject to a resolution passed by the Board requiring community colleges to use an objective test reflecting nationally based standards to determine when remedial students are ready for college-level work. Tentative though it may be, this condition was part of the Mayor’s Financial Plan in January. In its present form it is part of the adopted version of the City budget. It will clearly be an agenda item for the Committee on Academic Policy, Program, and Research for the Board in September.

6. Looking ahead to the future, we face two major tasks. The first is the development of a plan for dealing with the recommendations of the CUNY Task Force, a subject I addressed preliminarily in my testimony before the City Council Higher Education Committee last week, copies of which I distributed to the Board.

The other, closely related to the first, is the preparation of the University’s budget request for the academic year 2000-2001. We anticipate the date of submission to be early in November, as has been the case all along, and we have to prepare the document between now and then. That task will be different from last year in two ways. For one, we can build on and extend the multi-year approach we initiated a year ago with the campus presidents and move forward with support from the Trustees. That approach was well received by the Division of the Budget and it gives us a useful framework for the next version of our request. The point is we need not start afresh.

The other respect in which the task will be different is that the budgetary implications of the Task Force Report and the recommendations that will be implemented must be taken into account. We need to address implementation issues as soon as possible so as to shape the budget request accordingly.

7. Taking stock at this point, I believe we can look back on a most active year. I have made reference already to the five-year budget request and the multi-year strategic planning it reflects. That was a first in the annals of the University.
We have made headway in restoring authority to the campuses, providing presidents with new flexibility on administrative and budget matters at the same time as we introduced greater accountability through annual performance evaluations and the setting of goals and objectives for each year.

We have made headway in strengthening teacher education, in improving admission standards by adding the SATs and the new Regents exams, and in piloting a mid-course proficiency exam with the assistance of outside consultants.

We have made headway in the area of academic and administrative computing. There are various technological innovations such as the Write Site that enhances computer assisted learning, a new presidential initiative on distance learning, and a revamping of hardware and software in its institutional research integrating data and making it more accessible.

At the State level we have proposed a revision of TAP financial aid for part-time students, a proposal that if implemented will assist part-time students in the progress of their studies, and, we expect, their educational attainments.

We continue to expand collaboration with the schools system and have undertaken serious discussions with presidents on mission differentiation. These are highlights. It has been a busy year and I want to thank the Trustees, the Chancellery, the Presidents, and the University community at large for making it also a productive year.

8. Let me end on a somber note. Many of you knew Senator Leonard Stavisky who died a week ago. He was a graduate of The City College, Class of 1945, and he became a legislator, talked and worked at various CUNY colleges including his alma mater, also Brooklyn College, Kingsborough Community College, and I believe Queensborough Community College. He had a long legislative career, first as a member of the City Council, then of the Assembly, and finally of the State Senate. He chaired the Assembly Education Committee and was the ranking minority member of the Senate Committee on Higher Education. In both of these, and in broader educational related legislation his voice was heard in advocacy of students, of the health and well being of our colleges, and of higher education in general. In him we have lost a stalwart friend and supporter.

That concludes my remarks and I thank you.

Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 1 through 9)

NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for June 28, 1999 (including Addendum Items) be approved:

(a) ADDENDUM: Add the following:

D. 52 THE CITY COLLEGE – ESTABLISHMENT OF THE LEONARD AND SOPHIE DAVIS SCHOLARSHIPS:

RESOLVED, That the Board of Trustees, on behalf of The City College, accepts the contribution of $2,000,000 from The Leonard and Sophie Davis Foundation, Inc., to establish The Leonard and Sophie Davis Scholarships. This fund is an endowment from which earnings only may be spent.

EXPLANATION: The purpose of this fund is to provide scholarships to students enrolled in the Sophie Davis School of Biomedical Education in the last two years at the school and their two subsequent years at an associated medical school.
ADDENDUM: Revise the following:

D. 42 YORK COLLEGE – ELECTION OF DEPARTMENT CHAIRPERSON(S): The name of the Chairperson for the Department of Mathematics/Computer Science should read “Farley Mawyer.”

NO. 2. CHANCELLOR’S REPORT: RESOLVED, That the Chancellor’s Report for June 28, 1999 (including Addendum Items) be approved.

At this point Trustee Cook joined the meeting.

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting and Executive Session of May 24, 1999 be approved.

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

A. BOROUGH OF MANHATTAN COMMUNITY COLLEGE – GUARD SERVICES:

RESOLVED, That the Board of Trustees of The City University of New York authorize Borough of Manhattan Community College to purchase guard services from DAOR Security, Inc., under existing New York State Contract Number PS00516, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $350,000, chargeable to FAS Code 2-34801-409, during the fiscal year ending June 30, 2000.

EXPLANATION: This contract will provide twenty-four hour uniformed guard service for students, faculty, staff, and College property.

B. BOROUGH OF MANHATTAN COMMUNITY COLLEGE – COMPUTER WORKSTATIONS:

RESOLVED, That the Board of Trustees of The City University of New York authorize Borough of Manhattan Community College to purchase Dell desktop computers from Dell Computer Corporation under existing New York State Contract Number PT00109, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $431,000, chargeable to FAS Code 2-22001-309, during the fiscal year ending June 30, 1999.

EXPLANATION: The College will purchase 320 desktop computers for new faculty in Career Planning and Placement, Health Services, Student Activities, Human Resources, and Financial Aid. In addition, the College will retrofit instructional laboratories in Office Automation and Computer Information Systems.

C. BOROUGH OF MANHATTAN COMMUNITY COLLEGE – ADVERTISING SERVICES:

RESOLVED, That the Board of Trustees of The City University of New York authorize Borough of Manhattan Community College to purchase advertising services from Sky Advertising, Inc., under existing New York City Contract Number 98C8878, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $200,000, chargeable to FAS Codes 2-22001-407 and 2-35901-407, during the fiscal year ending June 30, 2000.

EXPLANATION: The College will purchase advertising services to conduct personnel and student recruitment.

D. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) – UNIVERSITY-WIDE DIGITAL LIBRARY INITIATIVE:

RESOLVED, That the Board of Trustees of The City University of New York authorize the University Contracting Office to purchase wiring and installation services from International Business Machines Corporation under existing New York State Contract Number PS00374, pursuant to law and University regulations; and be it further
RESOLVED, That the Board of Trustees of The City University of New York authorize the University Contracting Office to purchase 696 workstations from Dell Corporation under existing New York State Contract Number T940096, pursuant to law and University regulations; and be it further

RESOLVED, That the total of all such purchases shall not exceed and estimated cost of $2,450,000, chargeable to the appropriate New York City and New York State Capital Projects.

EXPLANATION: This acquisition is the initial stage in the implementation of the CUNY Digital Library at the CUNY colleges' libraries. It will replace legacy networking with state-of-the-art open systems wiring and replace 696 obsolete terminals installed between 1987 and 1990 with the same number of smart web-ready workstations. The obsolete terminals will be used downstream, cannibalized, or salvaged.

The CUNY Digital Library will be realized through:

1. Upgrading the library infrastructure at all campuses by replacing obsolete equipment and wiring with state-of-the-art web-ready workstations and related wiring and electronics.
2. Expanding the infrastructure to include the creation of electronic classrooms within the libraries.
3. Acquiring a new generation client/server integrated library system to replace the present mainframe based CUNY+ integrated library system software.
4. Creating a CUNY digital core collection including full text, graphics and multi-media, and instructional software.

E. LEHMAN COLLEGE – LIBRARY COMPUTER WORKSTATIONS:

RESOLVED, That the Board of Trustees of The City University of New York authorize Lehman College to purchase computer equipment under existing Board of Education of The City of New York Contract Number 1A6041, State of New York Contract Numbers PT00109, PT00061, PO52191, PC54078, and General Services Administration Contract Number GS29F0100G; 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 $535,000, chargeable to City Capital Budget, Project Number LM084-099, during the fiscal year ending June 30, 1999.

EXPLANATION: This project will provide computers, printers, software, and cabling to establish computerized information stations for student and faculty use. This project will expand the library's resources to provide information via the Internet, computerized volumes, and the College's network. Students will be able to access information not readily available through other traditional sources.

F. BROOKLYN COLLEGE – PRINTER MAINTENANCE SERVICES:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Brooklyn College to purchase preventive maintenance services for two Xerox Docutech printers from Xerox Corporation without competitive bidding and pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $150,000 for the initial two-year term, with $70,000 chargeable to FAS Code 2-29603-437, during the fiscal year ending June 30, 2000 and $80,000 chargeable to FAS Code 2-29603-437, during the fiscal year ending June 30, 2001. The contract shall include up to two two-year options for the College to renew in its best interest. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: The College will purchase maintenance for two high-speed printers, which serve both the College and the Central Office. Xerox is the only company licensed to maintain this equipment and provide current releases of software. This sole source acquisition has been advertised as required by law.
G. BROOKLYN COLLEGE – INFORMATION TECHNOLOGY:

RESOLVED, That the Board of Trustees of The City University of New York amend the resolution adopted at the meeting of January 25, 1999, Cal. No. 4.A., for computer equipment, printers and software at Brooklyn College, to authorize the purchases to be charged to FAS Code 2-21201-309 in the amount of $75,000, during the fiscal year ending June 30, 1999 and Capital Project Number BY006-089 in the amount of $450,000.

EXPLANATION: The College is changing the primary source of funding from the operating budget to the capital budget. The original resolution charged $525,000 to appropriate operating budget FAS Codes, during the fiscal year ending June 30, 1999. The College has identified $450,000 in capital funds for this purpose. The remainder will be charged to the operating budget.

H. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) – CUNY-WIDE ELEVATOR, ESCALATOR, AND DUMBWAITER MAINTENANCE SERVICES:

RESOLVED, That the Board of Trustees of The City University of New York authorize the University Contracting Office to purchase maintenance services for elevators, escalators, and dumbwaiters under existing New York State Contract Numbers CMS0134, CMS0135, CMS0136, CMS0138, CMS0215, CMS0242, and CMS0357, pursuant to law and University regulations. Such purchases shall not exceed a total estimated cost of $1,800,000, chargeable to the appropriate colleges' FAS Codes, during the fiscal year ending June 30, 2000.

EXPLANATION: This resolution will permit the colleges to purchase maintenance and repair services for elevators, escalators, and dumbwaiters.

I. THE CITY COLLEGE – STUDENT INFORMATION MANAGEMENT SYSTEM:

RESOLVED, That the Board of Trustees of The City University of New York authorize The City College to purchase data wiring from Digital Equipment Corporation under existing State of New York Contract Number PS00230, pursuant to law and University regulations; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize The City College to purchase network hardware from Cisco Systems Incorporated under existing State of New York Contract Number T940118, pursuant to law and University regulations; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize The City College to purchase microcomputer hardware from CompUSA Incorporated under existing State of New York Contract Number PT00532, pursuant to law and University regulations; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize The City College to purchase computer printers from Compucom Systems Incorporated under existing State of New York Contract Number PT53744, 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 $1,100,000, chargeable to Project Number CC005-099, during the fiscal year ending June 30, 1999.

EXPLANATION: The College will implement a new Student Information Management System (SIMS) to facilitate student information, registration, and class schedules. The installation of a new information technology infrastructure in the Administration Building, Y Building, and parts of the North Academic Center will enable the College to convert from its non-Y2k compliant mainframe student information system to the University's central computing system.
J. JOHN JAY COLLEGE OF CRIMINAL JUSTICE – CHILD CARE SERVICES:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of John Jay College of Criminal Justice for the provision of child care services from The Children's Center of John Jay College of Criminal Justice Inc., without competitive bidding and pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $110,750, chargeable to FAS Code 2-17101-400, during 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: John Jay College will contract with The Children's Center of John Jay College of Criminal Justice Inc., for the provision of child care services. The Children's Center is a separately incorporated not-for-profit entity operating under the auspices of John Jay College. It provides child care services for children of students enrolled at the College.

K. HOSTOS COMMUNITY COLLEGE – NETWORK INFRASTRUCTURE INITIATIVE:

RESOLVED, That the Board of Trustees of The City University of New York authorize Hostos Community College to purchase wiring, electronics, and installation services from International Business Machines Corporation under existing New York State Contract Number PS00374, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $350,000, chargeable to Capital Project Number CA101-97H and CA101-796, during the fiscal years ending June 30, 1999, and/or June 30, 2000.

EXPLANATION: Hostos Community College is developing a multi-year information technology plan to provide a network infrastructure for faculty, staff, and students. A major portion of this plan will be to upgrade network wiring and electronics for high-speed data communications in student computer laboratories, classrooms, and faculty and staff offices.

L. HOSTOS COMMUNITY COLLEGE – COMPUTER EQUIPMENT LEASING:

RESOLVED, That the Board of Trustees of The City University of New York authorize Hostos Community College to lease computer equipment from Dell Financial Services under existing City University of New York Contract Number NMP8127, pursuant to law and University regulations. Such lease shall not exceed a total estimated cost of $126,000 per year for three years, chargeable to FAS Code 2-21501-303, commencing with the fiscal year ending June 30, 2000.

EXPLANATION: The leasing of 210 computers will enable the College to provide computers to faculty and support staff. The use of a lease as a financing mechanism will enable the College to acquire more computers than through an outright purchase.

M. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) – INTERCOLLEGIATE SPORTS INSURANCE:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of the University Contracting Office to purchase insurance for student athletes participating in intercollegiate sports. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding by the University Contracting Office pursuant to law and University regulations. Such purchase shall not exceed a total cost of $400,000 for the initial one-year term, chargeable to the appropriate colleges’ FAS Codes during the fiscal year ending June 30, 2000. The contract shall include up to four one-year options for the University to renew in its best interest. The contract shall be subject to approval as to form by the University Office of General Counsel.
EXPLANATION: This action will permit the purchase of insurance for over 2,500 students participating in intercollegiate sports. This University-wide contract will result in a standardized contract compared to the current practice of individual colleges contracting on their own behalf. This consolidation effort will reduce administrative costs.

N. HOSTOS COMMUNITY COLLEGE – PURCHASE OF HUMAN PATIENT SIMULATOR:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Hostos Community College to purchase a Human Patient Simulator from Medical Education Technologies, Inc., without competitive bidding and pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $125,000, chargeable to FAS Code 2-22101-307, during the fiscal year ending June 30, 1999. This contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: Purchase of the Medical Education Technologies, Inc., Human Patient Simulator will enable the College to provide students in the Nursing Program with a technologically enhanced learning experience using state-of-the-art simulation equipment. The Human Patient Simulator is a computer-driven life-sized mannequin that breathes, has pulses, will react to intravenous drugs, CPR, defibrillation, intubation, catheterization, and a multitude of other life-saving medical procedures. Medical Education Technologies, Inc., is the manufacturer and sole distributor of the Human Patient Simulator, thus the College will purchase without competitive bidding. The acquisition will be advertised as required by law.

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

A. THE GRADUATE SCHOOL AND UNIVERSITY CENTER - Ph.D. IN BIOMEDICAL ENGINEERING:

RESOLVED, That the program in Biomedical Engineering leading to the Ph.D. degree to be offered at The Graduate School and University Center be approved, effective September 1999, subject to financial ability.

EXPLANATION: The purpose of biomedical engineering, as an interdisciplinary research discipline, is to apply engineering principles and physical and mathematical concepts to problems in medicine and biology and to contribute to the advancement of technology in cost-effective health and medical care. The mission of the Biomedical Engineering program will be to provide students with the knowledge and skills necessary to creatively contribute to the technological revolution in medicine and health care that has dramatically transformed the prevention, diagnosis, and treatment of disease in the last few decades of the twentieth century. The program is designed to allow students educated in a traditional engineering discipline or a related area in the sciences to apply their background and experience to the diverse areas of biomedical engineering and graduate as first-rank researchers and educators at the doctoral level.

The Graduate School, through The City College School of Engineering, has been involved in biomedical engineering education and research for twenty-five years. A Center for Biomedical Research was established as a CUNY Institute in 1996. In 1997 the Center received a "Special Opportunity Award" for one million dollars from the Whitaker Foundation to establish a Ph.D. curriculum in Biomedical Engineering. With the help of this Award, The Graduate School has developed a comprehensive design for an interdisciplinary Ph.D. program in Biomedical Engineering supported by the existing programs in Chemical, Civil, Electrical, and Mechanical Engineering.

B. THE COLLEGE OF STATEN ISLAND – M.S. IN BIOLOGY:

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

EXPLANATION: The purpose of the proposed program is to provide students with the knowledge and skills necessary to be able to conduct research on their own and to effectively evaluate the research of others. The
program is designed to prepare students to write and speak effectively on matters relevant to biology. Students enrolled in the program will be required to write a thesis based upon their own independent research project. Graduates of the program will be qualified to pursue careers in education, in clinical and research laboratories, in the health care industry, or in government scientific laboratories such as NOAA, National Park Service, U.S. Forest Service, or the National Biological Survey. Some interested graduates may wish to continue their study toward the Ph.D. in Biology or a related discipline.

The program builds upon a well-established baccalaureate degree program in biology and is designed to complement and integrate its course offerings with the College's long-established M.A. program in Environmental Science. The proposed program is therefore cost effective and an appropriate addition to the College's program offerings.

C. BARUCH COLLEGE - M.A. IN CORPORATE COMMUNICATION:

RESOLVED, That the program in Corporate Communication leading to the Master of Arts degree to be offered at Baruch College be approved, effective September 1999, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to prepare both aspiring and practicing corporate communication professionals to plan, implement, and assess corporate communication strategy in business and industry. The program is designed to provide students with a specialized knowledge of business, finance, and economics and to allow them to develop a mastery of communication theory and research so they may evaluate the assumptions and assess the effects of the professional practices of corporate communication.

The rationale for the M.A. program in Corporate Communication is based on three related developments: the emergence of corporate communication as an academic field of study among communication specialists, the growing recognition of the importance of corporate communication functions in business and industry, and the need for soundly educated corporate communication professionals to assume positions of leadership in this growing field.

The proposed program builds upon a successful undergraduate program in Corporate Communication and is designed to complement and integrate its course offerings with the College's M.A. program in Business Journalism. Furthermore, Baruch College, with its strong offerings in economics, finance, entrepreneurship, trade policy, real estate, and other areas on which corporate communication must focus, is an ideal site for the development of a masters program in Corporate Communication. In addition, the Weissman School of Arts and Sciences contributes to an environment in which students can hone critical and analytical skills, as well as enhance their knowledge of new electronic media techniques.

D. QUEENS COLLEGE - M.S. IN ACCOUNTING:

RESOLVED, That the program in Accounting leading to the Master of Science degree to be offered at Queens College be approved, effective September 1999, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to provide students interested in careers in accounting with the professional preparation necessary for success in the workplace, as well as the opportunity to meet the new 150-semester hour requirement for admission to the uniform CPA Examination in New York State that has been adopted by the Board of Regents. The program also complies with the new minimum requirement of 150 college level semester hours adopted by the American Institute of Certified Public Accountants (AICPA). The new AICPA requirement effectively excludes persons with fewer than 150 semester hours from becoming partners in accounting firms. Both the Securities and Exchange Commission and the Private Companies' Practice Section of the AICPA statement on performance standards require that all CPA partners in member firms must be AICPA members. The proposed M.S. program conforms to the AICPA standards and to Regulation 52.13, as amended in 1998, of the Commissioner of Education (Public Accountancy) of New York State under Alternative A.
E. NEW YORK CITY TECHNICAL COLLEGE - ESTABLISHMENT OF THREE SCHOOLS:

RESOLVED, That effective July 1, 1999, the three existing divisions of academic departments at New York City Technical College be renamed and established as schools to be designated as follows: The School of Arts and Sciences, The School of Professional Studies, and The School of Technology and Design.

EXPLANATION: The naming and establishment of these three schools is recommended by the College President and has been received by the College Council. The purpose of establishing these schools is to foster greater communication between and among the related departments as aligned within the proposed schools that would allow for improving the academic goals of strengthening instruction, pedagogy, and research. Furthermore, this structure will enable the College to better market its programs and present itself to the general public and the business and corporate sectors.

The establishment of the three schools does not involve any additional costs to the College and will not impact upon the tenure or seniority status of any faculty member nor on any faculty appointments or work assignments.

F. THE CITY UNIVERSITY OF NEW YORK - AMENDMENT TO THE MASTER PLAN:

Statement of Trustee Edith B. Everett regarding the Amendment to the Master Plan:

Since this will be the last opportunity I will have to express a point of view, one, I dare say, that will seldom be heard after my departure, I trust my colleagues will afford me the time necessary to make a few points about the Master Plan and other important issues.

To the credit of the Master Plan amendment, the first 13 pages outline numerous efforts undertaken by the prior Board to improve the preparedness of high school students for college. We have already seen the fruits of many of these initiatives, particularly those enacted in 1995. Strangely they are largely unacknowledged in the Schmidt Task Force Report. Succeeding pages in the Amendment speak to the expansion of these efforts, as well as some new approaches, but all will need funding that until now has been withheld. It has been suggested that given CUNY's control by the Mayor, Governor, and the hand picked carefully screened for conformance Board, future funding should be no problem. Now there can be no excuses. We will be watching for results with great interest.

On page 24 of the Master Plan Amendment, a paragraph from the Schmidt Task Force Report is quoted. The statement is entirely inappropriate and should be deleted. Not only are there several inaccuracies in that one paragraph, but the writer's poison pen that pervades the entire Report is highly unprofessional. Referring to those who disagree with Board resolutions recently passed as "defenders of the status quo," is an unworthy attack that belittles the writer more than those that she chooses to label. While I disagree with the prevailing politically driven rather than student driven approach to education, to call us "defenders of the status quo," is a small example of a bias inherent in the Task Force Report. I take issue with the attack because it is untrue. The supporters of the Schmidt Report have, so far, demonstrated a gift for harm rhetoric but no real discernible accomplishments. As one of the alleged 'status quo proponents,' let me list, very briefly, just a few of the changes I have helped to make over my years of service on the CUNY Board. I do so reluctantly, but I feel I must respond to the criticism.

These efforts started during my first years on the Board and continue to the present. In my first year, I spearheaded the move and chaired the committee that reviewed and removed serious abuses that had developed in the SEEK Program. Despite the mythology that this was a dangerous enterprise, we pressed forward making considerable improvements and, let me add, with the gratitude of the faculty. When it was clear that the summer skills programs were successful, I succeeded, with considerable difficulty, in convincing the then Chancellor to include funding for more students in his budget request. I also pressed for a skills program during the winter recess. These programs continue to benefit our students to today. In 1985, I chaired a successful dinner honoring Dr. Jonas Salk augmenting the size of Salk Scholarships and bringing attention to some of our most successful graduates. I chaired the committee that, in 1988, despite considerable resistance, introduced a whole new approach to teacher education in CUNY that resulted in many improvements. One highlight was the requirement that students take a major in something other than education in addition to their education courses.
About that time, I became concerned about ESL students and their poor rate of progress. I didn’t feel enough attention was being paid. Since I could not get anything accomplished any other way, I brought together a group of first-rate dedicated ESL professors, more than 20 of them. We formed the Language Forum, and I invited them for dinner every month to discuss ways in which the problems of English language acquisition could be addressed. The group, just disbanded, produced a great deal of solid work. The language immersion program was one outgrowth of those meetings.

About five years ago, concerned about early childhood literacy, after discussions with Education Secretary Riley and President Clinton about the need to press nationally for third grade literacy, I realized that CUNY must have a larger role in solving the problem. I brought together, with the help of the Central Office, some CUNY early childhood specialists to work on the problem. They came up with a good plan and I raised money for the pilot project. The program has expanded widely into many City schools and is now funded by the Board of Education. The project is still being honed and data are being collected. It looks very promising.

Given the widespread concern about teacher shortages in science and math, I suggested, on the model of Teach for America, we reach out to CUNY students who are science and math majors, and encourage them to go into teaching in the New York City public schools. With the full support of Vice Chancellor Louise Mirrer, the TOPS program was launched. We raised considerable money in the private sector so that we could offer stipends to 54 students. These carefully selected students are now studying full-time a newly designed curriculum and teaching for the summer in the New York City public schools. These 54 wonderful CUNY graduates have already been assigned to high schools where they will begin working as full-time teachers starting in September.

The most recent initiative I introduced, and the last I will talk about, is a program in three of our senior colleges that will link, real time, students going into education with public school classrooms. This interactive technology will give prospective teachers the opportunity to observe exemplary teaching and to discuss their observations with professors and the classroom teacher. The schools are being wired as we speak and the program will begin in September. To my knowledge, this is a unique application of the technology.

I have left out many other initiatives, but you should understand by now my strong reaction to being characterized as a defender of the “status quo.” I hardly think that describes me and ask very seriously that the whole segment be removed.

On page 28, there is another reference to the Task Force Report as a “blueprint for the future.” Except that Mr. Badillo has called it that, to my knowledge, there has never been any serious Board discussion about the elements of the Report, no public hearing, and no committee vote to include it as a “blueprint.” Blueprints are architectural plans that should be meticulously followed in order to build a sound structure. I submit, if recommendations based on so much unreliable information and internally contradictory statements are in the Task Force Report, we must not slavishly follow them or our institution could collapse. It is not a blueprint and should not be spoken of in that way. The reference on page 28 should be deleted.

A careful insightful reading of the Task Force Report reveals factual error, omission of important detail, gross internal contradictions, and gratuitous invective. The Report has only disparaging comments about the CUNY entrance exams, yet nowhere does it have the courage to suggest a moratorium on their use and delay in the implementation of the new entrance requirements. In a report that offers so much advice, so freely, this omission can only be reviewed as a political decision.

The Report speaks of many top administrative positions as being difficult to fill, but says nothing about searches undertaken that were aborted and delayed by Board leadership for political reasons. It says nothing about a Chancellor’s search left in limbo for so many months. This clearly political intervention in the academic process, as well as the continual badmouthing of almost anything connected with CUNY, cannot make CUNY an attractive place to come to work.
If, as the Report says, "Mistrust and confusion dominate CUNY's governance processes," considerable responsibility rests with the current political and Board leadership for creating a state of chaos.

The Schmidt Report acknowledges that CUNY is underfunded but decries the extensive use of adjuncts, a direct consequence of that underfunding.

The Report acknowledges that most of the need for remediation results from the poor preparation of students in high schools. On the one hand it says we are not primarily responsible, but on the other hand the responsibility for repairing the public schools' problems is put at CUNY's door. While we should certainly be working with the public schools, and have, for as long as I can remember, we have neither the resources to do the job suggested, nor have I heard that we have received an invitation from Chancellor Crew to come and save him. Mr. Badillo has been the education advisor to Mr. Giuliani for the past six years. Unfortunately, I have seen no improvement as a result of any intervention from the Mayor's office, just threats and public humiliation.

The constant repetition that remediation is widespread in CUNY senior colleges is simply not true. It ignores the fact that in the last several years the senior colleges could accept students who needed only one, or, at most, two semesters of remediation. The small budget allocation for remediation substantiates that it is not rampant by any means.

I recently saw a CUNY-TV interview by Mr. Badillo of Acting President of Baruch College, Dr. Lois Cronholm. Since the remarks were publicly stated, I feel I can publicly respond to them. I found it academically disingenuous to make reference to CUNY students on television, and in other forums, as being unable to read, write, or do math. We know that remediation has been limited in the senior colleges over the last few years. The statement is entirely untrue. This constant refrain is damaging and grossly misleading. It is wrong, too, to continue to repeat that no remediation is given at Baruch College when, in fact, 85,000 hours of skills help was given to students who were accepted in 1998, many of whom did not pass all three exams. While remediation at Baruch may be offered in more creative ways than the traditional course work, it is still what it is, notwithstanding the invidious comparisons to other colleges it attempts to convey.

Dr. Cronholm, inveighing against remediation, also stated in another forum, that her own research revealed that students who failed the senior college skills entrance exams graduate at a lesser rate. But even her research shows, that when only one test was failed, the gradation rate was only 1.2% less, hardly a statistic of great significance. Certainly, not significant enough to justify the Board's rejection of the proposal to allow students to enter senior college if they failed only one exam.

Finally on the subject of "standards." In recent times the word "standards" has unfortunately been appropriated by people who identify problems, but exhibit little success in addressing them. It has been co-oped by those who tie it to the denial of opportunity. Those of us who believe that students who demonstrate the need for only minimum support services should be admitted to a senior college are no less committed to maintaining standards. On the contrary, our commitment to standards is demonstrated by the very idea that we believe, at every level, everything must be done to bring students up to their highest possible level of achievement. That is our obligation as educators. I do not concede that standards can only be attained by abandoning students who are already poorly served by the education system. What is the point of creating standards if no one is helping students to achieve them?

In closing, I genuinely wish the Board success in making CUNY stronger and more successful in maintaining its mission. For the moment, as political intervention continues to be the hallmark of this institution, I confess I leave here very troubled, but not without hope that the opportunity given to me at Brooklyn College will somehow be available to generations of students to come. I thank you for your indulgence.

Statement of Trustee James P. Murphy regarding the Amendment to the Master Plan:

In many ways, this elaborate description of how to implement the Board's January policy is an unnecessary trip. It was made necessary by the action taken in January, which I opposed and which I still oppose.
I read this Master Plan amendment with a great degree of sadness, because I see in here a number of things that should be done and the affirmation of a number of things that we are doing. But the context is the January policy, which will have the effect in my judgment, whether you use the original worst case scenario, so-called, of 3,500 who will be deflected out of the senior colleges or the recently adopted best case scenario, so-called, of 1,200, and the reality is that it is going to fall somewhere in the middle, that thousands of students will be deflected out of senior colleges as we go forward and that is gratuitous, unnecessary and a very, very sad outcome for many, many thousands of young people and older people in the City.

I am troubled by this Master Plan Amendment. I will vote against it because I think I have to be consistent with the vote that I took in January. I share the concerns about the incorporation by reference, or in summary fashion, of the Schmidt Report. I think it is at the very least ambiguous as to what it means. It was not language that was before the committee on June 15. It is quite elaborate language. It is language of support and approbation.

I am pleased to hear from the Chair that he acknowledges that this is a reference and not a policy that is being adopted. I think it would be important to let the Board of Regents know that. I am impressed also that Chair Badillo has indicated that he believes that this has to be something that will be elaborated over a long period of time quite deliberately.

I am concerned also with the last line in the Report, which says that the policy approved in January 1999 by the CUNY Board of Trustees phasing out remediation at the senior colleges is clearly in the mainstream of this national trend. What precedes it for a page and half or so is a summary analysis of developments in other jurisdictions, other states who are grappling with the issue of remediation. I can't imagine, if you look at the names of some of these states, that they have ever been bellwethers for us in matters relating to education policy. The real mainstream that we are fighting and going against is the mainstream that is affirmed in the Ford Foundation sponsored study by the Institute of Public Higher Education which says that remediation is a "core function" in four year colleges in this nation today. I think that speaks for itself in terms of which mainstream we are going to be swimming in or drowning in.

I do hope the Regents, when it receives this document, will look at all of the implications of what is being proposed here in such a way as to hopefully influence quite possibly a different outcome with respect to the remediation issue. They are the University of the State of New York. They are, as Chair Badillo and I learned when we were both delegates to the Constitutional Convention in 1967, the ultimate education policy-making Board or group in this State. They are independent of the Governor, because they are elected by the Legislature sitting as one body. They do not report to the Governor. They elect or appoint a Commissioner of Education who does not report to the Executive Office. They have a tradition that goes back to the earliest days of this republic, and I would hope that they will help us to see different alternatives.

I can understand that, from a pragmatic point of view, we have to get a Master Plan Amendment in, but the fundamental problem with what we did in January is something that will be very, very damaging to this University, to this City, and thousands of its citizens. We should have stayed the course with the 1995 resolutions, but we didn't.

I would hope that the processes going forward will enable a modification. I do believe in this University which is 152 years old and will outlast all of us. It has done great things. It has had tough times, and it is has come through because of people like you around this table and sitting out in the audience. So, I am bullish on City University, and I believe that good things can happen. But in order for those good things to happen, I think we've got to face up to the reality of bad decision-making in connection with this very fundamental issue and I would hope that going forward we will see modification. Thank you, very much, Mr. Chair.

RESOLVED, That the Board of Trustees of The City University of New York adopt the amendment to the Master Plan of The City University of New York regarding the resolution on "Remediation Phase-Out" adopted by the Board on January 25, 1999, Cal. No. 9.

NOTE: See Appendix C
EXPLANATION: The amendment to the Master Plan of The City University of New York relates to the resolution on "Remediation Phase-Out" adopted by the Board of Trustees on January 25, 1999, Cal. No. 9. The 1999 Remediation Phase-Out resolution directed that a detailed plan for implementation be submitted to the Board of Trustees. The amendment to the Master Plan is submitted to the Board following a review of the implementation plan and consideration by the Board's Committee on Academic Policy, Program, and Research. Trustees Michael C. Crimmins, Edith B. Everett, James P. Murphy, and Md. Mizanor R. Biswas voted NO; Trustee John Morning ABSTAINED.

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

A. THE CITY UNIVERSITY OF NEW YORK - AMENDMENT TO THE BYLAW SECTIONS 6.1., AND 11.13.a.: Item tabled.

B. THE CITY UNIVERSITY OF NEW YORK - AMENDMENT TO THE BYLAW SECTION 11.14.: Item tabled.

C. THE CITY UNIVERSITY OF NEW YORK - AMENDMENT TO THE BYLAW SECTIONS 11.15., 11.16., AND 11.17.: Item tabled.

D. THE CITY UNIVERSITY OF NEW YORK - REVISION OF PROCEDURES RELATING TO THE HIGHER EDUCATION OFFICER SERIES: Item tabled.

E. THE GRADUATE SCHOOL AND UNIVERSITY CENTER - NAMING OF THE SEYMOUR B. DURST OLD YORK READING ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming, in perpetuity, of The Seymour B. Durst Old York Reading Room, located on the concourse level of the Mina Rees Library at The Graduate School and University Center's new campus, located at 365 Fifth Avenue, effective July 1, 1999.

EXPLANATION: Mr. Seymour B. Durst, a long time friend of The Graduate School and member of The Graduate Center Foundation's Board of Visitors, played a key role in real estate development in New York City and had a deep interest in New York's history and cultural development. He developed a unique and extremely valuable library, as well as collections of New York memorabilia on these topics.

The Old York Foundation is giving selected portions of the Old York Library collection to The Graduate School and University Center. In consideration of the generous gift of $2 million to The Graduate Center Foundation, Inc., The Graduate School and University Center will establish the Seymour B. Durst Old York Reading Room in dedicated space on the concourse level of the Mina Rees Library for the purpose of housing and displaying the rare volumes and items in the collection. A portion of the $2 million will be used to defray start-up costs related to the Seymour B. Durst Reading Room and associated projects, with the remainder of the sum to be used to establish an endowment to support ongoing costs, special activities and projects related to the collection.

Wendy Durst Kreeger, the daughter of Seymour B. Durst serves as President of the Old York Foundation and Seymour B. Durst's son, Douglas, currently serves as Chair of The Graduate Center Foundation.

This resolution is enthusiastically supported by the President of the College.

F. BOROUGH OF MANHATTAN COMMUNITY COLLEGE - NAMING OF THE FACULTY/STAFF DINING ROOM, "THE MAYER ROSSABI FACULTY/STAFF DINING ROOM":

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Faculty/Staff Dining Room at Borough of Manhattan Community College, "The Mayer Rossabi Faculty/Staff Dining Room."
EXPLANATION: Mayer Rossabi, who died in August, 1998, had a history at Borough of Manhattan Community College that was long and unique. When the College was established in 1964, Professor Rossabi was invited to join Borough of Manhattan Community College as an instructor in both the Physical Education Department and the Department of Social Science. He subsequently became the Chair of the Physical Education Department where he served for nine years and was also a member of the Social Science Department for eleven years. During this time, Professor Rossabi led the effort to plan for, design, and actualize the College’s first spaces dedicated to recreation and athletics, including the collegiate size pool, the 20,000 square foot gym, professional quality dance studio, and ultra modern fitness center. Under his leadership the Health Education program expanded to include fields such as Human Sexuality and Women’s Health concerns. In addition, out of respect for, and in celebration of, the cultural diversity of the College’s students, Professor Rossabi worked hard to ensure that intramural athletics, and recreation programs would attract and serve all students.

Throughout these years, Professor Rossabi played a leading role in supporting both the governance and the morale of the College through his voice at College-wide Personnel and Budget meetings, at meetings of the Faculty Council, and as Chair of the BMCC Chapter of the Professional Staff Congress. Indeed, he was so closely identified with the concerns and development of the College in which he taught for 34 years, that at the funeral service that commemorated his life, Professor Rossabi was referred to in a eulogy as "Mr. BMCC."

It is in recognition of these facts, and as a sign of the deep gratitude his colleagues and students feel for Professor Rossabi's great contributions to Borough of Manhattan Community College, that the College wishes to name its faculty/staff dining room in his memory. The unanimous sentiments of the College were expressed in a faculty council resolution to this effect on February 24, 1999.

This recommendation has the full support of the President.

G. THE CITY COLLEGE - AMENDMENTS TO THE GOVERNANCE PLAN:

RESOLVED, That the proposed amendments to Articles II and XV of The City College Governance Plan, establishing one undergraduate student government, be approved.

NOTE: See Appendix D

EXPLANATION: The proposed amendments to The City College Governance Plan implement the consolidation of the day and evening undergraduate student governments into one undergraduate student government at The City College. The proposed revisions to the Governance Plan, consolidating the two undergraduate student governments, were approved by the undergraduate day student government by a unanimous 13 - 0 vote, in accordance with the amendment procedures in the Governance Plan which require sixty percent of the members present to vote in favor. While under the amendment procedures the approval of the evening student government would also normally be required as an affected body, the evening student government has been defunct for the past two years and could therefore not be consulted. The College President is recommending the adoption of the revisions because she believes a single undergraduate student government will be in the best interests of the students and the College, since there has been minimal or no participation in the evening student government for at least the past eight years. Article II of the Governance Plan is amended to provide for representation of both full and part-time day and evening students, an evening affairs vice president, and a committee on evening affairs, in the undergraduate student government, and Article XV providing for an evening student government is repealed.

H. DISTINGUISHED PROFESSORS: RESOLVED, That the following be designated Distinguished Professors in the departments, and the colleges, and for the period indicated, with compensation of $21,424 per annum in addition to their regular academic salaries, subject to financial ability:
I. THE CITY UNIVERSITY OF NEW YORK – 1999 EARLY RETIREMENT INCENTIVE PROGRAM:

WHEREAS, Legislation granting the University the opportunity to participate in the State's 1999 Retirement Incentive Program is pending approval by the State Legislature and subsequent enactment by the Governor; and

WHEREAS, The Board of Trustees has, in past years, authorized participation by The City University of New York in such Retirement Incentive Programs; therefore be it

RESOLVED, That, in anticipation of enactment into law, the Board of Trustees of The City University of New York approve the participation of The City University of New York, including the senior and community colleges, in the 1999 State Retirement Incentive Program which, if enacted into law, will be by amendment of Chapter 47 of the Laws of 1997, and be it further

RESOLVED, That, in such event, the Chancellor is authorized to take all steps necessary to implement the 1999 Retirement Incentive Program, and provide the Board of Trustees with appropriate reports on the impact of any 1999 Retirement Incentive Program; and be it further

RESOLVED, That the open period for "college faculty" defined by such pending legislation will commence on November 1, 1999 and conclude on January 28, 2000; and the open period for eligible employees other than "college faculty" will commence on November 1, 1999 and conclude on December 31, 1999, and that the same titles will be considered "eligible titles" as were so designated in the previous Early Retirement Incentive.

EXPLANATION: The pending legislation grants the University another opportunity to participate in the State's Early Retirement Incentive (ERI). Since 1995, the University has participated in five (5) ERI programs. Such programs provide the colleges with the ability to reallocate resources to vital areas, particularly for teaching faculty subject to the limitations of the legislation. The pending legislation prescribes that the open period cannot exceed 90 days in length and further prescribes dates by which the open period must end for instructional staff and classified staff. The legislation also requires that the Board of Trustees must adopt a resolution to provide the retirement incentive on or before September 3, 1999. Trustee George J. Rios voted NO.

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

A. YORK COLLEGE - CHILD CARE CENTER:

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Buttrick White & Burtis Architects to provide professional services as required for a feasibility study, programming, and the design of a Child Care Center at York College; and be it further

RESOLVED, That the City University Construction Fund be requested to authorize the Dormitory Authority of the State of New York to enter into a contract for the aforesaid services.

EXPLANATION: The proposed York College Child Care Center will house child care services for approximately 205-215 children of various ages during both day and evening class sessions. The project involves an initial evaluation
of the suitability of several sites on campus, including the feasibility of incorporating the standing portions of the historic St. Monica's Church into the facility. The consultant will work with the College and the University to develop the space requirements for this new program. The facility will provide classrooms, study areas, interior and exterior play areas, and food preparation and serving areas in a safe and secure environment.

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

B. QUEENS COLLEGE - LAND LEASE WITH NEW YORK CITY SCHOOLS CONSTRUCTION AUTHORITY AND THE BOARD OF EDUCATION OF THE CITY OF NEW YORK:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a land lease with the New York City Schools Construction Authority and the Board of Education of The City of New York. Under the terms of the lease, the Board of Education will be able to install up to four classroom trailers on approximately a half-acre of land adjacent to Remsen Hall, at no charge, to establish the Queens College School for Math, Science and Technology. The agreement shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: The lease will provide space for trailers for the new Queens College Elementary School for Math, Science and Technology, a cooperative venture between Queens College and The Board of Education. The Board of Education will pay all costs associated with the purchase and installation of the trailers. The lease will be for a five-year period effective August 1, 1999 and will be rent-free.

C. QUEENS COLLEGE - ROOF REPLACEMENT AT RATHAUS AND KING HALLS:

RESOLVED, That the Board of Trustees of The City University of New York amend the resolution adopted at the meeting of February 23, 1998, Cal. No. 5.K., for the replacement of the roofs of Rathaus and King Halls at Queens College to authorize award of the contract at the bid price of $294,900.

EXPLANATION: The contract is being awarded to the lowest responsive and responsible bidder at the bid price of $294,900. This project consists of removing and replacing roofing to prevent further damage from water infiltration.

D. QUEENSBOROUGH COMMUNITY COLLEGE - HOT WATER HEATER AND BOILER FOR THE CAFETERIA:

RESOLVED, That the Board of Trustees of The City University of New York amend the resolution adopted at the meeting of February 23, 1998, Cal. No. 5.H., for the installation of a hot water heater and steam boiler for the cafeteria to authorize award of the contract at the bid price of $124,950.

EXPLANATION: The contract is being awarded to the lowest responsive and responsible bidder at the bid price of $124,950. This contract includes installation of a new gas fired hot water heater and a new steam boiler for the cafeteria that will function independently from the central plant. The new installation will remedy the current difficulty in supplying the cafeteria with the requisite hot water for cleaning and other purposes during any shutdown of the central boiler plant.

E. THE CITY UNIVERSITY OF NEW YORK - CUNY-WIDE ARCHITECTURAL/ENGINEERING REQUIREMENTS CONTRACT:

WHEREAS, The City University of New York requires architectural, engineering, and other construction related services to upgrade and improve University facilities as needed in connection with various rehabilitation projects to be funded by the State Capital Construction Fund; and

WHEREAS, In accordance with law and procedures established by the University, the firms of Burns and Roe Enterprises, Inc., Helpern Architects, Joseph R. Loring and Associates, Inc., and Ahuja Priya Architects were selected to provide such services; therefore be it
RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute requirements contracts with the firms of Burns and Roe Enterprises, Inc., and Helpern Architects for engineering related work orders with an estimated cost greater than $25,000, according to fee schedules negotiated by the University and contained in such contracts. Each contract shall have a total estimated cost not to exceed $562,500. The term of each contract is one year and each includes up to four one-year options for the University to renew in its best interest. Each contract shall be subject to approval as to form by the University Office of the General Counsel; and be it further:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute requirements contracts with the firms of Joseph R. Loring and Associates, Inc., and Ahuja Priya Architects for engineering related work orders with an estimated cost less than $25,000, according to fee schedules negotiated by the University and contained in such contracts. Each contract shall have a total estimated cost not to exceed $375,000. The term of each contract is one year and each includes up to four one-year options for the University to renew in its best interest. Each contract shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: The City University of New York wishes to place these consultants on retainer to provide architectural, engineering, and other construction related services, on an as-needed basis, in connection with its capital construction projects at various locations throughout the University. These requirements contracts will provide the tool to expeditiously address emergencies and other related problems as they occur. Assignments may be in the areas of architectural, general construction, plumbing, mechanical systems, control systems, electrical and communications systems, structural, and site work. The total expenditure contemplated over the potential five-year period is $1,875,000.

F. THE CITY UNIVERSITY OF NEW YORK - AGREEMENT FOR CAPITAL PROJECT FINANCING WITH THE CITY UNIVERSITY CONSTRUCTION FUND AND DORMITORY AUTHORITY OF THE STATE OF NEW YORK:

RESOLVED, That to provide for the leasing by the City University Construction Fund ("Fund") from the Dormitory Authority of the State of New York ("Authority") of certain facilities for the use of The City University of New York ("University") as set forth on the 1999 Capital Project Schedule attached hereto and incorporated by reference herein (the "1999 Projects") and the financing by the Authority of the 1999 Projects, by the issuance of bonds and notes pursuant to the Authority City University System Consolidated Revenue Obligation Resolution, adopted July 15, 1986, or the Authority City University System Consolidated Second General Revenue Obligation Resolution, adopted January 31, 1990, or the Authority City University System Consolidated Third General Revenue Bond Resolution, adopted May 25, 1994, any required Supplemental Agreement and Lease ("Supplemental Agreement"), among the Authority, the Fund and the University, relating to any of the foregoing Resolutions, be, and the same hereby is, approved; and be it further:

RESOLVED, That, in conformity with Section 2.6 of the Bylaws of the University, the Secretary of the Board of Trustees is hereby authorized and directed to execute the Supplemental Agreement on behalf of the University and is authorized to cause the seal of the University to be affixed thereto; and be it further:

RESOLVED, That the Chairperson or the Vice Chairperson of the Board of Trustees is hereby authorized to modify the Supplemental Agreement by deleting or adding facilities for which the Board of Trustees has previously approved and recommended to the New York State Division of the Budget a capital budget request and by making such other changes as may be appropriate or necessary to give effect to this Resolution, upon information provided by the Vice Chancellor for Facilities Planning, Construction and Management and in accordance with advice of the Vice Chancellor for Legal Affairs, and that any such change shall be communicated to the Secretary of the Board of Trustees by the Vice Chancellor for Legal Affairs; and be it further:

RESOLVED, That any one of the following officers of the University is hereby authorized and directed to execute on its behalf any certificate, agreement or other document required with respect to the issuance of any obligation by the Authority in connection with the 1999 Projects or the Supplemental Agreement: the Secretary of the Board of
Trustees, the Chancellor, the Deputy Chancellor, the Vice Chancellor for Budget, Finance and Information Services, the Vice Chancellor for Facilities Planning, Construction and Management, and the Vice Chancellor for Legal Affairs.

EXPLANATION: The proposed New York State Capital Budget for fiscal year 2000 includes appropriations and reappropriations for site acquisitions, facility improvements, and the construction of new facilities for the University, in accordance with the previously approved five-year plan of appropriations and reappropriations for University capital facilities. In furtherance thereof, the State Division of the Budget has recommended that the Authority be prepared to issue bonds for the University facilities at the earliest opportunity, most likely in August 1999, to take advantage of favorable market conditions and have bond proceeds readily available for the 1999 Projects. The foregoing Resolution authorizes the execution and delivery on behalf of the University of a Supplemental Agreement and any other documents required in connection with the issuance by the Authority of City University System Revenue Bonds.

CITY UNIVERSITY 1999 CAPITAL PROJECT SCHEDULE

<table>
<thead>
<tr>
<th>Senior Colleges</th>
<th>State Share (000s)</th>
<th>City Share (000s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn College – West Quad Renovation Design</td>
<td>10.0</td>
<td></td>
</tr>
<tr>
<td>The City College – Shepard Hall Façade Renovation</td>
<td>12.05</td>
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<tr>
<td>John Jay College – Phase II Site Acquisition</td>
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<td>Law School – Renovation</td>
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<tr>
<td>New York Tech – Stage Tech Addit. Phase II</td>
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<td>Queens College – Powdcmaker Hall Renovation</td>
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<tr>
<td>York College – Renov. of Space for Day Care Facility</td>
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</tr>
<tr>
<td>Staten Island – Renov. of Plant Operations Building</td>
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<tr>
<td>University-wide – Facilities Preservation/Condition Assessment</td>
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<tr>
<td>University-wide – Health and Safety/Condition assessment</td>
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<tr>
<td>University-wide – Health and Safety/Asbestos Abatement</td>
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<td>University-wide – Access for Persons w/Disabilities</td>
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<tr>
<td>University-wide – Education Technology Initiative</td>
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<td>University-wide – Energy Conservation</td>
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<td>University-wide – Facility Modernization</td>
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<td>University-wide – Science and Technology Equipment</td>
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<td>University-wide – Telecommunications Infrastructure</td>
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<tr>
<td>TOTAL</td>
<td>$150.00</td>
<td></td>
</tr>
</tbody>
</table>

Community Colleges

| Medgar Evers College – Academic Building One              | $5.0               | $5.0              |
| - Site Acquisition Phase II                              | 0.14               | 0.14              |
| University-wide – Miscellaneous Community College Projects| 0.5                | 0.5               |
| TOTAL                                                    | $11.4              | $11.4             |

TOTAL PROJECT VALUE TO BE FINANCED: $172.8

1Total value of City Share is subject to confirmation from the City Office of Management and Budget, Bond financing of the corresponding State Share will not occur without such confirmation.

2Originally appropriated in 1994-95.
NO. 8. COMMITTEE ON STUDENT AFFAIRS AND SPECIAL PROGRAMS: RESOLVED, That the following items be approved:

A. HUNTER COLLEGE - UNDERGRADUATE STUDENT ACTIVITY FEE INCREASE:

RESOLVED, That the student activity fee paid by undergraduate students at Hunter College be increased from $61.35 to $68.35 for full-time students and from $43.95 to $46.95 per semester for part-time students, effective Spring 2000, in accordance with the following schedule:

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE FT/PT</th>
<th>PROPOSED FEE FT/PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Government</td>
<td>$17.75/$19.40</td>
<td>$17.75/$19.40</td>
</tr>
<tr>
<td>College Association</td>
<td>$36.75/$19.70</td>
<td>$45.75/$22.70</td>
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<tr>
<td>NYPIRG</td>
<td>$04.00/$04.00</td>
<td>$04.00/$04.00</td>
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<tr>
<td>University Student Senate</td>
<td>$00.85/$00.85</td>
<td>$00.85/$00.85</td>
</tr>
<tr>
<td>Total Student Activity Fee</td>
<td>$61.35/$43.95</td>
<td>$68.35/$46.95</td>
</tr>
</tbody>
</table>

The Summer Session Student Activity Fee shall be increased from $22.05 to $23.05 and be allocated as follows: College Association ($6.80), Student Government ($13.40), NYPIRG ($2.00), and University Student Senate ($0.85).

EXPLANATION: The proposed student activity fee schedule represents an increase of $7.00 in the undergraduate full-time, $3.00 in the undergraduate part-time and $1.00 in the Summer Session student activity fee schedules, which will be locally earmarked for Recreation and Intramural Programs, and Athletic Programs and will be allocated by the College Association. This will increase the local earmarkings for Recreation and Intramurals from $4.00 to $7.00 for full-time students, from $1.75 to $2.75 for part-time students and establish a new $1.00 earmarking for the Summer Session. The increase in the local earmarkings for Athletics will be from $10.00 to $14.00 for full-time students and from $4.50 to $6.50 for part-time students. The additional funding will provide state-of-the-art equipment, machines, uniforms, upgraded facilities, personnel, and continue to provide free admission to all athletic, recreation and intramural events.

A referendum was held in accordance with University Bylaw Section 16.12, in conjunction with student government elections held April 27 and April 28, 1999. The vote on the referendum was 686 in favor and 205 opposed, with 5.9% of the eligible students voting on the referendum. In addition, 831 students who voted in the student government elections abstained from voting on the referendum (5.5%), bringing the total student turnout to 11.4%. The College President supports the fee increase because of the need for increased funding for recreation and athletic programs as well as the strong support of students who voted on the issue.

Within the Student Government Fee, the following local earmarkings for full-time and part-time undergraduate students will exist: Brookdale ($3.00/$1.80); Emergency Food and Shelter ($0.50/$0.10); Renovation of Student Space ($0.75/$0.55); Student Government ($5.00/$3.70); Student Resource Center (0/$9.00); and Student Clubs ($8.50/$4.25). Within the College Association Fee, the following local earmarkings for full-time and part-time undergraduate students will exist: Administrative Costs ($0.50/$0.22); Athletic Programs ($14.00/$6.50); Recreation and Intramural Programs ($7.00/$2.75); Medical Office ($0.50/$0.25); Performing Arts ($5.00/$2.25) Yearbook ($1.75/$1.08); Child Care ($4.00/$2.00); Envoy ($2.00/$0.80); Media ($2.00/$1.15); Music ($1.00/$0.45); Shield ($2.00/$0.80); Access Center ($3.00/$1.45) and Welfare Rights Initiative ($3.00/$3.00).

Within the Undergraduate Summer Session Fee, the following local earmarkings for Student Government Fee will exist: $4.95 for Student Government, $0.95 for Renovation of Student Space, and $7.50 for the Student Resource Center. Within the Undergraduate Summer Session Fee, the following local earmarkings for the College Association Fee will exist: $1.30 for Access Center, $0.50 for the Medical Office, $1.00 for Child Care, $1.00 for Recreation and Intramural Programs, and $3.00 for Welfare Rights Initiative.
Local earmarkings at the College have been established and are subject to change at the College in accordance with the referendum process set forth in University Bylaw Section 16.12, provided there is no change in the total fee. The earmarkings to the allocating bodies as set forth in the resolution may only be changed by further Board action.

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

B. THE COLLEGE OF STATEN ISLAND - STUDENT ACTIVITY FEE INCREASE:

RESOLVED, That the student activity fee paid by students at The College of Staten Island be increased from $53.00 to $74.00 for full-time students and from $27.00 to $48.00 per semester for part-time students, effective Fall 1999, in accordance with the following schedule:

<table>
<thead>
<tr>
<th>EARMARKING</th>
<th>ALLOCATING BODY</th>
<th>CURRENT F.T./P.T.</th>
<th>PROPOSED F.T./P.T.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports and Recreation</td>
<td>Association</td>
<td>$0.00/$0.00</td>
<td>$17.45/$12.25</td>
</tr>
<tr>
<td>Intercollegiate Athletics</td>
<td>Association</td>
<td>$9.74/$4.45</td>
<td>$0.00/$0.00</td>
</tr>
<tr>
<td>Intramurals &amp; Recreation</td>
<td>Assn./Stdt. Govt.</td>
<td>$2.42/$2.50</td>
<td>$0.00/$0.00</td>
</tr>
<tr>
<td>Student Government</td>
<td>Student Govt.</td>
<td>$13.79/$5.70</td>
<td>$11.90/$3.80</td>
</tr>
<tr>
<td>Clubs and Organization</td>
<td>Student Govt.</td>
<td>$0.00/$0.00</td>
<td>$2.25/$2.25</td>
</tr>
<tr>
<td>Publications</td>
<td>Student Govt.</td>
<td>$0.00/$0.00</td>
<td>$2.25/$2.25</td>
</tr>
<tr>
<td>Association</td>
<td>Association</td>
<td>$11.33/$4.02</td>
<td>$13.30/$6.00</td>
</tr>
<tr>
<td>Child Care</td>
<td>Association</td>
<td>$2.41/$2.37</td>
<td>$7.75/$7.70</td>
</tr>
<tr>
<td>Program Development</td>
<td>Assn./Stdt. Govt.</td>
<td>$5.46/$2.36</td>
<td>$6.35/$3.25</td>
</tr>
<tr>
<td>Radio Station</td>
<td>Assn./Stdt. Govt.</td>
<td>$4.00/$1.75</td>
<td>$4.90/$2.65</td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>Association</td>
<td>$0.00/$0.00</td>
<td>$3.00/$3.00</td>
</tr>
<tr>
<td>NYPIRG</td>
<td>NYPIRG</td>
<td>$3.00/$3.00</td>
<td>$4.00/$4.00</td>
</tr>
<tr>
<td>University Student Senate</td>
<td>USS</td>
<td>$0.85/$0.85</td>
<td>$0.85/$0.85</td>
</tr>
</tbody>
</table>

The Summer session fee shall be the part-time student activity fee.

EXPLANATION: The student activity fee schedule represents an increase of $21.00 in the full-time and $21.00 in the part-time student activity fees.

The new Sports and Recreation earmarking is a consolidation and increase of the current separate earmarkings for Intercollegiate Athletics and Intramurals & Recreation. New earmarkings have been established for Clubs and Organizations and Publications, both of which were previously funded through the Student Government earmarking. A new earmarking has been established for Health and Wellness. The remainder of the increases provide additional funding to the remaining earmarked categories.

A student activity fee referendum was held in accordance with University Bylaw Section 16.12 in conjunction with student government elections held April 19-24, 1999. The vote on the referendum was 622 in favor and 124 opposed, with 6.4% of the eligible students voting. In addition, 216 (1.9%) students who voted in the student government election did not vote on the referendum, bringing the total student turnout to 8.3%.

The College President supports the fee increase, which is the first since 1989. Since that time, the College has moved to a new campus and added many new programs and expanded existing programs.

Both the College Association and Student Government must approve the budgets for Program Development and the Radio Station. The earmarkings set forth in the resolution may only be changed by further Board action.
The student activity fee allocated by NYPIRG is refundable, in accordance with procedures subject to the approval of the College President.

C. QUEENS COLLEGE - STUDENT ACTIVITY FEE INCREASE:

RESOLVED, That the student activity fees paid by students at Queens College be increased by $5.00 per semester and per summer session, effective the Fall 1999 semester, in accordance with the following student activity fee schedules for the (1) Undergraduate Day Session Students; (2) Undergraduate Evening Session Students; and (3) Graduate Students:

(1) UNDERGRADUATE DAY SESSION STUDENTS

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATION BODY</th>
<th>FULL-TIME</th>
<th>PART-TIME</th>
<th>SUMMER I</th>
<th>SUMMER II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Government</td>
<td>$5.08</td>
<td>$2.71</td>
<td>$1.05</td>
<td>$2.54</td>
</tr>
<tr>
<td>College Association</td>
<td>$9.42</td>
<td>$5.04</td>
<td>$1.95</td>
<td>$4.71</td>
</tr>
<tr>
<td>Student Services Corp.</td>
<td>$56.00</td>
<td>$40.00</td>
<td>$20.00</td>
<td>$30.00</td>
</tr>
<tr>
<td>Sports Allocation Board</td>
<td>$18.00</td>
<td>$10.00</td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>Comm. for Disabled Students</td>
<td>$2.00</td>
<td>$2.00</td>
<td>$2.00</td>
<td>$2.00</td>
</tr>
<tr>
<td>Child Development Center Board</td>
<td>$2.00</td>
<td>$2.00</td>
<td>$2.00</td>
<td>$2.00</td>
</tr>
<tr>
<td>NYPIRG</td>
<td>$3.00</td>
<td>$3.00</td>
<td>$3.00</td>
<td>$3.00</td>
</tr>
<tr>
<td>USS</td>
<td>$0.85</td>
<td>$0.85</td>
<td>$0.85</td>
<td>$0.85</td>
</tr>
<tr>
<td><strong>Total Student Activity Fee</strong></td>
<td><strong>$96.35</strong></td>
<td><strong>$65.60</strong></td>
<td><strong>$40.85</strong></td>
<td><strong>$55.10</strong></td>
</tr>
</tbody>
</table>

(2) UNDERGRADUATE EVENING SESSION STUDENTS

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATION BODY</th>
<th>FULL-TIME</th>
<th>PART-TIME</th>
<th>SUMMER I</th>
<th>SUMMER II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Government</td>
<td>$5.08</td>
<td>$2.71</td>
<td>$1.05</td>
<td>$2.54</td>
</tr>
<tr>
<td>College Association</td>
<td>$9.42</td>
<td>$5.04</td>
<td>$1.95</td>
<td>$4.71</td>
</tr>
<tr>
<td>Student Services Corp.</td>
<td>$56.00</td>
<td>$40.00</td>
<td>$20.00</td>
<td>$30.00</td>
</tr>
<tr>
<td>Sports Allocation Board</td>
<td>$13.00</td>
<td>$8.00</td>
<td>$10.00</td>
<td>$10.00</td>
</tr>
<tr>
<td>Comm. for Disabled Students</td>
<td>$2.00</td>
<td>$2.00</td>
<td>$2.00</td>
<td>$2.00</td>
</tr>
<tr>
<td>Child Development Center Board</td>
<td>$2.00</td>
<td>$2.00</td>
<td>$2.00</td>
<td>$2.00</td>
</tr>
<tr>
<td>NYPIRG</td>
<td>$3.00</td>
<td>$3.00</td>
<td>$3.00</td>
<td>$3.00</td>
</tr>
<tr>
<td>USS</td>
<td>$0.85</td>
<td>$0.85</td>
<td>$0.85</td>
<td>$0.85</td>
</tr>
<tr>
<td><strong>Total Student Activity Fee</strong></td>
<td><strong>$91.35</strong></td>
<td><strong>$63.60</strong></td>
<td><strong>$40.85</strong></td>
<td><strong>$55.10</strong></td>
</tr>
</tbody>
</table>

(3) GRADUATE STUDENTS

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATION BODY</th>
<th>FULL-TIME &amp; PART-TIME</th>
<th>SUMMER I</th>
<th>SUMMER II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Government</td>
<td>$2.45</td>
<td>$1.05</td>
<td>$2.45</td>
</tr>
<tr>
<td>College Association</td>
<td>$4.55</td>
<td>$1.95</td>
<td>$4.55</td>
</tr>
<tr>
<td>Student Services Corp.</td>
<td>$40.00</td>
<td>$20.00</td>
<td>$30.00</td>
</tr>
<tr>
<td>Sports Allocation Board</td>
<td>$3.00</td>
<td>$3.00</td>
<td>$3.00</td>
</tr>
<tr>
<td>Comm. for Disabled Students</td>
<td>$2.00</td>
<td>$2.00</td>
<td>$2.00</td>
</tr>
<tr>
<td>Child Care</td>
<td>$1.25</td>
<td>$1.25</td>
<td>$1.25</td>
</tr>
<tr>
<td>NYPIRG</td>
<td>$3.00</td>
<td>$3.00</td>
<td>$3.00</td>
</tr>
</tbody>
</table>
EXPLANATION: The above schedules represent an increase of $5.00 in all categories which will be allocated as follows: an additional $0.75 to the Committee for the Disabled (increasing the earmarking to $2.00); an additional $1.25 for the Child Care Board (increasing all undergraduate earmarking to $2.00 and establishing a new graduate earmarking); an additional $3.00 for the Sports Association Board (increasing all undergraduate earmarkings and establishing a new graduate earmarking).

A referendum was held in accordance with University Bylaw Section 16.12, in conjunction with student government elections held April 12-15, 1999 for undergraduates and April 12-14, 1999 for graduate students. The vote on the referendum was 921 in favor and 668 opposed, with 10% of the eligible students voting. An additional 483 students (3%) voted in the election but did not vote on the referendum, bringing the total turnout for the elections to 13%. The College President supports the fee increases. This is the first increase in the student activity fees since 1989.

The Sports fee will be used to improve the aerobic and weight center, increase hours of activities, meet inflationary costs and access graduate students for services which up to this point they have been using without a charge. The Child Care portion of the fee was approved in 1985 and has not been increased. Since that time, demand for the service has increased and costs have risen. To meet increasing needs for on-campus care for school age children, an after school program will be added. In the 10 years since the fee for the Committee for Disabled Students was approved, the disabled population on campus has grown from 170 to more than 500 students. This fee will enable disabled students to participate fully in all aspects of student life on campus.

In 1992, the Intersession was renamed Summer Session I and is a 3 week session during June. The Summer Session, which is a 6 week session in July and August, is now known as Summer Session II.

The governing boards of the allocation bodies for the Queens College student activity fees other than the student governments and the College Association have the following voting compositions (1) Student Services Corporation (student union board) - 11 faculty/administrators, 7 students and 1 alumni; (2) Sports Allocation Board - 4 faculty/administrators, 6 students, and 1 alumni; (3) Committee for Disabled Students - 5 students, 1 member-at-large and the Dean of Students; (4) Child Development Center Board - 6 faculty/administrators and 3 students.

The earmarkings to the allocating bodies as set forth in the resolution may only be changed by further Board action.

The student activity fees allocated by the Sports Allocation Board, the Child Care Board, and NYPIRG are refundable, in accordance with procedures subject to the approval of the College President.

D. LAGUARDIA COMMUNITY COLLEGE - STUDENT ACTIVITY FEE INCREASE:

RESOLVED, That the student activity fee paid by full-time students at LaGuardia Community College be increased from $50.85 to $55.85 per semester and from $15.85 to $20.85 per semester for part-time students, effective Fall 1999 Session I, in accordance with the following schedule:

<table>
<thead>
<tr>
<th>EARMARKING</th>
<th>FULL-TIME CURRENT/PROPOSED</th>
<th>PART-TIME CURRENT/PROPOSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activities Clubs</td>
<td>$7.50/$7.50</td>
<td>$2.25/$2.25</td>
</tr>
<tr>
<td>Graduation</td>
<td>$3.75/$3.75</td>
<td>$1.12/$1.12</td>
</tr>
<tr>
<td>Student Government</td>
<td>$3.75/$3.75</td>
<td>$1.13/$1.13</td>
</tr>
<tr>
<td>Income Generating</td>
<td>$7.50/$7.50</td>
<td>$2.25/$2.25</td>
</tr>
<tr>
<td>Theater Tickets</td>
<td>$1.25/$1.25</td>
<td>$0.37/$0.37</td>
</tr>
<tr>
<td>Early Childhood Learning Center</td>
<td>$6.25/$6.25</td>
<td>$1.88/$1.88</td>
</tr>
<tr>
<td>Recreation</td>
<td>$10.00/$10.00</td>
<td>$3.00/$3.00</td>
</tr>
</tbody>
</table>
Communication Media $10.00/$10.00 $3.00/$3.00
Health Center $0.00/$5.00 $0.00/$5.00
USS $0.85/$0.85 $0.85/$0.85

Total Student Activity Fee $50.85/55.85 $15.85/20.85

The entire student activity fee, with the exception of the University Student Senate Fee, shall be allocated by the College Association.

EXPLANATION: The student activity fee schedule represents a $5.00 increase in the full-time and part-time student activity fee schedules. The increase is to be allocated by the College Association and earmarked for the LaGuardia Community College Health Center.

A referendum was held in accordance with University Bylaw Section 16.12, in conjunction with student government elections held May 4-6, 1999. The vote was 570 in favor and 282 opposed, with 7.3% of the eligible students voting on the referendum. In addition, another 350 students (3%) voted in the election but did not vote on the referendum, bringing the total student turnout to 10.3%. The college president supports this first fee increase in 13 years because there is a need for expansion of health services.

The Income Generating Account portion of the fee is used for fund-raising events to support student activities at the college, and funds allocated thereto are ultimately budgeted by the college association for student fees.

Since the fee was last approved in 1986, the college has gone from a quarter (4 semester) to a 2 semester calendar and the previously approved per quarter fees have been reconfigured to per semester.

Earmarkings set forth in the Board resolution may only be changed by further Board actions.

NO. 9. 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:

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>DEGREES</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUNTER COLLEGE</td>
<td></td>
</tr>
<tr>
<td>Ms. Arlene Eisenberg</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td>Rabbi Arthur Schneier</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td>Mr. John U. Sepulveda</td>
<td>Doctor of Humane Letters</td>
</tr>
</tbody>
</table>

(To be awarded at the January 26, 2000, Commencement)

Upon motions duly made, seconded and carried, The Public meeting was adjourned at 5:53 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

JUNE 28, 1999

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

The Executive Session was called to order at 6:04 P.M.

There were present:

Herman Badillo, Chairman

Satish K. Babbar
John J. Calandra
Kenneth E. Cook
Michael C. Crimmins
Alfred B. Curtis, Jr.
Edith B. Everett
Ronald J. Marino

John Morning
James P. Murphy
Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Richard B. Stone

Jeffrey S. Wiesenfeld, Trustee-Designate
Md. Mizanooor R. Biswas, ex officio

Secretary Genevieve Mullin
Roy P. Moskowitz, Acting General Counsel and Acting Vice Chancellor for Legal Affairs
Hourig Messerlian, Executive Assistant
Tawana Spellen

Interim Chancellor Christoph M. Kimmich
Interim Deputy Chancellor Patricia Hassett
Vice Chancellor Jay Hershenson

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

E.1. HOSTOS COMMUNITY COLLEGE - DESIGNATION OF PRESIDENT:

RESOLVED, That Dr. Dolores M. Fernandez be appointed President of Hostos Community College, effective July 1, 1999, with an annual salary at the applicable presidential level, subject to financial ability, with a waiver of search, and that during her service as President, Dr. Fernandez be granted a leave from her position as a Professor with tenure in the Department of Curriculum and Teaching at Hunter College.

EXPLANATION: Dr. Dolores M. Fernandez has been serving as Interim President at Hostos Community College since March 2, 1998. During the past year, Dr. Fernandez has accomplished numerous and significant achievements, including: the establishment of the Hostos Renaissance which has committed the College to rigorous career and liberal arts programs that lead to meaningful employment or successful pursuit of higher level studies; the promotion of a comprehensive language across the curriculum model leading to the mastery of two languages; the
implementation of more rigorous standards for graduation; the establishment of a new Allied Health Certificate Program in Licensed Practical Nursing (LPN); and she has developed Professional Development Institutes for the 1998 and 1999 summers bringing together faculty and staff to plan educational initiatives for the academic year to address the standards of excellence of the Renaissance vision. The dual language mission will be enhanced by the new Language and Cognition Department which the Board approved at its January meeting, to provide English language acquisition skills for students whose first language is not English and provide second language learning skills to students whose first language is English. Dr. Fernandez has had extensive experience in higher education, including eight years at Hunter College, and service as Deputy Chancellor of Instruction and Program Development for the New York City Board of Education. Based upon her record of accomplishment and initiatives planned for Hostos Community College, the Board has determined to forgo its search process for a new college president, in order to provide Dr. Fernandez with the authority to harness the momentum of her programmatic initiatives and fully revitalize the College. Since she has already served for a full year, Dr. Fernandez’ first five-year presidential evaluation should take place in four years.

E.2. QUEENSBOROUGH COMMUNITY COLLEGE – DESIGNATION OF INTERIM PRESIDENT:

RESOLVED, That Mr. Howard L. Lapidus be appointed Interim President of Queensborough Community College, effective September 1, 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, Mr. Lapidus be granted a leave from his position as Senior Vice President for Administrative Affairs and Special Counsel to the President.

EXPLANATION: Mr. Howard Lapidus has extensive experience in higher education having served in various capacities at Queensborough Community College since 1970. Most notably, Mr. Lapidus served as Dean of Administration and Special Counsel to the President from 1990-1991, as Vice President for Administrative Affairs and Special Counsel to the President from 1991-1997, and as Senior Vice President and Special Counsel to the President since 1997.

Upon motion duly made, seconded and carried, the Executive Session was adjourned at 7:41 P.M.

SECRETARY GENEVIEVE MULLIN
In January 1999 the CUNY Board of Trustees established a policy which mandated that remedial instruction be phased out of the senior colleges by the year 2001. Specifically the resolution stated:

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 College; 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 or at a senior college only during its summer sessions or elsewhere as may be made available.

Subsequent to the approval of this new policy the University was asked by the New York State Education Department to address any modifications that the policy created in CUNY's admissions policy. The following amendment to the Master Plan of the City University of New York addresses this issue and responds, as well, to specific questions presented by the State Education Department.

ACCESS AND EXCELLENCE

Access to the University is assured through a system of admissions standards leading to admission to a senior college and through what is commonly known as Open Admissions.

The CUNY mission, defined by New York State Education Law, Section 6201, Article 125, charges the University with balancing excellence and opportunity. The University must remain responsive to the needs of its urban setting and must "maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups and from both sexes."

Open Admissions is not mandated by State Education Law, although State Education Law offers a significant financial incentive to community colleges with an Open Admissions policy. State Education Law defines Open Admissions, also called a full opportunity plan, as "a policy of offering acceptance in an appropriate program of the college to all applicants residing in the sponsorship area who graduated from high school within the prior year and to applicants who are high school graduates and who were released from active duty with the armed forces of the United States within the prior year."

To understand CUNY's admissions policy, both with respect to Open Admissions and to changes over the last three years, it is important to remember that CUNY's Guarantee of a college education to all high school graduates was made with reference to seats at the community colleges. And, although qualified students were to be admitted to a senior college, admission to their first choice was never guaranteed.

That is where, with a handful of exceptions, admissions stood until June 1995 when the Board of Trustees issued a number of new policies, under the rubric of "Budget Planning and Policy Options," based on resolutions approved by its Long Range Planning Committee. These included admissions limitations based on the amount of remediation senior colleges might offer to students. Beginning in Fall 1996, students admitted to baccalaureate programs were required to complete remedial work and ESL sequences within two semesters. Colleges were furthermore given the option of limiting this period to one semester, a policy instituted at several of the colleges.

Since 1995 all senior colleges which do not offer Associate Degrees have been tightened their admissions standards. To a great extent this is being done by including in the admission requirements an increasing number of academic units, particularly in English and math, which are the best predictors of success in college. Students are no longer admitted to the senior colleges based on class rank, regardless of academic units or unit distribution, a change which has excluded many weaker students from the senior colleges. And many senior colleges are currently either strongly advising high school seniors to submit SAT scores or requiring that they be submitted.

CUNY's Open Admissions Policy never obscured the importance of the principle, embedded in the University's mission statement, "that the University will continue to maintain and expand its commitment to academic excellence." The changes instituted since 1995, described more fully in a later section, have reinforced this principle without undermining the assumption of access. Indeed, the entire gamut of the University's activities has been built upon the foundation of
IMPLEMENTATION PLAN FOR REMEDIATION PHASE-OUT AT THE SENIOR COLLEGES

The following projections and strategies are intended to guide the University in planning and implementing the new policy, which requires students to demonstrate readiness for college level I work before enrolling in a degree program at the University's senior colleges. The new policy does not apply to the University's community colleges, which will continue to provide access to degree programs to all who qualify for admission, i.e., hold a high school diploma or GED.

I. Implementation of January 25 Resolution:

Students who meet admissions requirements for a baccalaureate program and have scored appropriately on SATs/ACTs, Regents Examinations, or FSATs by the beginning of the semester will be admitted.

Fall 1998 and Spring 1999 test results SATs/ACTs, Regents, FSATS) for regularly admitted entrants to baccalaureate programs are used to estimate the number of freshmen and external transfers requiring additional basic skills instruction. Exemptions for SEEK students and exemptions based on ESL status are reflected.

The projection assumes that 52% of freshmen needing additional remediation will satisfy basic skills requirements in the University Summer Immersion Program. Most of the remaining 48% of students will complete remediation in either a year-round immersion program or a "Prelude to Success" program located on a senior college campus. Approximately 10% of students will complete their remediation at a community college.

II. Projection of Enrollment Reflecting January 25 Resolution:

A. Future Enrollment: New Students

*New students:* 6% growth for Fall, 2000; 12% growth for Fall, 2001; 2% growth for Fall, 2002; 2% growth for Fall 2003.

Intensified recruitment and pre-college advisement efforts will increase the size of admitted freshman classes. The University will:

- Improve outreach efforts to public and private high school and adult populations;
- Strengthen recruitment efforts in specialized high schools and among students in the top 10% of their classes;
- Use the New York City Merit Scholarship to attract high-achieving students;
- Expand college honors programs for high-achieving students;
- New students will be better prepared as a result of;
- New Regents standards for high school graduation;
- Expansion of College Now. - the program will reach seniors in all public high schools in the City; the expansion of skills enrichment programs to students in the ninth through the twelfth grades;
- Continued expansion of the University Summer Immersion and Intersession Programs to address skills deficiencies prior to college enrollment;
- Establishment of year-round University basic skills immersion programs, scheduled to accommodate adult students;
- Availability of anywhere, anytime websites such as Write Site and a new Math Site to address skills deficiencies;
- Senior-community college partnerships such as "Prelude to Success" for every senior college to transition students with modest deficiencies efficiently and seamlessly to senior colleges;
Involvement of SUNY Educational Opportunity Centers in remediation for adult students, and expansion of partnership programs with employers and trade unions to provide basic skills instruction to adult workers.

**External Transfers:** No change through Spring 2004.

**Graduate Admissions:** Average annual increase 1994-98 applied through Spring 2004.

**B. Future Persistence Rates: Continuing Students**

Better-prepared students, combined with initiatives to improve retention, will raise future year-to-year persistence rates for undergraduate degree students by 3% beginning in Fall, 2000, rising to 5% by Fall, 2003. Initiatives to improve persistence include:

- Early identification of and intervention for students in academic difficulty;
- Systematic tracking of student from semester to semester;
- Targeted recruitment of students who have left the University in good academic standing;
- Availability of faculty for academic and career counseling;
- Regular scheduling of courses required for graduation;
- New writing-across-the-curriculum initiative;
- Strict enforcement of the University's articulation policy and availability of CUNY's new web-based course guide;
- Institution of new system of accountability at each college, including college-based yearly action plans with specific targets for retention.

The following is a detailed description of the strategies outlined above, as well as of other activities in which the University is already engaged and which will continue:

**III. Pre-collegiate activities:**

The University has a vested interest in ensuring that all students arrive on campus with the ability to handle college-level work and the maturity and motivation to persevere and earn a degree. Toward these ends, and to the advantage of both the University and the public schools, efforts have intensified in the last decade, by the University and the individual colleges, to strengthen the pre-collegiate preparation of students and to develop programs to help students make the transition from high school to college. Thus a major focus of the implementation plan will be on the development, expansion and enhancement of interventions which the University will make available to pre-collegiate students with deficiencies in the basic skills areas.

**A. Collaborative programs with New York City public schools.**

Many of these initiatives were recommended by the Board's Ad Hoc Committee to Explore Transition Mechanisms to Facilitate the "Seamless Transition" Between the Last Two Years of High School and the First Two Years of College, which was established in March 1997. A number of them were included in CUNY's 1999-2000 Budget Request. They include:

**College Now**

College Now offers high school students an opportunity to discover some of the demands and opportunities of college-level work through early skills testing, college-level course-taking (both credit-bearing and remedial) customized orientation and advisement, and participation in on-campus activities.

College Now will be expanded, as funds are provided, to every New York City high school. The program will incorporate a comprehensive early warning system (including skills testing in the junior year) to inform high school juniors, their parents, and teachers and counselors about the students' readiness for college level work.

The University will also endeavor to expand College Now to reach students as early as the ninth grade. Thus,
also housed under the "College Now" umbrella will be college preparatory programs piloted by CUNY's senior colleges in 1998/99 and fully operational in 2000. These programs have identified "feeder" high schools and involve close collaboration to provide testing and skills-building during the junior and senior years of high school. Programs are tailored to help students meet the admissions requirements of individual colleges. These include Lehman's Bridge to College Now and the Baruch Preparatory Program.

Looking Both Ways

Looking Both Ways brought together high school and college teachers during the 1998-1999 academic year to investigate practices and challenges in writing instruction and to lay the groundwork for improved writing instruction in both high schools and colleges. The program will be expanded to ensure the dissemination of promising practices for high quality writing instruction and to foster the development of writing across the curriculum in both high schools and colleges.

Early Warning Math Program

The Early Warning Math Program will be expanded to give high school juniors an opportunity to take the CUNY Math Assessment Test to show them the level of work expected in college and to identify math difficulties that can be addressed in the senior year.

Early Administration of the CUNY Freshman Skills Assessment Tests (FSATs)

Early administration of the CUNY FSATs for students who are considering applying to the University, and notification of the results of this testing allows prospective students to determine an appropriate course of action with respect to immersion programs and other remedial opportunities.

Affiliated High Schools

In cooperation with the Board of Education, the University houses and provides supplementary fiscal support to seven high schools. The affiliating colleges provide the high schools with access to college facilities and with opportunities to utilize the institutional and human resources available at the college. Five of the schools (at Brooklyn, Hostos, two at LaGuardia and Bronx) are supervised by the Superintendent of Alternative High Schools while two others which are relatively new (at Kingsborough and Medgar Evers) are supervised by the Superintendent of Brooklyn High Schools. They were established because a college environment provides a powerful motivation for sustained academic work, the schools can draw upon the college's resources to enrich their own work. In this context the University will explore ways of using the affiliated high schools to promote the acquisition of college-ready skills by students who enter high school with academic deficits.

The Summer Intensive English Language Program for High School Students

Since 1997 Summer Intensive English Language Programs have provided campus-based opportunities for entering ninth graders to improve their language skills in a carefully structured program, including an enriched curriculum, access to technology and extracurricular activities. The program will be expanded to include limited English proficient students who are already in high school.

College Preparatory Initiative

A major area of collaboration between the University and the Board of Education has been the College Preparatory Initiative (CPI), established by the Board of Trustees in an April, 1992 resolution. CPI delineated specific expectations with regard to the pre-collegiate education of students seeking to attend the University. The Initiative has provided academic guidance to high school students as well as to high school teachers and guidance personnel.

The goal of CPI has been to increase the amount of demanding academic course work undertaken by high school students. Since 1992 CUNY-bound high school students have been required to complete a certain number of academic units prior to admission. The number of required units has been phased in over this decade. When fully implemented, in the year 2000, entering freshmen will be expected to have completed 16 CPI units in six academic disciplines, including English, sequential math, lab science and non-English languages, social studies and fine arts. Data collected by the CUNY Office of Institutional Research and Analysis demonstrate that CPI has proven successful in: smoothing the transition from high school to college; increasing the number of students enrolling in CPI certified courses; better preparing students entering CUNY colleges; and enhancing student achievement in college.
B. University and College-based Programs

Successful University initiatives will be enhanced and expanded to meet the needs of students who are not fully prepared to engage in college level work.

University Summer Immersion Program

The University Summer Immersion Program (USEP) began in the summer of 1985 with 10 senior colleges offering pilot programs to more than 500 students and was expanded in the summer of 1986 to include community colleges. Enrollment in USEP has increased dramatically each year; in 1998 the program served over 15,000 students at all 17 undergraduate campuses. Like other pre-freshman programs the USEP is designed to facilitate the transition to college and offers work in the basic skills areas of reading, writing, mathematics, and English as a Second Language. Over the years, the summer programs have also been a locus for the development of innovative pedagogy and curriculum including language immersion courses, computer-aided instruction, and courses linking skills development with strong academic content. Specific examples have been:

- a computer-assisted Instruction program developed by the Mathematics faculty for students who failed the Mathematics skills test. The self-paced instruction emphasizes mastery learning.
- an intensive 75-hour course on literature for students needing remedial work in writing and reading, which focuses on critical thinking and reading strategies. Students respond critically to college level texts and use computers to edit and revise their writing.
- a mid-level ESL course for science students that focused on the impact of science and technology on society. Students read intensively, learn to conduct library research, conduct research at the Museum of Natural History, write a 10-page research paper and give an oral presentation.

Typically, about 95% of the summer students either complete their remedial work or move to the next higher level of remediation in the subject area in which they took summer courses. Studies by the Office of Institutional Research and Analysis have shown that students who participated in the summer immersion programs performed better and were retained at a higher rate than students who were underprepared but did not participate in the programs. They attained higher grades, accumulated more credits toward graduation, returned to enroll for a second semester at a higher rate, and by the second term were able to take less of their class work in non-credit bearing skills courses and more in credit-bearing courses leading toward graduation. For the class that entered in Fall 1996, for example, baccalaureate degree students participating in USEP basic skills courses attained a 2.21 GPA at the end of the year compared to a 2.11 attained by those who did not participate. They accumulated, on average, 18 degree credits by the end of the year compared to 16 for those who did not participate. re-enrolled for the Spring term at a rate of 93% versus 88% and took, on average, only 13% of their course work in basic skills as opposed to 20%. Other studies show that students who participated in USEP between 1985 and 1990 also returned to enroll at a higher rate, and graduated at higher rates than those who did not participate.

A major effort has been made to expand the University Summer Immersion Program, with increased funding provided by the Central Office as part of the Freshman Year initiative. Figures from this past summer show that participation of prospective first-time freshmen more than tripled from 1997 at the College of Staten Island and doubled at both Medgar Evers and York Colleges.

Capacity in the near future, with respect to resources, facilities and staff is not expected to be a factor in the expansion of the summer immersion program. At the present time 25% of the students in the program are continuing students. In the future, however, continuing students will be excluded from the summer immersion programs; these students will have had to complete remediation before they can begin matriculating at the senior colleges. Nor will other activities be displaced to make room for additional students. Furthermore, it is expected that as students graduate from high school better prepared, the demand for the summer immersion program will decrease.

The Office of Institutional Research and Analysis (OIRA) and the Office of Academic Affairs (OAA) prepares formal evaluations of the summer immersion programs and tracks students who participate in each program. The outcomes for students participating in USEP this year were quite impressive. Dramatic gains were made by senior college students who retook the Writing Assessment Test after the summer programs, and by a large percentage of community college students as well. Substantial gains were also registered in the Math and
Reading Assessment Tests (Appendix 1). Overall, the evidence seems to show that we are making headway with respect to improving the preparation of the incoming freshmen and also in getting out the message that participation in a summer immersion program will benefit the students not just by enabling them to enroll in their first choice college, but by facilitating their progress in whichever college they enroll.

The University Summer Immersion Program will be further expanded at the senior colleges to accommodate the needs of students who have met all but the testing requirements for entrance. Colleges will tailor programs according to specific populations, e.g., modules that allow rapid progress towards successful completion of individual assessment tests; computer-assisted instruction; weekend workshops; and tutorials. There will also be late summer versions of USIP to accommodate late admits and testers.

**Intersession Programs**

Intersession programs will be expanded and new forms will be piloted. Express classes, for example, will allow students who have modest deficiencies to make 'd progress towards successful completion of remedial courses and to pass the Freshman Skills Assessment Tests.

**Year Round Immersion Programs**

- The University will implement skills immersion programs on a year round basis.
- **CUNY Language Immersion Program**

The CUNY Language Immersion Program (CLEP) is a year-round option for students with substantial English language deficits, who need to spend an extended period of time in English as a Second Language (ESL) classes in order to be successful in college-level course work. The Program was established in response to the needs of these students and in support of the premise that an intensive course of study can lead more quickly to proficiency. The program allows interested students, who have been accepted a l a CUNY college, to voluntarily defer enrollment in order to concentrate on the development of language proficiencies, which are essential for success in college.

The CLEP began as a pilot of 90 students in the fall of 1995 and has grown to a program that serves over 2,300 students in the 1998-99 academic year. By the fall of 1999, with the opening of a program site at Queensborough, there will be programs at all six community colleges and two four-year colleges: York College and New York City Technical College. Students from all 17 CUNY colleges are eligible to enroll at one of the Immersion Program sites; the majority of the enrollment at each of the sites is comprised of students originally accepted at that campus.

Students may remain in the program for up to one year. They attend classes intensively—25 hours a week in 3 or 4 cycles a year, with day and evening sessions available. The instructional format combines state-of-the-art applications of computer technology with more traditional language learning approaches in a rigorous academic context. Academic English language skills are acquired and refined through an introduction to the concepts and vocabulary of broad content areas in the social sciences and humanities. Through a collaboration with CUNY's American Social History Project, history-related ESL courses have been developed which should help ensure that Immersion Program students who subsequently enroll in credit-bearing history courses will be well-prepared to achieve success. In consultation with other CUNY faculty, the program intends to pursue the development of linkages with a ran e of credit-bearing courses.

Upon completion of the year (or portion of the year), students return to the campus to which they have been admitted and begin appropriate course work. Student advisement is provided in light of evolving policies at particular campuses regarding the availability of ESL courses at various levels, and procedures continue to be refined to help ensure the smooth transition of Immersion Program students back to their home campuses.

An important feature of the program is that students do not use their financial aid while they are in the program. Instead, they pay a fee of $100 for a ten-week cycle. For those students who are on public assistance, the fee is reduced to $25. This helps to ensure that financial aid will be able to students when they begin to accumulate credits toward graduation.

The majority of the students who choose to take advantage of the program are at the beginning levels of the English language proficiency needed for college. In addition, many students also need substantial overall academic preparation. The program's strong focus on reading, writing and research skills directly addresses the needs of this population. Results over the first two years are promising. Data gathered on students who
have begun regular college course work suggest that they do as well as, or better than their non-Immersion Program ESL counterparts on a range of measures including persistence, credit accumulation, and grade point average.

The program expects to continue to serve students whose ESL needs suggest that intensive instruction would be beneficial and to experience a modest growth in enrollment over the next five years. Long term trends related to student participation, achievement, and graduation rates will emerge as the population of former CLEP students grows. With respect to instruction, the program will seek to identify and refine the most effective ways to meet the needs of specific segments of its student population, such as those with significant reading comprehension, writing or oral communication problems. As the CLIP Program takes its place as an established link in the program offerings for ESL students at CUNY, enhanced articulation among faculty members at all levels will result in strengthened advisement procedures and more cohesive curricular alignment.

As it enters its fourth year, the program has made a promising start. It has developed an effective instructional model which appears to be serving its students well.

In Fall 1999 the CUNY Language Immersion Program will be located at 8 schools, all six community colleges plus New York City Technical College and York College. It will continue to serve as an opportunity for limited English proficient students to receive enhanced ESL instruction in preparation for beginning college level study. The University will strengthen it efforts to establish a closer relationship between the formal ESL programs on the campuses and the immersion programs. As curriculum is refined. efforts will continue to determine the appropriate criteria for exit from to ensure a successful transition to college.

IV. New and Intensified System Initiatives:

A. Articulated Programs

Articulated programs involve partnerships between community and senior colleges. These fully-articulated programs facilitate student progress toward a degree by enabling them to work on basic skills deficiencies at a community college while earning credits towards a baccalaureate degree. Such programs often include block programming which provides students with a support group for academic and social interaction and which links skills and content courses. Students can complete remedial needs while making progress toward degree requirements at the senior college which they aspire to attend.

"Prelude to Success"

This model program is a partnership developed by Borough of Manhattan Community College and Hunter College. Based on this model, groups of students who have been provisionally admitted to senior colleges who, based on test scores, are likely to be able to fulfill their remedial requirements in one semester. can do so on the campus of the senior college while registered at the community college. These students will take the FSATs at the end of the semester and if they pass all three, will be assured of transfer to the senior college. It will be offered for the first time in Spring 2000. (See Appendix 2, "Innovative Curricula" for complete program description.)

B. Improved Transfer Opportunities

One of the major advantages of a University system is the potential for well coordinated policies that facilitate student movement from community to senior colleges. The University has established a number of policies and administrative mechanisms to advance this goal:

- Board policy adopted in 1985 mandates the full transferability of liberal arts and science courses throughout CUNY.
- The colleges have developed a number of program-to-program articulation agreements.

The University has developed a course equivalency guide to make clear to community college students which courses will transfer into the various senior colleges. The University has also been concerned to ensure students' preparedness to transfer among various programs of its colleges. Specifically, it has adopted policies that facilitate student mobility within the University, especially between the community and senior colleges.

Beginning in Fall 1999 the University will strictly enforce its articulation policy, assisted by a transfer information
website known as the "CUNY Transfer Information and Program Planning System" or "CUNY TIPPS." This website provides students and faculty with an easy-to-use and accessible means to identify:

- All undergraduate registered programs offered at the University by degree, program area, and institution (this will allow students to search for majors and degrees by keywords);
- Senior college evaluations of associate degree courses;
- Associate degree courses that fulfill baccalaureate degree general education requirements;
- All existing program-to-program articulation agreements; University-wide and individual program transfer policies;
- Answers to frequently asked questions about transfer;
- Links to Individual college web pages that contain transfer information such as descriptions of programs and courses and class schedules.

Both the community-to-senior college course evaluations and the general education portion of the site will be available in the Fall 1999 semester. Other links will be added gradually until all key elements of the articulation and transfer process are included. In combination with the close monitoring of relevant CUNY policies, CUNY TIPPS will bring the University into the 21st century with respect to articulation and transfer.

C. Counseling and Advisement

To accompany the new outreach efforts, earlier and more frequent testing in all basic skills areas, with scores made available more quickly, will allow for diagnosis and early and multiple interventions for both pre-collegiate and transfer students. Intensive academic advisement is being made available to students prior to enrollment, as well as to entering students, transfer students and adult students. The expansion of block programming at many of the colleges will also help to integrate new students into the colleges and improve retention and progress.

D. Use of Technology

Electronic classrooms are being enhanced and new ones are being created for students in Immersion and other programs. For basic skills assistance, two new websites have been developed - in writing and in math.

E. Recruitment and preparation for Professional Career Pathways

There will be a general strengthening of recruitment efforts focused on attracting students qualified to meet higher performance standards. Intensified recruitment and pre-college advisement efforts will increase the size of admitted freshman classes. The University will:

- Improve outreach efforts to public and private high school and adult populations;
- Strengthen recruitment efforts in specialized high schools and among students in the to 10% of their classes;
- Use the New York City Merit Scholarship to attract high-achieving students;
- Expand college honors programs for high-achieving students.

F. Writing Across the Curriculum

A major effort in the coming years will be to intensify and extend the campuses’ efforts to teach writing across the curriculum. By June 2000, CUNY will have in place a pilot program in several colleges as a first step toward our goal of Writing Across the Curriculum programs at all CUNY colleges within the next five years. These programs will assure that our students develop the communication skills needed in their college courses and, when they graduate, in the workplace. The Writing Across the Curriculum program will be linked to a new CUNY Writing Fellows program that will place specially trained CUNY doctoral students on the undergraduate campuses. The Writing Fellows Program will furnish assistance to faculty in meeting the new writing
V. Special Provision for Adult Students:

The University reaffirms its commitment to the provision of opportunities for precollegiate education for adults in literacy, English as a Second Language, high school equivalency preparation and occupational training. Opportunities will be made available to all interested adults on the University's campuses and, whenever possible, in special settings developed in partnership with employers, unions and other interested parties. In addition, the University will continue to emphasize the need for pre-collegiate education to prepare students for the demands they will encounter if and when they enroll in college-level course work.

A. Preparing adult students for college-level study

In cooperation with all the campuses, the University will make special efforts to ensure that adults, who may be affected by the implementation of the Board resolution, are informed of the new policies, are provided opportunities to evaluate their preparedness prior to the submission of applications and are provided with flexible and effective opportunities to enhance their skills prior to enrollment in a senior college.

Strategies include:

♦ the development and distribution of high-quality print and video materials that describe and illustrate the knowledge and skills that students entering college should have in ways that are understandable to adult students and other interested parties;
♦ the establishment of campus-based comprehensive assessment and basic skills instruction centers to enable interested individuals to assess their readiness for college and, if necessary, enhance their skills prior to application or admission through participation in both full and part-time immersion type programs;
♦ the development of a strategic plan with the State University of New York concerning the involvement of the Educational Opportunity Centers in remediation;
♦ the expansion of partnership programs with employers, trade unions, and non-profit organizations to provide basic skills instruction to interested individuals;
♦ the development of new, instructional approaches in cooperation with the staffs of adult-oriented programs, such as the Adult Degree Program at Lehman College and the Center for Worker Education at City College. And of campus-based divisions of continuing education.

B. Lifelong learning: Continuing Education

Recognizing its responsibility to offer services to the broadest spectrum of New Yorkers, the University has also sought to provide lifelong learning opportunities for all who would participate.

Sixteen colleges and the Graduate School have established separate divisions of continuing education. Their efforts are coordinated and supported by the Division of Adult and Continuing Education at the Office of Academic Affairs. A University Council of Deans and Directors meets regularly to share ideas and consider the University perspective on relevant issues.

The campus divisions reflect the distinctive missions of the various colleges and serve a wide variety of students: individuals seeking to acquire new skills so that they might advance at work or change careers; individuals pursuing avocational interests; individuals wishing to improve basic literacy, and language skills; individuals hoping to remove themselves from public assistance by acquiring literacy or language skills and occupational skills. All told, more than 150,000 students enroll each year in one or more continuing education courses. The divisions offer these educational opportunities through tuition courses, contracts with public and private entities and grant-funded programs.

In order to develop and deliver high quality courses, the divisions work closely with faculty members to insure the inclusion of state-of-the-art knowledge and with field-based practitioners to insure the delivery of instruction in forms that are most conducive to the efficient application of the knowledge in real-life situations.

The division staffs typically work closely with representatives of numerous public agencies (including the New York City Human Resources Administration, the Mayor's Office, the New York State Education Department and the New York State Department of Labor), private corporations (including Bell Atlantic and Bear Stearns)
and numerous small businesses. Currently, a multi-campus planning group is working with the State Education Department and the Mayor's Office to develop a plan for the coordination of educational services to be provided under the auspices of the new federal Work-force Investment Act.

The divisions enjoy considerable flexibility and, as a result, they are able to take on the challenge of initiating and conducting, new programs of importance to the larger University. In recent years, this flexibility has been evident as seven divisions were assigned the responsibility of operating language immersion programs and thirteen divisions established courses of study for the INVEST Program.

In the years to come, the divisions will play an important role as the University responds to the challenges posed by the introduction of higher standards for admission and matriculation and as the University explores the introduction of new certificate programs in a variety of occupational fields. In addition, the new divisions will continue to provide educational opportunities to many thousands of individuals who wish to take advantage of the opportunities available on the University's campuses but do not wish to pursue degree studies.

The University will also introduce new lifelong learning opportunities that respond to the needs of the 21st century. The groundwork has already been laid for the development of new program models including distance learning, credited course work leading to certificates, and post-baccalaureate offerings in academic and vocational fields.

VI. SEEK (Search for Education, Elevation and Knowledge) Students:

SEEK students are not included in the resolution, but they will be offered a set of opportunities for remediation that is different from current course-based instruction. Restructuring of the SEEK programs on each campus actually began several years ago and included more rigorous admissions requirements and new academic support and counseling initiatives which will be drawn upon in developing new ways to provide academic assistance. Special Programs will continue to work with the colleges to ensure that SEEK students receive appropriate support and to explore and develop innovative curricula. (See Appendix 2, "Innovative Curricula.")

A. Intensified supplemental instruction

Instruction will be supplemented further through: tutors in the classroom and in one-on-one situations, computer-assisted tutorials, and, throughout the year, skills immersion workshops or cooperative learning groups targeting specific subject areas or student sub-populations.

B. Intensified counseling initiatives

These include group counseling and theme-based counseling.

C. Innovative Curriculum Models

New curriculum models linking developmental education and basic skills course work with core curriculum, science and humanities are being developed and implemented.

VII. ESL Students:

To ensure that admitted ESL students who are accepted in accordance with the provisions of the Board resolution, and are provided with ESL instruction as well as regular college studies which will allow them to make satisfactory progress toward degree completion, the following steps will be taken.

- ESL students will be provided with thoughtful and comprehensive advisement in order to ensure proper placement in the various ESL course sequences.
- Promising curricular and instructional practices will be identified and disseminated (such as the registration of students in blocked classes, whereby English language learning is closely linked to disciplinary content area study);
- Models of supplementary ESL instruction will be identified and disseminated (such as the organized participation of English-proficient students in conversation circles with ESL students);
- The new Writing Across the Curriculum Initiative will be used to respond to the special learning needs of ESL students.
Enrollment: Projected changes in enrollment, and projected enrollment for each year by level of student and by full-time and part-time status, borough or county of residence, age, gender, and racial/ethnic status may be obtained from the Office of Academic Affairs.

Revenue: A discussion of revenue may be found in "Estimated Revenue Changes Based on Master Plan Amendment." No staffing changes are anticipated.

Academic Services are discussed above in the section "Implementation Plan for Remediation Phase-Out at the Senior College," beginning on page 3. (Refer to footnote)

I. Student Services:

Whether a student who was originally accepted by a senior college is enrolled in a partnership program with a community college housed at a senior college, or enrolled at a community college to complete remediation, the University will take steps to ensure that the student's transition to a community college or re-entry to a senior college is seamless.

Each senior college will develop a "partnering" program for new students with modest skills deficiencies who wish to enroll in a baccalaureate college, but are first required to complete remediation at the community college. This partnership, such as Prelude to Success or a comparable program, will offer community college credit and non-credit courses at the four year site. Although official, registered in the two-year institution, students will have access to all counseling, student services and activities available to other students at that four year college campus.

Students who will be attending a community college will have access to all services of the community college. Regardless of whether the student is attending the community college for one semester or opts to complete a degree at that college, students will be encouraged to participate in the full menu of student life available at the campus.

Several steps are being taken to ensure that the movement between colleges is as simple as possible for students who had already been accepted at a senior college:

◊ Colleges will be urged to complete immersion programs early enough so that students who are required to attend a community college program will be able to do so without interruption.

◊ The University will write a new program for the Student Information Management System (SPAS) which will allow student records to be transmitted electronically between colleges. It will be necessary for the receiving campus to have immediate access to a student's admissions application, transcripts, testing scores, residency documentation, proof of immunization, etc. Transmission of these documents through SIMS will expedite the process of moving records and will eliminate the necessity of the student requesting documents from a number of different offices. If required, hard copies of the records can follow.

◊ The University is requesting that the Higher Education Services Corporation allow CUNY to change TAP Codes (campus designations for financial aid) using Enrollment Tapes, thus reducing the amount of paperwork and wait time required by the student who has already filed for financial aid at a CUNY senior college.

◊ As the largest urban university in the country, CUNY enrolls an extraordinarily diverse student population who present special challenges. Counselors will be designated at the community colleges to work specifically on issues regarding test anxiety, and academic advisement.

◊ Workshops will be held on a regular basis to provide students with information and assistance regarding transferring back to a senior college upon completion of remedial prerequisites.

◊ As the enrollment of students with disabilities grows each year, the University will implement new approaches for providing high quality academic accommodations and services to its students with disabilities, including the

1 Refer to The City University 1999-2000 Budget Request.
expansion of assistive technology, resources and services.

+ The "user-friendliness" of the registration process will be enhanced.

+ Early academic intervention will be provided.

+ Improved articulation and evaluation of transfer credits between the CUNY two year and four year institutions will be stressed and students will be guided on the transferability of course work to the senior college.

+ A pilot will be launched to provide an academic readiness pre-college program for veterans who are considering college, but who need to review academic skills in order to pursue college level course work.

II. Facilities

Given the enrollment declines experienced by most of the colleges over the past several years, current campus facilities have the ability to accommodate additional students. Since FY95 the community colleges have experienced a net decrease of over 5400 students and the senior colleges have experienced a net decrease of over 9300 students. Thus the ability to accommodate additional students exists on most campuses. Furthermore, collaborative program planning between senior and community colleges, whereby community college students could utilize space in a senior college, presents another option that introduces additional flexibility. Where space deficits exist, ongoing capital planning and development is focused on improving the quality of instructional facilities and the elimination of instructional space shortages.

A. Overall Campus Space

Existing net assignable square feet and full-time equivalent students determine a space-to-student ratio, a calculation that is based on an average need according to space planning guidelines. At community colleges the space guideline is 75 net assignable square feet (NASF) per full-time equivalent student (FTES). At senior colleges, the space guideline is 100 NASF per FTES. Factors considered when calculating space needs include enrollment projections, frequency of scheduled classes, academic planning, and the quality and age of the existing campus building inventory.

B. Community Colleges: Instructional Space Capacities

A surplus in instructional space has been identified at Bronx Community College (30%), Hostos Community College (50%), Kingsborough Community College (1%) and Queensborough Community College (20%). While LaGuardia Community College and Borough of Manhattan Community College have experienced deficits in instructional space, current space alterations and the addition of leased space will eliminate these deficits next year. In addition, several proposed major community college projects will improve instructional facilities over the next five years, including: the renovation of Center In at LaGuardia Community College, the renovation of the Chambers Street Building at BMCC, construction of the North Instructional Building at Bronx Community College, and construction of the Academic Village Complex at Kingsborough Community College.

C. Senior Colleges: Instructional Space Capacities

A surplus in instructional space has been identified at Brooklyn College (23%), City College (44%), Lehman College (33%), Queens College (6%) and York College (38%). Deficits in instructional space have been identified at Baruch College (4%), Hunter College (15%), John Jay College (14%), Medgar Evers College (36%) and the College of Staten Island (47%). As with the community colleges, space shortages at the senior colleges are addressed through individual construction projects and are placed on the priority list according to the magnitude of space deficit. Among the projects proposed in the capital budget request that will provide additional instructional space at the senior colleges are: the construction of Academic Building I at Medgar Evers College, the construction of Haaren Hall extension at John Jay College, and the renovation of the 2M Building at The College of Staten Island.

ASSURING CONTINUED EQUAL ACCESS AND OPPORTUNITY

The community colleges will continue to provide higher education opportunities to all students with a high school diploma or equivalent. This is discussed in detail in the section on "Access and Excellence" beginning on page 1 and in the section (below) on studies and information relevant to CUNY’s new policy on remediation in the senior colleges.
PROVIDING REMEDIATION AT THE SENIOR COLLEGES DURING THE SUMMER

(a) actual enrollment in remedial courses in 1995-96, 1996-97, and 1997-98, distributed by borough or county of residence, age, gender, and racial/ethnic status.*

(b) projected summer enrollment for remediation at each senior college annually through 2003-2004. *

(c) the staff and facilities at each senior college each year to support this remediation. *

Staff and facilities in support of remediation are discussed in the sections on the University Summer Immersion Program, and in the section on Facilities.

(d) activities that will be displaced or discontinued to accommodate summer remediation

It is not anticipated that any activities will be displaced or discontinued to accommodate summer remediation. The reasons for this are discussed in the sections on the University Summer Immersion Program and on Facilities.

(e) the plan for quality control and evaluation.

See section on Plans for Quality Control and Evaluation.

PROVIDING REMEDIATION AT THE COMMUNITY COLLEGES

(a) actual enrollment in remedial courses in 1995-96, 1996-97, and 1997-98, at each community college, distributed by borough or county or residence, age, gender, and racial/ethnic status. *

(b) projected enrollment for remediation at each community college for each year through 2003-2004 (including the same distributions). *

(c) the staff and facilities at each community college each year to support this remediation See section on Facilities beginning on page 20. Staffing changes are not anticipated.

(d) activities (including but not limited to programs of study) that will be displaced or discontinued to accommodate this remediation.

It is not anticipated that any activities will be displaced or discontinued to accommodate remediation at the community colleges.

(e) the plan for quality control and evaluation.

See section on Plans for Quality Control and Evaluation.

STUDIES AND INFORMATION RELEVANT TO THE POLICIES SET FORTH IN THE AMENDMENT TO THE MASTER PLAN

I. Admissions and Remediation: the National Context:

Although the June 1995 resolutions had a profound effect on admissions and encouraged the colleges to focus their missions with respect to remediation, the Board of Trustees continued to be concerned about standards, student preparedness and remediation at the senior colleges. In their concerns the Trustees were echoing a national preoccupation with remediation which had been emerging for more than 10 years.

Throughout the country colleges, universities and legislatures have turned their attention to remediation. Examples abound. In 1983 a common placement test had been established in Florida and, for the most part, remedial instruction was shifted from the public senior colleges to the community colleges. Students admitted to the senior colleges who required remediation were directed to take the required course work through arrangements with the

* This data is available from the Office of Academic Affairs.
community colleges while concurrently enrolling in the senior college. Five years later the Texas Legislature created the Texas Academic Skills Program to test entering college students and required that remediation be completed prior to enrollment in junior or senior level courses.

In the 1990s, the focus on remediation (i.e., how much should be offered in college, where remedial instruction should take place, who should bear the cost) has sharpened still further. Indeed, at the national level in the last three years no fewer than six major studies on remediation have been conducted and/or reports issued. These include:


♦ the American Association of Community Colleges executive issue paper, *Remedial Education: A Social and Economic Imperative* (1997);

♦ the State Higher Education Executive Officers survey report, *Statewide College Admissions, Student Preparation, and Remediation Policies and Programs* (1998);

♦ the Brookings Institute's annual edition's chapter entitled "The Extent and Cost of Remediation in Higher Education";

♦ the Fordham Foundation's symposium featuring Breneman and Haarlow's study, "Remedial Education: Costs and Consequences" (1998); and


Also, in 1997, for the first time, the U.S. Department of Education included a section regarding remedial education in higher education institutions in its annual *Condition of Education using* the data from the 1996 NCES report.

At the same time a number of states have followed the lead, each in its own way, of Florida and Texas. In 1996 the Regents of the University System of Georgia approved a policy under which public colleges must reduce the number of freshman remedial students by 5 percent annually. Beginning in 2001, any students requiring remediation would have to take the necessary courses at a community college or private institution before being permitted to enroll. (Chronicle, Apr. 9, 1999). Two years ago, the Board of Higher Education of Massachusetts required that in Fall 1998 no more than 5 percent of freshmen attending Massachusetts' public colleges could be enrolled in remedial courses (Chronicle, Apr. 11, 1997). Officials of the California State University (CSU) system are working toward a goal whereby only 10 percent of all freshmen entering in 2007 will require remediation (Chronicle, Apr. 9, 1999). CSU is drawing attention to the proficiency rates of entering students according to their high school or community college of origin by publishing them on a website. And Florida, the pioneer, has now taken another step and is introducing performance budgeting to penalize high schools whose graduates need remediation before they can do college-level work (Breneman, 1998).

Other states which have addressed the issue include:

♦ Hawaii, where remediation has been moved out of the higher education sector;

♦ Oklahoma, which, with Texas and Georgia, have defined when and how remediated students may progress from conditional to regular enrollment status (SHEEO, 1998);

♦ South Carolina, Louisiana, and New Mexico, which have cut the funding for remediation;

♦ Wisconsin and Oklahoma, where colleges charge the students extra to pay for remedial course work (Christian Science Monitor, June 16, 1998).

(In studying this issue the Office of Academic Affairs conducted a phone survey regarding remedial policy in the State University of New York (SUNY). From this survey it was learned that SUNY has no system policy with respect to remediation at the senior colleges. Practices vary from college to college with some offering basic skills courses for zero credit, others giving full credit for basic skills courses, and still others using a combination of approaches. This same phone survey revealed that the private colleges in the New York area also use multiple ways to address the issue of remedial courses.)
II. Admission and Remediation - the CUNY Context:

The Trustees have insisted on phasing out remediation at the senior colleges, and some of the senior colleges, in particular Baruch and Queens have been moving independently in this direction. This move by the Trustees does more than simply deal with remediation. It sends a clear message that CUNY must embrace a sensible differentiation of academic mission as between the senior and community colleges and that the senior colleges must be colleges rather than the passive receiving ends of eroded standards and failed policies of social promotion in the public schools. The Trustees deserve praise for insistence, on their positions, despite the predictable furor raised by defenders of the status quo. (The City University of New York: An Institution Adrift, Report of the Mayor's Advisory Task Force on The City University of New York.)

A. Laying the groundwork for change

*Academic Program Planning*

In June 1993, the Board of Trustees of the City University of New York adopted a resolution mandating Academic Program Planning (APP). The APP Resolution sought to strengthen programs by making the best use of available resources and by developing collaborations among the colleges to take full advantage of the entire system's capabilities. Specifically the policy:

- called upon each college to undertake long-range strategic planning with regard to academic programs;
- mandated periodic review of all academic programs on a regular basis to assure academic quality;
- charged the Chancellor to coordinate processes for resource allocation at the University level with college-based academic planning activities;
- pointed toward greater integration of the University through intercollegiate programs, University-wide collaboration within disciplines and professional fields, and improved articulation between community and senior colleges; and
- directed the initiation of system-wide planning in doctoral education and special studies of ESL, remedial education, and undergraduate degree requirements, while authorizing the Chancellor to undertake system-wide studies of additional areas as needed.

Thus the APP policy required actions at both the college and University levels. Through a continuing emphasis on interaction between campus-level and system level activities, the University has made steady progress on each of the mandates contained in the Board's policy. In addition, the groundwork was laid for the University Budget Planning and Policy Options.

*University Budget Planning and Policy Options, June 1995*

The policy on Academic Program Planning created a framework for strategic planning at the campuses and system-wide. It sought to strengthen the quality and accessibility of academic programs by making the best use of available resources and developing collaboration among the colleges to take full advantage of the capabilities of the entire system. It also provided a framework for the approval, by the Board of Trustees in June 1995, of a series of policies described in "University Budget Planning and Policy Options." This document provided a critical benchmark in CUNY's move toward higher standards; it delineated a positive educational agenda for the University to pursue in the years ahead and laid the foundation for a new emphasis on quality.*

Thirty-seven resolutions were recommended by the Board Committee and adopted by the Board of Trustees. The planning and management initiatives which the policies imposed were designed to assure the effective and efficient delivery of educational programs. Other initiatives (below) addressed academic areas, particularly admissions, assessment and remediation. While sustaining the basic principles of access and excellence, these resolutions sought to improve academic preparation of incoming students and reduce the need for remediation. The new policies also took into account the need to consider the academic progress and achievement of students at different levels of preparation and provide appropriate opportunities to each group.

15. It shall be University policy that, beginning in Fall, 1996, students will be admitted to baccalaureate degree programs only if the remedial and ESL instruction they are evaluated as needing can be

* This data is available from the Office of Fiscal Affairs
accomplished typically through a sequence of courses in each area that can be completed within two semesters. The Chancellor may approve alternative criteria proposed by a college based upon a demonstrated relationship between the level of student academic preparation and student success at that institution. Colleges may offer additional basic skills or ESL instruction through their adult and continuing education programs.

16. It shall be University policy that, following a review of its mission, resources and student performance, and after consultation with college governance, a senior college president may propose as an admissions criterion that a student will be admitted to its baccalaureate degree program only if the remedial courses needed in one or more basic skills area or ESL can be accomplished typically through one semester courses. The Chancellor may approve such a criterion after receiving the President's recommendation alone with the view of the appropriate campus governance body.

17. It shall be University policy that senior college students not be permitted to repeat a remedial or ESL course after receiving either no credit or a failing grade twice previously in that course. In rare circumstances, a president may grant an exception to this policy.

18. Pre-freshmen institutes at the senior and community colleges should be expanded and offered throughout the academic year. The University should explore with the Board of Education ways of enriching pre-collegiate and GED programs for those students who currently enter the University substantially under-prepared for college-level programs.

19. Targeted ESL and basic skills immersion programs should be implemented at the senior and community colleges, including programs offered through adult and continuing education. ESL students should be placed in mainstream courses as soon as it is appropriate. The university should review policies and practices in this regard. The university should explore with SUNY ways of using Educational Opportunity Centers at senior and community college campuses to provide remedial education for those students who currently enter the University substantially under-prepared for college-level programs.

As a result of the 1995 policies several distinct approaches to admission and remediation have emerged among the CUNY undergraduate colleges. While the College Preparatory Initiative, described in the preceding section, had been designed to promote appropriate preparation for college, admission criteria were now established to enable the colleges to identify those applicants most likely to succeed in a particular program in a given institution. At this time, in academic year 1998-99, the colleges' approaches may be characterized as follows:

- Colleges with baccalaureate degree programs that limit enrollment to students who require no remediation. All matriculated students must be prepared for college-level work.
- Colleges with baccalaureate degree programs that limit enrollment to students who require no more than one semester of remediation. Students are expected to complete minimal work at the pre-college level and progress to college course work. Students are not permitted to repeat a remedial course more than once.
- Colleges with baccalaureate degree programs that limit enrollment to students who require no more than two semesters of remediation. Students are not permitted to repeat a remedial course more than once.
- Colleges with associate degree programs that enroll students irrespective of the number of semesters of remedial work required. Some of these limit the number of times a remedial course may be repeated; other do not.

The Mayor's Advisory Task Force on the City University of New York

In May, 1998, Mayor Rudolph Giuliani issued an executive order establishing the Advisory Task Force on the City University of New York. The Task Force was charged with examining the University with respect to funding, open admissions and remedial education, provision of remedial services and the implementation of other appropriate reform measures. On June 7, 1999 the Task Force issued its report, The City University of New York: An Institution Adrift. The report provides a blueprint for the future, a series of recommendations which would enable the University to continue to meet the diverse needs of the City's residents. Specific recommendations, discussed below, provide the means to achieve the dual goals of academic excellence and the provision of equal access and opportunity. In that context the report addresses issues such as standards, admission, remediation, assessment, and collaboration with the New York City Public Schools.
The report emphasizes its commitment to CUNY's historic institutional mission and commends CUNY's commitment to students who, for various reasons, must struggle to avail themselves of higher education opportunities. The report recommends that the University build on existing collaborations with the New York City Public Schools (NYCPS), such as those discussed in the section on pre-collegiate activities, "to obtain objective information about students' achievement early and often in their academic careers; to provide remediation as soon as warning signs appear; and to provide clear examples of what courses and content meet college preparation requirements." It suggests that CUNY's highest priority should be public education, generally, in New York City and that the University must develop a comprehensive institutional strategy to help the public schools to raise standards and improve educational outcomes. It recommends that the NYCPS obtain objective student performance information and arrange for early intervention with effective basic skills, ESL, and other programs for students who fall behind.

For its part, CUNY should insist on clear and objective admissions standards that put applicants and NYCPS students in a clear national context, and convey these standards to students and teachers in the public schools and elsewhere. CUNY should "ensure that students admitted to college programs are capable of participating in their education in meaningful ways and have a reasonable probability of successful completion of their studies," and should offer opportunities for students with a wide range of potential and goals. The report is critical of CUNY's current student assessment program and suggests that together CUNY and the NYCPS "build an assessment program that bridges the two systems and establish[es] congruence between the K-12 curriculum and the demands of college-level study."

In this context too, the report notes the need for talented, well-educated teachers in the City and the obligation of CUNY, which supplies many of these teachers, to recruit strong students into teacher education degree programs and to strengthen the quality and consistency of those programs. A number of effective steps have already been taken by the University in this area and the report provides an incentive and clarion call to continue and expand this important work.

The charge to the Task Force was quite specific with respect to remediation. Thus, a significant portion of the report, while acknowledging the extensive remedial needs of current and future incoming freshmen, deals with problems and recommendations in this area. It considers remediation to be "an unfortunate necessity" which distracts from the main business of the University and that must be reconceptualized. In a section called Reinventing Open Admissions, the report presents a strong argument for locating responsibility for remediation at the community colleges and admitting to the senior colleges only those students who are prepared, at the outset, to succeed in college-level work. In making this recommendation the report reiterates its support for open admissions, but also for a system of tiered colleges which would be available to students entering at various levels of preparation. It also makes recommendations regarding student choice for fulfilling remedial needs and financing remediation in ways that enable students to complete their remedial obligations without depleting their college financial aid.

B. Issues in remediation at the City University

The Ad Hoc Committee on Remediation, Performance and Graduation Rates

In March 1997 the CUNY Board of Trustees established an Ad Hoc Committee on Remediation, Performance and Graduation Rates. It was charged to:

- Gather information on remediation, performance and graduation rates, as well as other relevant facts pertaining to CUNY's efforts to help students overcome deficiencies [and to] propose options to be considered either as separate pilot programs in certain colleges of the CUNY system or as an across-the-board experiment that will improve present conditions, especially performance levels.

Through reports, conversations and formal meetings the Committee became familiar with the national picture as well as the status of remediation at CUNY. In fulfilling their charge the Board members found it necessary, as had legislators, college administrators and Trustees in other,, to consider a number of related concerns. Some of these dealt with issues of assessment and evaluation, specifically:

- Selecting appropriate mechanisms to determine readiness for college-level work;
- Measuring the student's progress following remedial course work; and
- Evaluating the effectiveness of the University's remedial programs, i.e., studying the kinds of learning taking place and the support students are receiving.

* This report is available through the Office of Academic Affairs
Underlying these issues and critical to the discussion throughout has been the question of an appropriate locus for remediation, i.e., at which level of higher education remediation should be offered.

Over the last two years the Board has studied these issues and a number of new policies have emerged to address them. These policies continue the drive to raise standards while continuing, as well, to support the principles of access and excellence.

Selecting appropriate mechanisms to determine readiness for college-level work

A look at the national picture reveals, in general, three mechanisms for determining student readiness for college-level work:

Scores on national tests such as SATs or ACTs;

Scores on State-wide tests such as the New York State Regents examinations;

Scores on institutionally administered examinations such as CUNY's Freshman Skills Assessment Tests.

In 1996 the National Center for Educational Statistics reported that, national and state tests notwithstanding, approximately 60% of institutions surveyed required all students to take institutional examinations to determine readiness for college-level work (NCES, 1996). Approximately 25% of the institutions surveyed required students to take such placement tests to determine whether remedial course work was needed only if they scored below specified levels on the SAT or ACT exams. Approximately 10% automatically placed students in remedial classes if their scores on these national exams were below specified levels. Several local studies illustrate the diversity of instruments used to determine students' readiness for college-level work:

- A study conducted by the Southern Regional Education Board found that nearly 125 combinations of 75 different tests (including the SAT and ACT) are used to determine students' need for remedial instruction in reading, writing, and math.

- In the University of California system, students who fail a two-hour essay exam are placed in remedial writing courses.

- Also in the California State University system students must take the "English Placement Test" a one-hour reading and composition test which includes a forty-five minute essay section, and the "Entry Level Mathematics Test," a seventy-five minute multiple choice test covering elementary and intermediate algebra and geometry.

- In Texas, students attending public colleges and universities within the state must take the "Texas Academic Skills Program Test" (Olson, 1995).

- New Jersey and Tennessee have now implemented and evaluated mandatory placement testing programs. (Morante, Faskow, & Menditto, 1984a, 1984b; Van Allen 1992).

The national picture thus provides a context for three policies recently approved by the CUNY Board of Trustees relevant to determining a student's readiness for college level work. In combination with the admissions criteria for a given college, implementation of these policies provide an objective measure of whether a student is prepared to begin a particular college program. They also facilitate the University's ability to make appropriate provisions for those students who are not ready and therefore to increase the likelihood of eventual success in the program of choice. The first policy actually reaffirmed and clarified the 1976 resolution which had led to the Freshman Skills Assessment Program.

(A)ll freshmen and transfer students entering degree or certificate programs at The City University of New York shall be required to take the Freshman Skills Assessment Tests in Reading, Writing, and Mathematics prior to registering for their first semester at CUNY, for purposes of placement. (September, 1997)

The others state conditions under which a student may be exempt from the FSATS.

The only exceptions to (the above) policy shall be entering students with an earned bachelor's degree from an accredited institution and incoming students who have taken the SAT or ACT and have scored at a level to be identified by the Chancellor and the Council of Presidents as adequately demonstrating basic academic
skills. (September, 1997)

This level was subsequently set at 500 in the Verbal SAT for exemption from the Reading and Writing Assessment Tests and 500 in the Math SAT for exemption from the Math Assessment Test. The appropriate levels were set following an examination of data on student performance on the SATs and the CUNY FSATS.*

Effective Fall, 1999 students who have achieved a 75 on the Regents examination in English (will) be deemed to have satisfied and passed the CWAT (writing test) and DTLS (reading test) requirements; and Effective Fall 1999, students who achieve a score of 75 or higher on the new Mathematics A Regents Examination, or a 75 or higher on the Sequential Math 11 or Sequential Math IB Regents Examination, (will) be considered to have satisfied and passed the CMAT (mathematics examination) requirement. (April, 1999)

This policy was, again, based on data provided by the University Application Processing Center, and the Office of Institutional Research and Analysis, that permitted the derivation of a correlation between Regents scores and the CUNY FSATS*. It was considered to be particularly appropriate in light of the University's continuing efforts to collaborate with the Board of Education as students in both systems face higher academic expectations.

Measuring student progress following remedial course work

Since the purpose of remediation is to correct deficits in a student's educational background, there must be a way to measure whether the remedial program has been effective. The Board of Trustees' concern about this was recently demonstrated in a resolution relevant to one particular area, mathematics:

Each college should "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... the attainment of such skills [should] be verified by requiring all students to pass the Mathematics Assessment Test and to satisfy other requirements the college may deem necessary." (January, 1999)

The need to determine student success in course work in remedial reading and writing is equally compelling. National studies have used three main indices for determining whether or not remedial instruction has been effective:

- The percentage of students who pass remedial course work and continue on to college-level study;
- The performance of students in college-level courses (several studies have found a correlation between performance in remedial course work and in college-level courses [e.g., Alfred and Lum]);
- Students' persistence toward graduation from college.

With respect to the third point, studies by the CUNY Office of Institutional Research and Analysis show that Fall 1988 first time freshmen who took and passed basic skills courses after one semester graduated, after eight years, at nearly the same rate as students who entered the University with no remedial needs. (This eight-year tracking period is appropriate as CUNY students, who are often economically disadvantaged and have family obligations, are likely to attend school part time and even to stop out for a period of time.) The combined percentage of students who either graduated or were still working toward graduation after eight years, who took and passed a semester of remediation, versus their counterparts who took no remediation, was even closer (50.7% as opposed to 53.0%). Associate entrants that year tell a similar story. In fact, the eight year graduation rate for associate degree students who entered in Fall 1988 and took one semester of remediation was actually higher than that for students who needed no remediation (36.5% as opposed to 33.9%). It seems clear that many students who begin college a bit shaky in one or another of the basic skills areas can go on, if appropriate support is given, to have successful college careers.

Evaluating the effectiveness of the University's programs

Student outcomes provide the most critical measure of the effectiveness of remedial programs. Also important, however, if successes are to be replicated, is the examination of remedial programming from a substantive point of view, i.e., what is happening in those classrooms where successful learning is taking place and how can those practices be exported throughout the University.

* This data is available from the Office of Academic Affairs.
In this context the Board commissioned several surveys of remedial programming. In particular they have been concerned that remedial instruction offered to students in associate degree programs use state-of-the-art methods and compare favorably with remedial programs across the country. A recent survey of all colleges which offer associate degree programs at CUNY showed that while each college is unique in the way it has chosen to address student needs in basic skills, there are nevertheless some common trends. These include:

- intensification of efforts, such as additional courses, additional time in class and additional counseling and support services;
- "express" courses which provide students with the opportunity to complete remediation in shorter periods of time than was previously the case;
- paired or linked skills and content courses, which provide a more integrated curriculum;
- individual or small group tutoring, allowing for focused attention to particular needs;
- block programming, which provides an immediate support group for study as well as social interaction and fosters linkages between skills and content courses;
- computer-assisted instruction both in and outside the classroom;

In addition virtually all the colleges are making new efforts to work with high school students needing extra preparation for college.

It is expected that these efforts will intensify still further in the coming years. Colleges are focusing new efforts on their Academic Support Centers, on building communities of learners and on providing immersion experiences when appropriate. The University is also developing new forums to enable faculty to share best practices and to reflect and expand upon successful ideas across campuses.

C. An Appropriate Locus for Remediation

CUNY's historic commitment affirms the right of every high school graduate to have access to an institution of higher education. But for various social, demographic and educational reasons there has been an increase in the population of students who wish to become credentialed in higher education but who are not prepared to enter college. CUNY, like other institutions across the country, has questioned the amount of time, money and energy that should be devoted to remedial education at the college level, but it has never questioned its mission, or the right of all qualified students to pursue their dreams. Rather, CUNY has sought to provide the most effective remedial programming for those who require extra work in basic skills or ESL and has looked toward its own research, as well as the national literature, to determine where remedial education can most efficiently be provided.

**Pre-freshman immersion programs**

It is almost a truism to state the importance of attending to a problem as soon as possible, and a student's remedial needs are no exception. The University's collaborative programs with the New York City school system, particularly programs such as College Now and the Language Immersion Program for Entering High School Students, try to treat the problem of education deficits even before a student has decided to apply to college. Once the student has applied, he or she may enter the pre-freshman summer immersion program or, if appropriate, the CUNY Language Immersion Program. Each of these, including their success in moving students along to credit-bearing classes, has been described in an earlier section. A study of the first class which entered the University following the changes of 1995 indicated that students who participated in the summer skills immersion programs performed better and were retained at a higher rate than students who were under-prepared but did not participate in the programs. Data gathered on students in the Language Immersion Program who have begun regular college course work suggest that they do as well as, or better than, their non-Immersion Program ESL counterparts on a range of measures including persistence, credit accumulation, and grade point average. Research then, has confirmed what seems obvious - that students who enter college better prepared do better in their studies. Our research is further confirmed by experiences at other colleges.

For example, in a study that sought to determine the effects of summer bridge programs on the academic, personal and social development of underrepresented and low-income students during their first year at the University of California, Los Angeles, it was determined that the programs helped facilitate students' transition and adjustment to university life and improve their academic performance and persistence rates. The author concluded that a strong curricular component can help teach students how to: participate and succeed in an academic environment;
adjust and adapt to university life; and become members of the campus community (Ackerman, 1990).

A study was also done on the Pre-freshman/PENNCAP Program at the University of Pennsylvania. PENNCAP targets students from small towns, athletes with tight schedules and others who might need help adjusting to a demanding, urban university. Participants spend four weeks in August learning the fundamentals needed to survive college courses. Originally, the courses were only remedial in nature; now many are college-level and offered for credit. The Program also encourages students to take advantage of counseling, career planning and the other support services that will be available during their college careers. In a comparison of freshmen who complete the program and those who did not participate, there was a measurable difference in how they performed academically and adapted to the University (Janda, 1995).

**The community colleges**

In their 1999 publication *High Stakes, High Performance* John E. and Susanne D. Roueche write:

Remedial education's multifaceted nature explains, in part, the enormous array of responses that community colleges make to it. The only common pattern we can identify among community colleges is that they all offer remedial courses (NCES 1996). While seemingly quite general, this statement is confirmed by a study, in 1995, sponsored by the federal government, of the 1,047 public community colleges in the United States. The report states that "almost all public 2-year institutions offered remedial writing and mathematics courses" (*The Condition of Education, 1998*, U.S. Department of Education, p. 92).

Here in New York State, community college mission statements typically include a commitment to support underprepared students. The following excerpts from a sample of SUNY community college mission statements exemplify this:

- "[to] assist individuals... to develop the necessary entry level skills... the college provides broad programs of developmental education" (Mohawk Valley CC)
- "Prepare programs of developmental/remedial studies which will upgrade student skills to the levels necessary for successful college participation" (Nassau CC)
- "[offer] basic skills education, including remedial and developmental courses to prove 'de under prepared
- "Provide necessary services so that each student may function at the highest level of which he is capable. These include such services as... remedial programs to bring students who are deficient in basic skills to a college level of performance" (Orange CCC) students access to postsecondary education"
- "[provide] developmental education for students with special academic needs" (Schenectady CCC)
- "[provide] developmental and basic skills programs which enable students to achieve the proficiency required to succeed in a collegiate environment" (Suffolk CCC)

The American Association of Community Colleges, representing over 1, 100 two-year associate granting institutions, fully embraces the remedial and developmental mission as a necessary correlate to the "open door" admissions policy historically adopted by this sector (AACC Policy Statements on Access, 1976 and 1987; on Developmental Education, 1987; and on Student Assessment, 1987). The League for Innovation in the Community College states the following core values:

We act in the passionate belief that every individual has inherent value deserving of respect and, regardless of present competence or life circumstance, has potential that can be developed through education,

We focus on educational growth as the primary means of strengthening not only the individual, but also the community and the general society,

We develop students to their fullest potential in order to expand democracy and individual rights and the ability to shoulder civic responsibility; ... (League for Innovation website)

For these reasons that community colleges are often referred to as the people's colleges.
While it is not the task of this document to consider the reasons for the increase in the population of students who want to attend college but are underprepared, it does seem clear that many of them begin their academic careers at community colleges. Clifford Adelman concluded, from studying the course-taking patterns of two national samples of high school students (1972 and 1982), that "community colleges are better suited than four-year colleges to address a combination of multiple remedial needs and lingering adolescent attitudes toward education." It costs less to remediate students in the community colleges, and many of the faculty there have the experience, skills and commitment to assist underprepared students. Adelman notes that:

remediation is a traditional role of community colleges. They are flexible institutions, particularly useful for students who have belatedly figured out that their economic health depends on postsecondary education or for students who want to develop better study habits and attitudes than they had in high school. And community colleges know how to help determined students obtain degrees: Roughly three out of four people in the transcript study who earned associate's degrees took remedial courses along the way. (Adelman, "The Truth About Remedial Work," Chronicle of Higher Education, October 4, 1996, A56).

States have begun to capitalize on this historic mission and on the experience and strength of the community colleges. As indicated earlier, states such as Arizona, Colorado, Florida, Georgia, Massachusetts, Missouri, South Carolina and Virginia have shifted, or are shifting, remediation to the community college sector. Many other states are considering the establishment of policies that would eliminate or prohibit remediation at four-year colleges and universities.

The policy approved in January, 1999 by the CUNY Board of Trustees phasing out remediation at the senior colleges is clearly in the mainstream of this national trend.

The University's Office of Institutional Research and Analysis (OIRA) has developed a comprehensive evaluation and assessment program in which student attainment, persistence and graduation are reported annually for each college in the CUNY Student Data Book and elsewhere. OIRA reports detailed information on student enrollment, access and mobility within the system on a campus by campus basis and provides the University with the ability to evaluate the effectiveness of efforts to improve student performance.

OIRA will design a set of new reports specifically to monitor changes in admissions to the University and subsequent degree progress as remedial course offerings are phased out of the University's baccalaureate degree programs. Building on its already extensive data collection, OIRA will assess the effects of the policy across the system and for all relevant subgroups of the CUNY student population. This tracking and the resulting data analysis will make possible a detailed evaluation of policy changes.
REVISED GOVERNANCE PLAN

NOTES
1. All titles within this Governance document refer to current organizational structure. It is to be understood that if a position takes on a new title, it is to be the new title which is to fill the appropriate role.

2. Where Chairman or other such title is used, it is to be understood not as a sex designation, but a convenient shorthand term.

3. For Bylaw purposes, the position of Vice Provost for Student Affairs will carry with it the responsibilities of Dean of Students.

4. For purposes of the Bylaws and the rights and responsibilities granted therein, Lecturers and Instructors who have received notice of reappointment on an annual salary basis for a third or later year of continuous full-time service, and all individuals in professorial titles, shall have Faculty rank.

PREAMBLE
The Governance of The City College is the concern of all its members. All its constituencies—students, faculty, and administration—contribute to the maintenance and development of The College; each of the constituencies has its particular area of concern.

Because each constituency has the right to govern itself in areas that are its exclusive concern and responsibility, this document sets forth the powers and organization of the various bodies within The College and guarantees their autonomy on matters exclusively within their jurisdiction. But because the constituencies are interrelated, and because all must participate in the well-being of The College as a whole, this Governance document also provides for communication between constituencies and advisory roles and joint participation on matters of mutual or general concern.

ARTICLE I
The Faculty Senate

There shall be a Faculty Senate of The City College in addition to the several Faculties and the Faculty Council of the College of Liberal Arts and Science.

1. Membership

The Faculty Senate shall be composed of Senators with vote, and the following ex officio members without vote: the President, the Vice President, the Vice Provost, the Registrar, the Director of Admissions and Records, the Chief Librarian, the Ombudsman, all full Deans, five members of the Executive Committee of the Senate and two members of the Executive Committee of the Graduate Student Organization. Senators shall be persons holding Faculty rank, and elected at large from each School. Senators shall be elected in the Spring, for three year terms. The number of Senators shall annually be determined in accordance with a formula which would yield the following representation if elections were to be made by Departments from among their own members, namely: Departments having ten or fewer full-time persons of Faculty rank, including the Chairman: one Senator; Departments having eleven to twenty-five such persons: two Senators; Departments having twenty-six to fifty such persons: three Senators; and Departments having fifty-one or more such persons: four Senators. For these purposes, any Program, Center, or Institute, or College-wide Departments such as: Department of Student Personnel Services or Library, which has ten or more full-time persons of Faculty rank assigned to it, shall be considered a School. Full-time members of Faculty rank who are members of Programs, Centers, or Institutes who are themselves not represented by any of the above provisions shall collectively elect a Senator or Senators consonant with the formula above, as though they were a School (to a maximum of four representatives). Vacancies in unexpired terms shall be filled from the appropriate constituency, in a manner to be...
determined by the Senate. The Senate may, be its own action, increase the ex officio membership at any time.

2. Organization

The Faculty Senate shall elect an Executive Committee from among its elected membership. The number of members of the Executive Committee shall be determined by the Bylaws of the Senate, except that the number of members may not be changed during the annual term of office for which a particular Executive Committee is elected. The Executive Committee shall elect, from among its members, its Chairman, and it shall also elect a Secretary, who will have the duties customarily exercised by such officers.

The Executive Committee shall be empowered to act for the Senate, when the Senate is not in session, on all matters under that body's jurisdiction. It shall report such actions to the Senate. It shall act as a Committee on Committees.

The Chairman of the Executive Committee of the Senate shall preside over meetings of the Senate, or, in his absence, a member of the Senate designated by the Chairman. He shall be the Chairman of the Executive Council.

He shall be an ex officio member, without vote, on all standing committees, except the Executive Committee, of the Senate.

The Faculty Senate shall establish such standing and ad hoc committees as it determines. Each committee shall elect its own Chairman and such other officers as may be appropriate.

Included among the Senate's standing committees shall be ones with the following functions:

a. a committee on administration which examines the conduct of administrative affairs, confers with appropriate officers of administration, and makes regular reports to the Senate. Its members shall minimally be the Chairmen of those standing committees of the Senate concerned with administrative functions at The College, as determined by the Senate Bylaws.

b. a committee on financial planning which participates in the creation of the tentative budget by the President for the Chancellor, and participates in the formulation of the long-range economic policies of The College. It shall participate in the planning for the allocation of the actual budget when it is received. The Vice President for Administrative Affairs shall be a member, ex officio without vote.

C. a committee on educational policy which shall consider and make recommendations to the Faculty on questions of educational policy which are not wholly within the purview of the Faculties or Faculty Councils of the various Schools. Such questions shall include the creation and approval of new Schools or new Programs, Institutes or Centers involving more than one School. Reports and recommendations emanating from this Committee shall be brought before the Faculty Senate, and, as approved or modified by the Senate, referred to the Provost for appropriate action. The Committee shall be composed of a faculty representative elected from among each of the Curriculum Committees of the various Schools, 5 elected representatives of the Faculty Senate, and the Provost ex officio.

d. a committee on extension and urban services which keeps under continuous review the performance of the entire College in the light of obligations and opportunities appropriate to an academic institution in an urban setting.

e. a committee on student discipline: the Senate shall annually select three Faculty members to represent it on the Joint Committee on Student Discipline.

When a vacancy occurs in the Presidency of The College, the Faculty Senate shall select the Faculty members of an ad hoc committee to advise with the Board of Trustees in filling the vacancy. When a vacancy occurs in a College-wide position such as: the Vice Presidents; the Vice Provosts; Dean of the School of General Studies; and Librarian; the Faculty Senate shall select the Faculty members of an ad hoc committee to advise with the President in filling the vacancy.
3. Powers

Through its Executive and standing committees, the Faculty Senate shall have the power to request and receive information (when not inconsistent with Bylaws of the Board of Trustees, contractual agreements and regulations of The College) appropriate to or necessary to the performance of its duties, from students and student organizations, Faculty members and Departments, Schools and Divisions, officers of administration, and such other sources as may be appropriate. It may address communications to the Board of Trustees, which, on being submitted to the President of The College, shall be forwarded to the Board of Trustees without delay by the President, together with his comments thereon. The Faculty Senate shall, in addition to the powers and duties implied in the creating of the standing committees listed above, be the authentic voice of the Faculty of The City College of The City University of New York in all matters which may appropriately be brought before it, including:

a. the academic status, role, rights, obligations and freedoms of the Faculty;

b. student activities (as described in Article II) - upon the achievement of a 30% vote in an election for the Student Senates, student activities shall devolve upon the respective Senates.

c. all College-wide matters;

d. the allocation of resources for educational objectives, for research and scholarly activities, and for the development and maintenance of the physical plant of The College;

e. the establishment and location of new units of The College and the appointment of principal administrative officers thereof;

f. the appointment and retention of the principal administrative officers at the College level;

g. the Faculty responsibilities (i.e., admissions policy, retention standards, credits, curriculum and degree requirements, the granting of degrees, and personnel matters) for inter-school or College-wide Programs. Institutes and Centers, which are not wholly within the purview of the Curriculum Committees or Faculties of the various Schools;

h. the relations between The College and local community, or between the College and Governmental units or agencies; and

i. the general public relations of The College.

The Faculty Senate shall not assume the prerogatives and powers appropriate to the several Faculties of the constituent Schools and of the College of Liberal Arts and Science. Decisions within each School as to matters of curriculum and instruction are reserved to the constituent Faculties, and decisions as to the academic standing and progress of students and the conferring of degrees rest with these several Faculties, subject only to the Board of Trustees. The Faculty Senate may pass on such matters in review before its appropriate committees or in plenary session; but it may not infringe upon the powers explicitly reserved to the several academic Faculties. In this regard, questions of jurisdiction shall be resolved by the President on recommendation of the Provost.

4. Meetings

The Faculty Senate shall meet regularly at least twice each semester. Special meetings shall be called by the Chairman of the Executive Committee, by the President, or on the written request of any ten Senators.

5. Bylaws

The Faculty Senate shall adopt its own Bylaws, consistent with this Governance document.
ARTICLE II
The Undergraduate Senate

There shall be an Undergraduate Senate representing the interests of all undergraduate students.

1. Membership

The Undergraduate Senate shall be composed of thirty undergraduate Senators, elected for annual terms, during the month of April. They shall take office following Commencement Day. All registered students, who are matriculated, shall be eligible to vote. The several Schools and the Divisions of the College of Liberals Arts and Science, the SEEK Department (freshman and sophomore SEEK students represent the electorate; all other SEEK students will vote in their respective School), shall be represented in proportion to the full-time and part-time enrollment in the electorate. There shall also be the following members, ex officio without vote: The Vice President for Student Affairs, the Chairman of the Senate Committee on Student Affairs, and a member of the Faculty appointed by the Executive Committee of the Faculty Senate.

2. Organization

The officers of the Undergraduate Senate shall be elected as part of the general election for the Senate. A student may serve no more than two terms in the same executive office. These officers, consisting of a President, Executive Vice President, Campus Affairs Vice President, Evening Affairs Vice President, Community Affairs Vice President, University Affairs Vice President, and Treasurer, shall be in addition to the thirty Senators indicated above. The respective officers shall chair the appropriate standing committees. When a vacancy occurs in Undergraduate Senate or in its Executive Board, the Senators shall move to fill vacancies within thirty (30) school days form the appropriate constituency.

The Undergraduate Senate may create such standing and as hoc committees as it determines. Among the standing committees shall be:

a. an executive committee composed of the officers of the Senate and a representative, ex officio without vote, selected by and from the matriculated students at CWE;

b. a committee on finances which shall, at the beginning of each semester, recommend to the Undergraduate Senate, the allocation of monies from the Student Activities Fee, and shall keep the budgetary concerns of student activities under continuous review, making appropriate recommendations to the Undergraduate Senate. Membership shall minimally include the Vice President for Finance and Management or his/her designee, ex officio, without vote;

c. a committee on educational affairs which shall keep under continuous review all matters having to do with curriculum and instruction, and make recommendations to the Undergraduate Senate. Membership shall minimally include the Provost or his/her designee, ex officio, without vote;

d. a committee on campus affairs which shall keep under continuous review all matters having to do with out-of-class activities and facilities (except intercollegiate and intramural sports) and make recommendations to the Undergraduate Senate. Membership shall minimally include the Vice President for Student Affairs or his/her designee, ex officio, without vote;

e. a committee on community affairs which shall keep under continuous review the performance of the entire College in the light of obligation and opportunities appropriate to an academic institution in an urban setting and make recommendations to the Undergraduate Senate. Membership shall minimally include a representative from the Office of External Relations or his/her designee, ex officio, without vote;

f. a committee on university affairs which shall keep under continuous review University policy and procedures as they relate to the interests of The City College and make recommendations to the Undergraduate Senate. Membership shall minimally include a representative from among those elected to the University Faculty Senate.

g. a committee on evening affairs - which shall keep under continuous review all matters having to do with out of class activities services, and facilities offered to students attending classes the evening and make recommendations to the Undergraduate Senate. Membership shall minimally include the Vice President for Student Affairs or his/her designee, ex officio, without vote.

When a vacancy occurs in the Presidency of The College, the Undergraduate Senate shall nominate the undergraduate
student members of an ad hoc committee to advice with the Board of Trustees in filling the vacancy. When a vacancy occurs in a College-wide office such as: Vice Presidents; the Deputy Provost; and Librarian; the Undergraduate Senate shall select the undergraduate student government representative(s) to serve on the search committee to advise with the President in filling the vacancy.

In addition to the above, the Undergraduate Senate may elect committees from its membership corresponding to standing committees of the Faculty Senate and to standing committees of the several Faculties. These standing committees of the Undergraduate Senate shall have such powers as are mutually agreed upon by concurrent actions of the respective bodies.

3. Power

The Undergraduate Senate shall, subject to such rules and guides as may be established by the Board of Trustees and Faculty Senate, have jurisdiction over extracurricular activities, including the setting of general policy governing student activities (e.g., chartering regulations, publicity regulations, etc.). The Vice President of Student Affairs shall administer the policies set by the Undergraduate Senate for extracurricular activities. Through its Executive Committee and standing committees, the Undergraduate Senate shall have power to request and receive information (not inconsistent with bylaws of the Board of Trustees, contractual agreements and regulations of The College) appropriate or necessary to the performance of its duties, from students, student organization, Faculty members, Departments Schools and Divisions, and officers of administration. It may address communications to the Board of Trustees which, on being submitted to the President, together with his comments thereon. The Undergraduate Senate shall, in addition to the powers and duties implied in the creating of the standing committees listed above, be the authentic voice of the undergraduate students of The City College of The City University of New York in all matters that may appropriately be brought before it.

In any matter within its jurisdiction to which the Undergraduate Senate addresses itself, if a petition is signed by five percent of the total undergraduate student body requesting a general referendum, that referendum shall be held and its results shall be binding upon the Undergraduate Senate.

4. Bylaws

The Undergraduate Senate shall adopt its own Bylaws, not inconsistent with this Governance document.

ARTICLE III
The Graduate Student Association

There shall be a Graduate Student Association representative of all candidates for advanced degrees in all the Schools and the College of Liberal Arts and Science.

1. Name

The name of this organization shall be the Graduate Student Association of The City College of New York.

2. Purpose

This organization shall represent the interests of all graduate students at The City College of The City University of New York, and shall, where appropriate:

a. open reciprocal channels of communication where fruitful throughout the academic community;

b. secure meaningful participation in the decision-making organs within the academic community;

C. organize and hold colloquia centering around issues meaningful to its members, and engage in all other activities necessary to represent graduate students.
3. Membership

All graduate students registered at The City College of The City University of New York (including Ph.D. candidates resident on this campus) shall be members of the Graduate Student Association of The City College of New York.

4. Graduate Student Council - Structure

The governing body of the Graduate Student Association of The City College of New York shall be the Graduate Student Council.

The Graduate Student Council shall be elected from among those graduate students who are registered at The City College. Those representatives serving on the Graduate Student Council shall be called Councilors. There shall also be the following members, ex officio without vote: The Vice Provost for Student Affairs, the Chairman of the Department of Student Personnel Services, the Chairman of the Senate Committee on Student Affairs, and a member of The Faculty appointed by the Executive Committee of the Faculty Senate.

Elections shall take place during the month of April each academic year. Tenure of office shall be one year, and vacancies occurring during the academic year shall be filled by appointment by the remaining Councilors from the School in which the vacancy occurs.

Each School shall elect its representatives to the Graduate Student Council in accordance with the schedule below, providing that no more than two representatives shall be elected from any single Department:

<table>
<thead>
<tr>
<th>Number of Students*</th>
<th>Number of Representatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 250</td>
<td>3</td>
</tr>
<tr>
<td>251 to 500</td>
<td>4</td>
</tr>
<tr>
<td>501 to 1,000</td>
<td>5</td>
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<tr>
<td>1,001 to 2,000</td>
<td>6</td>
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<tr>
<td>2,001 to 3,000</td>
<td>7</td>
</tr>
<tr>
<td>3,001 to 4,000</td>
<td>8</td>
</tr>
<tr>
<td>4,001 or more</td>
<td>9</td>
</tr>
</tbody>
</table>

*Based upon the registration in the Fall semester of the academic year, and including resident Ph.D. candidates,

Each academic year, no later than the second week in May, the Chairman of the Graduate Student Council shall appoint one member to convene the first meeting of the next academic year.

At this meeting the Graduate Student Council shall elect its own officers from among its own membership. The officers shall include: a Chairman, a Vice Chairman, a Secretary, and a Treasurer, and these will have the duties customarily exercised by these officers.

The Graduate Student Council shall establish a committee for each of the Schools, composed of all the representatives from that School. These committees shall be responsible for those activities which pertain to the particular School. Each of these committees shall be responsible for maintaining liaison with each Department or Departmental representatives from each Department in its particular School. These committees shall also encourage the graduate students of each Department in their School to elect a graduate student representative as a liaison with the Graduate Student Council, and, where possible, aid in the creation of a Department Graduate Student Organization. In addition, these committees shall be responsible for securing the names of nominees for the next election of the Graduate Student Council.

The Graduate Student Council shall establish such standing and ad hoc committees as it determines. Among such standing committees shall be:

a. a committee on finances which shall, at the beginning of each semester, recommend to the Graduate Student
Council the allocation of monies from the Graduate Student Activities Fee, and which shall keep the budgetary concerns of graduate student activities under continuous review;

b. a committee on academic life which shall keep in continuous review all matters having to do with curriculum and instruction;

c. a committee on extracurricular life which shall keep in continuous review all matters having to do with out-of-class activities and faculties for graduate students; and

d. in the Spring semester of every year a committee on elections shall be formed, and it will be responsible for:
   i. securing the names of the nominees from the School committees, and
   ii. carrying out the election of representatives to the Graduate Student Council as a whole.

The Graduate Student Council shall, in addition to the functions stipulated and implied above:

a. establish a policy for the Graduate Student Association of The City College of New York;

b. embody its own procedure in Bylaws, consistent with this Governance document, which shall take effect when approved by two-thirds of those present and voting at a regular meeting;

c. establish a schedule of regular meetings which shall be published to all interested members of the College community;

d. select the graduate membership of the standing committee on discipline and all other campus bodies on which the graduate students are officially represented.

When a vacancy occurs in the Presidency of The College, the Graduate Student Council shall select the graduate student members of an ad hoc committee to advise with the Board of Trustees in filling the vacancy. When a vacancy occurs in a College-wide position, such as: the Vice Presidents; the Vice Provosts; Dean of the School of General Studies; and Librarian; the Graduate Student Council shall select the graduate student members of an ad hoc committee to advise with the President in filling the vacancy.

In addition to the above, the Graduate Student Council may elect committees from its membership corresponding to standing committees of the several Faculties. These standing committees shall have such powers as are mutually agreed upon by concurrent actions of the respective bodies.

5. Graduate Student Council - Powers

The Graduate Student Council shall have powers and duties with reference to graduate students broadly comparable to those for undergraduates assigned to the Undergraduate Senate.

6. Graduate Student Council - Impeachment

Any Councilor may request the impeachment of an officer of the Graduate Student Council. A two-thirds vote of the membership of the Council will be required to impeach an officer.

ARTICLE IV
The Policy Advisory Council

There shall be a Policy Advisory Council to advise the President.
1. Membership

The Policy Advisory Council shall consist of: the President, Vice Presidents; Vice Provosts; all full academic Deans; the Dean of the School of General Studies; the Executive Committee of the Faculty Senate; the Chairman of the Administration Committee of the Faculty Senate; the elected head of the Undergraduate Senate and four other members of the Undergraduate Senate; the elected head of the Graduate Student Association and one other graduate student. There shall also be a representative of the Alumni Association; a representative of the City College Fund; two representatives of the non-teaching staff (administrative (without Faculty rank or status), clerical, custodial, etc.), chosen annually. The part-time instructional staff shall choose two representatives annually, in the month of September, to represent them in the Policy Advisory Council.

The President may invite additional members of the College constituency, or others, to sit with the Policy Advisory Council for the discussion of particular items.

2. Organization

The Policy Advisory Council shall meet regularly once a month, and special meetings may be called as necessary. The President shall preside at meetings of the Policy Advisory Council or, in his absence, the Provost or a designee of the President.

The Policy Advisory Council shall establish a steering committee and such other standing and ad hoc committees as it determines.

The Steering Committee of the Policy Advisory Council shall consist of: the President or his designee, ex officio; two Deans elected by the Deans who are members of the Council; two undergraduate students elected by undergraduates who are members of the Council; one graduate student elected by graduate students who are members of the Council; and the Chairman and one other member of the Executive Committee of the Faculty Senate. The Steering Committee shall elect its own officers.

The Steering Committee shall establish the agenda of the Council meetings, call special meetings of the Council, and act for the Council in the event of emergency situations affecting the good and welfare of The College. One item of the Council agenda shall always provide for remarks of the President, the Academic Vice President, and the Chairman of the Executive Committees of the several Senates.

3. Functions

The Policy Advisory Council shall review and keep under continuous study all matters of major policy affecting The College, its students, its officers of instruction and administration, its programs of instruction and research, its faculties, its services to the urban community, its finances, construction programs, and any other items of policy consideration which may appropriately be brought before it.

ARTICLE V
The Review Committee

The Review Committee, which shall be the Personnel and Budget Committee of the College, shall consist of: Academic Vice President as Chairman: The Deputy Provost; the Deans of the several Schools and the full Deans of the College of Liberal Arts and Science; the Vice Presidents; the Vice Provost; the Dean of the School of General Studies; the Chief Librarian. The Chairman of the Faculty Committee on Personnel Matters and the Chairman of the Executive Committee of the Faculty Senate shall be members ex officio (without vote). The Deputy Provost shall sit with voice and without vote, and, in the absence of the Academic Vice President, shall chair the meeting. The Chief Librarian shall not be present during personnel actions. The functions of the Committee shall be to advise the President with respect to:

a. recommendation for appointments and reappointments;
b. recommendation for the conferring of tenure;
APPENDIX D  Minutes of Proceedings, June 28, 1999

C. recommendation for promotions in rank;
d. personnel recommendations, policies and procedures; and
e. proposals and policies having budgetary implications.

In voting on academic personnel matters, the voting members of the Review Committee shall consist of: the Academic Vice President, the Deans of the several Schools, the full Deans of the College of Liberal Arts and Science, and the Dean on the Review Committee to whom the Library reports.

ARTICLE VI
Faculty Committee on Personnel Matters

There shall be a faculty committee on personnel matters, advisory to the President, to consider the tenure and promotions process as a whole, receive references from the Review Committee, consider general criteria for personnel matters, and advise on the appointment of Distinguished Professors. The Committee shall be composed of members of the Faculty elected for a term of three years, as follows:

a. The Chairperson of the Faculty Senate Executive Committee or his/her designee;

b. One member elected by each of the Faculty Councils of the Division of the College of Liberal Arts and Sciences as follows:
   1. Science
   2. Social Science
   3. Humanities
   4. Arts: Leonard Davis Center
   5. General Education and Guidance

c. One member elected by each of the Faculty Councils of the Schools, as follows:
   1. Architecture
   2. Education
   3. Engineering
   4. Nursing
   5. Sophie Davis School of Biomedical Education/CUNY Medical School

d. One member elected by the Library Department by the members with faculty rank.

In the event that a new School or Division of a School comes into being, there shall be representation from that unit consistent with the preceding paragraphs.

ARTICLE VII
Executive Council

There shall exist an executive council, chaired by the Chairman of the Executive Committee of the several Faculty Councils. This Council shall meet at least twice each semester, to exchange information from among the several Faculties and the Faculty Senate. The Faculty Committee on Personnel Matters shall report its general findings to this Council. Special meetings may be called by the Chairman or by any two members of the Council.

ARTICLE VIII
Personnel and Budget Committees

The Faculty of each School in The City College shall establish a committee or committees on faculty personnel and budget. The manner of constituting the several Committees and the procedure to be followed by them shall be subject
to the approval of the President and the Dean of the School involved.

Where no Personnel and Budget Committee exists, The Review Committee shall be the Personnel and Budget Committee. The Executive Committee of Programs, Centers and Institutes shall be their Personnel and Budget Committees and shall be referred to the Review Committee through the appropriate academic administrator.

In all cases the Dean or appropriate administrator shall sit ex officio without vote.

This Committee shall receive from the several Departments all recommendations for appointments or reappointments with tenure, to the instructional staff, and for promotions in rank. It may, if procedures approved by the President and Dean call for such actions, also receive recommendations from the several Departments for appointments and reappointments without tenure, and for compensation to be paid appointees. It shall recommend action thereon to the Review Committee. The Committee may also recommend to the Review Committee special salary increments. The President shall consider such recommendations in making his recommendations on such matters to the Board.

The Committee shall consult with the Dean on the budget request submitted by the Dean and shall consult with the Dean on allocation of funds and personnel.

**ARTICLE IX**

**Departmental Structure**

Each Department and Program shall have a set of Bylaws, under which it will operate, which shall be ratified by a two-thirds vote of the members with Faculty rank of the Department. The Bylaws shall, minimally, include an Article on an executive committee in which, in each Department, the size shall be determined by the total number of Professors, Associate Professors, Assistant Professors, Lecturers, Instructors, and the full-time equivalent of part-time staff in comparable titles: five Faculty members for Departments with seventy-five or fewer; seven Faculty members for Departments with more than seventy-five but fewer than one-hundred; and nine Faculty members for Departments with one-hundred or more. The Chairman of the Department shall be a member of the Executive Committee, and he will also automatically serve as Chairman of the Executive Committee. He and the other members of the Executive Committee are to be elected at the same time, and for a term of three years. A majority of the Executive Committee shall consist of tenured persons in the Department. The Executive Committee shall serve as the Appointments Committee, the Personnel and Budget Committee, and the Committee on Educational Policy of the Department.

The Executive Committee shall consider all matters related to appointments to the instructional staff, and reappointments thereto, with or without tenure; applications for sabbatical and other leaves; and the Departmental budget as submitted for approval by the Chairman. It shall transmit its recommendations to the appropriate Personnel and Budget Committee.

The Bylaws of the Department shall also include a minimum requirement for stated meetings, and shall be consistent with the regulations of the Board of Trustees and The College. Department Bylaws, which shall exist as of the adoption of this document, shall be brought into conformity with this Governance plan.

To ensure student involvement on questions of appointments, reappointments and tenure, the voting Faculty members of each Department must select one of the following plans, by a vote of a majority of those eligible to vote at a regular meeting:

1. that there be elected annually, from among the Department majors and graduate students, two students of at least junior status, who shall sit, with voice and vote, on the Departmental Executive Committee; or

2. that five students from among the Department majors and graduate students, who shall be of at least junior status, shall sit as a committee in their own right, advisory to the Executive Committee, on matters of appointment, reappointment, and tenure, and who may transmit their votes to the appropriate Personnel and Budget Committee. They shall also communicate with the appropriate College or School committees on curriculum and teaching.
Under either "plan a" or "plan b" the nomination and election procedures shall be carried out during the month of April, under the aegis of the Vice Provost for Student Affairs. For students to be legally elected under "plan a" the following minimal participation is required:

a. in Departments with fewer than one-hundred majors and graduate students, no less than thirty majors and graduate students or fifty percent, whichever is smaller, must vote;

b. in Departments with more than one-hundred majors and graduate students, thirty percent must vote.

If this fails, then the Departments shall be under "plan b" provided that at least fifteen percent of the majors and graduate students in the Department have voted. If none of the previous conditions are met, the Vice Provost for Student Affairs will make recommendations to the President as to the appropriate structure. At least each time, at the election of the Chairman, the Department shall consider its choice of either "plan a" or "plan b."

A detailed study of the workings of the student input shall be made by the Office of Institutional Research, and reported to the President for his consideration by October, 1974. At that time the question of student involvement on the Executive Committee shall be considered by appropriate administration, Faculty, and student bodies.

A new Department may, at the discretion of the President, be exempted from the requirements herein for a maximum of five years after its establishment.

Programs, Centers, and Institutes shall, to the extent appropriate, conform to the guidelines for Department governance described herein.

This Article will take effect on June 1, immediately succeeding approval of this Governance Plan by the Board of Trustees.

ARTICLE X
The Faculty Councils

The Faculties of each of the constituent Schools shall include members of Faculty rank of the Departments of the Schools and the Dean of the School, with vote, and the following ex officio members without vote: the President, the Vice Presidents, the Vice Provosts, the Dean of the School of General Studies, the Chief Librarian, the Director of Admissions and Records, the Registrar, in the Professional Schools no fewer than two nor more than six students selected annually from among the Department Executive and Advisory Committee members, and in the College of Liberal Arts and Science two students from each Division elected annually from among the Department Executive and Advisory Committee members.

The Faculty Council and the Faculty of a School shall be one and the same except when that number exceeds 150, when it shall be a representative, body elected by the Faculty. In the latter case, it shall include two delegates with vote from each Department, and all members ex officio. One delegate shall be the Department Chairman, and the other a person of Faculty rank elected by the Department. In addition, the delegates at large, equal to the number of instructional Departments shall be elected. The nature of nomination and election of delegates at large shall be determined in each Faculty Council in such a way that the delegates at large have Faculty rank. Vacancies shall be filled in the same manner. Each of the delegates, except the Chairman, shall be elected for a three-year term in May of the appropriate year, by secret ballot of the members entitled to vote in each Department. The Faculty Council shall have the power to add other individual staff members to the membership of their respective Faculties, ex officio and without vote, because of the educational responsibilities they serve.

The Faculty shall be responsible for and conduct all the educational affairs customarily cared for by a College Faculty. The Faculty Council shall have the same responsibilities and powers, subject only to the right of the Faculty to reverse any specific vote of the Faculty Council by a two-thirds vote of those entitled to vote for delegates at large to the Faculty Council, at a meeting duly called on notice of the action to be considered.
The Faculty Council shall meet at least twice each semester. It may also be convened upon call of the President or the Dean of the School, or by petition of ten percent of its membership, or by the Executive Committee.

The Faculties and Faculty Councils shall each elect annually an Executive Committee from among their voting members, the number of members to be determined by the Bylaws of that body, except that the number of members may not be changed during the annual term of office for which a particular Executive Committee is elected. The Executive Committee shall elect a Chairman from among its members, and shall also elect a Secretary. They shall exercise the customary duties of such offices.

The Executive Committee shall advise with the President or his designee, and with the Dean when the Council is not in session, on all matters in that body's jurisdiction. It shall report its action to the Faculty or Faculty Councils.

The Faculties and Faculty Councils shall be responsible for the formulation of policy relating to the admission and retention of students, subject to the guidelines of the Board of Trustees, and curriculum, awarding of College credits, and granting of degrees. When a vacancy occurs in the position of Dean of Faculty or Faculty Council shall elect a committee to advise with the President on the choice of the candidates. There shall be a Committee on Course and Standing to carry out the retention and probation educational affairs customarily cared for by a College Faculty. The President shall preside at its meetings, or, in his absence, the Vice President Provost, or the Dean of the College.

The Bylaws of the several Faculties and Faculty Councils shall be brought into conformity with this Governance document upon its approval.

The Agenda of each meeting shall include remarks by the Dean and by the Chairman.

The Faculty Council of the College of Liberal Arts and Science shall be named the General Faculty Council of the College of Liberal Arts and Science and may, through the adoption or amendment of its Bylaws, which Bylaws may not be inconsistent with this charter or the Bylaws of the Board of Trustees, establish such Divisional Faculty Councils as it deems appropriate. The General Faculty Council may also, through adoption or amendment of its Bylaws, delegate to the Divisional Faculty Councils such powers as it deems appropriate.

ARTICLE XI
The Office of the Ombudsman

The Office of the Ombudsman is not intended to replace the normal channels of administrative process. It is an exceptional procedure, to be used only when the normal channels do not adequately respond.

a. The areas of responsibility of the Ombudsman are:

i. Equity - to help individuals in specific cases to seek just and equitable treatment;

ii. Critical Review - to help administrative functionaries (whether connected with student government organizations or with the officers of the Faculty or the administration) to improve their process and procedures, not only to correct a particular inequity or injustice, but also to prevent its recurrence; and

iii. Recommendation and Report - to recommend such changes in procedure and practice as may be appropriate, and to make final, public report on his actions.

b. The methods appropriate to the Ombudsman will be those which are appropriate to the foregoing functions:

i. As to Equity, the Ombudsman will

(a) afford full opportunity for the presentation, in confidence, of any complaint or grievance, from any student or any member of the Faculty or the staff alleging unfairness, inequity, discourtesy, undue delay, or other malfunctioning in the processes of The City College;
(b) investigate, in confidence, to determine the degree of validity of the complaint.

(c) mediate or otherwise resolve the problem, arriving, in confidence, at what appears to be a just resolution (including the dismissal of the complaint or recommendation of action based on the verified complaint); and

(d) report the disposition of the specific case directly to the Office of the President.

Notwithstanding the foregoing, in all cases of alleged inequity, injustice or malfunction, the Ombudsman will not be expected to concern himself with the normal operations of grievance process or disciplinary procedures which are established by the Board of Trustees or by appropriate College bodies and authorities, except that he may, on the sole basis of his own judgment, inquire into possible or alleged unfairness or inequity resulting from possible bias or malfunction in any of these proceedings, and make confidential report thereon to the Office of the President.

ii. As to critical review, the Ombudsman will

(a) be receptive to all suggestions, comments and criticisms regarding the general functioning of College processes and procedures (as distinguished from individual grievances or complaints of inequity);

(b) make appropriate inquiries;

(c) make recommendations, in confidence, to the administrative officer who heads the particular unit involved; and

(d) report to the Office of the President as to the disposition of such recommendations.

iii. As to recommendation, the Ombudsman will, in addition to any recommendations submitted in connection with the foregoing functions, from time to time and annually, make such report and recommendations as he deems wise, directly to the Office of the President, with such substantiation as may be appropriate.

The primary task of the Ombudsman is to serve as a confidential investigator in any specific case of alleged inequity, unfairness or maladministration, and therein to be the impartial spokesman, both to the person or persons making the complaint and to the person(s) against whose performance the allegation is brought. The Ombudsman is to have access to all relevant facts in the case. He is to enjoy the complete cooperation of the individual officers(s) of instruction or administration against whom complaints have been brought. He is to receive cooperation from any complaint. He is to carry out his work in privacy and with full respect for the rights and immunities of all parties.

Having completed his inquiries, he will make such disposition of each case, as, in his sole judgment, is best. He may dismiss the charges as being without foundation or merit. He may recommend corrective action to achieve justice or equity in the particular case. He will determine the question of equity and fairness not on the basis of opinion or bias or preference, but on the basis of whether or not the rules, guidelines, and other governing statutes have been followed honestly and fairly, and without undue delay. If he finds a particular rule or regulation or statute is itself unfair or makes for inequity, he may convey that finding to the Office of the President; but he may not at the same time make a finding against an individual who has faithfully adhered to the guidelines then governing the case.

His secondary, but no less important, task is to make recommendations which seem appropriate to him for changes in the rules, practices, procedures and regulations by which administrative functionaries of the student body, Faculty or administration are guided.

Thirdly, he may recommend changes in procedures and practices which do not involve changes in the rules, regulations, guidelines and statutes.

In arriving at any of the foregoing recommendations, he will consult carefully and fully with the particular officers and of fices involved, keeping the President informed of progress.
In addition, should the Ombudsman arrive at conclusions which are critical of the operations and practices of the Office of the President, or Presidential disposition of specific cases duly reported by the Ombudsman to the President, he will so inform the President; and if there is no resolution of the problem which is satisfactory to him, the Ombudsman may take the matter directly to the Board of Trustees, informing the President as he does so.

The powers of the Ombudsman include:

a. access to all records pertinent to any allegation of inequity or injustice or other grievance coming under his jurisdiction;

b. the right to inquire of any officer of instruction or of administration, or of any member of the clerical and custodial staffs, or of any student, in connection with his proper inquiries, and to receive full and complete answers;

c. the right to mediate or otherwise arrive at a compromise or to arrive at his own proposal for solution of the problem at hand;

d. the right to present his recommendations for solution to the parties involved and to report such recommendations to the supervisory officers of the person(s) involved and to the President; and, having completed the foregoing processes, in confidence;

e. the right to make final public report in the matter.

The Office of the Ombudsman shall be headed by a member of the tenured Faculty, elected by the Faculty each year, at the same time as the election for the Faculty Senate. The electorate shall be the same as for the Faculty Senate. Nominations shall be by petition of at least twenty-five signatures, and there shall be at least two candidates. Failing this, the Faculty Senate shall nominate a sufficient number. A reduced teaching schedule should be afforded for the Ombudsman.

In the Office of the Ombudsman there shall also be a student, preferably one who is in his final year as an undergraduate, elected at the same time as the election for the Undergraduate Senate. The electorate shall be the same as for the Undergraduate Senate. Nominations shall be by petition of at least twenty-five signatures, and there shall be at least two candidates. Failing this, the Undergraduate Senate shall nominate a sufficient number. The Student Ombudsman will perform his duties in consultation with the Faculty Ombudsman, when desirable.

**ARTICLE XII**

**Joint Committees**

A committee on student affairs shall keep under continuous review the standards and conditions of extracurricular activities, as well as regulations affecting freedom of expression and student conduct. The membership shall consist of five: two Faculty, two undergraduate students, and one graduate student. The Faculty Senate shall annually select the Faculty members; the Undergraduate Senate, the undergraduate student members; and the Graduate Student Association, the graduate student member of the Committee. The Vice Provost for Student Affairs shall be an ex officio member.

A committee on student discipline shall establish a proper judiciary, establish structures and procedures, and codify rules and regulations governing conduct, leaving to the judiciary the safeguarding of due process within the academic community. The Committee shall also be responsible for continual review of the effectiveness of structures, procedures, rules, and regulations. The Committee membership shall consist of six: three Faculty, two undergraduate students, and one graduate student. The Faculty Senate shall annually select the Faculty members; the Undergraduate Senate, the undergraduate student members; and the Graduate Student Association, the graduate student member of the Committee. All structures, procedures, and codes developed by the Committee shall be in effect when approved by the parent bodies concerned. In case of failure of ratification by the bodies, such proposals shall be brought before a joint conference of six representatives (three Faculty, two undergraduate students and one graduate student) for agreement and final ratification by the bodies. In the absence of a final ratification, the Vice Provost for Student Affairs
shall make recommendation to the President who shall establish appropriate procedures.

The College also establishes the practice of Faculty-Student joint Committees in Curriculum and Teaching. At the Department level, in the Curriculum Committees of the several Faculties, and the Committee on Educational Policy, student members are to be included. Each Faculty and its Departments are responsible for developing and implementing the specific measures for carrying out this policy.

From time to time other joint Committees should be set up by the mutual agreement of the respective bodies.

The budget prepared by the Student-Faculty Intercollegiate Athletic Committee shall be sent for consideration and final decision to both the Faculty Senate and the Undergraduate Senate after consultation with the Vice Provost for Student Affairs. In the event that the two bodies should disagree on any item, a final decision shall be made by the Committee consisting of: three Executive Committee members of the Undergraduate Senate, to be chosen by the Undergraduate Senate; three Executive Committee members of the Faculty Senate, to be chosen by the Faculty Senate; and one member mutually agreed upon by the other six Committee members.

ARTICLE XIII
Community Advisory Committees

One or more community advisory committees may be established by the President as one means of soliciting the advice of the community's citizenry with respect to the goals, programs and directions of The College. The Committees shall have full opportunity to initiate as well as to react. Members of the administrative staff, Faculty, and student bodies may be invited to meet with the Committees.

ARTICLE XIV

1. Amendment Procedure

A proposal to alter the Governance Charter of The City College may be initiated by the President, or by a majority vote of the Faculty Senate, or by a majority vote of the Undergraduate Senate and the Graduate Student Association and the Evening Student Senate acting jointly, or by a petition of five (5%) percent of the student body, or by a petition of ten (10%) percent of the Faculty which is eligible to vote for members of the Faculty Senate.

The initiator of the proposal shall choose which of the two alternative amendment procedures specified below shall be followed. Should the proposed amendment fail, the President, or the Faculty Senate by resolution, or the Undergraduate Senate, the Graduate Student Association and the Evening Student Senate acting jointly by resolution, may elect that the other amendment procedure be utilized.

A. Referendum Process

In a valid Referendum, thirty (30%) percent of the eligible voters must vote. Eligible voters are all those eligible to vote for members of the Faculty Senate or a student government association. Both a majority of the Faculty voting and a majority of students voting are necessary for the proposed amendment to be submitted to the Board of Trustees of The City University of New York for consideration.

B. Legislative Process

The President, after consultation with the Faculty Senate, the Undergraduate Senate, the Graduate Student Association and the Evening Student Senate, shall determine which of these organizations are the affected legislative bodies. Each of the affected legislative bodies must vote in favor of the proposed amendment in order for it to be transmitted to the Board of Trustees of The City University of New York for consideration.

The affected legislative bodies shall vote on the proposed amendment in the following manner. The proposal shall be presented at a meeting at which a quorum is present. At least sixty (60%) percent of the members present must vote in favor of the proposed amendment for it to be approved by that legislative body.
If the proposed amendment receives the approvals specified in either the Referendum or in the Legislative Process, the President shall transmit it to the Board of Trustees of The City University of New York for their consideration.

II. Records

All findings, actions, reports and recommendations of the bodies and offices described in the Governance Charter shall be made in writing. One or more copies must be sent to The College's Archives, and be made available to all members of The College.

III. Governance Charter and Board Bylaws

This Governance Charter shall take precedence over those Bylaws of the Board of Trustees of The City University of New York inconsistent with it.

Note: Also see Interim Amendment to the City College Governance Plan adopted by the Board of Trustees on March 27, 1995, Cal. No. 6.C.; and the Revision of Academic (Governance) Reorganization adopted by the Board on September 28, 1998, Cal. No. 6.C., both of which supersede any inconsistent provisions in this governance Plan.