MINUTES OF THE MEETING OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK
HELD
JANUARY 25, 1999
AT LAGUARDIA COMMUNITY COLLEGE
THE MAINSTAGE THEATRE, AT "E" BUILDING
VAN DAM STREET AT 47TH AVENUE, LONG ISLAND CITY, NEW YORK

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

There were present:
Anne A. Paolucci, Chairwoman
Herman Badillo, Vice Chairperson
Satish K. Babbar
John J. Calandra
Kenneth E. Cook
Alfred B. Curtis, Jr.
Edith B. Everett
Ronald J. Marino
Md. Mizanoor R. Biswas, ex officio
John Morning
James P. Murphy
Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Richard B. Stone
Bernard Sohmer, ex officio
Secretary Genevieve Mullin
Roy P. Moskowitz, Acting General Counsel and Acting Vice Chancellor for Legal Affairs
Lorrie Christian
Kisha Fuentes
Anthony Vargas
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 Yolanda T. Moses
President Antonio Perez
President Kurt R. Schmeller
President Allen Lee Sessoms
President Marlene Springer
President Carolyn G. Williams
Interim President Michael Zibrin
Dean Kristin Booth Glen
Dean Stanford R. Roman, Jr.
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone
Vice Chancellor Louise Mirrer
Vice Chancellor Richard F. Rothbard

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

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

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

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

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

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

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

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

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

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

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

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

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

Vice Chancellor Rothbard stated that this not only his last Board of Trustees meeting, it is also his birthday. Not wishing to delay either I will simply say that I would like to thank everyone who has made these twenty-five years so challenging and so rewarding, and no matter where I may be in the years to come, a piece of me will always be here...
with The City University of New York. So, thank you all, very much.

F. PRESIDENT LEON M. GOLDSTEIN - MEMORIAL RESOLUTION: Upon motions duly made, seconded and carried, the following resolution was unanimously adopted:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

K. COLLEGE HONORS: Chairwoman Paolucci announced the following:

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

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

L. FACULTY HONORS: Chairwoman Paolucci announced the following:

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

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

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

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

M. STUDENT HONORS: Chairwoman Paolucci announced the following:

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

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

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

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

N. STAFF HONORS: Chairwoman Paolucci announced the following:

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

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

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

**THE CITY COLLEGE**

<table>
<thead>
<tr>
<th>Grant Number</th>
<th>Institution</th>
<th>Program Description</th>
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<tbody>
<tr>
<td>A. $449,587</td>
<td>NSF to Akins, D., Chemistry, for &quot;CCNY/University of Rochester Collaborative.&quot;</td>
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<td>B. $395,640</td>
<td>J. MACY JR. FDT to Gold, M., Chasm., for &quot;Introduction to Primary Care Practice.&quot;</td>
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<td>C. $352,011</td>
<td>US DEPARTMENT OF EDUCATION to Thangaraj, E., Special Programs, for &quot;Student Support Services Program at The City College.&quot;</td>
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<td>D. $287,131</td>
<td>WHITAKER FOUNDATION to Weinbaum, S., Mech. Engineering, for &quot;Establish an Interdepartmental Ph.D. Program in Biomedical Engineering.&quot;</td>
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<td>E. $250,357</td>
<td>NYC COMPTROLLER to Roman, S., Med. School - Admin., for &quot;CUNY Medical School Administrative Support.&quot;</td>
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<td>F. $236,564</td>
<td>NIH to Weinbaum, S., Mech. Engineering, for &quot;Matrix Structure in the Lacunar-Canaliculporosity.&quot;</td>
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<td>G. $235,313</td>
<td>NIH to Fishman, M., Chemistry, for &quot;Marc Honors Undergraduate Research Training Program.&quot;</td>
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<tr>
<td>H. $221,387</td>
<td>NIH to Schulz, H., Chemistry, for &quot;Metabolism of Unsaturated and Hydroxy Fatty Acids.&quot;</td>
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<td>I. $217,500</td>
<td>NEW YORK STATE EDUCATION DEPARTMENT to Slater, M., Med. School - Admin., for &quot;Gateway to Higher Education to Increase the Number of Minority Students.&quot;</td>
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<tr>
<td>J. $172,500</td>
<td>NYC DEPT. OF TRANS. to Paaswell, R., Transportation, for &quot;University Research Transportation Consortium.&quot;</td>
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<tr>
<td>L. $121,000</td>
<td>NASA to Austin, S., Computer Science, for &quot;An Urban Collaboration for Network Connectivity and Internet Access.&quot;</td>
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<tr>
<td>M. $108,333</td>
<td>NIH to Spatz, L., Microbiology, for &quot;Regulation Differences in Subsets of Anti-DNA...&quot;</td>
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Antibodies."

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

QUEENS COLLEGE

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

JOHN JAY COLLEGE

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

THE COLLEGE OF STATEN ISLAND

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

YORK COLLEGE

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

QUEENSBOROUGH COMMUNITY COLLEGE

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

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

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

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

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

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

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

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

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

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

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

LAGUARDIA COMMUNITY COLLEGE

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

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

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

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

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

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

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

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

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

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

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

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

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

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

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

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

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

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

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

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

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

6. The performance of incoming students on tests is a matter we are tracking very closely, and in that respect I have good news. The data we have assembled indicates that the tests' results at colleges with baccalaureate programs improved significantly between Fall 1997 and Fall 1998. The percentage of first time regularly admitted freshman who passed all three tests in Fall 1998, rose to 62.3% from 47.6% a year earlier: a one year jump of close to 15%. The most impressive increases among regularly admitted students were registered at Queens and Baruch, followed by Hunter and Brooklyn. Whatever the intrinsic failings of these exams, and we have all had questions about them, the improvements I mentioned are clearly not unrelated to the higher admissions standards at the colleges, implemented since they were permitted to do so in 1995. These admissions standards reflect increased numbers and broader distribution of academic units also known as CPI units, higher high school averages and, at some colleges, include SAT scores. Tests are but one measure of the improved preparedness of incoming students. We know there are others, such as SAT scores that some of our colleges have begun to require or encourage, a step I support. Another measure I would mention is graduation rates. We now have a much better handle on the relevant data, and I expect to distribute an update to the Board shortly.

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

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

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

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

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

The calendar items were considered in the following order:

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

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

(a) ERRATA: Revise the following:

THE CITY COLLEGE

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

(b) PART AA: Revise the following:

BRONX COMMUNITY COLLEGE

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

(c) ADDENDUM: Revised the following:

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

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

<table>
<thead>
<tr>
<th>NAME</th>
<th>PRESENT RANK</th>
<th>PRESENT DEPT.</th>
<th>NEW DEPT.</th>
<th>SENIORITY DATE</th>
<th>APPOINTMENT DATE (COLLEGE)</th>
<th>OR AWARD OF CCE*</th>
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<tr>
<td>Clara Velazquez</td>
<td>Professor</td>
<td>English</td>
<td>Language &amp; Cognition</td>
<td>1/27/99</td>
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<td>Rosemary Benendetto</td>
<td>Asst. Professor</td>
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<td>Language &amp; Cognition</td>
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<td>Barbara Radin</td>
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<td>Henry Lesnick</td>
<td>Professor</td>
<td>English</td>
<td>Language &amp; Cognition</td>
<td>1/27/99</td>
<td>9/1/83</td>
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<tr>
<td>DeJesus Socorro</td>
<td>Asst. Professor</td>
<td>English</td>
<td>Language &amp; Cognition</td>
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<tr>
<td>Linda Watkins Goffman</td>
<td>Assoc. Professor</td>
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<td>Jim T. Nibungco</td>
<td>Asst. Professor</td>
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<td>Merce Pujol</td>
<td>Asst. Professor</td>
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CERTIFICATE OF CONTINUOUS EMPLOYMENT

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<td>Lewis Levine</td>
<td>Lecturer</td>
<td>English</td>
<td>Language &amp; Cognition</td>
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<td>Jose Cruz-Matos</td>
<td>Lecturer</td>
<td>English</td>
<td>Language &amp; Cognition</td>
<td>9/1/85</td>
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<tr>
<td>Mildred Rabry</td>
<td>Lecturer</td>
<td>English</td>
<td>Language &amp; Cognition</td>
<td>1/1/90</td>
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</table>
Board of Trustees Minutes of Proceedings, January 25, 1999

Norma Pena de Llorenz Lecturer English Language & Cognition 1/1/90 N/A
Thomas Mencher Lecturer English Language & Cognition 1/1/90 N/A
Audre Grice Lecturer English Language & Cognition 9/1/93 N/A
Halima Toure Lecturer English Language & Cognition 9/1/93 N/A
Rafael Arias Lecturer English Language & Cognition 9/1/98 N/A

NON-TENURED MEMBERS
Alexander Astor Asst. Professor English Language & Cognition 9/1/93 9/1/93
Hilda Mundo-Lopez Instructor English Language & Cognition 9/1/93 9/1/93
Minerva Santos Instructor English Language & Cognition 2/1/98 2/1/98
Ganzhi Di Asst. Professor English Language & Cognition 2/1/98 2/1/98

EXPLANATION: Contingent upon the approval by the Board of Trustees, at its January 25, 1999 meeting, of the creation of the Language and Cognition Department at Hostos Community College, twenty (20) members of the instructional staff serving in the English Department are transferred and appointed to the new Language & Cognition Department.

*Pursuant to Section 6212 of the State Education Law, seniority of tenured persons is governed by the date of appointment to the department. Tenured persons transferred and appointed effective the same date to the Language and Cognition Department have the same date of seniority as a result of these transfers. The President, therefore, shall break these ties between and among these tenured members by using each member's individual date of appointment to his or her full-time instructional staff title at the College.

These faculty members have been advised of their seniority dates.

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

(a) ERRATA: Revise the following:

LEHMAN COLLEGE


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

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

A. BROOKLYN COLLEGE - INFORMATION TECHNOLOGY:

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

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

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

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

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

B. QUEENS COLLEGE - TELEPHONE INFORMATION ACCESS SYSTEM:

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

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

C. KINGSBOROUGH COMMUNITY COLLEGE - INFORMATION TECHNOLOGY:

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

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

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

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

D. QUEENSBOROUGH COMMUNITY COLLEGE - REPLACEMENT OF ALUMINUM BLINDS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**B. DISTINGUISHED PROFESSORS:** RESOLVED, That the following be designated distinguished Professors in the departments, and the colleges, and for the periods indicated, with compensation of $20,500 per annum in addition to their regular academic salaries, subject to financial ability:

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<td>February 1, 1999</td>
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<td>Grad. School &amp; Univ. Center</td>
<td>Kramer, Richard</td>
<td>Music</td>
<td>February 1, 1999</td>
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</table>
C. THE CITY COLLEGE - ESTABLISHMENT OF THE K. D. IRANI VISITING PROFESSORSHIP IN PHILOSOPHY:

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

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

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

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

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

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

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

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

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

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

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

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

RESOLVED, That the total cost for all such designs shall not exceed a construction budget of $2,722,566; and be it further

RESOLVED, That the City University Construction Fund be requested to authorize the Dormitory Authority of the State of New York to complete the contract documents, to bid and award contracts, and to supervise the construction of these projects.

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

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

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

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

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

Under the terms of the two agreements, BMCC would receive:

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

In addition,

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

C. LEHMAN COLLEGE - VIDEO JOURNALISM CENTER:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Lehman College to purchase and install equipment for a video journalism center. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding pursuant to law and University regulations. The contract shall be chargeable to City Capital Budget, Project No. LM083-099 for an amount not to exceed $455,000. The contract shall be subject to approval as to form by the University Office of General Counsel.

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

D. THE CITY COLLEGE - CENTER FOR STRUCTURAL BIOLOGY:

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

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

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

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

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

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

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

Trustee Marino voted NO.
Statement of Vice Chairman Badillo regarding the resolution to Phase-out Remediation: This is the same resolution that was approved by this Board on May 26 of 1998 except for one change and that is that the time to take effect has been put over to the year 2000. This resolution has nothing to do with eliminating open admissions. This resolution has nothing to do with eliminating remediation. This resolution only has to do with the senior colleges and it proposes phasing out remediation over a period of three years. In 1995, we had approved limiting remediation to two terms. Now it is four years later and we want to move toward eliminating remediation on a permanent basis at the senior colleges. But because we realize that problems exist we are going to do it over a period of three years. The first phase will take place in January 2000. The second one September 2000, and the final one in September 2001.

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

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

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

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

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

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

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

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

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

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

Statement of Trustee Stone regarding Trustee Murphy's substitute resolution:

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

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

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

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

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

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

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

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

Secondly, the amendment in a simple way allows us to take as much as 90% of the applicants who pass the reading and math tests and gives just a single semester of remediation to those requiring help on the writing component. My colleague Trustee Stone has stated very well the rationale for allowing this semester in a most difficult of the three tests. We can then, on the basis of that additional semester, have a very significant graduation rate.

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

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

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

SUBSTITUTE RESOLUTION ON THE PHASE-OUT OF REMEDIATION:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The earned reputations of Baruch and John Jay Colleges as foremost position us well. And our host today, LaGuardia Community College, conferred the third largest number of associate degrees in all disciplines on Hispanic students in America. Along with BMCC, New York Technical, and BCC, four of our community colleges rank among the top six in America in the number of associate degrees conferred on minorities.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Statement of Trustee Pesile regarding the resolution to Phase-out Remediation:
As the newest member to the Board, I did not participate in the May 26, 1998 vote. However, after visiting 15 campuses since July, and meeting with students and faculty to clarify the facts and develop my own position in oversight for The City University of New York, my vote has been determined by four distinct roles. That is:
As a Trustee with a duty to act on policy for the overall good of our institution.
As an educator, who has inspired, challenged, and embraced students and their dreams for a better life.
As a businesswoman, who has had the opportunity to do well in two Fortune 100 firms, with a personal goal to see more of our graduates in front-office positions, and knowing full well that New York City is the engine that drives our State’s economy, we need a qualified home-grown work force to serve as the fuel for that engine, and finally,
As a taxpayer, what is the overall return to taxpayers to fund CUNY? Do we perpetuate policies or programs with questionable success; or do we alter them to foster excellence with a greater potential for better career paths for our graduates?

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

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

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

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

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

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

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

The motion to approve the amendment to the resolution failed.

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

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

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

The following resolution was adopted:

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

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

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

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

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

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

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<td>BARUCH COLLEGE</td>
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<td>Mr. Lawrence Zicklin</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>Mr. Mong Joon Chung</td>
<td>Doctor of Laws</td>
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(To be awarded at the June 2, 1999 Graduate Commencement)

BARUCH COLLEGE

Mr. Stan Ross    Doctor of Laws

(To be awarded at the June 1, 1999 Undergraduate Commencement)

LEHMAN COLLEGE

Mr. Edward D. Miller    Doctor of Humane Letters

(To be awarded at the June 3, 1999 Commencement)

Upon motions duly made, seconded and carried, The Public meeting was adjourned at 7:10 P.M. to go into Executive Session.

SECRETARY GENEVIEVE MULLIN

(This is a detailed summary of the Board of Trustees' meeting. The tapes of the meeting are available in the Office of the Secretary of the Board for a period of three years.)
The Executive Session was called to order at 7:33 P.M.

There were present:

Anne A. Paolucci, Chairwoman
Herman Badillo, Vice Chairperson

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

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

Md. Mizanoor R. Biswas, ex officio

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECRETARY GENEVIEVE MULLIN
MINUTES OF THE MEETING OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK
HELD
FEBRUARY 22, 1999
AT THE BOARD HEADQUARTERS BUILDING
535 EAST 80TH STREET - BOROUGH OF MANHATTAN

The Chairperson called the meeting to order at 4:42 P.M.

There were present:

Anne A. Paolucci, Chairwoman
Satish K. Babbar
John J. Calandra
Kenneth E. Cook
Michael C. Crimmins
Alfred B. Curtis, Jr.
Edith B. Everett
Md. Mizanoor R. Biswas, ex officio
John Morning
James P. Murphy
Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
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
Anthony Vargas
Tawanda Washington
Judy Watson

Interim Chancellor Christoph M. Kimmich
Interim Deputy Chancellor Patricia Hassett
President Fred W. Beaufait
President David A. Caputo
Interim President Lois S. Cronholm
Interim President Dolores Fernandez
President Ricardo R. Fernandez
President Frances Degen Horowitz
President Edison O. Jackson
President Charles C. Kidd
President Vernon Lattin
President Gerald W. Lynch
President Yolanda T. Moses
President Antonio Perez
President Kurt R. Schmeller
President Allen Lee Sessoms
President Marlene Springer
President Carolyn G. Williams
President Michael Zibrin
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

The absence of Vice Chairman Badillo, and Trustees Marino and Stone was excused.
A. VIDEOTAPING OF BOARD MEETING: Chairwoman Paolucci stated that she is pleased to announce that CUNY-TV is again videotaping tonight's meeting of the Board of Trustees. This is an important community service and will help provide the public with additional opportunities to observe the work of the University. I am grateful to the staff, and everyone involved in this, for their assistance.

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

C. BOARD OF TRUSTEES' BOROUGH HEARINGS: Chairwoman Paolucci announced that the Board of Trustees' Queens Borough Hearing will take place on Thursday, March 11, 1999 from 5:00 to 8:00 P.M., at Queens Borough Hall.

D. FACULTY HONORS: Chairwoman Paolucci announced the following:

1. H. Jack Geiger, Arthur C. Logan, Professor of Community Medicine Emeritus at the Sophie Davis School of Biomedical Education at The City College has been awarded the American Public Health Association's Sedgwick Memorial Medal for his distinguished service to public health. The Sedgwick Memorial Medal is the oldest and highest honor granted by the APHA to an individual who has contributed to research, administration, education, technical service, or any specialty of public health practice, and to APHA. Prof. Geiger has made outstanding contributions in improving access to medical care for the under-served populations, in increasing opportunities for careers in medicine for minority and low-income students, and in advocating for international peace and human rights.

2. John C. Miller, Professor of Mathematics at The City College, received the 1998 International Conference on Technology in Collegiate Mathematics Award for "Excellence and Innovation with the Use of Technology in Collegiate Mathematics." He was honored for his work on the instructional software, "xyAlgebra Courseware with Intelligent Help at Every Step."

3. John Jay Lee, Distinguished Professor of Biology at The City College, was selected 1999 Joseph A. Cushman Awardee by the board of the Cushman Foundation for Foraminiferal Research for his outstanding work in the study of foraminifera. He was given "honorary member" status at the 51st Annual Society of Protozoologists conference in recognition of his contributions to the field. Dr. Lee recently became the first president of the International Society of Symbiology.

E. ALUMNI HONORS: Dr. Frederick J. Krambeck, who received his Bachelor's Degree in Chemical Engineering in 1963 from The City College and his Ph.D in 1968 from CUNY, has been elected to the National Academy of Engineering. Dr. Krambeck was cited by the National Academy for advancing the theory of complex reacting mixtures, and applying chemical reaction engineering principles to the design of commercial processes.

F. CONDOLENCES: On behalf of the Board of Trustees and myself personally, I wish to extend condolences to the family of Pearl Bernstein Max, who died on February 4th at the age of 94. In 1938, Mayor Fiorello LaGuardia appointed Mrs. Max as the first administrative director of the Board of Higher Education. Her leadership and visionary thinking helped guide the City's municipal college system, comprised of City, Hunter, Brooklyn and Queens Colleges, to become The City University of New York in 1961. She proposed the funding formula for CUNY, drafted the first master plan, served as liaison to the Administrative Council of College Presidents, and was founder and first coordinator of the Office of Institutional Research. Mrs. Max maintained close contact with the University after her retirement in 1969. She will be sorely missed.
G. GRANTS: Chairwoman Paolucci presented for inclusion in the record the following report of Grants $100,000 or above received by the University subsequent to the January 25th Board meeting:

THE CITY COLLEGE

A. $1,552,913 NIH to Moses, Y., Administration, for "Cellular/Molecular Basis of Development: Research Center."

B. $750,428 NYC DEP to Fillos, J., Civ. Engineering, for "Characterization of Primary Settling Trank Effluent in the NYC Water."

C. $357,385 US DEPT OF TRANS to Paaswell, R., Transportation, for "University Transportation Research Center-Administration (Parent Account) (Yr. 11)."

D. $286,714 NIH to Boto, W., Biology, for "Minority International Research Training Grant."

E. $274,423 ROCKLAND TEACHER CENTER to Posamentier, A., Education-Admin., for "Mathematics & Science Teacher Certification."

F. $250,000 NASA to Alfano, R., ISUL, for "Tunable Solid State Lasers and Optical Imaging Program."

G. $250,000 NYC COMPTROLLER to Roman, S., Med. School-Admin., for "CUNY Medical School Administrative Support."

H. $176,500 NYS ED DEPT to Roth, M., Special Programs, for "Collegiate Science & Technology Entry Program."

I. $157,396 NYS ED DEPT to Rogers, W., Administration, for "Holcombe Rucker Center for Physical Culture."

J. $151,420 NIH to Tasayco, M., Chemistry, for "Studies of Association Folding Processes of Thioredoxin Fragments."

K. $136,046 DOE to Sivashinsky, G., Levich Institute, "Studies in Premixed Combustion."

L. $127,383 US DOT to Paaswell, R., Transportation, for "Technology Transfer (Yr. 11)."

M. $120,000 NSF to Cummins, H., Physics, for "Experimental Studies of Phase Transitions."

N. $100,000 NYC COMPTROLLER to Roman, S., Med. School-Admin., for "CUNY Medical School Administrative Support."

QUEENS COLLEGE

A. $204,357 NEW YORK CITY BOARD OF EDUCATION to Leiner, M., The School of Education, for "The Queens College and Townsend Harris High School Collaboration: The Past, Present, and Future."

B. $134,959 NEW YORK CITY BOARD OF EDUCATION to Longo, P., The School of Education, for "Queens Partnership for Middle School Reflective Practice."

YORK COLLEGE

A. $925,000 NEW YORK CITY BOARD OF EDUCATION to Shilling, W. and Schwartz, S., English, for "CUNY Literacy Enhancement Program."
BOROUGH OF MANHATTAN COMMUNITY COLLEGE

A. $100,000 THE STATE EDUCATION DEPARTMENT to Deagan, D., for "Adult Literacy (GED) NYC."

NEW YORK CITY TECHNICAL COLLEGE

A. $345,033 DEPARTMENT OF HEALTH AND HUMAN SERVICES NATIONAL INSTITUTES OF HEALTH to Squitieri, L., for "Dual Research Bridges to the Baccalaureate."

B. $226,667 NEW YORK STATE EDUCATION DEPARTMENT to Nwizu, C., for "School-to-Work Opportunities Program."

C. $195,860 DEPARTMENT OF HEALTH AND HUMAN SERVICES DIVISION OF NURSING BUREAU OF HEALTH PROFESSIONS to Richardson, K., for "Nursing Retention Enhancement Program."

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

1. When the Board met in January it approved the appointments of Dr. Michael Zibrin as Interim President of Kingsborough Community College, and of Ms. Sherry Brabham as Interim Vice Chancellor for Budget, Finance and Information Services. I am pleased to welcome them both in their new roles to their first appearance at the Board meeting.

2. Since the last meeting, the spring semester has gotten started and is now well underway. I would like to bring you up-to-date on spring enrollment. We will be sending members of the Board college-by-college details. The preliminary head count, University-wide is 193,431 students, which is consistent with enrollments last fall. Compared with spring a year ago, this represents a small decline of 1.7%, and reflects largely a drop in students transferring to the University, not a drop in incoming freshmen, which is an interesting distinction. The data are from the first week of classes and more precise figures will be available shortly.

Another preliminary set of figures has to do with freshman applications for this coming fall. We have gone through two application phases in January and February, so it is still early. In these two phases we have received 22,678 completed freshman applications, up about 2% from last year. Several colleges show a better than 5% increase in applications. Others have experienced some decreases attributable in part at least to higher admission standards. This population of applicants consists primarily of traditional high school seniors who will have other choices. It is going to be up to us to convert the applications into enrollments. What these figures tell us is that CUNY not only remains an attractive option for college-bound high school students, but by a small margin has also raised its standing. I would say, considering the uncertainties of the past year, this is not insignificant.

3. The University’s enrollment, of course, is tied closely to the state of its budgetary health. Our analysis of the Executive Budget was distributed to the Board shortly after it was released. The budget is essentially the same as last year’s and thus short of what we had proposed in our Budget Request. An issue we take very seriously is the proposed changes in student financial aid, which would hit CUNY particularly hard. As part of our response we have developed a proposal for improving financial aid options for part-time students and have suggested to the State that it might conduct a pilot at CUNY to see whether such a proposal might work. We have also suggested ways of improving progress towards a degree that will not impose the kind of financial hardship students might face under the proposed financial aid package.

4. We are now working with the Office of the Governor and have begun to make our case with the State Legislature. I testified earlier this month at the Joint Hearing of the Assembly Ways and Means and Senate Finance Committees. The co-chairs, Assemblyman Farrell and Senator Stafford, expressed a great deal of support for the University at the end of our presentation and I walked away from that meeting feeling encouraged by the reception that we had received. We have also reached out to the Committees on Higher Education in the Senate and the Assembly and to their respective chairs, Senator LaValle and Assemblyman Sullivan. The campuses, on their part, are coordinating opportunities to express their concerns during the budgetary deliberation process, on both the State and City side,
by scheduling campus visits to Albany and to district offices, developing impact statements and, in general, preparing information about the proposed budget. Starting later this week we are inaugurating a series of borough-wide legislative breakfasts with State, City and Borough officials. I am grateful to the presidents and the campuses that have given us help and advice on this.

5. In this connection let me mention that we have also made plans for, and look forward to, a visit to Albany with a representative Board delegation on March 9 and 10 that will also include representation from the presidents and chancellery. As was the case last year, this will give us a chance to communicate directly the priorities the Board set out last fall in the University’s Budget Request, and to deal with State and legislative officials face-to-face. Vice Chancellor Hershenson and Secretary Mullin are now putting the schedule into final shape and they will be in touch with those who will be going up to Albany.

6. I am very pleased to report that for the current fiscal year the City’s Office of Management and Budget has just informed us that it will accede to our request to release an additional $4.3 million to meet various programmatic needs at the community colleges and that’s very good news. We are indebted to the Mayor’s office and to the City Council, especially Speaker Vallone and the leadership of various City Council committees, but also to members of the Board of Trustees, the Presidents, the Professional Staff Congress, and to supporters who reached out along the way to help us succeed in our efforts to make that request come true. I will have occasion to express our thanks again when I testify before the Joint Hearing of the City Council Finance and Higher Education Committees early next month.

7. We are moving forward on initiatives the Board has approved, such as writing across the core curriculum program, collaborative programs such as College Now, which has been expanded to all community colleges and to 49 high schools throughout the City this semester, our teacher education programs, and the proficiency exam we are piloting this semester. We have engaged top rank outside testing experts to work with us on this pilot and to help us assess the exam to make sure that it does exactly what the Board wants it to do.

8. You may recall that the budget request the Board approved last fall inaugurated a long-range planning process. As I reported to you last month issues relating to a long-range plan had been the subject of discussion with and among the college presidents. That discussion has not stood still. On the agenda have been such central concerns as general education, degree and certificate programs that respond to changing needs, educational technology, enrollment management, performance indicators, and more.

9. The Presidents and I will go on a two-day retreat early next month to devote uninterrupted time to these matters. The focus will be on questions of mission differentiation and the inter-relationships and working relationships within the system itself. The context, of course, is access and excellence. The traditional commitments are enjoined to enhance and preserve the broad goal of a University characterized by strength and stability. We have invited Benno Schmidt to join us for part of the retreat and he has agreed to do so. He has told me that he does not expect the Task Force report to be available by then, in fact, not until mid-March. The session we had planned with him will, therefore, be more of an exchange, a dialogue on concerns relevant to CUNY and public higher education. He has absorbed a great deal of information from testimony at the hearings at Hunter College in January and then at Queens and New York City Tech earlier this month and I think it will be a fruitful exchange of ideas for us all.

10. And, finally, we have a new brochure that brings together a representative sampling of the honors that outsiders have accorded the University, its colleges, programs, faculty, and students. It is particularly timely and appropriate, I believe, for we have lived through an extended period of criticism where our achievements and the honors accorded us for have often been lost sight of. This is not CUNY looking at itself, this is the world looking at CUNY. It is a remarkable record and you should look at it. Thank you.
Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 1 through 8)

NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for February 22, 1999 (including Addendum Items) be approved:

(a) ADDENDUM: Add the following:

D. 19 THE CENTRAL OFFICE - ADMINISTRATIVE DESIGNATION - COMMITTEE APPROVAL NOT REQUIRED (EXECUTIVE COMPENSATION PLAN - AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING APPointments) (SW INDICATES WAIVER OF SEARCH)

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NO. 2. CHANCELLOR’S REPORT: RESOLVED, That the Chancellor’s Report for February 22, 1999 (including Addendum Items) be approved.

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting and Executive Session of January 25, 1999 be approved.

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

A. NEW YORK CITY TECHNICAL COLLEGE - NETWORK INFRASTRUCTURE INITIATIVE (NII):

RESOLVED, That the Board of Trustees of The City University of New York authorize New York City Technical College to purchase wiring, electronics, and installation from International Business Machine 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 $2,700,000 chargeable to Capital Project Number 144900.

EXPLANATION: New York City Technical College, in collaboration with the Office of Instructional Technology and Information Services, is developing a multi-year information technology plan to provide a network infrastructure for faculty, staff, and students. A major portion of this plan is to upgrade network wiring and electronics for high-speed data communications in student computer laboratories, classrooms, and faculty and staff offices. The new high-speed backbone will allow electronic communication access to the Internet and provide capacity for applications such as access to e-mail servers, web servers, databases, and multi-media applications. This resolution has been reviewed and approved by the University Dean for Instructional Technology and Information Services.
B. QUEENS COLLEGE - NETWORK INFRASTRUCTURE INITIATIVE (NII):

RESOLVED, That the Board of Trustees of The City University of New York authorize Queens College to purchase wiring, electronics, and installation from International Business Machine 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 $2,450,000, chargeable to Capital Project Number 144900.

EXPLANATION: Queens College, in collaboration with the Office of Instructional Technology and Information Services, is developing a multi-year information technology plan to provide a network infrastructure for faculty, staff, and students. A major portion of this plan is to upgrade network wiring and electronics for high-speed data communications in student computer laboratories, classrooms, and faculty and staff offices. The new high-speed backbone will allow electronic communication and access to the Internet and provide capacity for applications such as access to e-mail servers, web servers, various databases, and multi-media applications. This resolution has been reviewed and approved by the University Dean for Instructional Technology and Information Services.

C. THE COLLEGE OF STATEN ISLAND - NETWORK INFRASTRUCTURE INITIATIVE (NII):

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

RESOLVED, That the Board of Trustees of The City University of New York authorize The College of Staten Island to purchase network switches and routers from Cisco Systems Incorporated under existing New York State Contract PT00313; and be it further

RESOLVED, That the total of all such purchases shall not exceed a total cost of $695,000 chargeable to Capital Project Number 144900.

EXPLANATION: The College of Staten Island, in collaboration with the Office of Instructional Technology and Information Services, is developing a multi-year information technology plan to upgrade its network infrastructure for faculty, staff, and students. A significant component of this plan will be to upgrade computer wiring throughout the campus. The wiring will include student computer laboratories as well as faculty and administrative offices, which will connect to a campus-wide backbone network. The new backbone will provide high-speed switching capabilities within the College, facilitate electronic communication and access to the Internet and provide sufficient capacity for other initiatives such as access to the College's e-mail servers, web servers, and various databases. This resolution has been reviewed and approved by the University Dean for Instructional Technology and Information Services.

D. HUNTER COLLEGE - NETWORK INFRASTRUCTURE INITIATIVE (NII):

RESOLVED, That the Board of Trustees of The City University of New York authorize Hunter College to purchase wiring and installation from Smartnet Incorporated under existing General Service Administration Contract Number GS-35F-4785G; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize Hunter College to purchase network switches and routers from Cabletron Systems Incorporated under the existing New York State Contract PT00246; and be it further

RESOLVED, That the total of all such purchases shall not exceed a total cost of $166,000 chargeable to Capital Project Number 144900.

EXPLANATION: Hunter College, in collaboration with the Office of Instructional Technology and Information Services, is developing a multi-year information technology plan to upgrade its network infrastructure for faculty, staff, and students. The first phase will be a wiring and electronics upgrade of Thomas Hunter Hall. This upgrade will connect student laboratories and faculty and administrative offices to the existing campus-wide backbone
network. The wiring will provide high-speed switching capabilities within the College and will facilitate electronic communication and access to the Internet and provide sufficient capacity for other initiatives such as access to the College's e-mail servers, web servers, and various databases. This resolution has been reviewed and approved by the University Dean for Instructional Technology and Information Services.

E. BARUCH COLLEGE - INFORMATION TECHNOLOGY:

RESOLVED, That the Board of Trustees of The City University of New York authorize Baruch College to purchase computer equipment from Dell Computers, Inc., under existing State of New York Contract Number PT00109, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $140,000, chargeable to the City Capital Project No. BA029-098.

EXPLANATION: The College has recently created five classrooms in Rooms 311, 312, 710, 712, and 714 at 17 Lexington Avenue. Each classroom will accommodate approximately 75 students. In addition, a 50-seat computing laboratory will be designed for state-of-the-art computing and audio-visual equipment. Fifty-six Dell P6350 and four PowerEdge 4300 computers will be purchased. Funding for this equipment was awarded to the College in 1997 by the Borough President.

F. THE GRADUATE SCHOOL AND UNIVERSITY CENTER - CLEANING AND MAINTENANCE SERVICE:

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 Graduate School and University Center to purchase cleaning and maintenance services at the Altman building. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $326,000 for the months of April, May, and June, 1999 during the fiscal year ending June 30, 1999, and $3,350,000 for the July, 1999 - June, 2000 term chargeable to FAS Code 217703404, during the fiscal year ending June 30, 2000. The contract shall include up to four one-year options to renew in the University's best interest. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: The Graduate School and University Center will be moving to its new building July, 1999. The total occupied space in the Altman building will be 600,000 gross square feet. The new premises require engineering staff to be employed prior to the actual move into the new building for the months of April, May, and June, 1999, so that they may be trained by Dormitory Authority of the State of New York contractors in all HVAC and facilities equipment and systems. The custodial personnel will be added June, 1999. As of July 1, 1999, the contract assumes full staffing of all facilities service personnel for day, evening, and weekend operations.

G. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) - UNIVERSITY-WIDE AIR MANAGEMENT SYSTEMS:

RESOLVED, That the Board of Trustees of The City University of New York amend the resolution adopted at the meeting of May 27, 1997, Cal. No. 5.B., on behalf of the University Contracting Office to authorize an increase in the estimated cost of entering into contracts for air management from $575,000 to a new cost of $960,000, chargeable to the appropriate colleges’ FAS Codes.

EXPLANATION: After extensive consultation with the colleges and the Department of Design, Construction, and Management, the University-wide air management systems specifications were enhanced to include additional requirements, such as: expanded college personnel training, training manuals, fixed labor rates, system upgrades, including all pneumatic, digital and electronic components and software, remote dial-in accessibility to allow monitoring, analyzing, diagnosing, and resolving of technical problems and Y2K compliance. The number of participating colleges, number of vendors, and types of equipment have also been increased.
H. KINGSBOROUGH COMMUNITY COLLEGE - AMENDMENT TO A PRIOR RESOLUTION FOR RENEWAL OF PAINTING SERVICES CONTRACT:

RESOLVED, That the Board of Trustees of The City University of New York amend the renewal resolution adopted at the meeting of June 22, 1998, Cal. No. 1., for painting services at Kingsborough Community College, to authorize an increase in the estimated cost from $89,000 to a new cost of $254,500, chargeable to FAS Code 2-177-01-500.

EXPLANATION: The Board approved the renewal of this requirements contract for $89,000 for the annual period ending June 30, 1999 based on the College's satisfaction with the Contractor. The increase of $165,500 to contract #99G2142 with Bob's Professional Painting and Plastering, will enable the College to paint exterior metal walls of temporary buildings T3 and T4. These buildings contain 39 classrooms, lecture halls, and laboratories. The exterior walls of these buildings have not been painted since they were constructed over 20 years ago.

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

A. HUNTER COLLEGE - M.F.A. IN CREATIVE WRITING:

RESOLVED, That the program in Creative Writing leading to the Master of Fine Arts degree to be offered at Hunter College be approved, effective September, 1999, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to provide an opportunity for students with already demonstrated writing skills to develop as professional writers. The program would prepare graduates for careers such as professional writers of fiction or poetry, professional editors, and literary agents. The program is designed to provide students with a strong background in literature and to integrate the study of literature with studio-style workshops in writing.

The proposed program builds upon the substantial success of the College's undergraduate program in creative writing and its thriving Master of Arts program in English Literature. The College has eight full-time distinguished writing faculty of national and international renown, including award-winning authors of novels, memoirs, and collections of poetry. This year, the Department of English secured an endowment of $500,000 to establish a Writer-in-Residence Program at Hunter College, which is expected to greatly enhance the proposed program.

Report of Committee Chairperson Ruiz:
The Committee received a status report on teacher education from eight colleges that offer teacher certification programs. The reports provided details of their efforts to attain compliance with the recently adopted Regents' requirement for programs leading to teacher certification. Five colleges appear to be in compliance with the Regents' requirement that at least 80% of a program's graduates who sit for the teacher certification exams pass the exams. Those colleges currently not in compliance described activities underway to strengthen their programs and satisfy the Regents' expectations. All eight colleges have been asked to provide a follow-up report at the Committee's May meeting.

The Committee also began discussions concerning the colleges' general education requirements and the Committee intends to continue its review and discussion of this matter during the spring semester.

The Committee also reviewed and discussed more recent data concerning the performance of entering freshmen on the scholastic aptitude tests.
NO. 6. COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION: RESOLVED, That the following items be approved:

A. THE CITY COLLEGE - ESTABLISHMENT OF THE HAROLD SHAMES PRESIDENTIAL JUNIOR FACULTY PROFESSORSHIP IN BIOMEDICAL ENGINEERING:

RESOLVED, That the Board of Trustees of The City University of New York approve the establishment of The Harold Shames Presidential Junior Faculty Professorship in Biomedical Engineering at The City College.

EXPLANATION: The Harold Shames Presidential Junior Faculty Professorship is established with a major gift from the Elaine and Harold Shames Philanthropic Fund to The City College Fund to set up an endowment.

Harold Shames, a 1944 graduate of The City College in Mechanical Engineering, and a former Vice President of the Melard Manufacturing Corporation, and a member of the Board of Directors of The City College Fund since 1992, has provided important alumni leadership to The City College for the Center for Biomedical Engineering in the School of Engineering, as well as in many other ways over the years. His vision of the Center's potential and tireless efforts to promote wider awareness of its innovative research were crucial in its establishment.

The purpose of the professorship is to attract and/or retain highly talented junior faculty in biomedical engineering who have already demonstrated exceptional research potential.

After appointment through normal Personnel and Budget Committee procedures, the recipient shall be designated by the President of the College, upon recommendation of the Dean of the School of Engineering and the Director for Biomedical Engineering.

The income from the endowment may be used to provide a salary supplement and/or research support.

B. THE GRADUATE SCHOOL AND UNIVERSITY CENTER - RENAMING OF THE CENTER FOR MUSIC RESEARCH AND DOCUMENTATION, THE BARRY S. BROOK CENTER FOR MUSIC RESEARCH AND DOCUMENTATION:

RESOLVED, That the Board of Trustees of The City University of New York approve the renaming of the Center for Music Research and Documentation at The Graduate School and University Center, the Barry S. Brook Center for Music Research and Documentation.

EXPLANATION: The Center for Music Research and Documentation was founded because of the vision and initiative of the late Distinguished Professor Barry S. Brook. He was an internationally renowned musicologist and scholar who directed a number of major research projects through the Center. One of those initiatives, the Repertoire International de Litterature Musicale (RILM), has been credited with changing the world of music scholarship. Additionally, through his long tenure as Executive Officer of the Doctoral Program in Music and Director of the Center for Music Research and Documentation, Professor Brook was responsible for establishing and developing a music program of international reputation. For these reasons, it is appropriate that the Center he founded in 1967 should bear his name. This change has been approved by the GSUC's Centers and Institutes Review Committee and is enthusiastically supported by the President.

C. THE GRADUATE SCHOOL AND UNIVERSITY CENTER - RENAMING OF THE HENRI PEYRE INSTITUTE FOR THE HUMANITIES, THE HENRI PEYRE FRENCH INSTITUTE:

RESOLVED, That the Board of Trustees of The City University of New York approve the renaming of the Henri Peyre Institute for the Humanities at The Graduate School and University Center, the Henri Peyre French Institute.

EXPLANATION: In 1982, the Henri Peyre Institute for the Humanities was founded with the expressed purpose of sponsoring programs in the Arts and Humanities as they related to French and Francophone culture. The Institute for the Humanities was named in honor of Professor Henri Peyre, an internationally renowned scholar and critic who
served for many years as Executive Officer of the Ph.D. Program in French, as well as a member of the faculty of the Ph.D. Program in Comparative Literature. The new name will describe more accurately the activities of the Institute and on its focus on French and Francophone culture, as well as distinguish it from the separate Center for the Humanities at The Graduate School and University Center. This change has been approved by the GSUC's Centers and Institutes Review Committee and is enthusiastically supported by the President.

D. QUEENS COLLEGE - NAMING OF THE CENTER FOR MOLECULAR AND CELLULAR BIOLOGY, THE "BERNARD AND GLORIA SALICK CENTER FOR MOLECULAR AND CELLULAR BIOLOGY":

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Center for Molecular and Cellular Biology at Queens College, the "Bernard and Gloria Salick Center for Molecular and Cellular Biology."

EXPLANATION: Dr. Bernard Salick, who received his undergraduate degree from Queens College (Class of 1960), has made highly acclaimed and significant contributions to the treatment of cancer and immunologically-related diseases and to the care of cancer patients. Dr. Salick and his wife, Gloria Salick, made a gift of $3 million to Queens College, which enabled the College to establish an endowed professorship in Molecular and Cellular Biology in the Department of Biology, which was named the Bernard and Gloria Salick Professorship in Molecular and Cellular Biology by action of the Board of Trustees upon the College's recommendation in June 1997. The first occupant of this Professorship is Dr. Luc Montagnier, the world-renowned virologist who, with his team of researchers, first isolated the Human Immunodeficiency Virus (HIV).

This most generous gift from Dr. and Mrs. Salick provided the impetus for the establishment of the Center for Molecular and Cellular Biology at Queens College in June 1997, whose founding director is Dr. Montagnier. The primary goal of the Center is to conduct innovative research in the development of vaccines and cures for HIV/AIDS and other chronic infectious diseases. The Salicks have made an additional gift of $1.5 million to the College for construction of the Center's research facility. Queens College has already secured $15 million in appropriations from the State of New York and $4.5 million from the City of New York for construction of this research facility, designed by acclaimed architect Rafael Vignoly. A groundbreaking ceremony for the new Center was held on June 23, 1998.

In recognition of the generosity of Dr. and Mrs. Salick, Queens College wishes to name the Center for Molecular and Cellular Biology, the "Bernard and Gloria Salick Center for Molecular and Cellular Biology." The President enthusiastically supports this recommendation.

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

A. HUNTER COLLEGE - ASSEMBLY HALL RENOVATIONS:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute seven (7) contracts on behalf of Hunter College to purchase and install repair work items in the Assembly Hall. The contracts shall be awarded to the lowest responsive and responsible bidders after public advertisement and sealed bidding pursuant to law and University regulations. The contracts 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 a contract on behalf of Hunter College to purchase and install seating refurbishing services. The contract shall be awarded to J.M. Murray Center Inc., pursuant to State Finance Law and University regulations. The contract shall be subject to approval as to form by the University Office of General Counsel; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize Hunter College to purchase and install carpet tile supply, removal, and installation services from Taub's Carpet and Tile Corp., under existing State of New York Contract Number PS00557, pursuant to law and University regulations; and be it further
RESOLVED, That the total of all such contracts and purchases shall not exceed an estimated amount of $1,279,000.00, chargeable to FAS Code 217703400, Project No. 9900-400-57 during the fiscal year ending June 30, 2000.

EXPLANATION: The College intends to upgrade its primary assembly spaces as follows: repair, reupholster and refinish the existing 2,100 seats in the Assembly Hall; encapsulate asbestos in the walls and ceiling; paint the entire hall (floors including the floor under the seats, ceilings, walls and doors); and replace existing vinyl wall covering with new; replace the existing stage curtain; replace the existing damaged floor tiles with new carpet tiles; repair the existing hardwood stage floor; replace existing entrance doors with new doors and one set of new electronic door controls to make entrance ADA-compliant, repair existing air handler (AH8); install new Audio/Visual equipment to facilitate class lectures; and install a new house lighting dimmer system.

The seating contract is being awarded to J.M. Murray Center Inc., as a preferred source under New York State Law.

B. LAGUARDIA COMMUNITY COLLEGE - ASSUMPTION OF COMMERCIAL LEASES AT IDC CENTER 3:

RESOLVED, That the Board of Trustees of The City University of New York authorize the assumption from the City University Construction Fund of three commercial leases (the "Leases") now effective in the premises provided for the use of LaGuardia Community College known as IDC Center 3 and located at 29-10 Thomson Avenue, Long Island City, New York ("IDC Center 3"); 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 and deliver all agreements, instruments and documents necessary to give effect to this Resolution, subject to approval as to form of such agreements, instruments and documents by the University Office of General Counsel.

EXPLANATION: IDC Center 3 was purchased by the Dormitory Authority for the benefit of LaGuardia Community College in July 1998. At the time of closing, IDC Center 3 was occupied by three commercial tenants whose leases expire June 30, 1999, December 31, 2000, and December 31, 2004, respectively, and the seller's interest in the leases was transferred with the premises. Although it was considered most desirable for the University to assume the leases along with other building maintenance and operations responsibilities, the closing schedule did not coincide with a meeting of the Board of Trustees at which assumption of the Leases could be specifically authorized. Therefore, the Leases were assumed on an interim basis by the Construction Fund with the understanding that the University would remain responsible for all building management matters and would authorize formal transfer of the leases from the Construction Fund to the University in due course.

C. BROOKLYN COLLEGE - AMENDMENT TO DESIGN AND CONSTRUCTION OF A CENTRAL CHILLED WATER PLANT:

RESOLVED, That the Board of Trustees of The City University of New York amend the resolution adopted at the meeting of September 28, 1998 (Cal. No. 7.B.) with respect to the development of a 9600-ton central chilled water plant for the Brooklyn College campus (the "Project") pursuant to the provisions of Section 166 of the State Finance Law and Section 9103 of the Energy Law (i) to increase the down payment of proceeds of City University System Consolidated Revenue Bonds by an amount not to exceed $6 million; (ii) to decrease the amount financed through an equipment loan by a like amount; (iii) to reduce the term of the equipment loan from 25 to 12 years; and (iv) to adjust Project cost allocations by an increase of $340,000 for construction and a like decrease for financing so the total Project cost remains $23.2 million; and be it further

RESOLVED, That the City University Construction Fund is hereby requested to authorize the Dormitory Authority of the State of New York to make an additional capital contribution of an amount not to exceed $6 million for the Project.

EXPLANATION: The basic terms for the design, installation, and financing of the Project were authorized by a resolution of the Trustees of the University dated September 28, 1998 (the "1998 Resolution"). Thereafter an energy
performance and a design/build contract incorporating those terms were prepared and executed by the parties. For the equipment financing, a loan in the form of a lease purchase agreement with a 25-year term was negotiated with a commercial lender.

In reviewing the proposed terms of the lease purchase agreement, however, the Office of the State Comptroller ("OSC") noted that the lender imposed an interest rate higher than that typically obtained through the State's tax-exempt lease program because of the relative illiquidity of the long-term loan. OSC recommended, and the Division of the Budget concurred, that the University reduce its overall long-term borrowing cost by making a larger capital contribution from DASNY bond proceeds to reduce the amount to be financed and allow for a shorter loan term with a lower interest rate. To comply with these recommendations, the financing terms have been modified from those in the 1998 Resolution as follows:

- an increase of $6 million in the amount of the capital contributions;
- a corresponding decrease in the amount to be financed by an equipment loan;
- a reduction in the loan term from 25 to 12 years at an interest rate reduced from a projected 6.2 to a projected 5.5 percent;
- an increase of $340,000 in construction cost and a like decrease in financing cost.

The resulting savings in transaction cost offset the increase in development cost relating to items not identified in the 1998 Resolution; the total Project cost is unchanged. The loan term reduction, however, makes energy savings from the Project available to the University after 12 years instead of 25.

**NO. 8. HONORARY DEGREES: RESOLVED.** That the following honorary degrees, approved by the appropriate faculty body and recommended by the Interim Chancellor, be presented at the commencement exercise as specified:

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<td>Mr. Arthur M. Schlesinger, jr.</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>Mr. Gerald Schoenfeld</td>
<td>Doctor of Humane Letters</td>
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<td>Mr. Robert Geddes</td>
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<td>Mr. Mario Runco</td>
<td>Doctor of Science</td>
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<td>Ms. Bernice R. Sandler</td>
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<td>Mr. Ivan Seidenberg</td>
<td>Doctor of Science</td>
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Upon motions duly made, seconded and carried, The Public meeting was adjourned at 5:17 P.M. to go into Executive Session.

SECRETARY GENEVIEVE MULLIN
MINUTES OF THE EXECUTIVE SESSION OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK
HELD
FEBRUARY 22, 1999
AT THE BOARD HEADQUARTERS BUILDING
535 EAST 80TH STREET - BOROUGH OF MANHATTAN

The Executive Session was called to order at 5:25 P.M.

There were present:

Anne A. Paolucci, Chairwoman

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

Md. Mizanoor R. Biswas, ex officio

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

Interim Chancellor Christoph M. Kimmich
Interim Deputy Chancellor Patricia Hassett
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone
Ms. Jennifer Lee

The absence of Vice Chairman Badillo, and Trustees Marino and Stone was excused.

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

E.1. THE CITY UNIVERSITY OF NEW YORK - DONATION OF VILLA GENNAIOLI IN ANGHIARI, ITALY:

RESOLVED, That the Board of Trustees of The City University of New York accepts the generous offer by Signora Carla Masetti-Gennaioli of a Tuscan Villa and grounds in Anghiari, Italy to be named in loving memory of her son, Marco Gennaioli, to be used as headquarters for special programs, events and activities of members of The City University of New York community for a minimum period of thirty (30) years; subject to local zoning and building laws permitting the above-described uses, timely registration with the Association of American Colleges and University Programs in Italy (AACUPI) to obviate transfer taxes, and to final terms and conditions as negotiated between the parties.
EXPLANATION: Signora Carla Masetti-Gennaioli has offered to donate a 20 room Tuscan Villa to The City University of New York in honor of her son Marco, who died tragically two years ago. The proposed donation includes the 8,442 net square foot villa, situated on a 1.93 acre landscaped parcel overlooking the medieval hill town of Anghiari (population 5,866). Anghiari is located in the heart of Tuscany, approximately 100 kilometers southeast of Florence, 30 kilometers from Arezzo and 5 kilometers from Sansepolcro. Although the Villa itself is not historic, its view from the town of Anghiari is considered historical and no changes can be made to the exterior of the building facing the town.

The Villa Gennaioli would be the headquarters for special programs, events and activities of members of The City University of New York community involved in Italian art, architecture and culture, as well as other fields of interest such as culinary arts, jurisprudence, business and economic development. It is proposed that participating colleges would assist in financial support of the Villa.

Upon motion duly made, seconded and carried, The Executive Session was adjourned at 6:02 P.M. to go into Public Session.

SECRETARY GENEVIEVE MULLIN
The Public Session reconvened at 6:03 P.M.

There were present:

Anne A. Paolucci, Chairwoman

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

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

Md. Mizanor R. Biswas, ex officio

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

Interim Chancellor Christoph M. Kimmich
Interim Deputy Chancellor Patricia Hassett
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone
Ms. Jennifer Lee

The absence of Vice Chairman Badillo, and Trustees Marino and Stone was excused.

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

E. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) - EXECUTIVE COMPENSATION STUDY:

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 provide executive compensation advice. The contract shall be awarded on the basis of best value to a responsive and responsible proposer after public advertisement and sealed submission on a Request for Proposal pursuant to law and University regulations. The initial term shall be one year and the contract shall include up to two one-year options for the University to renew in its best interest. Such purchase shall not exceed a total estimated cost of $135,000, for the initial one year term. The contract shall be subject to approval as to form by the University Office of the General Counsel.
EXPLANATION: This acquisition will enable the Board to receive expert advice on executive compensation. The solicitation process was conducted by the University Contracting Office and the evaluation process was conducted by the Faculty, Staff, and Administration Committee of the Board.

Upon motion duly made, seconded and carried, the Public meeting was adjourned at 6:05 P.M.

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

HELD

MARCH 22, 1999

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

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

There were present:

Anne A. Paolucci, Chairwoman
Herman Badillo, Vice Chairman

Satish K. Babbar
John J. Calandra
Michael C. Crimmins
Alfred B. Curtis, Jr.
Edith B. Everett

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

Md. Mizanoor R. Biswas, ex officio

Secretary Genevieve Mullin
Roy P. Moskowitz, Acting General Counsel and Acting Vice Chancellor for Legal Affairs
Hourig Messerlian, Executive Assistant
Kisha Fuentes
Tawana Spellen
Anthony Vargas
Tawanda 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 Frances Degen Horowitz
President Edison O. Jackson
President Vernon Lattin
President Yolanda T. Moses
President Antonio Perez

President Kurt R. Schmeller
President Allen Lee Sessoms
President Marlene Springer
President Carolyn G. Williams
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

The absence of Trustees Cook, Marino, and Rios was excused.
A. VIDEOTAPING OF BOARD MEETING: Chairwoman Paolucci stated that she is pleased to announce, as always at the beginning of these meetings, that CUNY-TV is videotaping tonight's Board of Trustees' meeting. This is an important community service and will help provide the public with additional opportunities to observe the work of the University. I am grateful to the staff, as always, for their assistance in this.

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

C. BOARD OF TRUSTEES' BOROUGH HEARINGS: Chairwoman Paolucci announced that the Manhattan Borough Hearing will take place on Monday, April 12 from 5 to 8 P.M. at Board headquarters, 535 East 80th Street in Room 104.

D. BOARD OF TRUSTEES' ALBANY TRIP: Chairwoman Paolucci stated that she is pleased to report that Trustees Babbar, Calandra, Curtis, Morning, Pesile, Rios, Stone, Sohmer, Biswas, and I had a very successful trip to Albany on March 9 and 10. After learning that this event had been discontinued several years ago, I reinstated this annual trip last year because it is important that we meet directly with officials in Albany and have a chance to talk to them. This year proved even more successful than last year.

Interim Chancellor Kimmich, Vice Chancellors Hershenson and Mirrer, Interim Vice Chancellor Brabham, Budget Director Malave, Presidents Bowen, Horowitz, Moses, Perez, Springer, and Interim President Dolores Fernandez, Secretary of the Board Genevieve Mullin, Ms. Judy Watson and Dean Helene Hyland also participated. We also had a number of other people there.

At the reception held in the Well of the Legislative Office Building, we had the opportunity to engage in dialogues with more than 100 legislators and staff who attended. Mr. Andre Beckles quickly produced the wonderful montage of photographs taken at the reception that is on display in the lobby. We also had the opportunity to meet with the New York City Senate Republicans, Deputy Secretary to the Governor Jeffrey Lovell and his assistant Mr. Charles Williams, Senator Kenneth Lavalle and other members of the Senate Higher Education Committee, Speaker Sheldon Silver, Assemblyman Denny Farrell, and other staff to the Senate and Assembly leaders. I especially want to thank Eileen Goldmann and the Albany office staff for the arrangements, and Secretary Mullin and Vice Chancellor Jay Hershenson for developing and implementing the program.

E. LAGUARDIA COMMUNITY COLLEGE – PRESIDENT’S RETIREMENT: Chairwoman Paolucci announced that she has received a letter from President Raymond Bowen informing her of his intention to retire effective September 30 of this year. I don’t have to tell you Ray Bowen has done a great deal for the University. We know he is leaving a tremendous legacy and he has done many creative things at the College. I want to thank him publicly at this time for all that he has done for us. We will have many more occasions to express our gratitude to President Bowen in the months ahead.

Trustee Morning stated that President Bowen has done a remarkable job as President at LaGuardia Community College. It is one of our institutions that I think has basked in national publicity for innovative and creative efforts in higher education. He will certainly be missed, but most importantly I think it is appropriate that this Board should say how deeply grateful we are to him and his work.

F. PRESIDENT’S HONORS: Chairwoman Paolucci reported with great pleasure that President Frances Degen Horowitz of The Graduate School and University Center has been appointed to the Board of Scientific Advisors of the new Sackler Institute for Human Brain Development at Cornell Medical School. She has also become a member of the Board of Directors of the National Association of State Universities and Land Grant Colleges. Congratulations, President Horowitz.

At this point Trustee Babbar joined the meeting.
G. FACULTY HONORS: Chairwoman Paolucci stated that she is pleased to announce the following:

1. Dr. Harry Levitt, Distinguished Professor of Speech & Hearing Sciences at The Graduate School and University Center and Dr. Andreas Acrivos, New York State's Albert Einstein Professor of Science and Engineering at The City College have received the 1999 Mayor's Award for Excellence in Science and Technology. These prestigious awards are presented every year to New York City's best scientists and engineers. They are designed to underscore the importance of science and technology to the City, and to recognize the role played by members of the scientific and engineering communities in addressing the City's health, social, and economic issues. We are very pleased at these awards which are terrific.

2. Dr. Susan Forman, Professor of Mathematics at Bronx Community College, has been appointed to the Editorial Board of the Journal of Developmental Education.

3. Dr. Marie Ponsot, Professor Emerita at Queens College, is the recipient of the 1998 National Book Critic Circle Award for Poetry. I think that's great. Congratulations to all.

H. COLLEGE HONORS: Chairwoman Paolucci announced the following:

1. The New York Landmark's Conservancy will present its Lucy G. Moses Award to the Hall of Fame for Great Americans at Bronx Community College in recognition of excellence in historic preservation. The presentation ceremony will take place on Monday, April 5th, at 7 P.M. in the New York Public Library Center for the Humanities at 42nd Street and Fifth Avenue.

2. Hostos Community College reports that 100% of the 1998 Dental Hygiene Program graduates passed the Northeast Regional Board Examinations. There are two parts to these exams: the Computer Simulated Clinical Exercise (CSCE), which contains written questions, and the actual clinical exercise. The average score on the clinical test was 96% and 40% of our 25 graduates had a perfect score of 100%. The CSCE passing score is 75% and Hostos graduates received an average score of 86.4%. Congratulations to the dental hygiene faculty and staff, and to the students, and to Interim President Dolores Fernandez.

I. GRANTS: Chairwoman Paolucci presented for inclusion in the record the following report of Grants $100,000 or above received by the University subsequent to the February 22th Board meeting:

**YORK COLLEGE**

A. $242,959 NEW YORK STATE EDUCATION DEPARTMENT to Thomas, R. and Williams, M., Adult and Continuing Education, for "New York City Literacy Initiative."

B. $116,411 NATIONAL INSTITUTES OF HEALTH to Levinger, L., Natural Sciences, for "CCA Addition to the 3/ End of Drosophila tRNA."

**LEHMAN COLLEGE**

A. $277,978 NEW YORK STATE EDUCATION DEPARTMENT to Wolfe, M. and Campos, A., for "Adult Learning Center."

B. $120,000 NEW YORK CITY DEPARTMENT OF RESOURCES to Paull, M., for "Child Development Associate Professional Preparation Training."

C. $100,000 NEW YORK CITY MUNICIPAL ASSISTANCE CORPORATION to Wolfe, M. and Campos, A., for "Adult Learning Center."
NEW YORK CITY TECHNICAL COLLEGE

A. $467,060 NEW YORK STATE DEPARTMENT OF EDUCATION to Brooks, S., for "Adult Basic Education."

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

C. $115,215 NEW YORK STATE DEPARTMENT OF EDUCATION/VATEA to Poyatt, M., for "College Learning Center."

LAGUARDIA COMMUNITY COLLEGE

A. $310,000 THE FORD FOUNDATION to Patterson, M., President's Office, for "The Queens Urban Partnership Program."

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

A. $343,097 NICHD to Mollenkopf, J., for "The Second Generation Immigrant in Metropolitan New York."

B. $230,000 THE FORD FOUNDATION to Mollenkopf, J., Kasinitz, P., and Waters, M., for "The Second Generation Immigrant in Metropolitan New York."

C. $150,000 THE ROCKEFELLER FOUNDATION to Mollenkopf, J., Kasinitz, P., and Waters, M., for "The Second Immigrant Generation in Metropolitan New York."

D. $121,500 UJA-FEDERATION OF NEW YORK to Mollenkopf, J., Kasinitz, P., and Waters, M., for "The Second Generation Immigrant in Metropolitan New York."

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

1. We have just heard good news about the colleges, the faculty, and grants. Commendations from the outside are always welcome and a cause for congratulations and I would just like to add something to that. In the now annual college rankings by U.S. News & World Report, several CUNY colleges were given high marks for academic reputation, the quality of their students, and other characteristics. Baruch, Brooklyn, and Hunter ranked in the top half of the regional universities, that is to say institutions with graduate programs in the northeast followed by City, Lehman, and Queens. Medgar Evers and York were ranked among regional liberal arts institutions. This is really welcome recognition of the hard work done by the presidents, their faculty, and their administration colleagues. It is an annual pleasure to see those names, those titles there, and I am really very pleased for us.

2. The University was singled out last week by PC Weekly, a well-known highly respected trade journal in technology, as ranking among the most innovative educational institutions in the use of cutting edge networking technologies and applications. These rankings are part of an ongoing project, tracking to see how well the federal agencies, state governments, and public university systems use emerging technologies to deliver information and services. CUNY is ranked number six on a list encompassing all three sectors: federal agencies, state governments, and educational systems. In fact, among that list of 100, there are only two New York institutions of which CUNY is ranked first. Among the top ten university systems in the country, CUNY ranks fourth, ahead of Wisconsin, Georgia, California and SUNY, among others. That's really an enormous step forward for us when we give so much attention and so much devotion to technology at the University.

3. This comes hard on the heels of a major grant given CUNY by the Sloan Foundation to establish CUNY OnLine, an asynchronous learning network being developed under the auspices of the Office of Computer and Information Services. Eight of our colleges are involved in a one-year pilot project to develop sequences of graduate and upper division undergraduate courses to be offered electronically via the Internet and the World Wide Web. A faculty group is already planning the implementation of the first CUNY OnLine courses in fall 1999 so get ready to sign up. Congratulations are in order to Dean Ribaudo, to his staff, and to the faculty and staff with whom they work on the
Educational technology, as we all know, is a high priority item for the University. It is a significant part of our budget request. It has been a major element in campus planning. Interim Vice Chancellor Brabham and her colleagues will make a presentation to the Board's Fiscal Affairs Committee next week on the current status and future plans of our Information and Technology Services and you are all invited to join us for that presentation.

4. Chairwoman Paolucci has already mentioned the visit members of the Board and various presidents paid to Albany last week and I would like to thank all those who took time to join us. The size and importance of the delegation spoke volumes.

Our case in Albany for our budget and for the items that we would like to see included in the State budget consisted of four items: 1) the commitment to the restoration of TAP for our students; 2) a request for additional funds to cover our mandatory costs; 3) a chance to introduce and to implement a number of the programmatic initiatives that we had listed in the budget request; and 4) a reversal of the decision to shift $5 million from our budget into the Schools budget. By and large we got a very positive response from the Assembly on this last issue and we also believe that we got a good hearing from members of the Senate and members of the Governor's office that we talked to.

Since then the Assembly has passed its budget bill, which includes substantial restorations and additions to the CUNY budget, as well as the restoration of the proposed cuts in TAP, which if enacted would have devastating consequences for our students and which was our top priority. We expect that the Senate will pass its budget bill this week, which is likely to include TAP restoration, an increase in base aid for the community colleges, and some of our mandatory costs.

5. Beyond this week the picture is not quite in focus. Clearly to arrive at a State budget requires the consent also of the Governor. The leaders have only met once since the Executive Budget was released in January and there have been no real interactions so far. What that means for us is that we will continue to work with the Office of the Governor, with the Division of Budget, and with the Legislature to seek improvements. Board members and presidents have participated in a number of Borough-wide legislative breakfasts, reaching out to State legislators and City Council members. The CUNY Legislative Action Council met last Friday to review our overall efforts to coordinate further steps. Student organizations have been active in working with the colleges on visits to legislators. We are also coordinating steps with our colleagues in the SUNY system and in other higher education sectors. I want to assure you that no stone really is being left unturned to make our case before the Legislature and before the Office of the Governor, and for that matter in City Hall.

6. The City budget is scheduled to be released on the 26th of April. It will, of course, be influenced by the disposition of the State budget and it is impossible at this point to predict the outcome. We are and must be concerned that the Mayor's Financial Plan released in January did not budget for College Now and for continuing the student stipends we were able to award this year. We have scheduled a breakfast with City Council members early in May in which we hope to plead our case and I hope we have a good turnout.

7. At the Board's meeting last month, I mentioned a retreat the college presidents and the Chancellery had scheduled for early this month. The retreat took place as scheduled and it was very productive. The focus was on strategic planning for the University, following up on our multi-year budget request with particular emphasis on questions of system integration, mission differentiation, the working relationship between the Central Office and the campuses, collaboration with the schools and the like. Dr. Benno Schmidt joined us for a morning session to talk about his sense of the University as a system and how it functioned, and that became a very useful dialogue. He did not discuss the Task Force Report which, in the current best sense that we have, is scheduled to be made public April 15th. The retreat concluded with an action plan involving all the participants and as we flesh out individual plans and especially if they have policy implications, we will, of course, seek out your advice.

8. Economic development is one of our budget request priorities, as you know, and we continue to work on it. I met last week with Robert Kiley, the head of the New York City Partnership, to forge closer relations on economic
development opportunities both with the Partnership and with its business and corporate members. It was a very positive meeting, and I will be reaching out to Trustees and presidents to enlarge the range of collaboration, whether on state-of-the-art research, on technology transfer, or on work force development, all of which are topics of great interest to the Partnership and its members. You can, incidentally, observe what the University does in this respect at the CUNY Jobs Fair, an annual event that will be held the end of April and once again at the Javits Center, the biggest place we could find. We will be sending out invitations to Trustees and presidents to join us at a pre-Jobs Fair breakfast with corporate and agency representatives. Last year, there were well over 100 firms offering employment opportunities and well over 5,000 graduating seniors and recent alumnae looking at these opportunities. We are, as a University, very much a part of the economic life of the City and these initiatives are consistent with our overall involvement. I hope to see as many of you there as possible.

9. With respect to the master plan update, there is an agreement between the State Education Department and the University to provide the State Education Department with a Master Plan update by the first of July. That update will cover all the areas that the University has entered into, all the initiatives that it has undertaken since the last time such a plan was submitted which is now eight years ago, and will also include the most recent policy change and that is the January resolution. We have to wait until we have the implementation plans from the colleges and these will then, if approved by the Board be included in that master plan draft.

Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 1 through 8)

NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for March 22, 1999 (including Addendum Items) be approved:

(a) ADDENDUM: Revise the following:

D. 10 LEHMAN COLLEGE - CHANGE IN SALARY SUPPLEMENT OF REM PERSONNEL: The functional title for Marion Lahn is revised to read “Special Assistant for Legal Affairs and Labor Relations.”

NO. 2. CHANCELLOR’S REPORT: RESOLVED, That the Chancellor’s Report for March 22, 1999 (including Addendum Items) be approved.

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting and Executive Session of February 22, 1999 be approved.

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

A. LAGUARDIA COMMUNITY COLLEGE - INSTRUCTIONAL COMPUTER LABORATORIES:

RESOLVED, That the Board of Trustees of The City University of New York authorize LaGuardia Community College to purchase computer equipment from Dell Computer, Inc., under existing State of New York Contract Number PT00109, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $125,000, chargeable to City Capital Budget, Project Number LG062-099.

EXPLANATION: The upgrade of two Instructional Computer Laboratories will enable the Continuing Education Department to replace outdated computer equipment. The current computers will be recycled for other College uses.

B. MEDGAR EVERS COLLEGE - INFORMATION TECHNOLOGY:

RESOLVED, That the Board of Trustees of The City University of New York authorize Medgar Evers College to purchase computer equipment from Dell Marketing L.P., under existing New York State Contract Number PT00109, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $700,000,
chargeable to the City Capital Budget, Project Number K001 ME090-099, during the fiscal year ending June 30, 1999.

EXPLANATION: The College will purchase approximately 350 computers for faculty use, student instruction, and administrative information technology. These computers will allow multimedia capability for faculty, and networked workstations in the student learning laboratory will reinforce classroom instruction.

C. MEDGAR EVERS COLLEGE - LOCAL AREA NETWORK AND TELECOMMUNICATION SYSTEM:

RESOLVED, That the Board of Trustees of The City University of New York authorize Medgar Evers College to purchase and install a local area network and telecommunication system from Williams Communications Solutions Inc., under existing General Service Administration Contract Number GS-35F-1130D, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $150,000, chargeable to the City Capital Budget, Project Number ME087-097 or FAS Code 2-220-01-422, during the fiscal year ending June 30, 1999.

EXPLANATION: This equipment to be installed at Medgar Evers College's new office space (One Metro-Tech Center) will enable the College to move selected administrative offices, thereby freeing up valuable space for student services and classroom instruction. The local area network and telecommunication system will provide integrated computer resources and telecommunications that will connect the administrative and academic components of the College to the University and other sites. The Brooklyn Borough President has contributed funds towards the acquisition of the above equipment.

D. MEDGAR EVERS COLLEGE - MASS COMMUNICATIONS CENTER:

RESOLVED, That the Board of Trustees of The City University of New York authorize Medgar Evers College to purchase video electronic equipment from B&H Photo Video, Inc., under existing New York State Contract Number P051984, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $192,000, chargeable to the City Capital Budget, Project Number ME001-092, during the fiscal year ending June 30, 1999.

EXPLANATION: The Mass Communications Center will upgrade its equipment in order to enhance existing hardware, facilitate broadcast productions, and prepare for the migration of audio and video to digital domain.

E. MEDGAR EVERS COLLEGE - PURCHASE OF OFFICE FURNITURE AND EQUIPMENT:

RESOLVED, That the Board of Trustees of The City University of New York authorize Medgar Evers College to purchase office furniture and equipment from JFD Sales Consulting Services, under existing General Service Administration Contract Number GS-28F-2034D, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $550,000, chargeable to FAS Code 2-220-01-304, during the fiscal year ending June 30, 1999.

EXPLANATION: The College will purchase office furniture and equipment to facilitate the relocation of the College's administrative, technological, and operational services to One Metro-Tech Center. As a result of this relocation, existing space on campus will become available to accommodate other key operating services vital to student services and instruction.

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

A. HOSTOS COMMUNITY COLLEGE - CERTIFICATE IN LICENSED PRACTICAL NURSE:

RESOLVED, That the program in Practical Nursing leading to a Certificate to be offered by Eugenio Maria de Hostos Community College be approved, effective September, 1999, subject to financial ability.
EXPLANATION: The purpose of the proposed program is to provide students with the educational preparation necessary so they may qualify to sit for the National Council Licensure Examination for Practical Nursing. Licensed Practical Nurses are licensed members of the health care team who, usually working under the supervision of Registered Nurses, provide a range of services in almost all health care settings. The demand for licensed practical nurses in New York City is very high, vacancies exist in hospitals and long-term care facilities.

The proposed program is an appropriate addition to the College's curricular offerings and supports its mission to offer Allied Health and career programs to residents of the community it serves. The program is designed as an entry-level nursing program that represents the first step of a career ladder in the nursing profession. Graduates of the program will have earned thirty credits toward the College's AAS degree program in Nursing, which prepares students to become Registered Nurses.

B. NEW YORK CITY TECHNICAL COLLEGE - AMENDMENT TO MASTER PLAN:

WHEREAS, On September 28, 1998, the Board of Trustees approved a program in Computer Systems leading to the Bachelor of Technology Degree to be offered by New York City Technical College; and

WHEREAS, The New York State Education Department has determined that an amendment to the College's Master Plan is required as this program will be the College's first baccalaureate program in the "Physical Science" discipline; therefore be it

RESOLVED, That the Board of Trustees requests that the New York State Board of Regents amend the Master Plan of New York City Technical College so as to permit the College to offer the above-cited program in Computer Systems leading to the Bachelor of Technology degree.

EXPLANATION: Following the State Education Department's review of NYCTC's proposal for a Bachelor's of Technology Degree in Computer Systems, it was determined that this baccalaureate program should be classified in the "Physical Science" discipline. As this program will be the College's first baccalaureate program in the "Physical Science" discipline, an amendment to the College's Master Plan is required. (Pursuant to Memorandum 95-17 of the Deputy Commissioner of Education to Chief Executive Officers of Institutions of Higher Education -- September 22, 1995).

C. BARUCH COLLEGE - LAWRENCE N. FIELD CENTER FOR ENTREPRENEURSHIP AND SMALL BUSINESS:

RESOLVED, That the Lawrence N. Field Center for Entrepreneurship and Small Business be established at Baruch College in accordance with the Policy Guidelines on Research Centers and Institutes set forth by the Board of Trustees, February, 1995.

EXPLANATION: The purpose of the proposed Center is to broaden the basic understanding of the entrepreneurial enterprise and its economic impact on local, national, and global business. The Center will coordinate extensive research and services by working with real businesses on real business problems. The Center builds upon the success of the Small Business Lab, which has been in existence for more than five years. Currently, the established outreach offices work with more than 2,000 businesses annually. Thus, there are excellent opportunities to have access to a large and diverse sample of entrepreneurs for the purpose of learning more about the process of entrepreneurship.

The proposed Center will be housed at Baruch College's Zicklin School of Business and will be supported by a $3,000,000 gift to the Baruch College Fund. It is in recognition of this gift that the Center is named in honor of Lawrence N. Field (Class of 1952). The approval for the naming of the Center has been referred to the Committee on Faculty, Staff, and Administration for consideration at its March 1999 meeting.
NO. 6. COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION: RESOLVED, That the following items be approved:

A. BARUCH COLLEGE - NAMING OF THE LAWRENCE N. FIELD CENTER FOR ENTREPRENEURSHIP AND SMALL BUSINESS:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Center at the Zicklin School of Business at Baruch College the "Lawrence N. Field Center for Entrepreneurship and Small Business".

EXPLANATION: Baruch College's undergraduate and graduate programs in Entrepreneurship and Small Business Development are an integral part of Baruch's mission and command high priority at the College. The recently established Center for Entrepreneurship and Small Business at the Zicklin School of Business coordinates the extensive research and service functions of these programs.

In recognition of the importance of the Center and its programs, Lawrence N. Field, Class of 1952, has made a gift to the Baruch College Fund of $3,000,000. To acknowledge this gift, the College seeks approval to name the Center the "Lawrence N. Field Center for Entrepreneurship and Small Business."

This gift will be used to:

- enhance the B.B.A. and M.B.A. programs in Entrepreneurship and Small Business Management;
- create a Lawrence N. Field Professorship in Entrepreneurship;
- create the Lawrence N. Field Faculty Mentors, who assist the Small Business's Lab's patrons;
- introduce and fund the Lawrence N. Field Fellows Program to provide scholarships and stipends to outstanding students;
- create an Advisory Board to enrich the connection between practitioners with expertise in entrepreneurship and the practices of the academic programs;
- establish an annual Lawrence N. Field Entrepreneurship Lecture Series, national forum for the discussion of entrepreneurship and small business; and
- establish conferences in small business and entrepreneurship designed for the community, as well as faculty and students.

B. VISITING DISTINGUISHED PROFESSOR: RESOLVED, That the following be designated Visiting Distinguished Professor in the department, and the college, and for the period indicated, with compensation of $20,600 per annum in addition to their regular academic salary, subject to financial ability:

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<th>COLLEGE</th>
<th>NAME</th>
<th>DEPARTMENT</th>
<th>EFFECTIVE</th>
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<tbody>
<tr>
<td>Queens College</td>
<td>Ghosh, Amitav</td>
<td>Comparative Literature</td>
<td>September 1, 1999</td>
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NO. 7. COMMITTEE ON FACILITIES, PLANNING, AND MANAGEMENT: RESOLVED, That the following items be approved:

A. NEW YORK CITY TECHNICAL COLLEGE - ROOF REPLACEMENT:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a construction contract on behalf of New York City Technical College for roof replacement. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding pursuant to law and University regulations. The contract cost shall be chargeable to the State Capital Construction Fund, Project No. NY083-097, for an amount not to exceed $200,000. The contract shall be subject to approval as to form by the University Office of the General Counsel.
EXPLANATION: The project consists of replacing three leaking roofs: the Atrium Building roof [which connects the Allied Health Building (Pearl Building) with Namm Hall], the Pearl Annex Building roof and a small roof at the rear of Namm Hall. The Atrium Building and Pearl Annex Building roofs were constructed in 1987 of a single ply roof system with stone ballast while the small Namm Hall roof consists of an asphalt membrane roof system with a gravel surface. This project will replace all three roofs with a modified bitumen roof membrane system (2 ply) with a mineral surface over tapered insulation to the existing roof drains.

The design firm of Superstructures Architects and Engineers was approved by the Board of Trustees of The City University of New York on April 27, 1998, Cal. No. 6.F.

B. QUEENS COLLEGE - CENTER FOR MOLECULAR AND CELLULAR BIOLOGY:

Trustee Babbar noted that when this project was conceived a budget of $30 million was put in place, of which $15 million was funded by the State, and the remainder from the City and other components. I would like to ask President Sessoms where are we in terms of the rest of the $30 million and what is the progress on that? Excluding the $15 million from the State could you give me the bottom line of how much of that $30 million we have in our bank or in our accounts today? Is the commitment progressing in a good progression and do we have some documentation to that effect? Could you send the copies of that documentation to me?

President Sessoms responded that we have a letter of commitment for $10 million from a pharmaceutical/biotechnology firm in California partly owned by the Japanese who have recommitted themselves as of the weekend before last to that sum. In our last written report to the Board a couple of months ago we distributed letters written by the Chairman of the Board and the president of the company, committing themselves. We have, in addition, entered into negotiations the weekend before last with an exceptionally wealthy individual for a gift of $10 million to the Center for Molecular and Cellular Biology. We will have a clear indication whether that additional $10 million will become available within the next month and a half. We have also begun using the auspices of the Queens College Foundation to approach a number of wealthy individuals and foundations looking for a total sum of an additional $10 million. Presently we have in cash in the bank $6 1/2 million and we have the commitment of $10 million. We expect transfers to begin next year on that $10 million commitment. I wouldn't say we are overconfident, we are absolutely sure that this entire budget is not a problem. These funds are not just for the building and equipment, but also for the research program and so on in the long-term sense. We have also had major discussions with the Director of the National Cancer Institute, who was tremendously supportive of this and we had begun developing the research program in collaboration with NIH.

Trustee Stone asked if the $10 million commitment from the pharmaceutical company includes any understanding by the company as to rights that they may have with respect to discoveries made in the Center? Can you give me a most general summary of what the anticipated division of product is? Is the $10 million commitment earmarked in part as research funds or is it all building funds? Is some of that $10 million going to end up earmarked, designated for projects with respect to which they will have an interest in the product? Does the funding entail any restriction in the direction that the research and the Center would take?

President Sessoms responded that we had to develop a CUNY policy for this purpose. We worked with the Research Foundation of The City University and looked at policies at the University of Wisconsin and the University of California. We have developed a policy similar to theirs that has been tailored to The City University, which has been accepted by the pharmaceutical companies for all intellectual property as developed. For research funded by the companies, they would have the opportunity to have right of first refusal for the commercialization of those products, the intellectual property resides with The City University. The $10 million is primarily equipment funds, to give them the opportunity to invest in research in the Center. Some of the funding will be designated for specific research projects to which the companies will have an interest in the product, as does the National Institutes of Health. The NIH does not have a proprietary interest so there is no sharing arrangement as with the other companies. But you can’t keep those results to yourself. You have to make them available generally, because it is federally funded. When a private company invests specifically in a certain line of research, it doesn’t get the intellectual property but it has certain rights associated therewith with the outcomes, whether they are profit making or not. The intellectual property resides with the institution, and the individual principal investigator, which is
normally the case. There are no commitments to do research in any particular area. The restrictions come with the research grants and contracts, as they come from the National Institutes of Health. You have to do research in a certain area because that is what they granted the money for. And that’s true sort of across the board. In the institute itself there are no restrictions on the nature of the research except as defined by the institution, which for us is AIDS and cancer and other viral based diseases.

Trustee Murphy stated that it would be useful to have the Board briefed on intellectual property, our rights and responsibilities, just so that we know. I think it is under the category of we should know in case there is a reason to be involved in that knowledge going forward. I think the Board ought to know in greater detail what these procedures are and what are our legal rights. I don’t know what Committee would be appropriate to do that, but I leave that to the Chair to decide.

RESOLVED, That the Board of Trustees of The City University of New York accept the design of the Center for Molecular and Cellular Biology at Queens College, as prepared by Rafael Vinoly Architects, with a project budget of $30,000,000; and be it further:

RESOLVED, That the City University Construction Fund be requested to authorize the Dormitory Authority of the State of New York to complete the contract documents, to bid and award contracts, and to supervise the construction of this project.

EXPLANATION: This new facility of approximately 33,000 gross square feet will house the recently established Center for Molecular and Cellular Biology at Queens College. The first director of the Center will be Dr. Luc Montagnier, a world renowned research virologist who, with his team of researchers, first isolated the Human Immunodeficiency Virus (HIV-1). The Center will work together with other research centers to become a hub for global research in HIV/AIDS treatment, and collaborate with Queens College through undergraduate and graduate research programs and courses.

The consulting firm of Rafael Vinoly Architects was selected for the design and was approved by the Board of Trustees of The City University of New York on November 24, 1997, Cal. No 4.E.

NO. 8. HONORARY DEGREES: RESOLVED, That the following honorary degrees, approved by the appropriate faculty body and recommended by the Interim Chancellor, be presented at the commencement exercise as specified:

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<th>COLLEGE</th>
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<td>JOHN JAY COLLEGE</td>
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<tr>
<td>Richard Falk, Esq.</td>
<td>Doctor of Laws</td>
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<tr>
<td>Mr. James J. Fyle</td>
<td>Doctor of Laws</td>
</tr>
<tr>
<td>Elaine R. Jones, Esq.</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>Bruce Sales, Esq.</td>
<td>Doctor of Science</td>
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<tr>
<td>Dr. John Edgar Wideman</td>
<td>Doctor of Humane Letters</td>
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<td>(To be awarded at the June 2, 1999 Commencement)</td>
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THE GRADUATE SCHOOL AND UNIVERSITY CENTER

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<tr>
<td>David R. Jones, Esq.</td>
<td>Doctor of Humane Letters</td>
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<td>(To be awarded at the May 28, 1999 Commencement)</td>
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QUEENS COLLEGE

Mr. Valery Giscard d'Estaing  Doctor of Humane Letters
(To be awarded at the Fall, 1999 Convocation)

QUEENS COLLEGE

Mr. William Styron  Doctor of Humane Letters
(To be awarded at the June 1, 1999 Convocation)

QUEENS COLLEGE

Dr. Albert Kapikian  Doctor of Science
Dr. Nicholas Rescher  Doctor of Science
Dr. Doris Wethers  Doctor of Science
(To be awarded at the June 3, 1999 Commencement)

NEW YORK CITY TECHNICAL COLLEGE

Ms. Eleanor Josaitis  Doctor of Humane Letters
(To be awarded at the June 9, 1999 Commencement)

Statement of Trustee Everett regarding Trustees' offices:

In the interest of time and I don't want to belabor the point, I just want to read part of a statement. There was, as everybody around the table knows, a Newsday article today about the construction of offices in the central office building that dates back to 1997. I believe it was improper and I know that this was never addressed by this Board.

On July 1, 1997, Chairperson Paolucci directed the administration to remove the legal staff from their offices by the end of the month. The ostensible reason for their removal was that the Trustees desperately needed that space. I wrote to the Trustees on July 15, 1997, calling attention to the Chair's directive and was shocked at the Board's indifference.

Several months ago I inquired as to the cost of the construction because walking around there and seeing the Trustee space largely empty, I inquired as to the cost of this whole project and learned that it was in excess of half a million dollars. To me that's still a lot of money. I am in the investment business and I deal with multi-millions, but half a million is nothing to sneeze at.

That the Chairwoman has unilaterally directed an expenditure of this magnitude without any committee or Board approval is a serious matter that requires immediate attention even at this late date.

Although not everyone here was a member of the board in July of 1997, I will skip the details and I would like to get back quickly to the recommendations because I think that this situation should be ameliorated in the best possible way.

There are three major issues that need to be resolved in my opinion. First, the issue of process and the moral and legal obligation of the Board to be responsible for major expenditures should be of paramount concern. That there was no consultation by a Board committee or the full Board to approve this construction has to be regarded as a significant dereliction. The authority of the Chair needs to be limited.

Two, the space allocated by the Chair to the Trustees should be reviewed by the Facilities Committee to determine the proper use of the area. What needs the Trustees have should be provided for them. The excess space should be given to those people who need it, who work here every single day at least eight hours a day, and are sometimes in very cramped quarters.
Three, the March 24, 1997 Board resolution allowing the Chairperson to spend up to $1 million does not indicate the source of the funds. It says, however, that an appropriation of up to $1 million be allocated for the purpose of providing the Chairperson and Trustees with the staff to perform their fiduciary duty efficiently and expeditiously and the Chairwoman shall, after consultation with relative committees and Trustees, present on an ongoing basis proposals for specific expenditures under this appropriation. This process has been totally ignored. It would seem that the Board would have some interest in seeing to it that its own rules are followed.

I believe the Chair has gone beyond her authority in a manner of sufficient magnitude to warrant a full discussion by the Board and at a special meeting as soon as possible. I hope these issues can be resolved in a pleasant manner so that we can move forward in a constructive way. Thank you, very much.

Trustee Curtis recommended that this item be received as an information item.

Upon motions duly made, seconded and carried, The Public meeting was adjourned at 5:38 P.M.

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

HELD

APRIL 26, 1999

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

The Chairperson called the meeting to order at 4:39 P.M.

There were present:

Anne A. Paolucci, Chairwoman
Herman Badillo, Vice Chairman

Satish K. Babbar
John J. Calandra
Michael C. Crimmins
Alfred B. Curtis, Jr.
Edith B. Everett
John Morning

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

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
Anthony Vargas
Towanda Washington
Judy Watson

Interim Chancellor Christoph M. Kimmich
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 Edison O. Jackson
President Vernon Lattin
President Gerald W. Lynch
President Yolanda T. Moses

President Antonio Perez
President Kurt R. Schmeller
President Allen Lee Sessoms
President Marlene Springer
President Carolyn G. Williams
Interim President Michael Zbrin
Dean Kristin Booth Glen
Interim Vice Chancellor Sherry Brabham
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone
Vice Chancellor Louise Mirrer

The absence of Trustees Cook and Marino was excused.
A. VIDEOTAPING OF BOARD MEETING: Chairwoman Paolucci announced that in addition to videotaping tonight's meeting, it is also being transmitted live on cable, Channel 75. This is an important community service and will help provide the public with additional opportunities to observe the work of the University. I am grateful to the staff and to CUNY-TV for their assistance in this.

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

C. BOARD OF TRUSTEES' BOROUGH HEARINGS: Chairwoman Paolucci announced that The Bronx Borough Hearing would take place on Tuesday, May 11th from 5:00 to 8:00 P.M., in the Rotunda of The Bronx County Courthouse. These borough hearings are important events that provide the Trustees with the opportunity to hear from CUNY's constituents and communities in each of the five boroughs.

At this point, Vice Chairman Badillo and Trustee Stone joined the meeting.

D. INTRODUCTION OF PULITZER PRIZE WINNERS: Chairwoman Paolucci stated that her first announcement is a very pleasant one and she is delighted to be able to make it. We have with us today the two 1999 Pulitzer Prize winners for history for their superb book "Gotham: A History of New York City to 1898". I've gone through it, but I haven't read all of this awesome but very readable really fabulous enterprise, and I want to congratulate the authors who are Professor Edwin Burrows of Brooklyn College and Professor Mike Wallace of John Jay College.

The project has been in the making, I understand for 20 years. It really is an extraordinary book, because of course it should be used as a reference, but it is a really, I think, an historical document of great value and it reads very well. I went through it and just picked up the things that interested me. You can almost use it as a reading to your children or grandchildren, picking out the topic that they might like to hear about in reading that portion of it. It really is a wonderful book and I'd like the authors to stand and take a bow.

Statement of Professor Edwin Burrows:
Thank you very much. That was very gracious and Mike and I are very appreciative. I'm going to make just a couple of comments and you'll see that I am the briefer of the two of this act. It's always a little alarming to have the professorate address you because we do talk at great length. Every year around this time, the Brooklyn College Library hosts a reception for faculty offers. It's a nice opportunity to nibble sandwiches and chat with colleagues. Last week's gathering was the first time I had in many years, 20 some years probably, considering the amount of time we spent on this book. There was a lot of excitement as you can imagine, that a member of the faculty had won a Pulitzer Prize. What struck me however, was how many people were there. There was a room full of men and women who had written books on art, music, poetry, philosophy, political science, sociology, and physics. Indeed, there are probably few colleges in the country I dare say, where the annual crop of faculty authors would produce so numerous a throng and I was very proud to be among that throng.

I mention this to you today because Mike and I have received a Pulitzer Prize and we think of this as an opportunity to remind ourselves that The City University of New York remains a much better and a much stronger institution than it has often of late been represented to be. This is also, and should be, the occasion to remind ourselves that great universities like CUNY do not remain great by recrimination and meanness and exclusion. They become — and they remain — great by their devotion to the life of learning, and by their willingness to open their doors to all who would come in search of knowledge. As much as I am grateful that Gotham, this very heavy tome, has won a Pulitzer Prize, I am also very proud to be a member of this still distinguished institution. Thank you very much.

Statement of Professor Mike Wallace:
We've had many, many appealing moments since winning a prize that is so unquestionably regarded, around the world, as a measure of excellence. But one of the best has been recognizing, with great satisfaction, the correlation that exists between the prize-founder's project, and that of the institution that Ted and I and all of you, are so intimately involved with, The City University of New York.
Back in 1883, immediately on assuming control of the New York World, Joseph Pulitzer called his inherited, dignified staff together and announced: "Gentlemen, you realize that a change has taken place in the World. Heretofore you have all been living in the parlor and taking baths every day. Now I wish you to understand that, in the future, you are all walking down the Bowery."

This was an unnerving prospect. The Bowery in those days, was the center of the City's Irish and German and Jewish working class quarters – and it prompted several on-the-spot resignations. Sure enough, soon the paper was vigorously, and with fantastic success, appealing to a mass audience. The World began chronicling the lives of ordinary people, using human-interest stories to spotlight and dignify members of the metropolitan crowd. Pulitzer's reporters now routinely quoted the kind of New Yorker who had rarely appeared in print before, filling his pages with the thoughts and doings of hotel clerks, artists, cooks and cops, as well as portraits of judges, politicians and financiers.

To reach these folks, the World adopted a breezy and colloquial style. "Condense, condense!" Pulitzer commanded his reporters, following ad men and opting for the simple nouns, vivid verbs, and short sentences that made the paper accessible to immigrants learning the language. I admit it takes some chutzpa for someone who's co-committed a 1400 page book to even whisper the word 'condense', but you should have seen the earlier drafts! When chastised by E.L. Godkin of the Evening Post for breaking with the genteel conventions, Pulitzer replied: "I want to talk to a nation, not a select committee."

I came to CUNY in 1971 – my only other job negotiation that year was with Harvard University – precisely because I was attracted by it's commitment (metaphorically speaking) to “walking down the Bowery.” I found it inspiring that CUNY had dedicated itself to achieving not only excellence but access as well. Lots of places I reasoned, could have provided me with excellent students. Harvard, or my alma mater Columbia, guaranteed this by imposing extremely high admission standards, and extremely high tuitions to boot. But I believed that the result would have been a far more restricted student body – much narrower in class, race, and ethnic composition – and that this would have made for a far less challenging teaching experience than CUNY.

I was right. My students at John Jay have been and continue to be terrific students. They're ambitious, hungry for education. They want desperately to be in college – unlike many Columbia students, most certainly including myself, who went and go to college, as a matter of course. Jay students not only work hard, they work against the odds – overcoming the obstacles of having regular full time jobs, difficult domestic lives, and limited funds. One of the most astonishing things that I've heard in the recent debates about CUNY has been the complaint that students don't finish up in four years. Why on earth should this four-year model apply, especially at a moment when it's becoming obsolete, as we realize that education must be a lifelong learning process, geared to adults as well as adolescents. CUNY is on the cutting edge here, and we should be proud of it.

CUNY students are also excellent. Despite the handicaps of coming out of the City school system, they win prizes of their own, rack up CEO-ships, and serve the City in innumerable positions of responsibility. In some degree, I think, this is precisely because CUNY students are such a variegated lot. Their diversity is not only a matter of class and condition – my classes range from police precinct commanders to the much-derided welfare mothers – but also of ethnicity. I began my History of New York City course each semester with an in-class survey, asking students who in their families first came to New York and why they came. And virtually every semester the class turns out to include descendants of Indians, Dutch, Africans, English, Irish, Italians, Poles, Russians, Greeks, Jamaicans, Dominicans, Chinese, Filipinos, Salvadorans, and on and on. "If you want to understand the most basic fact about New York City," I tell them, "look at yourselves and look at this classroom. There are very few places on earth where such a constellation of the peoples of the globe will be gathered together on a random basis in a single classroom."

I know that Ted feels the same way. More to the point there are many, many faculty members who feel like Ted and I do, who came to CUNY because it combined excellence with access. This is one reason our faculty is so outstanding, that there are so many other prize winners on our campuses, and that there will be so many more in the years to come.
Nevertheless, I am deeply concerned about our institution's future. I'm working on Volume II of *Gotham* now, and it often makes for a disturbing split-screen life. At one moment, I'm seated at my computer, writing about the glorious City being erected early in the 20th Century – building it's colossal infrastructure of roads, rails, sewers, and water mains. In the next moment, however, I might hear on my radio that one of the hundred-year-old water mains in my neighborhood has just exploded, or that a piece of a bridge has crumbled.

I worry that CUNY might yet fit into this pattern. That at one moment, I'll be at my computer writing about it's glory days – which are not, in my judgment, simply the 1930's at The City College, but even more so that extraordinary moment in the 1970's when we as a City, embarked on an effort to make Thomas Jefferson's vision of a Republic of Letters a reality, when we decided to offer higher education to all our citizens. What worries me is that at the next moment, I might be hearing that CUNY, this pillar of our City's social infrastructure, has crumbled as well. Not because it has failed in it's mission, but because we failed to stay the course and fulfill our commitment to excellence with access.

CUNY is by no means a perfect institution. But if a knife gets dull in spots, we don't break the blade, we sharpen it. I think that trying to improve institutional excellence by baring access – turning tests meant to assist students into barriers to their entrance – will have a disastrous impact. I hope we can work together to devise better ways to achieve our mutually agreed upon goals. When I get around to writing the history of this City in the 1990's, I don't want to have to include an obituary for CUNY in my pages, I want to celebrate it's continued existence as a place that will produce the Pulitzerians of tomorrow. Thank you.

**Interim Chancellor Kimmich** stated that this is really a wonderful moment. We've just heard from marvelous committed teachers, great scholars, and obviously citizens of the University. We are truly excited about their recognition, and that the Pulitzer Prize extends to two of our faculty colleagues. I join the Board and everyone here in congratulating them. As it happens, while I was still at Brooklyn in one of my former lives, I got to know something of this project while it was in the making and I am, therefore, especially pleased to see the result. The Pulitzer Prize for Ted Burrows and Mike Wallace is part of a rich tradition at the University. We recall other faculty members and alumni who were selected for this award. But never before have we had two current members of the faculty, much sought after teachers, active in the classroom and on their respective campuses, engaged in scholarly collaboration on a beautifully conceived, splendidly written work, so honored. In the largest sense these national honors, whether they go to faculty or students or programs, confirm for us the high quality of our University and its ability to stand tall among its peers across the country. This is indeed a proud day for all of us. So thank you Ted, thank you Mike.

**E. PRESIDENT'S HONORS:** Chairwoman Paolucci announced that President Allen Lee Sessoms of Queens College, received the "Award of Highest Honor" from Soka University in Tokyo, Japan in March. The award is given to persons who have made significant contributions to world peace and to raising awareness of the complex issues facing mankind. Previous recipients have been Rosa Parks, Mikhail Gorbachev, President Chilabhon of Thailand, and Dr. Ricardo Diaz-Hochleitner, President of the Club of Rome.

President Sessoms also will receive the Wilbur Lucius Cross medal of the Yale University Graduate School Association. The Cross medal was established in 1966 to be awarded from time to time to one or more graduates of the Yale Graduate School for outstanding achievement. Dean Cross was a scholar of distinction having authored definitive works in English literature. He also was the rejuvenator and distinguished editor of the *Yale Review*, Dean of the Graduate School and, following his retirement from Yale, was Governor of Connecticut for four terms. Congratulations President Sessoms.

**F. FACULTY HONORS:** Chairwoman Paolucci announced the following:

1. Professor Andrea Blum of the Department of Art at Hunter College, has been granted a Guggenheim Fellowship for 1999.
2. Dr. Reid Strieby, Associate Professor of Psychology and co-Director of the new Environmental Technology Program at Bronx Community College, has been selected by the Northeast Partnership for Environmental Technological Education as a National Science Foundation fellow for the summer 1999 ATE/NSF Fellows Institute at the University of Iowa in June.

3. Dr. Neil Grill of Bronx Community College was elected to a three-year term starting February 1, 1999, to the Executive Committee of the Association of Departments of English, an arm of the Modern Language Association.

4. Dr. Mohamed Messaoudene of Bronx Community College, was accepted into the project Kaleidoscope Faculty for the 21st Century (PKAL F21) Network. Funded in part by the National Science Foundation, PKAL is an informal national alliance of individuals, institutions, and organizations committed to strengthening undergraduate science, mathematics, engineering, and technology education.

5. Dr. Joseph O'Sullivan of Bronx Community College, was selected by a committee of national educators as one of two recipients in the community college category nationally, as Outstanding First-Year Student Advocates by the National Resource Center for the First-Year Experience and Students in Transition. He was one of a total of 13 recipients out of 160 nominees.

G. STUDENT HONORS: Chairwoman Paolucci announced the following:


2. Ms. Trina Bardusco, a senior with majors in Romance Languages/English/Honors at Hunter College, has been awarded a Fulbright Grant, to study Flamenco in Spain for the next academic year.

3. Ms. Carina Garcia, a junior with majors in Religion/Honors at Hunter College, has been awarded a Beinecke Brothers Memorial Scholarship. She is one of 20 students selected in this nationwide competition for students planning to attend graduate school in the arts, humanities, and social sciences.

H. STAFF HONORS: Chairwoman Paolucci announced the following:

1. Helene Hyland, Assistant to the President and Dean for Institutional Advancement at Queensborough Community College, has received the Gary Mintz Award, from the Alumni Association at St. John's University's, School of Education and Human Services for her outstanding achievements as an educator.

2. Jay Hershenson, Vice Chancellor for Governmental Relations, received the Visionary Leadership Award from the Samaritan Foundation, an organization that for 39 years has provided innovative, quality treatment, rehabilitation, and related services to substance abusers and their families.

3. Thomas D. Morales, Vice President for Student Affairs at The City College, was honored at the National Puerto Rican Day Parades 1999, Dr. Ramon Emeterio Betances Business Awards Gala for his contribution to New York's Puerto Rican community, especially for his efforts in serving as a positive role model for Puerto Rican youth, and inspiring the development of their self-esteem.

I. COLLEGE HONORS: Chairwoman Paolucci announced the following:

1. The Board of Education will be voting on Wednesday to name the High School for the Sciences at Kingsborough Community College, after Leon M. Goldstein and to call it the Leon M. Goldstein High School for the Sciences.
2. LaGuardia Community College's Division of Cooperative Education is the winner of the 1999 American Association of Community Colleges/U.S. Department of Labor Workforce Development Award in the category of Career Pathways for At-risk and Special Needs Youth. Our congratulations to all colleges.

J. CONDOLENCES: Chairwoman Paolucci, on behalf of the Board and the Administration, and for herself personally, extended condolences to Trustee Kenneth Cook on the death of his father, Samuel Cook, who passed away on Friday, April 16, 1999.

K. TRUSTEE HONORS: Trustee Murphy noted that on March 9, 1999, before an audience of 9,000 people on the West Coast, Trustee Edith Everett received the national award from the Teachers of English Speakers of Other Languages, Inc., and the New York State T.E.S.O.L., in recognition of her devoted support of E.S.O.L. students and programs during her tenure as a member and Vice Chair of the Board of Trustees of The City University of New York.

L. GRANTS: Chairwoman Paolucci presented for inclusion in the record the following report of Grants $100,000 or above received by the University subsequent to the March 22nd Board meeting:

THE CITY COLLEGE

A. $481,066 NSF to Fosnot, C., Education-Admin., for "Summermath in The City."
B. $350,000 DOE to Alfano, R., IUSL, for "Center for Laser Imaging and Cancer Diagnostics."
C. $307,262 BOCES to Plaisir, J., Education-Admin., for "Haitian Bilingual Education Technical Assistance."
D. $110,000 DOE to Sarachik, M., Physics, for "Metal-Insulator Transitions in Two & Three Dimension."

QUEENS COLLEGE

A. $249,960 THE ROBERT WOOD JOHNSON FOUNDATION to Sardell, A., The Urban Studies Department, for "Children's Health Policy: Actors, Issues and Process."
B. $103,537 NIH NATIONAL INSTITUTE OF MENTAL HEALTH to Ma, P., The Biology Department, for "Neupal Mechanism Underlying Aggressive Behavior."

JOHN JAY COLLEGE

A. $3,344,057 U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES to Jacobs, N., The Criminal Justice Research and Evaluation Center, for "CSAP's National Center for Advancement of Prevention II."
B. $249,240 U.S. DEPARTMENT OF JUSTICE to Curtis, R., The Anthropology Department, for "Drug Markets on the Lower East Side of Manhattan, NYC."

THE COLLEGE OF STATEN ISLAND

A. $274,415 NIH to Naider, F., for "Peptide-Cell Interactions in Saccharomyces Cerevisiae."
B. $205,000 HRA/OES to Sonnenblick, C., for "Vocational Work Study."
C. $125,935 US SBA to Affron, M., for "Small Business Development Center."
D. $109,165 NSF to Stark, R., for "Molecular Structure and Function of Fruit Cuticle Polyesters."
YORK COLLEGE

A. $274,598 UNITED STATES EDUCATION DEPARTMENT to Thomas, R. and Bernardin, J., Adult and Continuing Education, for "Talent Search."

B. $187,200 UNITED STATES EDUCATION DEPARTMENT to Gao, P., Student Development, for "York Enrichment Services."

NEW YORK CITY TECHNICAL COLLEGE

A. $467,060 NYS EDUCATION DEPARTMENT to Brooks, S., for "Adult Basic Education."

B. $201,427 US DEPARTMENT OF EDUCATION/FIPSE to Gawkins, A. and Sastri, S., for "College-Based Enterprises: An Expansion For Work-Based Learning."

C. $195,000 NYS EDUCATION DEPARTMENT/VATEA to Armoza, M., for "Assistance for Students with Disabilities."

LAGUARDIA COMMUNITY COLLEGE

A. $310,000 THE FORD FOUNDATION to Patterson, M., President's Office, for "The Queens Urban Partnership Program."

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

1. Let me start with the State budget. I think we all know here, there is more stasis than movement. I think you all know that the Governor, the Assembly, and the Senate are still very far apart on revenue projections for the coming fiscal year with no likely resolution in sight at this point. Stalemate notwithstanding, we are maintaining a very active presence in Albany in staying in touch with all the parties. The visits by representatives from the colleges and the chancellory continue regularly. Vice Chancellor Mirrer was there last week. Interim Deputy Chancellor Hassett was there last week and is there again today. We are also working with our colleagues from SUNY, especially on community college issues, where of course, their weight carries a great deal of importance. So our efforts continue and contain unabated.

2. You will also know that the Mayor released the City budget last week. A preliminary analysis of that budget is among the papers before you. Regarding the numbers, there is no change from the financial plan the Mayor released in January – no funds for College Now, no funds for the Merit Scholarship Program the City Council initiated last year, and no provision for mandatory costs. There are however, two stipulations the City has set as conditions for the release of City funds to the University: first, that CUNY use an objective test, based on high national standards, to determine when students in remediation are ready for college level work; and second, that CUNY offer students in remediation the option of obtaining remediation at other educational institutions through a voucher system.

As to the first, the University has made significant progress in this area as a result of several Board policies over the last year and a half, and yet another applicable policy on the agenda today. When it comes to testing, it's imperative that we comply with the national standards prescribed for high stakes assessments and I think we have discussed this at some length. As to the second condition, it raises complex issues that need to be looked at and examined carefully. Not least of course in the context that we know and what research shows of the effectiveness of remedial programs.

3. The City Council released its preliminary budget in response to the Mayor's financial plan, late last month. It provides for merit scholarships for our students, proposes a College Now program, expanded to every high school in the City and including the senior colleges, beginning with those which offer both associate and baccalaureate
programs, and responds to University needs for various collaborative and other programs. It also provides for a police cadet program, for students enrolled in the City's public colleges, who have completed 60 credits.

What are the next steps? Now that the Mayor has released the budget, the City Council will have its hearings on that budget which is scheduled for adoption on the 5th of June. So six weeks from now, the Mayor's budget will be final. Between now and then, we will be in touch with both the Mayor's office and the City Council on the financial part of the budget as well as on the state of conditions, consistent of course, with the terms of the University's budget request, which was adopted last fall.

4. I reported to you last month on where we stand on admissions for this fall. The news continues to be positive. We have now completed the fifth phase of a process that runs to August of admitting and allocating students for the fall semester. As of mid-April the University admitted some 32,700 freshmen overall, which represents a slight increase from this time last year. In percentage terms what we see is an increase in admissions of .8% for the senior colleges and 3.3% at the community colleges. The data on transfer students are more difficult to compare as a consequence of a slight change in the calendar. Allocations this year are two weeks later than last year. We show an overall increase of 18.8%, fairly evenly distributed across the colleges. But bearing in mind the difference in the calendar, I would say that we are running about even with last year in the allocations. As soon as we have better dates to compare I will give you a more thorough analysis.

Let me just make three interesting points about these figures. First of all, the figures reflect the impact of tighter admissions standards at the senior colleges. Demand has not dropped. In fact, applicants requesting admission to senior colleges with baccalaureate programs only are up somewhat. But since not all the applicants meet admissions standards set by these colleges, admissions themselves are slightly down. You see the difference. Second, we notice that the applicant pool, from high average students continues to be strong. We have an increase in applicants with high school grade point averages of 85 and above, an increase of close to 5%. The challenge as I've said here and on other occasions, is to make sure that these applicants enroll at the University. These are students who've got other options and we are going to have to make sure that The City University remains at the top of their list. Third, an interesting phenomenon, applications from the suburbs, Westchester, Long Island, are up by over 30%. This cohort too, will be difficult to enroll for the same reason I just mentioned, but clearly the University is attractive to college-bound students beyond the five boroughs. That's an interesting development. Now that said, let me remind us all that this relates to applications and admissions, not to enrollments. We will continue to get applications and to admit students through August and we will not know about actual enrollments until the fall semester is on the way.

5. About two weeks ago I sent the Trustees a report on the performance of CUNY students who took the teacher certification exams in 1997/98. The data, which came from the State Education Department and is broken down by colleges, consists of two sets. One shows the scores of all those who took the exam and identify themselves as affiliated with a CUNY college. The other shows the scores of all those whom the colleges had recommended for certification and that means that they had completed all the requirements of a teacher education program. That's a significant difference. The former number is inevitably going to be larger than the latter, but the latter is the number that matters and what we stand behind. What I want to draw your attention to is first, the fact that the reforms put in place at the campuses, under the Board's leadership and with the exemplary work really of the presidents and their faculty, are beginning to produce results. That doesn't mean that we are there as much remains to be done. For example, passing standards on the certification exams will become progressively more rigorous over the next three years and we are going to have to put a lot more work and effort into making it work. But these initial results going back now, a year and a half, are heartening at least and certainly encouraging. Second, the disparity between the two sets of numbers is an interesting measure of overall program performance and expectation. The gap has begun and should continue to close as enhanced admissions criteria and other strength and student performance requirements are phased in at the different colleges. We will be watching those patterns and we are prepared to discuss these results and further implications in more detail at the Academic Affairs Committee meeting next month.

We should note that the improvements we see in our programs connect well not only with the emphasis that the Carnegie Foundation and other such groups are putting on the training of teachers for the future, so that we are really part of a larger mainstream effort in this regard. They connect also with progress we have made in securing
outside funding to attract the best students into teaching careers through the Teacher Opportunity Program, thanks to the efforts of Vice Chancellor Mirrer and her office, and other colleagues in the chancellory and that is showing some very good results.

6. With regard to the master plan update that the University will submit to the Regents this summer, the Trustees heard from me on this subject back in February when I distributed copies of correspondence with Commissioner Mills to them and to the college presidents.

Under the terms of the State Education Law, the University is obliged to submit such an update every four years. This is an opportunity to report on developments of the previous four years and to indicate what is already the case or is contemplated in light of existing Board policies and plans. The due date for the next update is the year 2000.

We've consulted with the State Education Department and have begun the process of preparing an update for submission this summer, so as to meet the timetable set by the Board for the implementation of the remediation resolution adopted in January. The update will include the implementation plans the colleges will present next month and cast them in the broader context of the changes introduced by the Trustee resolutions of summer 1995 and extended since.

The draft that we are working on will cover these changes and other issues related to enrollment, operating and capital budgets, faculty, faculty research, the University role in economic development, and more such. We will be in touch with Trustees throughout this process and we'll submit the draft for review and approval to the appropriate Board committee and to the Board as a whole. We'll also present it at a public hearing and we will be in touch with the campuses throughout, before the document is due on July 1st.

7. Last month I mentioned the CUNY Jobs Fair, an annual event which will be held at the Javits Center, this coming Friday. Over 120 firms and agencies have signed up to offer employment opportunities, an unprecedented number. We've never had that many before. Among the newcomers are, American Express, Equitable, IBM, J. Walter Thompson, and Burson Marsteller, just to mention a few and they will be joining equally well known corporate employers who have been with us for many years. We should not be surprised. Our graduates after all, have established a reputation for CUNY and their successors who will be lining up to meet with prospective employers at the Job Fair on Friday, will extend that reputation. If Trustees or presidents wish to join us at breakfast with the corporate employers at 9:30 Friday morning at the Javits Center, you will be more than welcome. That concludes my report.

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 April 26, 1999 (including Addendum Items) be approved:

(a) ADDENDUM: Revise the following:

D. 4 BROOKLYN COLLEGE - CHANGE IN SALARY OF REM PERSONNEL: The previous [salary] rate for Maurice Callahan is revised to read "85,489."

D. 6 THE CITY COLLEGE - CHANGE IN SALARY OF REM PERSONNEL: The change in REM amount is revised to read "from $7,670 to $10,000."

D. 14 THE CENTRAL OFFICE - APPOINTMENT OF HEO SERIES PERSONNEL WITH NO PRIOR SERVICE (AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH): The salary rate for Lorrie Christian is revised to read "34,177." The salary rate for Miguel Lopez is revised to read "42,280."

NO. 2. CHANCELLOR'S REPORT: RESOLVED, That the Chancellor's Report for April 26, 1999 (including Addendum Items) be approved.
NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting of March 22, 1999 be approved.

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

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

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 Borough of Manhattan Community College to purchase cleaning services at Fiterman Hall. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations; 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 a contract on behalf of Borough of Manhattan Community College to purchase maintenance services at Fiterman Hall. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations; 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 a contract on behalf of Borough of Manhattan Community College to purchase engineering services at Fiterman Hall. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations; and be it further

RESOLVED, That the total of all such purchases shall not exceed a total estimated annual cost of $1,800,000, chargeable to FAS Code 217701400, during the fiscal year ending June 30, 2000. The contracts shall include up to four one-year options to renew in the University's best interest. The contracts shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: Building management services will apply to the entire facility (347,100 outside gross sq. ft.) when fully occupied. The College currently occupies 239,700 OGSF during renovation. As renovation progresses, additional space will be brought on and taken off line during the life of these requirement contracts. Actual expenditures will be a function of the amount of space in use.

B. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) - MULTIPLEXORS AND ANCILLARY SOFTWARE MAINTENANCE:

RESOLVED, That the Board of Trustees of The City University of New York authorize the University Contracting Office to purchase maintenance of multiplexors and ancillary software from Ascom Timeplex, Inc., under existing General Services Administration Contract Number GS-35F-4265D, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $125,000, chargeable to the appropriate Colleges' FAS Codes, during the fiscal year ending June 30, 2000.

EXPLANATION: The Timeplex multiplexors and ancillary software are integral components of the data communication facilities between the campuses and the University Computer Center.

C. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) - UNIVERSITY EXTERMINATING SERVICES:

RESOLVED, That the Board of Trustees of The City University of New York authorize the University Contracting Office to purchase exterminating service for the Colleges under existing New York State Office of General Services Contract Numbers CMS0067 through CMS0085 and CMS0184, CMS0214, CMS0269 and CMS0389, pursuant to
law and University regulations. Such purchases shall not exceed a total estimated cost of $360,000, chargeable to the appropriate Colleges' FAS Codes, during the fiscal year ending June 30, 2000.

EXPLANATION: These State contracts will provide the Colleges with exterminating services.

D. HUNTER COLLEGE - NOVELL UPGRADE:

RESOLVED, That the Board of Trustees of The City University of New York authorize Hunter College to purchase an upgrade to its current Novell License from Novell Software Microcomputers under existing State of New York Contract Number T970331, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $146,000, chargeable to FAS Code 237701535, during the fiscal year ending June 30, 1999.

EXPLANATION: The Novell site license, for seventy-four (74) user systems, will be upgraded to a Y2K compliant version.

E. HUNTER COLLEGE - INFORMATION TECHNOLOGY:

RESOLVED, That the Board of Trustees of The City University of New York authorize Hunter College to purchase one hundred sixty-eight (168) personal computers from Dell Computer Corporation under existing State of New York Contract Number PT00109, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $251,000, chargeable to FAS Code 237701309, during the fiscal year ending June 30,1999.

EXPLANATION: The computing systems will be used to support research, instruction, and administrative computing applications. This includes upgrade and additions to computing laboratory equipment, computers for faculty and staff offices, and replacement of personal computers that are not Y2K compliant. The replaced computers will either be cannibalized or used downstream.

F. NEW YORK CITY TECHNICAL COLLEGE - 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 New York City Technical College for child care services to be provided through the Auxiliary Enterprise Board of New York City Technical College, Inc. The cost for such services shall not exceed a total estimated cost of $153,300, for the initial one-year term, chargeable to FAS Code 217101408, during the fiscal year ending June 30, 1999. 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 contract provides for child care services for approximately one hundred eighty-two (182) children of students enrolled at New York City Technical College.

G. THE GRADUATE SCHOOL AND UNIVERSITY CENTER - INFORMATION TECHNOLOGY:

RESOLVED, That the Board of Trustees of The City University of New York authorize The Graduate School and University Center to purchase computers from Dell Computer Corporation under existing State of New York Contract Number PT00109, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $155,000, chargeable to State Capital Budget, Project No. GR031-098, $520,000, chargeable to City Capital Budget, Project No. GR029-098, and $424,000, chargeable to City Capital Budget, Project No. GR030-099.

EXPLANATION: The College will equip the new Altman Building with seventy-nine (79) replacement computers for computational research from CUNY Capital Funds. Four hundred thirty six (436) computers funded by the Office of the Borough President will be purchased for student use.
H. BRONX COMMUNITY COLLEGE - TECHNOLOGY INFRASTRUCTURE AND NETWORKING:

RESOLVED, That the Board of Trustees of The City University of New York authorize Bronx Community College to purchase switching and routing equipment from Bay Networks USA, Inc., under existing State of New York Contract Number PT00146, pursuant to law and University regulations; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize Bronx Community College to purchase sixty-seven (67) personal computers from Dell Marketing L.P., and six (6) personal computers from Apple Computer, Inc., under existing State of New York Contract Numbers PT00109 and P005217, respectively, pursuant to law and University regulations; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize Bronx Community College to purchase twenty (20) HP laser printers, four (4) HP desk jet printers and two (2) HP scanners from Compucom Systems, Inc., and forty-two (42) Epson color inkjet printers from Computerland of Albany under existing State of New York Contract Numbers PT53744 and PT00369, respectively, pursuant to law and University regulations; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize Bronx Community College to purchase three (3) network servers and related networking software from Dell Marketing L.P., under existing State of New York Contract Number PT00109, pursuant to law and University regulations; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize Bronx Community College to purchase and install four (4) video conferencing units. The contract shall be awarded to the lowest responsive and responsible bidder after public advertising and sealed bidding by the College, pursuant to law and University regulations. The contract shall be subject to approval as to form by the University Office of General Counsel; and be it further

RESOLVED, That the total of all such purchases shall not exceed an estimated cost of $525,000, chargeable to City Capital Budget, Project Nos. CAI01-978 and CAI01-798.

EXPLANATION: This resolution facilitates the expansion of the existing campus fiber optic backbone, introduction of state-of-the-art Internet web access, campus-wide e-mail, high-speed full motion video stations, and additional workstations for academic and instructional support areas. Funding for the plan has been provided by the New York City Council.

I. THE CITY COLLEGE - INFORMATION TECHNOLOGY:

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 total of all such purchases shall not exceed a total estimated cost of $240,000, chargeable to Project No. CC-778-083, CC-783-084, during the fiscal year ending June 30, 1999.

EXPLANATION: The School of Architecture does not have the capability to access the Internet, e-mail or the campus-wide Student Information Management System. The data wiring and network hardware project in Shepard Hall for the School of Architecture will upgrade the existing data network infrastructure, expand and extend the campus network backbone and enable students, faculty, and staff to access the Internet.
NO. 5. COMMITTEE ON ACADEMIC POLICY, PROGRAM, AND RESEARCH: RESOLVED, That the following items be approved:

A. THE CITY UNIVERSITY OF NEW YORK - REGENTS/FSAT EQUIVALENCY:

WHEREAS, The New York State Board of Regents has enacted new high school graduation requirements that incorporate enhanced Regents examinations in English and mathematics that will be phased in over the next two years; and

WHEREAS, Student performance data available from the University Applications Processing Center enables the University to develop a correlation between Regents scores, SATs and performance on the Freshman Skills Assessment Tests; therefore be it

RESOLVED, That, effective Fall 1999, students who achieve a score of 75 or higher on the Regents examination in English be deemed to have satisfied and passed the CWAT and the DTLS (reading test) requirements; and be it further

RESOLVED, That, 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 II or Sequential Math III Regents Examination, be considered to have satisfied and passed the CMAT (mathematics examination) requirement.

B. THE CITY COLLEGE - B.F.A. IN ELECTRONIC DESIGN AND MULTIMEDIA:

RESOLVED, That the program in Electronic Design and Multimedia leading to the Bachelor of Fine Arts degree to be offered at The City College be approved, effective September, 1999, subject to financial ability.

EXPLANATION: The City College has, since 1983, offered a BA program in Art with a specialization in Graphic Design. Over the years, with the introduction of new technologies and in order to keep pace with industry demand, this specialization has rapidly expanded and evolved to move from a focus on design and illustration for publishing to incorporate the present far broader range of practice in design and illustration for screen and for time-based media. This convergence has made demands upon the curriculum that cannot be fulfilled within the context of the current specialization. More importantly, students need and deserve a comprehensive professional program in order to compete in the marketplace. The BFA degree has long been recognized as the professional standard in this field. Students with less preparation are likely to find their opportunities severely limited. Thus, the College has proposed this BFA program to provide students with the expected, appropriate professional credentials for this field.

C. THE CITY COLLEGE - CENTER FOR ADVANCED ENGINEERING DESIGN AND DEVELOPMENT:

RESOLVED, That the Center for Advanced Engineering Design and Development be established at The City College in accordance with the Policy Guidelines on Research Centers and Institutes set forth by the Board of Trustees, February, 1995.

EXPLANATION: The purpose of the proposed Center is to conduct, coordinate, and promote interdisciplinary design-oriented, applied engineering research and development for industry. In addition, the Center will serve as an outreach and referral service for small to large industrial firms in New York City seeking assistance with technical problems. The Center will also encourage and foster interdisciplinary engineering design and manufacturing education among the academic departments in The City College School of Engineering.

The proposed Center is an outgrowth of collaborative design projects first implemented through the Mechanical Engineering Department's Senior Design Course involving undergraduate students working with faculty on industry sponsored work. It was then recognized that there was great potential for funding from industry for such applied projects as well as for traditional research projects. The need for advanced technologies with immediate impact is so profound that industries strive to broaden their technological base. This has resulted in calls for partnerships and cooperation between industries and universities that are encouraged by the federal government through special
programs at major funding agencies and by the state government as well. Thus, the Center is designed to mobilize
the substantial intellectual resources of the School of Engineering to respond to this need.

The Center’s activities will be conducted in accordance with standard University policies and procedures, including
but not limited to those regarding contracts, grants, custody, and reimbursement of funds.

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

**A. KINGSBOROUGH COMMUNITY COLLEGE - NAMING OF THE PERFORMING ARTS CENTER, THE LEON M. GOLDSMITH PERFORMING ARTS CENTER:**

WHEREAS, Leon M. Goldstein dedicated 28 years of his professional career to serving the needs of the students, faculty, and staff of Kingsborough Community College; and

WHEREAS, He provided strong leadership and a passionate concern for the maintenance of excellence in education; and

WHEREAS, He demonstrated a strong commitment to the mission of the community college and dedicated himself to meeting the needs of all members of the community; and

WHEREAS, He demonstrated educational vision through his support of collaborative educational endeavors making the College a recognized leader in the field; and

WHEREAS, He demonstrated a life-long interest and support of the arts; and

WHEREAS, This interest has made the arts available to the entire College community; now therefore be it

RESOLVED, That in memory of President Goldstein, the Performing Arts Center at Kingsborough Community College be named the Leon M. Goldstein Performing Arts Center.

**EXPLANATION:** Leon M. Goldstein served as President of Kingsborough Community College for 28 years. His dedication to this institution is well known. His constant quest to maintain not only an educationally superior institution but to also create an environment conducive to education has produced a campus which is admired by all who see it. The arts on campus have always had a special meaning to President Goldstein. During his tenure at Kingsborough, he supported numerous performing arts programs including The Children’s Theater series, which exposes public school and community children to live theater performances. This program serves 17,000 children each year. In addition, many musical concerts are held during the academic year drawing an audience from the College’s students, faculty and staff, and the community. For the past 25 years, the College has also sponsored a summer concert series drawing thousands of community residents to each event. Since the inception of the Kingsborough High School for the Sciences, with President Goldstein’s support, the Performing Arts Center has been the site for student musical and dramatic productions. In light of his ongoing interest and support of the performing arts on campus, it is only fitting that the Performing Arts Center be named the Leon M. Goldstein Performing Arts Center.

This proposal has received the overwhelming support of the College Council which includes faculty, staff, and students.

**B. THE GRADUATE SCHOOL AND UNIVERSITY CENTER - NAMING OF THE MARTIN E. SEGAL THEATRE CENTER:**

RESOLVED, That the Board of Trustees of The City University of New York approve the renaming of the Center for the Advanced Study of Theatre and the naming of the new theater center space as The Martin E. Segal Theatre Center, at The Graduate School and University Center’s new campus at 365 Fifth Avenue, effective July 1, 1999.
EXPLANATION: Mr. Martin E. Segal is a trustee of The Graduate Center Foundation, Inc. He has been a leader in the arts in New York City for many years and has played a key role in the arts community as founder and chairman of the New York International Festival of the Arts, Chairman of Lincoln Center for the Performing Arts, founding member of American Public Radio, long-time trustee of the Institute for Advanced Study in Princeton, and first chairman of the Commission for Cultural Affairs of the City of New York.

The Martin E. Segal Theatre Center has been made possible by generous endowing contributions from Martin E. Segal, his family, and from his friends who have admired his extraordinary public service on behalf of the arts, and who endorse the aims of the Theatre Center at The Graduate School's new campus. Income from the endowment of $1 million will support a number of activities. A primary project of the Center will be to conduct comprehensive research on the economic impact of the arts and culture on New York City. Another initiative will be an ongoing series of meetings to address urgent questions relating to the future of the arts in the City. The Martin E. Segal Theatre Center will also be dedicated to nurturing artistic talent, by serving as a meeting place for playwrights and theatre professionals within The City University community, as well as from New York City and beyond. The Center will be a venue for readings of the works of established and new playwrights and will be the host site for other related events.

Report of Committee Chairman Murphy:
The Committee received the annual report on sexual harassment for 1997-98, which was provided pursuant to implementation procedures of the Board of Trustee's policy against sexual harassment. This report consists of a summary description of the sexual harassment educational activities undertaken by the colleges during 1997-98 as well as the number of sexual harassment complaints reported and the nature and outcome of these complaints. The colleges reported a total of 119 complaints and also reported a variety of educational activities including workshops, panel discussions, new employee orientation sessions and an interactive, computerized, sexual harassment training program which was customized for CUNY use. The Committee also expressed its desire to establish a climate of zero tolerance towards sexual harassment at the University and there was significant discussion among Committee members about the current reporting instrument.

Trustee Rios suggested the inclusion of additional reporting fields, such as the number of unresolved complaints that result in lawsuits, the amount of funds spent on training and prevention at the colleges, and the status of cases held over from prior years. The office of Faculty, Staff, and Administration was asked to modify the reporting instrument in accordance with our discussion and present the revised document to the Committee for review.

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

A. NEW YORK CITY TECHNICAL COLLEGE - WINDOW REPLACEMENT AT NAMM HALL:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract with the firm of Goshow Architects for professional design and construction-related services as required for the Window Replacement at Namm Hall project at New York City Technical College, CUNY Project No. NY075-096. The contract cost of $122,262 shall be chargeable to the State Capital Construction Fund. The contract shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: The scope of this project is the evaluation of the condition of approximately 1,000 windows at Namm Hall which were installed in 1967, and the design, preparation of contract documents, and supervision of construction for the necessary replacement and/or repair of windows within the available construction funding.

The proposed firm was selected in accordance with law and the procedures established by the University.
B. BRONX COMMUNITY COLLEGE - GOULD MEMORIAL LIBRARY AUDITORIUM RENOVATION:

RESOLVED, That the Board of Trustees of The City University of New York amend the resolution adopted at the meeting of October 27, 1997 (Cal. No. 4.G.) to authorize the Secretary of the Board to execute the contract for construction of the Gould Memorial Library with N.K. Morgan Assoc., Inc. in the amount of $2,092,520, chargeable to Capital Project No. BX019-093.

EXPLANATION: The funding available for this project at the time of the previous submission was $1,450,000, the sum of several separate appropriations from the Bronx Borough President, the City Council and matching amounts from the State Capital Budget. The previous submission noted that the project scope of work had undergone successive reductions in order to fit within the available funding, resulting in a base bid package estimated at $1,475,310.

In addition, three small but significant scope of work items, had originally been designed as add alternates. These alternates were: 1. Condensing Units and Piping, or adding cooling capability for the auditorium, instead of only upgrading the existing heating and ventilation system, as shown on the basic design; 2. Refurbish Theater Seating, including 576 seats in the auditorium, instead of refurbishing only 72 seats for the balcony, as contemplated in the basic design; 3. New Vinyl Flooring at Orchestra, instead of only replacing the carpet in the orchestra level aisles, as called for in the base bid.

These add alternates would have been awarded as part of the project contract to the extent funding allowed. However, bids for the project including the base package as well as the alternates, proved to be considerably higher than the pre-bid estimates. The consultants attribute this to an extremely active construction market and to the fact that this project, with its restoration and rehabilitation components, requires particularly high levels of labor time and skill. After confirming the validity of the bids, rather than rebid a further reduced scope of work additional funding was identified from residual appropriations and by redesignating funds from other projects.

C. HUNTER COLLEGE - AMENDMENT TO ASSEMBLY HALL RENOVATIONS:

RESOLVED, That the Board of Trustees of The City University of New York amend the resolution adopted at the meeting of February 22, 1999 (Cal. No. 7.A.) for renovations to the Assembly Hall at Hunter College, to authorize a change in the source of funding for all contracts to be executed for this project. Instead of charging the total estimated amount of $1,279,000 to FAS Code 217703400, Project No. 9900-400-57 during the fiscal year ending June 30, 2000, this same total contract amount shall be chargeable to Capital Project No. HU002-099.

EXPLANATION: This work was determined to be capital eligible and the College has identified capital funds for this purpose.

NO. 8. COMMITTEE ON STUDENT AFFAIRS AND SPECIAL PROGRAMS: RESOLVED, That the following item be approved:

A. THE CITY UNIVERSITY OF NEW YORK - AMENDMENTS TO BOARD POLICY ON PAYMENT OF STIPENDS TO STUDENT LEADERS:

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

1. Stipend payments to student leaders shall be limited to two (2) years in the university, except:
   a. A student leader elected to an office of the University Student Senate shall be allowed three (3) years of stipend payments, with no more than two (2) years of the payments as an officer of the University Student Senate.
b. A student who receives two (2) years of stipend payments as an undergraduate student leader, shall be permitted a third (3rd) year of stipend payments as a graduate student leader.

c. Co-chairs of the Doctoral Students’ Council at The Graduate School and University Center shall be permitted a third (3rd) year stipend payments as a graduate student leader.

2. The amount of stipend payments to student leaders shall be limited as follows:

   a. College student leaders shall be limited to a maximum of [$3,486] $3,660 per year and no more than [$1,743] $1,830 per semester.

   b. The Chairperson of the University Student Senate shall be limited to a maximum of [$7,574] $7,952 per year and no more than [$3,787] $3,976 per semester.

   c. Vice-Chairpersons of the University Student Senate shall be limited to a maximum of [$4,418] $4,638 per year and no more than [$2,209] $2,319 per semester.

   d. Co-chairs of the Doctoral Students’ Council at The Graduate School and University Center shall be limited to a maximum equal to the minimum salary for the title of Graduate Assistant.

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

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

These amendments shall be effective July 1, 1999.


In accordance with the Board policy, the Chancellor has reviewed the schedule of stipend payments since stipends were last increased in July, 1996. The proposed revisions increase stipends by 5.0% in accordance with the 5.0% increase in the Consumer Price Index (CPI), for all urban consumers in New York City and Northeastern New Jersey, from July, 1996 through January, 1999.

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

Trustee Babbar requested that a survey of practices at other institutions with respect to student stipends be prepared and distributed to the Trustees.
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>DEGREE</th>
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<tbody>
<tr>
<td>LEHMAN COLLEGE</td>
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<tr>
<td>Sonia Sotomayor, Esq.</td>
<td>Doctor of Laws</td>
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<tr>
<td>(To be awarded at the June 3, 1999, Commencement)</td>
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<tr>
<td>THE COLLEGE OF STATEN ISLAND</td>
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<tr>
<td>Dr. Edmond L. Volpe</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>(To be awarded at the June 3, 1999, Commencement)</td>
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<tr>
<td>THE CITY COLLEGE</td>
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<tr>
<td>Mr. Ossie Davis</td>
<td>Doctor of Fine Arts</td>
</tr>
<tr>
<td>(To be awarded at the June 2, 1999, Commencement)</td>
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<tr>
<td>BROOKLYN COLLEGE</td>
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<tr>
<td>Mr. Bruce Ratner</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>Mr. Joseph Torre</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td>(To be awarded at the June 2, 1999, Commencement)</td>
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<tr>
<td>ADDED ITEM</td>
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<tr>
<td>LAW SCHOOL</td>
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<tr>
<td>Ms. Linda Chavez-Thompson</td>
<td>Doctor of Laws</td>
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<tr>
<td>Ms. Sheila M. Šisulu</td>
<td>Doctor of Laws</td>
</tr>
<tr>
<td>Urvashi Vaid, Esq.</td>
<td>Doctor of Laws</td>
</tr>
<tr>
<td>(To be awarded at the May 23, 1999, Graduation)</td>
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Upon motions duly made, seconded and carried, The Public meeting was adjourned at 5:45 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.)
The Executive Session was called to order at 5:54 P.M.

There were present:

Anne A. Paolucci

Satish K. Babbar
John J. Calandra
Michael C. Crimmins
Alfred B. Curtis, Jr.
Edith B. Everett
John Morning

Md. Mizanoor R. Biswas, ex officio

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

Bernard Sohmer, ex officio

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

Interim Chancellor Christoph M. Kimmich
Vice Chancellor Jay Hershenson
Vice Chancellor Emma Macari
President Edison O. Jackson
Mr. Donal Farley
Ms. Lia Gartner
Ms. Jennifer Lee
Ms. Russell Ann Nobles
Mr. Alfred Toscano

The absence of Vice Chairman Badillo, and Trustees Cook and Marino was excused.

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

E.1. MEDGAR EVERS COLLEGE – AMENDMENT TO ACQUISITION OF PROPERTY:

RESOLVED, That the Board of Trustees of The City University of New York amend the resolution adopted at the meeting of June 23, 1997, Cal. No. 4.P., for the acquisition of property for Medgar Evers College, to authorize the acquisition of an additional property and an increase in the estimated cost of the project.
EXPLANATION: On June 23, 1997, the Board approved the acquisition for use by Medgar Evers College of the real property and improvements thereon referred to as the "New Site". This amendment will incorporate an additional property to the New Site and amend the estimated acquisition price. The appraised value for the New Site, as amended, is within the appropriated amount available to complete the acquisition.

Upon motion duly made, seconded and carried, the Executive Session was adjourned at 6:15 P.M.

SECRETARY GENEVIEVE MULLIN
The Chairperson called the meeting to order at 4:36 P.M.

There were present:

Anne A. Paolucci, Chairwoman
Herman Badillo, Vice Chairman

Satish K. Babbar
John J. Calandra
Kenneth E. Cook
Michael C. Crimmins
Edith B. Everett
John Morning

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

Bernard Sohmer, ex officio

Secretary Genevieve Mullin
Roy P. Moskowitz, Acting General Counsel and Acting Vice Chancellor for Legal Affairs
Hourig Messerlian, Executive Assistant
Lorrie Christian
Kisha Fuentes

Interim Chancellor Christoph M. Kimmich
Interim Deputy Chancellor Patricia Hassett
President Fred W. Beaufait
President David A. Caputo
Interim President Lois S. Cronholm
Interim President Dolores Fernandez
President Ricardo R. Fernandez
President Frances Degen Horowitz
President Edison O. Jackson
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
Dean Stanford R. Roman, Jr.
Interim President Michael Zibrin
Interim Vice Chancellor Sherry Brabham
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone
Vice Chancellor Louise Mirrer

The absence of Trustees Curtis, Marino, and Biswas was excused.
A. VIDEO TAPEING OF BOARD MEETING: Chairwoman Paolucci announced that once again that CUNY-TV is transmitting tonight's meeting of the Board live on Cable Channel 75. This is an important community service and will help to provide the public with additional opportunities to observe the work of the Board and the University, and I thank once again the staff of CUNY-TV who have made this possible.

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

C. FACULTY HONORS: Chairwoman Paolucci announced the following:

1. Prof. Patricia Passlof of the Department of Performing and Creative Arts at The College of Staten Island has received a Guggenheim Award. She is the third member of her department to win this award in the last dozen years.

2. Prof. Rose Dobrof, who is the Founding Director of Hunter College's Brookdale Center on Aging, and was a member of the Hunter College School of Social Work until her retirement from the faculty in 1995, was awarded the prestigious "Maggie Kuhn" Award for 1999.

3. Prof. George B. Stauffer, Chair of Hunter College's Department of Music was selected as a recipient of an American Council of Learned Society's Fellowship in the Humanities.

4. Prof. Marion Kaplan of the History Department at Queens College and The Graduate School and University Center is among the first 15 Directors Fellows at the New York Public Library's new Center for Scholars and Writers. The Center's goal is to foster creative writing and innovative thinking, advanced scholarship, and sponsor public events in which the Fellows will participate.

D. STAFF HONORS: Chairwoman Paolucci announced that Dr. Dolores Straker, Interim Associate Dean for Academic Affairs at the Central Office, has been selected to receive the American Red Cross of Greater New York's 1999 Partnership Award. This organization-wide award honors Dr. Straker's outstanding voluntary service and contributions.

E. STUDENT HONORS: Chairwoman Paolucci announced the following:

1. Martha Kichorowska-Kebalo and Kee Howe Yong, Anthropology students at The Graduate School and University Center, have been awarded the 1999-2000 U.S. Department of Education Fulbright-Hays Doctoral Dissertation Research Abroad Awards.

2. Hieu T. Nguyen, a computer science student at Bronx Community College, has received the New York State Mathematics Association of Two-Year Colleges (NYSMATYC) Scholarship. He is the first student in CUNY to receive this honor, and was one of ten deserving two-year college graduating students from across the State majoring in mathematics or a mathematics-related field.

3. Alain Jean-Noel, an electrical engineering student at The City College, recently completed his second internship program with Motorola after winning the Next Generation Intern Scholarship Award. He was among a field of 300 engineering undergraduates nationwide. Mr. Jean-Noel, who graduates from The City College this June, was awarded a 1998 scholarship based on his "superior, best in class" performance during his previous internship in 1996.

F. COLLEGE HONORS: Chairwoman Paolucci announced the following:

1. Hostos Community College is the only College that annually receives honors from the English Speaking Union. These awards are given to Hostos students who demonstrate outstanding proficiency and/or accomplishments in the study of English. The students are identified by their grade point average, which must be 3.5 or higher. There are five categories, and students who received these awards are:
Category 1 – Students who originally placed in the lowest level of English as a Second Language and completed the entire English sequence with distinction: Adonis Ramirez and Yuly J. Zambrano.

Category 2 – Students who originally placed in the developmental English sequence (LIBRA) and completed the required English sequence with distinction: Ohiolé Omoruan.

Category 3 – Students who originally placed in the college English sequence and completed the sequence with distinction: Felicia D. Gibson and Nancy Ramos.

Category 4 – Students who completed the best essay under supervision or who presented the best research paper: Nancy Alers, Juanita L. Joseph, and Ohiolé Omoruan.

Category 5 – A newly developed category, Student Dramatic Reading Contest, of the English Department Literature in Performance Series: Luanne Dean, Angelique Cruz, and Melissa Hall.

Faculty who worked with these students are: Dr. Dorothy Pam and Professors Susan Dicker, Cynthia Jones, Norma Pena de Llorenz, Maya Sharma, and Mary Williams.

Congratulations to all of them.

2. Fifty City College students have been selected as national outstanding leaders and will be included in the 1999 edition of Who’s Who Among Students in American Universities and Colleges. Selection was based on the student's academic achievement, service to the community, leadership in extracurricular activities, and potential for continued success. The 50 CCNY students joined an elite group of students from colleges and universities in all 50 states, the District of Columbia, and several foreign nations. The names of the students included in Who’s Who are:

Brooklyn
Mr. Dimitry Ivolgin
Mr. Gawain H. Mundy
Mr. David M. Rodney
Mr. Roberto Tarradath

The Bronx
Mr. Roger Dale Boothe
Mr. Gilberto DeLaRosaDiaz
Mr. Herbert Gandia
Ms. Maria E. Garcia
Ms. Elizabeth Goergen
Mr. Lyle Marceheau
Mr. Johnny C. Ng
Mr. Tanvir Rahman
Mr. Wayne Rosario
Mr. Miuka A. Silvestre
Mr. Seong Son

Manhattan
Mr. Dexter R. Bobb
Mr. Ori Elan
Mr. Valentin Garcia
Mr. Gatto Gobehi
Mr. Eduardo H. Hernandez
Mr. Candis R. Paul
Mr. Fransisco Reyes
Mr. Robinson Taveras
Mr. Adonis H. Vargas

Queens
Mr. Helawe Betre
Ms. Davina J. Chadee
Mr. Juan C. Crispin
Mr. Dale A. Daniel
Mr. Radu Giumanca
Mr. Vindhya Gunawardhana
Mr. Cyrus Lashkari
Mr. Mohammed S. Hosein
Ms. Sendy S. Louis
Mr. Byron F. McIntyre
Mr. Robby Mohammad
Mr. Yulianto S. Moshin
Mr. Jorge I. Montova
Mr. Yassine Nasraddine
Mr. Kabi R. Pandey
Mr. Alexis Pierides
Mr. Maxime Pinchipat
Mr. Mohammed G. Rashed
Mr. Uttara Roy
Mr. Shazad Sadick
Mr. Shily N. Singh
Mr. Kanagasaba Sivakumar
Mr. Borislav Stojanovic
Mr. Manish Vaswani

New Jersey
Mr. Manish Vaswani

Mr. Mouhamadou M. Thiam
G. GRANTS: Chairwoman Paolucci presented for inclusion in the record the following report of Grants $100,000 or above received by the University subsequent to the April 26, 1999 Board meeting:

**THE CITY COLLEGE**

A. $750,000 **NASA** to Alfano, R., IUSL, for "Tunable Solid State Lasers and Optical Imaging Program."

B. $384,090 **HOWARD UNIV/NSF** to Liaw, B., Mech. Engineering, for "Engineering Coalition of Schools for Excellence and Leadership (ECSEL)."

C. $243,385 **NEW YORK STATE EDUCATION DEPARTMENT** to Mackillop, J., Administration, for "Skills and Language Development Program."

D. $199,012 **NEW YORK STATE DEPARTMENT OF HEALTH** to Roman, S., Med. School-Admin., for "Minority Participation in Medicine Grant Program CUNY Medical School."

E. $149,625 **AMERICORPS** to Fernando, M., Sociology, for "City College's Empowering Communities Program."

F. $146,495 **WHITAKER FOUNDATION** to Chon, K., Elec. Engineering, for "Nonlinear Analysis of Cardiovascular Autonomic Nervous Systems..." 

G. $100,000 **NASA** to Akins, D., Chemistry, for "Exploitation of Properties of Aggregated Molecules for Optical Device Applications."

H. $100,000 **NASA** to Khanbilvardi, R., Civ. Engineering, for "Preservation of the Environment through Education & Research on Remote Sensing of the Atmosphere & of Land..."

**QUEENS COLLEGE**

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

**YORK COLLEGE**

A. $443,977 **NEW YORK STATE EDUCATION DEPARTMENT** to Thomas, R. and Williams, M., Adult and Continuing Education, for "New York City Literacy Initiative (ALE)."

B. $251,361 **UNITED STATES EDUCATION DEPARTMENT** to Gao, P., Student Development, for "Student Support Services."

C. $107,500 **NEW YORK CITY COUNCIL** to Thomas, R., Adult and Continuing Education, for "Small Business Development Initiative."

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE**

A. $312,089 **NEW YORK STATE DEPARTMENT OF LABOR** to Deagan, D., for "Job Placement and Retention Initiative."

B. $190,344 **NATIONAL SCIENCE FOUNDATION (NSF)** to Cohen, A., for "ATE Partnership in Multimedia Programming and Design."
NEW YORK CITY TECHNICAL COLLEGE

A. $467,060 NEW YORK STATE DEPARTMENT OF EDUCATION to Brooks, S., for "Adult Basic Education."
B. $269,795 NEW YORK STATE DEPARTMENT OF EDUCATION to Gawkins, A., for "Tech Prep Education Program."
C. $115,215 NEW YORK STATE DEPARTMENT OF EDUCATION/VATEA to Poyatt, M., for "College Learning Center."

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

A. $500,000 CARNEGIE CORPORATION to Weiss, T., for "A Future Oriented Intellectual History of the U.N."
B. $300,000 ROCKEFELLER FOUNDATION to Weiss, T., for "A Future Oriented Intellectual History of the U.N."

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

1. We are heading into one of the most rewarding seasons of the academic year celebrating the central purpose of the University and that, of course, is the commencement season. We are expecting some 29,000 students to graduate with Associates, Bachelors, Masters, and Doctoral degrees. We also have a formidable array of commencement speakers, confirmation yet again of the University's standing in the world outside. I do want to thank the Trustees who have agreed to attend commencements and bring greetings on behalf of the Board. I speak from personal experience when I say that the Board's representative is always welcome at these celebrations. So, thank you.

2. On the 9th of June there will be a reception under the rubric "Writing Gotham" for University faculty who have enriched our knowledge of New York City. The reception will honor our recent Pulitzer Prize winners, Ted Burrows and Mike Wallace, and will also draw attention to a much larger cadre of CUNY scholars and experts on the history, politics, sociology, culture, and scientific dimension of New York City. My purpose here is to underscore the close and organic interaction between the City and The City University, but I don't believe we can really think of one without the other. The reception, most appropriately for an event celebrating authors and books, will be held at the New York Public Library and I hope as many of the Trustees as possible will be able to join us.

3. At another event honoring students we have yet a further occasion to underscore the close connections between the City and The City University. Tomorrow we will honor Jonas E. Salk Scholarship recipients and will award these scholarships to eight outstanding students who intend to study medicine and another eight who will be named honorary recipients. It is a terrific talented, diverse group, and includes a native of the Ukraine who survived the Chernobyl disaster, a former professional ballerina, and a one-time wall plasterer in the Australian outback. It was the University that gave these students the chance to realize their dreams and it is the City, and society at large that will benefit from their accomplishments. All this is quite literally the legacy of Jonas Salk, discoverer of the Polio vaccine, who graduated from The City College in 1934. When New York City offered to honor him with a ticker tape parade back in 1955, he asked that the money be used instead for scholarships. Since then CUNY pre-med students have gone on to leadership positions in medical research and medical practice.

4. With respect to the budget, we have not progressed much beyond what I reported to you at the Board's last meeting in April. At the State level the budget process is at an impasse. No movement is visible. But the Senate and the Assembly have indicated that they will adjourn as of the 15th of June, though it is anticipated that they will reconvene every two weeks or so to pass emergency spending bills until an agreement is reached on the budget. This deadline may, of course, evaporate, but at this point the outlook is not particularly promising. Our top-of-the-list concerns are the prospects for the Tuition Assistance Program (TAP), which would affect CUNY students most severely under the Governor's proposed budget. We are no less concerned about the failure to meet our mandatory costs, for without restoration we would be facing an effective budget cut; a significant problem for all of our colleges.
5. As far as the City is concerned, we expect the release of the budget on the 5th of June. Last week, I gave testimony before a joint hearing of the City Council Committees on Higher Education and on Finance. As many of you know we met with the City Council Leadership at a breakfast on the 11th of May. The presence of members of the Board was very helpful and was certainly appreciated. Our efforts to make our case with the City Council and the Office of Management and Budget (OMB), and to coordinate college meetings with budget delegations and borough delegations, of course, continues unabated.

6. I had a very productive meeting last week with Senator Schumer, the State's junior Senator. We went over a whole range of issues related to the University and I am pleased to report to you that he readily offered his support and expressed his interest in helping us and in promoting University projects.

7. We have had repeated occasion here to mention the Mayor's Advisory Task Force on CUNY and the pending report by that Task Force. Our most recent information is that the report will be released some time in the middle of June. We have had indications before on the date of the release – dates that have shifted again and again – but we are now assured that this is the deadline. The report, judging from public statements Benno Schmidt has made, will likely focus on remediation, on structure and governance, on the need to adopt mainstream measures for assessing student qualifications, and more intensive collaboration with the schools system.

8. The Chancellery is moving forward with the preparation of the Master Plan update for the Board of Regents. At the meeting of the Council of Presidents last week, the presidents provided counsel and advice on the structure and content of the draft that is now being written. The campus plans for implementing the remediation resolution will be included in the Master Plan document once they are accepted and reviewed by the Board. The master plan itself is due in Albany on the 1st of July. Before then it will be reviewed by the Board's Long Range Planning Committee in two meetings early in June, will be discussed at a public hearing on the 21st of June, and will be on the agenda of the June meeting of the Board itself. We anticipate inserting changes and making revisions in line with your suggestions and we look forward to having your guidance as we bring this process to conclusion.

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

NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for May 24, 1999 (including Addendum Items) be approved:

(a) ADDENDUM: Add the following:

D. 15 THE CENTRAL OFFICE – ESTABLISHMENT OF THE HIGH FIVE SCHOLARSHIP PROGRAM:

RESOLVED, That the Board of Trustees on behalf of The City University of New York, accept a total contribution of $1,000,000 from The Estate of Barbara Eisendrath to establish a fund to be known as the "High Five" Scholarship Program. The fund shall be fully expendable over 10 years, in scholarships for students at Brooklyn, The City, and Queens Colleges.

EXPLANATION: The purpose of the program is to support deserving students selected from Brooklyn, The City, and Queens Colleges with an annual award of $10,000 in each of four years. Mrs. Eisendrath considered the University one of the City's great treasures and wanted to leave a legacy that would allow young people with academic talent, but few financial resources, to take full advantage of the educational opportunities at CUNY colleges. The gift will be invested in the University's Investment Pool. It is expected that 30 scholarships will be awarded during the existence of the program. According to the wishes of the donor, awards will be made to the most academically talented students who qualify for full federal and State financial aid, and who also demonstrate leadership ability or other special talents. The level of support and the criteria for selection make the "High Five" Scholarship one of the most generous and prestigious the University has to offer.
Barbara Eisendrath, who died last September at the age of 75, believed that The City University of New York is a significant educational and cultural resource for the City's residents. Because of her family circumstances, Mrs. Eisendrath never had the opportunity to attend college. With no direct heirs, Mrs. Eisendrath wanted to leave a legacy that would allow young people with academic talent, but few financial resources to take full advantage of the opportunities at colleges of The City University.

D. 16 THE CITY COLLEGE – ESTABLISHMENT OF THE EUGENE OLSHANSKY GRADUATE CHEMISTRY SCHOLARSHIP FUND:

RESOLVED, That the Board of Trustees of The City University of New York accept on behalf of The City College a gift of approximately $250,000 from the estate of Eugene Olshansky to establish the Eugene Olshansky Graduate Chemistry Scholarship Fund.

EXPLANATION: The exact amount of the gift will be determined upon settlement of the donor's estate. The purpose of the fund is to provide graduate scholarships in chemistry for students who otherwise would not be able to enroll in a graduate school of chemistry. The gift is given in appreciation of the education Mr. Olshansky received at The City College which prepared him for acceptance by the University of Chicago to pursue graduate work in organic chemistry. The gift will be invested in the University's Investment Pool.

(b) ADDENDUM: Revise the following:

D. 8 THE GRADUATE SCHOOL AND UNIVERSITY CENTER – AWARDING OF SALARY SUPPLEMENTS TO PROFESSORIATE STAFF – RECRUITMENT/RETENTION INITIATIVE: The first name of Leigh Mullings is revised to read "Leith."

D. 14 QUEENS COLLEGE – ADMINISTRATIVE DESIGNATION – COMMITTEE APPROVAL NOT REQUIRED (REM – AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH): The entry for Josh Wilner is withdrawn and hereby reentered under the heading THE CITY COLLEGE – ADMINISTRATIVE DESIGNATION – COMMITTEE APPROVAL NOT REQUIRED (REM-AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH).

NO. 2. CHANCELLOR'S REPORT: RESOLVED, That the Chancellor's Report for May 24, 1999 (including Addendum Items) be approved.

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting and Executive Session of April 26, 1999 be approved.

NO. 4. BOARD MEETING DATES FOR 1999-2000 ACADEMIC YEAR: RESOLVED, That the following schedule of meeting dates be approved for the academic year 1999-2000:

Monday, September 27, 1999
Monday, October 25, 1999
Monday, November 22, 1999
Monday, January 24, 2000
Tuesday, February 22, 2000
Monday, March 27, 2000
Monday, April 24, 2000
Monday, May 22, 2000
Monday, June 26, 2000

NO. 5. COMMITTEE ON FISCAL AFFAIRS: RESOLVED, That the following items be approved:

A. YORK COLLEGE - COMPUTER PURCHASE:

RESOLVED, That the Board of Trustees of The City University of New York authorize York College to purchase one hundred (100) computers from Dell Computer Corporation under existing State of New York Contract Number
PT00109, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $200,000, chargeable to City Capital Budget, Project HN-Q005, CP-38674.


B. THE COLLEGE OF STATEN ISLAND - LEASE OF COMPUTER EQUIPMENT:

RESOLVED, That the Board of Trustees of The City University of New York authorize The College of Staten Island to lease computer equipment from Dell Financial Services under existing New York State Contract Number NMP8127, pursuant to law and University regulations. Such lease shall not exceed a total estimated cost of $171,184 per year, chargeable to FAS Codes 259601303 and 259601323, commencing with the fiscal year ending June 30, 1999.

EXPLANATION: The leasing of three hundred seventy-six (376) 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. The total estimated lease cost including maintenance and the ability to upgrade the computers, over the three-year period, will be $513,552.

C. THE GRADUATE SCHOOL AND UNIVERSITY CENTER - UNIFORMED GUARD SERVICE:

RESOLVED, That the Board of Trustees of the City University of New York authorize The Graduate School and University Center to purchase uniformed guard service under New York State Contract Number PS00518, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $446,000, chargeable to FAS Code 234803409, during the fiscal year ending June 30, 2000.

EXPLANATION: This contract will provide uniformed guard service at the College's new campus.

D. BARUCH COLLEGE - NETWORK INFRASTRUCTURE:

RESOLVED, That the Board of Trustees of The City University of New York authorize Baruch College to purchase an upgrade of the College's current networking backbone from Bull HN Information Systems, Inc., under existing State of New York Contract Number PT00232, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $275,000, chargeable to FAS Code 221201309, during the fiscal year ending June 30, 1999.

EXPLANATION: This upgrade at Baruch College's 151 East 25th Street location (Site "A") will greatly enhance the speed and efficiency of faculty access to internet-based applications. This upgrade will be the first stage of a major overhaul of the network processing system that will gradually include all of the current Baruch-owned sites.

E. KINGSBOROUGH COMMUNITY COLLEGE - NETWORK INFRASTRUCTURE:

RESOLVED, That the Board of Trustees of The City University of New York authorize Kingsborough Community College to purchase networking components from Anadig Corporation under existing State of New York Contract Number PT00146, pursuant to law and University regulations; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize Kingsborough Community College to purchase cable and installation services from Fedcom Technologies, Inc., under existing GSA Contract Number GS35F3145D, 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 $219,000; $189,000 will be chargeable to the College's Network Infrastructure Grant, CA 101-798, HN-C005, CP No. 38533; and $30,000 will be chargeable to the Library Technology Grant, KG 097-996, HN K002, CP No. 36075.
EXPLANATION: These funds will provide access to unconnected sectors of the campus for instructional and student support needs. The funds, requested under the City Network Infrastructure Grant, will provide fiber-optic connections for 31 classrooms housing student laboratories and upgrades in existing student laboratories.

F. QUEENS COLLEGE - TELECOMMUNICATIONS CLOSETS:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Queens College to purchase the construction of telecommunications closets from IBM under existing State of New York Contract Number PS00374, pursuant to law and University regulations. Such purchase shall not exceed total estimated costs of $95,000, chargeable to FAS Code 221201400 for fiscal year ending June 30, 1999, and $300,000 chargeable to FAS Code 221201400 for fiscal year ending June 30, 2000.

EXPLANATION: IBM will prepare the campus to receive the new network electronics being supplied under the Network Initiative Project.

NO. 6. COMMITTEE ON ACADEMIC POLICY, PROGRAM, AND RESEARCH: RESOLVED, That the following items be approved:

A. NEW YORK CITY TECHNICAL COLLEGE – B.TECH. IN FACILITIES MANAGEMENT:

RESOLVED, That the program in Facilities Management leading to the Bachelor of Technology degree to be offered at New York City Technical College 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 qualify for entry-level positions in property/facilities management in the real estate industry. In addition, the program will provide persons who are currently employed in the real estate industry with the opportunity to enhance their knowledge and skills and advance their careers. The College currently offers a number of associate degree programs that are designed to prepare students to maintain the architectural, structural, electrical and mechanical systems of buildings. The upper division curriculum builds upon these existing two-year programs and is designed to focus on the broad range of functions and responsibilities of facilities management.

The New York City real estate industry is one of the largest in this country, with over 900,000 residential, commercial, institutional, governmental, and industrial properties and facilities with an estimated value of almost $300 billion. Managing today's complex facilities demands a rigorous level of technical expertise, coupled with an ability to provide services across traditional administrative, planning and operational boundaries to organize, coordinate and control diverse facilities management functions. With the application of new information systems technology, facilities require expert management and there is a growing demand for a more sophisticated level of facilities management.

B. BRONX COMMUNITY COLLEGE – A.A.S. IN ENVIRONMENTAL TECHNOLOGY:

RESOLVED, That the program in Environmental Technology leading to the Associate in Applied Science degree to be offered at Bronx Community College be approved, effective September, 1999, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to provide students with competency-based knowledge and state-of-the-art training so they may prepare for careers in the field of Environmental Technology. A major goal of the program is to address the employment and public health need for trained environmental technicians in inner-city neighborhoods. There are critical manpower needs in the field for environmental technicians who can do the necessary field/laboratory work in conservation-related research, development and implementation. The curriculum is designed to prepare graduates for entry-level positions as Air Pollution Control Technician, Groundwater Professional, Transportation Professional, Energy Management Technician, Soil Scientist, among others. In addition, the curriculum is based on a strong foundation of Liberal Arts and Science courses that will enable interested students the opportunity to pursue related baccalaureate degree programs in a senior college. There is
an articulation agreement that guarantees the transfer of all credits and the smooth transition into York College's B.S. degree program in Environmental Health Science.

The proposed program will be supported by a $700,000 three-year development grant from the National Science Foundation. The grant seeks to provide development support for an Environmental Technology program for minority community college students.

NO. 7. COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION: RESOLVED, That the following items be approved:

A. BROOKLYN COLLEGE - NAMING OF THE SPECIALIZED LIBRARY-COMPUTER FACILITY IN WHITEHEAD HALL, "THE MORTON AND ANGELA TOPFER LIBRARY CAFE":

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the recently opened specialized library-computer facility in Whitehead Hall at Brooklyn College, "The Morton and Angela Topfer Library Cafe."

EXPLANATION: Morton Topfer, Brooklyn College, Class of 1959, and currently Vice Chairman of Dell Computer Corporation, has pledged $1 million with which to endow student scholarships and the College's newest computer facility. The Library Cafe is a new 50-workstation computer facility that provides student users with high-speed network access to the Internet, World Wide Web, e-mail, and a wide variety of software packages and online library catalogs. In addition, this specialized facility has extended hours to enable students to utilize electronic journals, reference tools, and CD-ROM products when the main library facility is closed. Moreover, during final exam periods, the Cafe will be staffed and open 24 hours a day. Creatively designed to reflect its high-tech purposes, the Cafe also contains portals for laptop plug-ins, a variety of large and small group study rooms and, patterned after the commercial computer cafes, a dedicated area for snacks and coffees in a congenial environment.

In recognition of the generosity of Morton Topfer, the College wishes to name the library cafe in his honor.

B. BROOKLYN COLLEGE - ESTABLISHMENT OF THE JACQUE EDWARD LEVY PROFESSORSHIP IN ANALYTICAL CHEMISTRY AND THE LEVY-KOSMINSKY PROFESSORSHIP IN PHYSICAL CHEMISTRY:

RESOLVED, That the Board of Trustees of The City University of New York approve the establishment of the Jacque Edward Levy Professorship in Analytical Chemistry and the Levy-Kosminsky Professorship in Physical Chemistry at Brooklyn College.

EXPLANATION: The estate of Jacque Edward Levy has provided an initial sum of $500,000 to the Brooklyn College Foundation, Inc., to endow two professorships to be known as the Jacque Edward Levy Professorship in Analytical Chemistry and the Levy-Kosminsky Professorship in Physical Chemistry. An initial sum of $250,000 shall constitute the principal of each professorship fund, the annual income of which will be used to provide auxiliary or salary support for the professorships. Additional disbursements from the estate shall be added to the principal to increase the size of the fund.

The Jacque Edward Levy Professorship in Analytical Chemistry and the Levy-Kosminsky Professorship in Physical Chemistry have been created with the goal of enhancing Brooklyn College's ability to attract scholars and teachers with the ability to impart to the current generation of students the significance and principles of these disciplines.

Individuals for these professorships will be recruited and appointed in accordance with Brooklyn College procedures. Upon selection by the Chemistry Department's Appointment Committee, their names will be forwarded to the Provost. Candidates for the professorships may be current members of the faculty of Brooklyn College or may come from outside institutions. Individuals selected shall be appointed for a one year term, subject to renewal at the discretion of the College.
The Jacque Edward Levy Professor(s) in Analytical Chemistry and the Levy-Kosminsky Professor(s) in Physical Chemistry shall be housed in the Department of Chemistry. Individuals selected for the professorship may teach courses in analytical and physical chemistry or related courses for undergraduate and graduate students, and be available to students as advisers and mentors outside of class.

C. BARUCH COLLEGE - AMENDMENTS TO THE GOVERNANCE PLAN:

RESOLVED, That the proposed amendments to the Baruch College Governance Plan, establishing one undergraduate student government, be approved.

NOTE: See Appendix B

EXPLANATION: The proposed amendments to the Baruch College Governance Plan implement the consolidation of the day and evening undergraduate student governments into one undergraduate student government at Baruch College. The consolidation of the two undergraduate student governments has been approved by the undergraduate student body in a referendum and is recommended by the College President. Section IV(A) (3) of the Governance Plan provides that the student body shall have the right to consolidate any of the student governments through a referendum approved by each constituency. A referendum of the undergraduate student body was conducted by mail ballot, and the students approved the consolidation by a vote of 565 to 85, with 5% of the students participating. The College President has recommended the adoption of the revisions even though the amendment provision (Article XII) of the Governance Plan requiring 15% of the students to vote in a valid referendum was not met, because of the overwhelming vote in favor (87%); and she believes that a single undergraduate student government is in the best interests of the students and the College. Section IV(A) (1) of the Governance Plan is amended to provide that Baruch College will now have two student governments, the Undergraduate Student Government and the Graduate Student Assembly, rather than the current three (day, evening, and graduate), and six other provisions are amended to conform with this change.

D. BYLAW AMENDMENT: Notice is served of the introduction of an amendment to the Board Bylaws to delete the title of Higher Education Aide:

RESOLVED, That Section 6.1 of the Bylaws be amended to read:

Section 6.1. INSTRUCTIONAL STAFF. The instructional staff shall consist of the persons employed in the following titles:

Chancellor
Deputy Chancellor
Sr. Vice Chancellor for facilities, planning, construction, and management
Vice Chancellor
University administrator
University associate administrator
University assistant administrator
President
Vice President
Assistant Vice President
University Dean
University Associate Dean
University Assistant Dean
Dean
Associate Dean
Assistant Dean
Administrator
Associate Administrator
Visiting Professor
Visiting Associate Professor
Visiting Assistant Professor
Adjunct Professor
Adjunct Associate Professor
Adjunct Assistant Professor
Adjunct Lecturer
Lecturer (full-time)
Lecturer (part-time)
Instructor
Instructor (nursing science)
Research Associate
Research Assistant
Clinical Assistant
Senior Registrar
Registrar
and the hunter college elementary school and hunter college high school

Principal
Chairperson of Department
Teacher
Assistant Teacher

and in the childhood centers

Teacher
Assistant Teacher

and be it further

RESOLVED, That the Bylaws be amended by the deletion of Section 11.13.a. as follows:

[Section 11.13.a. HIGHER EDUCATION AIDE.

A. Position Definition:

A higher education aide shall perform under the supervision of a higher education officer, university of college administrator/dean or other appropriate administrator, such administrative duties as may be assigned.

B. Qualifications:

For appointment as a higher education aide, a candidate must have demonstrated satisfactory qualities of personality and character and ability to work with others for the good of the institution. The candidate must possess a baccalaureate degree or equivalent experience and must show potential for significant achievement and growth.

NOTE: Matter underlined is new; matter in brackets is deleted.
EXPLANATION: The title Higher Education Aide was eliminated effective January 1, 1993 according to the 1990-1996 PSC/CUNY collective bargaining agreement. The purpose of the amendment to Sections 6.1 and 11.13.a. is to update the bylaws to reflect this change.

E. BYLAW AMENDMENT: Notice is served of the introduction of an amendment to the Board Bylaws to Section 11.14 concerning the position definition and the qualifications for the Assistant to Higher Education Officer title:

RESOLVED, That, effective September 1, 1999, Section 11.14 of the Bylaws be amended to read:

Section 11.14. ASSISTANT TO HIGHER EDUCATION OFFICER.

A. Position Definition:

An assistant to higher education officer shall, under the supervision of a higher education officer, university or college dean, or other head of an administrative or academic unit of the college, perform such duties as may be assigned to him/her.

B. Qualifications:

For appointment as an assistant to higher education officer, a candidate must have demonstrated satisfactory qualities of personality and character and ability to work with others for the good of the institution. He/she must have had at least two years of experience in higher education or appropriate graduate work generally or in the area of specialization to which he/she will be assigned. He/she must show potential for significant achievement and growth. He/she must possess a baccalaureate degree or an equivalent combination of related experience and education.

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

EXPLANATION: In consultation with the Council of Presidents, the Vice Chancellor for Faculty and Staff Relations undertook a review of the higher education officer series. The change in the position definition is proposed to reflect the fact that assistants to higher education officer may report to supervisors in titles other than higher education officer, university dean or college dean. The change in qualifications is proposed to provide the colleges with increased flexibility to hire qualified individuals to this entry level position without requiring both a baccalaureate degree and years of experience in higher education or appropriate graduate work.

F. BYLAW AMENDMENT: Notice is served of the introduction of an amendment to the Board Bylaw Sections 11.15, 11.16, and 11.17 concerning the position definition and qualifications for positions in the titles of Higher Education Assistant, Higher Education Associate, and Higher Education Officer:

RESOLVED, That, effective September 1, 1999, Section 11.15 of the Bylaws be amended to read:

Section 11.15. HIGHER EDUCATION ASSISTANT.

A. Position Definition:

The duties of a higher education assistant are to serve as an assistant to one of the major educational officers of a college or the university or other head of an administrative or academic unit with responsibility for a limited area of planning or research or to perform such professional and/or administrative duties as may be assigned.

B. Qualifications:

For appointment as higher education assistant, the candidate must have demonstrated satisfactory qualities of personality and character and ability to work with others for the good of the institution. He/she must have had at least four years of experience in one or more related areas [of higher education] and be sufficiently adaptable to
apply such experience to the field in which his/her responsibility will lie. He/she must possess at least a baccalaureate degree and show definite potential for significant achievement and growth in the area to which he/she is assigned. An appropriate combination of education above the baccalaureate degree and demonstrable skills and/or years of experience may be substituted for the four years of experience in determining qualifications for the position of higher education assistant.

and be it further

RESOLVED, That, effective September 1, 1999, Section 11.16 of the Bylaws be amended to read:

Section 11.16. HIGHER EDUCATION ASSOCIATE.

A. Position Definition:

The duties of a higher education associate are:

a. To serve as deputy for a higher education officer [ ] or

b. To assume administrative responsibility, under the general supervision of a university or college dean or other head of an administrative or academic unit, for some major area of university or college activity, such as institutional research, campus planning and development, coordination of relations with community and civic groups, supervision and coordination of all educational data processing, coordination of applications to federal, state, and private foundations for educational grants, direction of specific specialized campus activities [ ] or

c. To function as executive assistant to the chancellor or president [ ] or

d. To develop some major aspect of new programs.

B. Qualifications:

For appointment as higher education associate, a candidate must have demonstrated satisfactory qualities of personality and character and ability to work with others for the good of the institution. He/she must have had at least six years of related experience [in the area of higher education in which his/her responsibility will lie]. He/she must be sufficiently well versed in the overall functions of the university to be able to serve as deputy for a higher education officer, or to carry full responsibility under the general supervision of a university or college dean or other head of an administrative or academic unit of the university or college for some major area of university or college activity. He/she must possess at least a baccalaureate degree and show evidence of exceptional achievement in his/her chosen field as well as potential for future growth. An advanced degree above the baccalaureate degree may be required as appropriate to perform the duties of a particular position. An appropriate combination of education above the baccalaureate degree and demonstrable skills and/or years of experience may be substituted for the six years of experience in determining qualifications for the position of higher education associate.

and be it further

RESOLVED, That, effective September 1, 1999, Section 11.17 of the Bylaws be amended to read:

Section 11.17. HIGHER EDUCATION OFFICER.

A. Position Definition:

The duties of a higher education officer are:
a. To assume full administrative responsibility for some major area of university or college activity, such as institutional research, campus planning and development, coordination of relations with community and civic groups, supervision and coordination of all educational data processing, coordination of applications to federal, state, and private foundations for educational grants, direction of specific specialized campus activities [ ] or

b. To function as executive assistant to the chancellor or president [ ] or

c. To develop some major aspect of new programs.

B. Qualifications:

For appointment as higher education officer, a candidate must have demonstrated satisfactory qualities of personality and character and ability to work with others for the good of the institution. He/she must have had at least eight years of related experience [in the area of higher education in which his/her responsibility will lie]. He/she must be sufficiently well versed in the overall functions of the university to be able to assume full responsibility, answerable to his/her college president or designee (or to the chancellor, deputy chancellor, [or] vice chancellor, or designee thereof if he/she is assigned to a university position) for some major area of university or college activity. He/she must possess at least a baccalaureate degree and show evidence of exceptional achievement in his/her chosen field as well as potential for future growth. An advanced degree above the baccalaureate degree may be required as appropriate to perform the duties of a particular position. An appropriate combination of education above the baccalaureate degree and demonstrable skills and/or years of experience may be substituted for the eight years of experience in determining qualifications for the position of higher education officer.

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

EXPLANATION: In consultation with the Council of Presidents, the Vice Chancellor for Faculty and Staff Relations undertook a review of the higher education officer series, including the selection and appointment process and the qualifications for positions in the series. In the area of qualifications, a number of proposals were made with the support of the Council of Presidents. These changes require amendment of the Bylaws.

The changes in the position definition for the title higher education assistant are proposed to reflect the fact that employees in this title may report to supervisors other than major educational officers of a college or the university and that the scope of their responsibilities has broadened since the positions were originally defined. The changes in the position definitions for the titles of higher education associate and higher education officer clarify the reporting relationships and that the enumerated duties are disjunctive.

The changes in qualifications are proposed to provide the colleges with increased flexibility to hire qualified individuals who have a baccalaureate degree and a combination of education beyond the baccalaureate degree and skills and years of experience. In addition, under the proposed changes in qualifications, it will be possible to require an advanced degree for the titles higher education associate and higher education officer when such a degree is appropriate for the position.

The Office of Faculty and Staff Relations will promulgate guidelines for the implementation of these Bylaw changes.

G. DISTINGUISHED PROFESSOR: RESOLVED, That the following be designated distinguished Professor in the department, and the college, and for the period indicated, with compensation of $21,424 per annum in addition to their regular academic salaries, subject to financial ability:

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<th>COLLEGE</th>
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<td>The City College</td>
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<td>Chemical Engineering and the Benjamin Levich Institute</td>
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H. QUEENSBOROUGH COMMUNITY COLLEGE – NAMING OF THE QUEENSBOROUGH COMMUNITY COLLEGE LIBRARY, THE KURT R. SCHMELLER LIBRARY:

WHEREAS, Kurt R. Schmeller is retiring after having served as President of Queensborough Community College for 32 years, with his tenure currently being the longest of any President serving as the head of a public college or university in the United States; and

WHEREAS, During his tenure, Kurt R. Schmeller oversaw the development of numerous innovative programs and initiatives at the College, including the Laser and Fiber Optics Technology Program, the only one of its kind in the State approved by the State Education Department; the only Music Electronic Technology program in The City University of New York; and the largest Clinical Nursing Program in the metropolitan area; and

WHEREAS, Kurt R. Schmeller also oversaw the establishment of a Dual/Joint Associate/Bachelor Degree program in Teacher Education in cooperation with Queens College; the model External Education Program for the Homebound, which provides postsecondary education to students who cannot leave their homes due to a disability; and a unique Holocaust Resource Center and Archives; the only facility of its kind serving New York City and Long Island, which serves as headquarters for the International Association of Holocaust Organizations; and

WHEREAS, Working closely with campus architects, Kurt R. Schmeller also oversaw the completion of the College's Master Plan and construction of nine buildings on the 34-acre campus; since his appointment, the College's enrollment has increased from 5,000 to almost 10,500 matriculated students, with an additional 5,000 students enrolled every semester in non-credit continuing education programs and classes; and

WHEREAS, As a founder and chairperson of the Queensborough Community College Fund, Inc., he established an endowment fund for the Queensborough Community College Library; now therefore be it

RESOLVED, That the Queensborough Community College Library be named the Kurt R. Schmeller Library.

EXPLANATION: Kurt R. Schmeller is retiring as President of Queensborough Community College after 32 years. His commitment to Queensborough Community College and its students, faculty, and staff is well-known, as is his commitment to the greater Queens community, which includes service as the former President of the Queens Council of the Boy Scouts of America, as a former member of the Flushing YMCA Board of Managers, the Flushing Cemetery, the Queens Symphony Orchestra Board of Directors, and the Queens Chamber of Commerce. Kurt R. Schmeller continues to believe that the College Library is a vital component serving the needs of the College community. As founder and chairperson of the Queensborough Community College Fund, Inc., he established an endowment fund for the Queensborough Community College Library. The College Faculty Executive Committee, the Academic Senate Steering Committee, and Student Government are all in agreement that a suitable tribute to Kurt R. Schmeller for his years of dedicated service would be the naming of the College Library, the Kurt R. Schmeller Library.

Trustee Murphy stated that he introduced this last item with mixed emotions. Dr. Kurt Schmeller is retiring as President of Queensborough after 32 years, the longest tenure of any president serving as head of a public college or university in the United States. During his tenure he oversaw the development of numerous innovative programs and initiatives at the College, including the Laser and Fiber Optics Technology Program, the only one of its kind in the State, approved by the State Education Department, and the only Music Electronic Technology Program in the University. As the founder and Chairperson of the Queensborough Community College Fund, Dr. Schmeller established an endowment fund for the Queensborough Community College Library and, therefore, it is only fitting that the library bear his name. The record should show that the motion was approved without objection.

President Schmeller stated that this resolution was indeed a surprise. I was not aware that we would have any policy item on the agenda so I did not scrutinize the calendar carefully until it was brought to my attention today. So, this is a surprise and I want to say that my family and I are greatly honored by this thoughtful and generous resolution. Thank you very much.
NO. 8. COMMITTEE ON FACILITIES, PLANNING, AND MANAGEMENT: RESOLVED, That the following items be approved:

A. HUNTER COLLEGE - MASTER PLAN AMENDMENT:

RESOLVED, That the Board of Trustees of The City University of New York approve a Master Plan Amendment which will provide a total of 1,725,655 NetAssignable Square Feet (NASF) for Hunter College.

EXPLANATION: Hunter College occupies several sites throughout Manhattan: the main campus includes four buildings at East 68th Street, with additional buildings at the Brookdale Campus on East 25th Street, the School of Social Work at East 79th Street, Roosevelt House at East 65th Street, and the MFA Building at West 41st Street. These facilities provide a total of 1,307,967 NASF, which represents a current space deficit of approximately 182,954 NASF, based on a 1996-97 enrollment of 12,691 full-time equivalent students (FTES).

This Master Plan Amendment is based on a 10-year projected College enrollment of 15,492 FTES, requiring a total of 1,725,655 NASF, calculated by CUNY space standards. To meet this projected space need, the Master Plan Amendment calls for new construction and renovation of existing spaces, to provide 417,688 NASF in addition to the space currently available.

The Master Plan Amendment includes strategies for achieving the College's future space needs through expansion and reconfiguration, as well as alternative plans which may be implemented should the recommended expansion sites prove to be unavailable.

The design firm of Cooper Robertson & Partners was approved by The Board of Trustees of The City University of New York on September 27, 1995, Cal. No. 4.F.

B. JOHN JAY COLLEGE OF CRIMINAL JUSTICE - RENOVATION PROJECTS SCHEDULED IN 1996 CERTIFICATES OF PARTICIPATION REFUNDING:

WHEREAS, Certain capital facilities at John Jay College of Criminal justice (the "College") were financed by the 1986 $242,975,000 Certificates of Participation issued by the State of New York (the "1986 COPs") and refinanced by the 1996 $195,060,000 Certificates of Participation Refunding issued by the State of New York (the "1996 COPs"); and

WHEREAS, In connection with the 1996 COPs, The City University of New York and Manufacturers and Traders Trust Company entered into a Trust Agreement dated as of December 1, 1995 (the "Trust Agreement"), which established a B&E Fund to be applied to the costs of replacing, renovating or improving such capital facilities (the "B&E Fund"); and

WHEREAS, The Trust Agreement further established a procedure for withdrawals from the B&E Fund for projects listed on Trust Agreement Schedule I and approved by the State Director of the Budget upon construction requisitions approved by the Office of the State Comptroller; and

WHEREAS, Trust Agreement Schedule I has been amended and, as amended, approved by the State Director of the Budget; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute, on behalf of the College, one or more contracts for the projects set forth on Amended Schedule I. Such contracts shall be awarded to the lowest responsive and responsible bidder or bidders after public advertisement and sealed bidding pursuant to law and University regulations. Such contracts shall be subject to approval as to form by the University Office of the General Counsel; and be it further

RESOLVED, That all such contracts shall be paid from the B&E Fund in a total amount not to exceed $2,314,000.
EXPLANATION: The 1986 COPs created a B&E Fund which was transferred to the Trustee under the 1996 COPs and which now contains an amount sufficient to pay the estimated costs of the Amended Schedule I projects. One project listed in the original Schedule I, the replacement of part of a roof system, has been completed under this process. Schedule I has been amended to reflect current renovation needs and estimated costs, and, as amended, approved by the Director of the Budget. Construction requisitions for the Amended Schedule I projects will be paid from the B&E Fund upon approval by the Office of the State Comptroller.

C. QUEENS COLLEGE - CHILLERS REPLACEMENT IN POWDERMAKER HALL:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Queens College to purchase new chillers and associated HVAC equipment for Powdermaker Hall. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding pursuant to law and University regulations. The contract cost shall be chargeable to the State Capital Construction Fund, Project No. QC025-090 for an amount not to exceed $814,511. The contract shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: As part of the Powdermaker Hall renovation, the College will replace 27 year old chillers. The removal of the old chillers and the installation of the new chillers will be provided by the Powdermaker Hall renovation budget, currently in the final design stages.

D. QUEENS COLLEGE - NEW TENNIS STRUCTURE:

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. 5.1., for construction of a new tennis structure at Queens College to authorize award of the contract at the bid price of $1,148,700.

EXPLANATION: The contract is being awarded to the lowest responsive and responsible bidder at the bid price of $1,148,700. The tennis structure will provide a year-round tennis facility to the College and will be available to the community.

E. BROOKLYN COLLEGE - WHITMAN THEATER BATHROOM REHABILITATION:

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.A., to authorize an increase in the construction amount from the originally approved amount of $131,645 to the new increased amount of $186,645, chargeable to Capital Budget Project No. BY063-097.

EXPLANATION: The contract is being awarded to the lowest responsive and responsible bidder at the bid price of $186,645. The original estimate of $131,645 included only the base bid. Two add alternates were designed and would have been awarded as part of the contract to the extent funding allowed. These alternates were: 1. Install plastic toilet partitions; 2. Replace flush valves. The cost submitted by the lowest bidder for the base package as well as the alternates was $104,280. However, this bidder was found unresponsive for failing to submit a bid bond. The second responsive bidder had a bid price of $175,000, inclusive of the two alternates. The College has identified additional funds so that it can award the contract with the add alternates.

F. BOROUGH OF MANHATTAN COMMUNITY COLLEGE - EXPANSION OF CHILD CARE CENTER:

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.E., to authorize an increase in the construction amount from the originally approved amount of $807,139 to the new increased amount of $1,264,127, chargeable to City Capital Budget, Project No. MC032-093.
EXPLANATION: The funding available for this project at the time of the previous submission was $807,139. At that time, eleven critical scope items had been identified as add alternates to hold the project within the budget. These alternates included replacement of additional roofing, installation of College-supplied floor finishes and bathroom countertops, upgrade of classroom and plaza lighting, ceramic tile on bathroom walls, installation of counters and cabinets in kitchen and classrooms, and kitchen appliances.

Additionally, it had become apparent that full re-roofing at this time of the plaza in the vicinity of the construction is more practical and efficient than patching the 18-year old roof around the expansion. Therefore, re-roofing of the plaza was added to the scope of the base bid package, increasing the estimated cost, including alternates, to $1,015,550.

The contract is being awarded to the lowest responsive and responsible bidder at the bid price of $1,264,127. The consultants attribute the discrepancy between the estimate and the bids to an extremely active construction market. After confirming the validity of the bids, rather than rebid a reduced scope of work, additional half-State half-City Mayoral funding has been identified which will cover all the scope, including the alternates.

NO. X. COMMITTEE ON STUDENT AFFAIRS AND SPECIAL PROGRAMS:

Report of Committee Chairman Crimmins:
As you know, there were no action items before the Committee this month, but I would like to report on a number of items that we discussed. Although the amendment to the governance plan at Baruch College was a policy matter for the Committee on Faculty, Staff, and Administration, the Student Affairs Committee fully discussed this as an information item since it consolidates the day and evening student governments at Baruch College into one undergraduate student government. It is the hope of the Committee that student voter participation will improve under this consolidated government.

The Committee was briefed on a University proposal to establish a part-time TAP pilot at CUNY. This program would enable the University to test its hypothesis that retention and graduation rates will actually improve because students often take more credits than they can handle in order to qualify for aid, or they are forced to stop out from school completely for financial reasons. This proposal has been well received by the State Division of the Budget, the Higher Education Services Corporation, and members and staff from both the Assembly and Senate. We are hopeful that the pilot will be approved for implementation in the next academic year.

Finally, I would like to report on two very impressive student events. I was privileged to participate in the student leadership award ceremony held here on May 13th. Two student leaders from each campus were recognized for their outstanding service to their college. The biographies of these students are, I think, inspiring. Our student scholar athletes were honored by the CUNY Athletic Conference on May 11th for their outstanding academic records and athletic skills. Coincidentally the four scholar athletes were all born abroad, in Italy, Poland, Guyana, and Hungary. We expect that some of the honorees will be the subject of an upcoming story in CUNY Matters.

NO. 9. HONORARY DEGREE: RESOLVED, That the following honorary degree, approved by the appropriate faculty body and recommended by the Interim Chancellor, be presented at the commencement exercise as specified:

COLLEGE
QUEENS COLLEGE

DEGREE
Doctor of Music

Mr. Luciano Pavarotti

(To be awarded at the October 20, 1999, Convocation)
ADDED ITEM

NO. 10. SALK SCHOLARSHIPS: RESOLVED, That the Board of Trustees approve the award of the Jonas E. Salk Scholarships to the following graduates who have been recommended by the Interim Chancellor:

WITH STIPEND

Melissa Bleicher  
Anneli Jonsson  
Lilly-Rose Paraskevas  
Patricia Burns  
Oksana Martsinkevich  
Cori Salvir  
Kristina Poblaguyev  
Michelene Rivas

Queens College  
The City College  
Hunter College  
The City College  
Hunter College  
Queens College  
Hunter College  
Hunter College

HONORARY (In order selected)

Andrea Tieng  
David Kaminetzky  
Vadim Morozov  
Martin Agbemabiese  
Andrea Borghese  
Jennifer Madeo  
Camille Stewart  
Jason Aglipay

Brooklyn College  
Queens College  
Lehman College  
York College  
Lehman College  
The College of Staten Island  
Lehman College  
The City College

Upon motions duly made, seconded and carried, The Public meeting was adjourned at 5:25 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

MAY 24, 1999

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

The Executive Session was called to order at 5:32 P.M.

There were present:

Anne A. Paolucci, Chairwoman
Herman Badillo, Vice Chairman

Satish K. Babbar
John J. Calandra
Kenneth E. Cook
Michael C. Crimmins
Edith B. Everett
John Morning

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

Bernard Sohmer, ex officio

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

Interim Chancellor Christoph M. Kimmich
Interim Deputy Chancellor Patricia Hassett
Vice Chancellor Jay Hershenson
Acting Deputy General Counsel Jane Sovern

The absence of Trustees Curtis, Marino, and Biswas was excused.

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

E.1. THE CITY UNIVERSITY OF NEW YORK – CENTRAL OFFICE LITIGATION:

RESOLVED, That the Board of Trustees of The City University of New York authorizes the settlement of litigation entitled Lopez v. The City University of New York, and authorizes the Acting General Counsel and Acting Vice Chancellor for Legal Affairs to execute a Stipulation of Settlement on behalf of The City University of New York and its Trustees.

EXPLANATION: The Board of Trustees has been briefed on the terms of the proposed settlement by its Acting General Counsel and Acting Vice Chancellor for Legal Affairs.

Upon motion duly made, seconded and carried, the Executive Session was adjourned at 6:32 P.M.

SECRETARY GENEVIEVE MULLIN
MINUTES OF THE MEETING 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 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

Jeffrey S. Wiesenfeld, Trustee-Designate

Md. Mizanur 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. PAOULUCCI: 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 Academiques 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 Ile 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 NASA/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 PHS/NIH/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 PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Luine, V., School of Arts & Sciences, for "Minority Biomedical Research Support Program."
H. $441,508 PHS/NIH/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 PHS/NIH/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
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<tr>
<th></th>
<th>Amount</th>
<th>Agency</th>
<th>Investigator(s)</th>
<th>Project Description</th>
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<td>L</td>
<td>$350,000</td>
<td>NEW YORK CITY DEPARTMENT OF ENVIRONMENTAL PROTECTION</td>
<td>Ahearn, S., Geography</td>
<td>&quot;A Pilot Data Geographical System for NYC-DEP.&quot;</td>
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<td>M</td>
<td>$348,148</td>
<td>PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCE</td>
<td>Lipke, P., Biological Sciences</td>
<td>&quot;Minority Access to Research Careers.&quot;</td>
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<td>$279,855</td>
<td>PHS/NIH/NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS &amp; STROKE</td>
<td>Filbin, M., Biological Sciences</td>
<td>&quot;Role of Myelin Protein, MAG, in Spinal Cord Regeneration.&quot;</td>
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<td>$276,617</td>
<td>NEW YORK UNIVERSITY/U.S. EDUCATION DEPARTMENT</td>
<td>Vazquez, J., Curriculum &amp; Teaching</td>
<td>&quot;Comprehensive Regional Assistance Center.&quot;</td>
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<td>$253,439</td>
<td>PHS/NIH/NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS &amp; STROKE</td>
<td>Filbin, M., Biological Sciences</td>
<td>&quot;Adhesion of Myelin Protein.&quot;</td>
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<td>$250,000</td>
<td>FORD FOUNDATION</td>
<td>Randall, L., Economics</td>
<td>&quot;Evaluation of Educational Quality Enhancement Program in Four Latin American Countries.&quot;</td>
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<td>$247,000</td>
<td>NEW YORK STATE EDUCATION DEPARTMENT</td>
<td>Walsh, E., Urban Affairs &amp; Planning</td>
<td>&quot;Liberty Partnership Program.&quot;</td>
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<td>$242,268</td>
<td>PHS/NIH/NATIONAL INSTITUTE FOR ALLERGIES &amp; INFECTIOUS DISEASES</td>
<td>Eckhardt, L., Biological Sciences</td>
<td>&quot;Expression of Gene Expression in Myeloma Cells.&quot;</td>
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<td>V</td>
<td>$240,000</td>
<td>NEW YORK CITY DEPARTMENT OF HEALTH</td>
<td>Freudenberg, N., and Kass, D., Center for AIDS, Drugs &amp; Community Health</td>
<td>&quot;New York City Asthma Initiative.&quot;</td>
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<td>W</td>
<td>$232,192</td>
<td>PHS/NIH/NATIONAL INSTITUTE OF MENTAL HEALTH</td>
<td>Zeigler, P., Psychology</td>
<td>&quot;Neural Control Behavior.&quot;</td>
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<td>Y</td>
<td>$216,697</td>
<td>PHS/NIH/NATIONAL CANCER INSTITUTE</td>
<td>Tomasz, M., Chemistry</td>
<td>&quot;Adducts of Mitomycin C with Nucleotides.&quot;</td>
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<td>Z</td>
<td>$211,112</td>
<td>PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES</td>
<td>Franck, R., Chemistry</td>
<td>&quot;The Cycloaddition Way to Glycosyl Transfer.&quot;</td>
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<td>$208,980</td>
<td>PHS/NIH/NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS &amp; STROKE</td>
<td>Filbin, M., Biological Sciences</td>
<td>&quot;Role of Myelin Protein, MAG, in Spinal Cord Regeneration.&quot;</td>
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<td>$204,313</td>
<td>PHS/NIH/NATIONAL CANCER INSTITUTE</td>
<td>Foster, D., Biological Sciences</td>
<td>&quot;Phospho2lipase D Activation by v-Scr and v-Ras.&quot;</td>
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<td>$200,179</td>
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<td>Tomasz, M., Chemistry</td>
<td>&quot;Mitomycin C-DNA Adducts in Tumor Cells.&quot;</td>
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<td>EE.</td>
<td>$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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<td>GG.</td>
<td>$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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<td>HH.</td>
<td>$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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<td>II.</td>
<td>$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>JJ.</td>
<td>$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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<td>KK.</td>
<td>$173,445 UNIVERSITY OF VERMONT/PHS/NIH to Lipke, P., Biological Sciences, for &quot;Molecular Genetics of Yeast Agglutinins.&quot;</td>
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<td>LL.</td>
<td>$170,000 NEW YORK COMMUNITY TRUST to Silberman, R., Special Education, for &quot;Training Program for Vision Rehabilitation Professionals and Paraprofessionals.&quot;</td>
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<td>MM.</td>
<td>$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>
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<td>NN.</td>
<td>$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>
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<td>OO.</td>
<td>$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>$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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<td>QQ.</td>
<td>$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>
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<td>RR.</td>
<td>$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>
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<tr>
<td>SS.</td>
<td>$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>
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<td>$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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<td>$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>$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>XX.</td>
<td>$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>
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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 Giunta, 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/Anthropology, 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. In somewhat different form and with a somewhat different timetable, 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, CMS0137, 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 CA101-798, 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.
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 as 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-opted 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 is the concern. 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. Mizanoor 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
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 1 (000s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn College - West Quad Renovation Design</td>
<td>10.0</td>
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</tr>
<tr>
<td>The City College - Shepard Hall Façade Renovation</td>
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<tr>
<td>John Jay College - Phase II Site Acquisition</td>
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</tr>
<tr>
<td>Law School - Renovation</td>
<td>00.9</td>
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<tr>
<td>New York Tech - Stage Tech Addit. Phase II</td>
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<td></td>
</tr>
<tr>
<td>Queens College - Powdermaker Hall Renovation</td>
<td>26.9</td>
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<tr>
<td>York College - Renov. of Space for Day Care Facility</td>
<td>04.3</td>
<td></td>
</tr>
<tr>
<td>Staten Island - Renov. of Plant Operations Building</td>
<td>00.268</td>
<td></td>
</tr>
<tr>
<td>University-wide - Facilities Preservation/Condition Assessment</td>
<td>04.9</td>
<td></td>
</tr>
<tr>
<td>University-wide - Health and Safety/Condition assessment</td>
<td>06.7</td>
<td></td>
</tr>
<tr>
<td>University-wide - Health and Safety/Asbestos Abatement</td>
<td>03.9</td>
<td></td>
</tr>
<tr>
<td>University-wide - Access for Persons w/Disabilities</td>
<td>03.0</td>
<td></td>
</tr>
<tr>
<td>University-wide - Education Technology Initiative</td>
<td>04.0</td>
<td></td>
</tr>
<tr>
<td>University-wide - Energy Conservation</td>
<td>05.83</td>
<td></td>
</tr>
<tr>
<td>University-wide - Facility Modernization</td>
<td>02.0</td>
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</tr>
<tr>
<td>University-wide - Science and Technology Equipment</td>
<td>03.75</td>
<td></td>
</tr>
<tr>
<td>University-wide - Telecommunications Infrastructure</td>
<td>04.0</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$150.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community Colleges</th>
<th>State Share (000s)</th>
<th>City Share 1 (000s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medgar Evers College - Academic Building One</td>
<td>$5.0</td>
<td>$5.0</td>
</tr>
<tr>
<td>- Site Acquisition Phase II</td>
<td>01.4</td>
<td>01.42</td>
</tr>
<tr>
<td>University-wide - Miscellaneous Community College Projects</td>
<td>05.0</td>
<td>05.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$11.4</td>
<td>$11.4</td>
</tr>
</tbody>
</table>

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</th>
<th>CURRENT FEE</th>
<th>PROPOSED FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLOCATING BODY</td>
<td>FT/PT</td>
<td>FT/PT</td>
</tr>
<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>
</tr>
<tr>
<td>NYPIRG</td>
<td>$04.00/$04.00</td>
<td>$04.00/$04.00</td>
</tr>
<tr>
<td>University Student Senate</td>
<td>$00.85/$00.85</td>
<td>$00.85/$00.85</td>
</tr>
<tr>
<td><strong>Total Student Activity Fee</strong></td>
<td><strong>$61.35/$43.95</strong></td>
<td><strong>$68.35/$46.95</strong></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./Std. 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./Std. Govt.</td>
<td>$5.46/$2.36</td>
<td>$6.35/$3.25</td>
</tr>
<tr>
<td>Radio Station</td>
<td>Assn./Std. 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, bring 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>
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<tbody>
<tr>
<td>Student Government</td>
<td>$2.45</td>
<td>$1.05</td>
<td>$2.45</td>
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<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</th>
<th>PART-TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CURRENT/PROPOSED</td>
<td>CURRENT/PROPOSED</td>
</tr>
<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>$1.13/$1.13</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>
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<td>Mr. John U. Sepulveda</td>
<td>Doctor of Humane Letters</td>
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(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

Jeffrey S. Wiesenfeld, Trustee-Designate

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

There were present:

Herman Badillo, Chairman
Benno C. Schmidt, Jr., Vice Chairman-Designate

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

James P. Murphy
Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld

Md. Mizanuor 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

Interim Chancellor Christoph M. Kimmich
President Fred W. Beaufait
President Dolores Fernandez
President Frances Degen Horowitz
President Charles C. Kidd

President Carolyn G. Williams
Interim President Michael Zibrin
Interim Vice Chancellor Sherry Brabham
Vice Chancellor Jay Hershenson
Vice Chancellor Brenda Malone

The absence of Trustees Michael C. Crimmins and Randy M. Mastro was excused.

Upon motion duly made, seconded and carried, the following resolution was unanimously adopted:

Chairman Badillo stated that as we all know the Kennedy family has once again suffered a tragic loss and I would like to call on Trustee James Murphy to read a memorial resolution.

A. RESOLUTION OF REMEMBRANCE AND MOURNING – JOHN F. KENNEDY, JR.:

WHEREAS, John F. Kennedy, Jr., was a dear and close supporter of The City University of New York; and

WHEREAS, John F. Kennedy, Jr., founded the Kennedy Fellows Program and Consortium for the Study of Disabilities at CUNY in 1989 as part of the Reaching Up Program; and
WHEREAS, John F. Kennedy, Jr., started the project to assist persons with mental retardation and developmental disabilities, as well as the workers at the bottom of the economic ladder who provide them with direct care; and

WHEREAS, Since then, ten thousand direct care workers have received educational opportunities at CUNY through this program; and

WHEREAS, The Kennedy Fellows Program provides a $1,000 scholarship per year and career mentoring to direct care staff who are enrolled for at least six degree credits at a CUNY or SUNY school; and

WHEREAS, Nearly 400 Kennedy Fellows have been accepted into the program and one half have already graduated with baccalaureate or master's degrees and received significant career promotions to positions as teachers, social workers, rehabilitation counselors, residence managers, recreation therapists and agency administrators; another quarter have completed credited certificates or associate's degrees resulting in important career advances and most of the rest are making steady academic progress; and

WHEREAS, Kennedy Fellows are already assuming leadership positions in a more diversified workforce; and

WHEREAS, John F. Kennedy, Jr., took a personal interest in the Kennedy Fellows, meeting with them several times a year to talk about issues of concern, which was a source of inspiration and pride for these workers and for all who worked in the program; and

WHEREAS, John F. Kennedy, Jr., treated each person with a transforming respect, kindness and generosity of spirit, and never sought recognition for his work, which will continue to benefit thousands more in the years to come; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York offer its deepest sympathy to the Kennedy and Bessette families for the tragic and untimely deaths of John F. Kennedy, Jr., his wife Carolyn Bessette-Kennedy, and her sister Lauren Bessette as we mourn the loss of our loving friend and colleague.

Statement of Trustee Murphy regarding John F. Kennedy, Jr.:

I just want to mention on a personal level it is pretty hard to wrap into the words of a formalized document, such as a resolution, the depth of feeling and appreciation that I personally have, and I think I speak in behalf of the University, for the selfless work over a decade which John did on behalf of not only the University and the persons who have been educated through these programs and been given career paths and wonderful opportunities, but most particularly for those who are living in the community now, after the Willowbrook case and various agencies that serve the mentally retarded and developmentally disabled. Their lives have been measurably improved by the work of John Kennedy. And it really is a terrific part of his great legacy.

I was privileged to work with him and I was privileged to help get the program started and to be part of its overview for the decade. In conclusion, there are four people in the room who have done the grunt work over the past years and I would like to acknowledge them: Bill Ebenstein, who is the Director of the Consortium for the Study of Disabilities; Lyda Clifton, who is Director of the Kennedy Fellows Program and believe me what a leader and delightful person she is, Jason Chapin, who is assistant to Bill Ebenstein, and I would be remiss if I didn't acknowledge John Mogulescu, our University Dean for Adult and Continuing Education, who has empowered and supported and enabled this program on behalf of Vice Chancellor Louise Mirrer and the Academic Affairs group here in the University. They are the ones that made have made this program really work and they are a living testament to the great and caring work of John F. Kennedy, Jr. Thank you, Mr. Chairman.

Upon motions duly made, seconded and carried, the Public meeting was adjourned at 4:40 P.M. to go into Executive Session.

SECRETARY GENEVIEVE MULLIN
MINUTES OF THE EXECUTIVE SESSION OF THE BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK

HELD

JULY 22, 1999

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

The Executive Session was called to order at 4:41 P.M.

There were present:

Herman Badillo, Chairman
Benno C. Schmidt, Jr., Vice Chairman-Designate

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

James P. Murphy
Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld

Md. Mizanuor R. Biswas, ex officio

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

Interim President Michael Zibrin
Vice Chancellor Jay Hershenson

The absence of Trustees Michael C. Crimmins and Randy M. Mastro was excused.

Upon motions duly made, seconded and carried, the following resolution was adopted:

The Board went into Executive Session to discuss personnel matters.

Upon motions duly made, seconded and carried, the Executive Session was adjourned at 4:50 P.M. to go into Public Session.

SECRETARY GENEVIEVE MULLIN
MINUTES OF THE SPECIAL MEETING OF THE BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK

HELD

JULY 22, 1999

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

The Public session reconvened at 4:52 P.M.

There were present:

Herman Badillo, Chairman
Benno C. Schmidt, Jr., Vice Chairman-Designate

Satish K. Babbar
John J. Calandra
Kenneth E. Cook
Alfred B. Curtis, Jr.
Ronald J. Marino
Randy M. Mastro

John Morning
James P. Murphy
Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld

Md. Mizanooj R. Biswas, ex officio

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

Interim Chancellor Christoph M. Kimmich
Interim President Michael Zibrin
President Fred W. Beaufait
Interim Vice Chancellor Sherry Brabham
President Dolores Fernandez
Vice Chancellor Jay Hershenson
President Frances Degen Horowitz
Vice Chancellor Brenda Richardson Malone
President Carolyn G. Williams

The absence of Trustee Michael C. Crimmins was excused.

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

B. THE CITY UNIVERSITY OF NEW YORK - AMENDMENT TO THE SALARY PLAN:

WHEREAS, The Board of Trustees believes it is in the best interests of The City University of New York to appoint a Chancellor at an annual salary of $250,000, having determined that such salary is commensurate with the duties and responsibilities of Chancellor, and having recognized that such salary is in excess of the salary of $178,523
currently authorized under the Salary Plan covering executive staff at the University (known as the Executive Compensation Plan); and

WHEREAS, The Board of Trustees wishes to provide a housing allowance to the Chancellor in lieu of University housing; and

WHEREAS, Chapter 263 of the Laws of 1987 authorizes the Board of Trustees to establish and implement a salary plan for the Chancellor and other executive staff of the University following consultation with certain Offices of the Governor, and further requires the Board of Trustees to file a proposed Salary Plan (or amendment thereto) with the Chairs of the Senate Finance Committee and the Assembly Ways and Means Committee and the Director of Budget at least 60 days prior to the effective date of the plan (or amendment); now therefore be it

RESOLVED, That the Salary Plan be amended to increase the salary of the Chancellor from $178,523 to $250,000, effective September 6, 1999; and be it further

RESOLVED, That the Salary Plan be amended to modify the housing provision for the Chancellor under Table 11 of that Plan to permit the payment of a housing allowance in lieu of a residence provided by the Board; and be it further

RESOLVED, That the Chancellory is authorized to immediately file the Salary Plan amendment with the Chairs of the New York State Senate Finance Committee and Assembly Ways and Means Committee and the Director of Budget, and be further authorized to take any other action that may be necessary to effect the implementation of the Salary Plan amendment pursuant to Chapter 263 of the Laws of 1987.

EXPLANATION: The Trustees are amending the Salary Plan to increase the salary of the Chancellor in recognition of the need for The City University of New York to be competitively positioned in the higher education labor market. The Trustees recognize that competitive compensation for the Chancellor is critical to the success of the University and central to the Board's mandate to improve standards and promote accountability. The amendment of the salary to $250,000 maintains comparability with the State University of New York.

An effective date of September 6, 1999 for the new salary is consistent with the consultation and filing provisions of Chapter 263 of the Laws of 1987.

Statement of Trustee Calandra regarding the appointment of Chancellor:

As Trustees of The City University of New York we have many functions and responsibilities but none are more important than what brings us here today — to select its new Chancellor who will lead us into the 21st Century. And today we are very fortunate to have an opportunity to select as our new Chancellor someone who is the product of the CUNY system, someone who knows the CUNY system inside and out, someone whose familiarity with the CUNY system will allow them to hit the ground running instantly, someone who has practiced higher standards during his tenure at Baruch. And importantly, someone who is a unifying force who has the strong support of both the Mayor and the Governor. So, it is with great enthusiasm and personal pleasure, Mr. Chairman that I introduce the following resolution to appoint Dr. Matthew Goldstein as our new Chancellor of The City University of New York.

C. THE CITY UNIVERSITY OF NEW YORK - DESIGNATION OF CHANCELLOR:

WHEREAS, Dr. Matthew Goldstein is eminently qualified to lead The City University of New York as its Chancellor, having extensive experience as President of Adelphi University since June 1998, as President of Baruch College from 1991 to 1998, as President of the Research Foundation of The City University of New York from 1982 to 1991,
as Acting Vice Chancellor of Academic Affairs of The City University of New York from 1990 to 1991 as well as other outstanding achievements in academe and administration; now therefore be it

RESOLVED, That Dr. Matthew Goldstein be appointed Chancellor of The City University of New York, effective September 6, 1999, at the applicable annual salary, subject to financial ability, and that he be appointed Distinguished Professor, with tenure, at The Graduate School and University Center.

At this point Trustee Mastro joined the meeting.

D. RESOLUTION OF APPRECIATION - INTERIM CHANCELLOR CHRISTOPH M. KIMMICH:

WHEREAS, Dr. Christoph M. Kimmich has served as Interim Chancellor of The City University of New York since December 1, 1997; and

WHEREAS, He has carried out his responsibilities with extraordinary ability and grace; and

WHEREAS, His service during this transition period contributed greatly to the well-being of the entire University community; and

WHEREAS, His dedication and devotion to the University and its constituent colleges have been exemplary; and

WHEREAS, His commitment to academic excellence and student opportunity remains an invaluable source of inspiration and guidance; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York expresses its deepest appreciation and gratitude to Interim Chancellor Christoph M. Kimmich for everything he has done on behalf of The City University of New York.

Upon motions duly made, seconded and carried, the Public meeting was adjourned at 5:01 P.M.

SECRETARY GENEVIEVE MULLIN

(This is a detailed summary of the Board of Trustee's 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 SPECIAL MEETING OF THE BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK

HELD

AUGUST 26, 1999

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

The Chairperson called the meeting to order at 5:02 P.M.

There were present:

Herman Badillo, Chairman
Benno C. Schmidt, Jr., Vice Chairman

Satish K. Babbar
John J. Calandra
Kenneth E. Cook
John Morning

Md. Mizanor R. Biswas, ex officio

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

Chancellor-Designate Matthew Goldstein
Interim Chancellor Christoph M. Kimmich
Interim Deputy Chancellor Patricia Hassett
President Raymond C. Bowen
President David A. Caputo
President Dolores Fernandez
President Ricardo R. Fernandez
President Frances Degen Horowitz
President Edison O. Jackson
President Charles C. Kidd

President Antonio Perez
President Allen Lee Sessoms
President Mariene Springer
President Carolyn G. Williams
Dean Kristin Booth Glen
Dean Stanford R. Roman, Jr.
Interim Vice Chancellor Sherry Brabham
Vice Chancellor Jay Hershenson
Vice Chancellor Louise Mirrer

The absence of Trustees Michael C. Crimmins, Alfred B. Curtis, Jr., Ronald J. Marino, Randy M. Mastro, Kathleen M. Pesile, and Bernard Sohmer was excused.
Chairman Badillo stated that as you know, Jim Murphy is no longer a member of this Board. He served on the Board for over twenty years and has been my friend for many years before that. We go back to the State Constitutional Convention in the late 1960's. I have talked with Jim and I expect to be working with him on some of the programs that we will be developing. I would like now to read the following:

**NO. 1. RESOLUTION OF APPRECIATION – JAMES P. MURPHY:**

WHEREAS, The Honorable James P. Murphy has served with exemplary distinction as a member of the Board of Trustees of The City University of New York from June, 1980 to August, 1999 and in an earlier term from 1974 to 1976, and as Chairman of the Board from September, 1980 to February, 1997; and

WHEREAS, As Chairman of the Board of Trustees, he has brought to the Board's work a perception of the role of public higher education for the cultural, social, and economic enhancement of individuals and citizens of New York as a whole; and

WHEREAS, He fostered the establishment of the Kennedy Fellows Program for the advancement of individuals who work with the developmentally disabled; and

WHEREAS, James P. Murphy won the admiration of his colleagues in the University community through his unflagging dedication to, and vigorous defense of, the educational mission of The City University of New York; and

WHEREAS, The Board, the Administration, the faculty, staff, and students have benefited from his leadership, concern, and commitment throughout his many years of outstanding service; now therefore be it

RESOLVED, That the Board of Trustees extends its most sincere thanks and expresses its deepest appreciation and gratitude to the Honorable James P. Murphy for the creativity, intelligence, and the constancy with which he has carried out his duties as a member and Chairman of the Board; and be it further

RESOLVED, That the Board of Trustees and the entire University community wishes him continued success in his public and private endeavors.

A. INTRODUCTION OF NEW TRUSTEE: Chairman Badillo announced that on behalf of the Board and the Administration it is his pleasure to introduce and welcome Benno C. Schmidt, Jr., who has been appointed by Governor Pataki to serve as Vice Chairman of the Board, and has been confirmed by the State Senate. Welcome Benno, and congratulations.

B. CONDOLENCEs: Chairman Badillo offered condolences on behalf of the Board and the Administration to Benno Schmidt on the loss of his stepmother, Nancy Montgomery Schmidt, who passed away on August 10, 1999.

C. INTRODUCTION OF CHANCELLOR-DESIGNATE MATTHEW GOLDSTEIN: Chairman Badillo stated that it is his pleasure to introduce and welcome Chancellor-Designate Matthew Goldstein. Although he does not officially begin until September 1, you can be sure I've had him working from the very day that we talked about his becoming Chancellor. Matthew has been going through the transition process with Christoph Kimmich. Welcome, Matt, and congratulations.
D. APPRECIATION OF SERVICE - LOIS CRONHOLM: Chairman Badillo called on Trustee Nilda Soto Ruiz to present the following:

On behalf of the Board of Trustees, I wish to extend sincere thanks and appreciation to Lois Cronholm for her dedicated service to Baruch College. She has served as Provost and Vice President for Academic Affairs of the college from 1992 to 1998 and from June, 1998 as Interim President. The constituents of both The City University and Baruch College have greatly benefited from Dr. Cronholm's energetic and visionary leadership. We wish her success in all her future endeavors.

Upon motions duly made, seconded and carried, the Public meeting was adjourned at 5:07 P.M. to go into Executive Session.

SECRETARY GENEVIEVE MULLIN
The Executive Session was called to order at 5:10 P.M.

There were present:

Herman Badillo, Chairman
Benno C. Schmidt, Jr., Vice Chairman

Satish K. Babbar
John J. Calandra
Kenneth E. Cook
John Morning

Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld

Md. Mizanoor R. Biswas, ex officio

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

Chancellor-Designate Matthew Goldstein
Interim Chancellor Christoph M. Kimmich
Interim Deputy Chancellor Patricia Hassett
Vice Chancellor Jay Hershenson

The absence of Trustees Michael C. Crimmins, Alfred B. Curtis, Jr., Ronald J. Marino, Randy M. Mastro, and Bernard Sohmer was excused.

Upon motions duly made, seconded and carried, the following resolution was adopted:

The Board went into Executive Session to discuss personnel matters.

Upon motions duly made, seconded and carried, the Executive Session was adjourned at 5:29 P.M. to go into Public Session.
MINUTES OF THE SPECIAL MEETING OF THE BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK
HELD
AUGUST 26, 1999
AT THE BOARD HEADQUARTERS BUILDING
535 EAST 80TH STREET - BOROUGH OF MANHATTAN

The Public session reconvened at 5:30 P.M.

There were present:

Herman Badillo, Chairman
Benno C. Schmidt, Jr., Vice Chairman
Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld

Satish K. Babbar
John J. Calandra
Kenneth E. Cook
John Morning

Md. Mizanoor R. Biswas, ex officio

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

Chancellor-Designate Matthew Goldstein
Interim Chancellor Christoph M. Kimmich
Interim Deputy Chancellor Patricia Hassett

President Ricardo R. Fernandez
Vice Chancellor Jay Hershenson

The absence of Trustees Michael C. Crimmins, Alfred B. Curtis, Jr., Ronald J. Marino, Randy M. Mastro, and Bernard Sohmer was excused.

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

NO. 2. THE CITY UNIVERSITY OF NEW YORK – CENTRAL OFFICE, DESIGNATION OF CHANCELLOR (REVISED):

RESOLVED, That the effective date of the designation of Dr. Matthew Goldstein as Chancellor of The City University of New York be changed to September 1, 1999; and be it further

RESOLVED, That the effective date of the salary plan amendment increasing the salary of the Chancellor from $178,523 to $250,000 be changed to September 1, 1999; and that it be noted that the housing allowance provided to the Chancellor in lieu of University residence be set at $7,500 per month.
EXPLANATION: The Board of Trustees, at its special meeting of July 22, 1999 set September 6, 1999 as the effective date of the designation of Dr. Matthew Goldstein as Chancellor and as the effective date upon which the salary of the Chancellor would be increased to $250,000. The change to September 1, 1999 reflects the actual date Dr. Goldstein will assume office as Chancellor at the indicated salary level and notes the amount of the housing allowance approved by the Board of Trustees.

NO. 3. BARUCH COLLEGE – DESIGNATION OF INTERIM PRESIDENT:

RESOLVED, That Dr. Sidney I. Lirtzman be appointed Interim President of Baruch 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, Dr. Lirtzman be granted a leave from his position as Dean of the Zicklin School of Business at Baruch College.

EXPLANATION: Dr. Lirtzman has been Dean of the Zicklin School of Business at Baruch College since 1995. Dr. Lirtzman has been an administrator and faculty member at Baruch College since 1967, including previous appointments as Associate Dean of Graduate Studies in the School of Business and Public Administration (1973-1988), Acting Vice President for Academic Affairs/Provost (1976-1978), and Executive Officer of the Ph.D. Program in Business (1973-1988).

NO. 4. THE CITY COLLEGE – DESIGNATION OF INTERIM PRESIDENT:

RESOLVED, That Dr. Stanford A. Roman, Jr. be appointed Interim President of The City College, effective September 1, 1999.

EXPLANATION: Dr. Roman will continue to serve as Dean of the Sophie Davis School of Biomedical Education/The City University of New York Medical School, which position he has held since 1990. Dr. Roman had previously served as Senior Vice President for Medical and Professional Affairs of the New York City Health and Hospitals Corporation, Dean and Vice President for Academic Affairs of the Morehouse School of Medicine, and as Deputy Dean of the Dartmouth Medical School.

NO. 5. FIORELLO H. LAGUARDIA COMMUNITY COLLEGE – DESIGNATION OF INTERIM PRESIDENT

RESOLVED, That Dr. Roberta S. Matthews be appointed Interim President of LaGuardia Community College, effective November 1, 1999, with an annual salary at the applicable presidential level, subject to financial ability, and that she be reinstated as a Professor with tenure in the Department of English.

EXPLANATION: Dr. Matthews has been Acting Provost, Vice President for Academic Affairs and Dean of Faculty at Marymount College in Tarrytown, New York since 1996. Prior to that date Dr. Matthews had been an administrator and faculty member at LaGuardia Community College since 1973, including appointments as Associate Dean for Academic Affairs (1989-1996), Associate Dean of Faculty (1980-1986), and Acting Dean of Faculty (1979-1980).

Chairman Badillo pointed out that we are going to have a new search for the presidency of Baruch College and Kay Pesile, as before, will be the chairwoman of that search committee. With respect to The City College, the plan will be explained by Chancellor-Designate, Matthew Goldstein.

Chancellor-Designate Goldstein stated that we are going to use this year as a study year at The City College, bringing together the best thinking in this building and across the University, consultants, and certainly members of the faculty and administration of The City College of New York to best discern what are the possibilities and capabilities for rethinking some of what we do there. We expect that the process will take probably the better part of this academic year, at the end of which we will initiate a national search with the intention of getting a very distinguished president at that very important institution.

Chairman Badillo also announced that Trustee Babbar is the chairman of the presidential search committee for LaGuardia Community College and that the search will be beginning very shortly. We will then have the following
four on-going presidential searches underway: Trustee Ruiz is the chairwoman of the search for Queensborough Community College, Trustee Alfred Curtis is the chairman of the search for Kingsborough Community College, Trustee Kay Pesile is the chairwoman of the search committee for Baruch College. As soon as we get the plan approved for The City College, we will be having that search.

NO. 6. BROOKLYN COLLEGE – RESIGNATION OF PRESIDENT:

RESOLVED, That the Board of Trustees accepts the resignation of President Vernon E. Lattin, effective January 31, 2000.

NO. 7. BROOKLYN COLLEGE – DESIGNATION OF PRESIDENT:

Trustee Wiesefeld stated that in the short time that he has been on the Board he has had an opportunity to visit a few community groups to discuss The City University. On two occasions what I found is that I was confronted with people engaging in the democratic process, but in a peculiar fashion. They attacked the Board on the selection process of our new Chancellor, Matthew Goldstein, saying that the process wasn't followed – no search and so on. And when you explain that these are extraordinary circumstances where the Board endeavors to move The City University forward, get it back on track and try to eliminate distraction where possible, they have this rigorous adherence to process. Process is very important, but the world is not always black and white, sometimes it is grey, sometimes there are nuances when there are extraordinary situations and I have no doubt that the question of process will be raised tomorrow regarding the section of Dr. Kimmich.

Now if you will forgive me, I am not trying to digress, but there is an old Yiddish saying, and what it means literally is that saying nice things about a person doesn't cost you anything. If we really mean the resolutions of appreciation that we put forth for people who have provided exemplary service to The City University, such as the resolution which we approved last month regarding Chancellor Kimmich, we have here a person who can immediately fill a position in a college from which he has come to the Chancellery, and that he is willing to take it on, is really a gift to The City University. Process is important, but in this respect the waiver of this search and the process is working quite well.

Trustee Cook stated that he would like to congratulate President Kimmich and say it has been a delightful year working with him. I know he may not have appreciated it as much as I did because I was on the better side, but I do look forward to seeing him at Brooklyn College and hope that his stay there will be very, very happy.

Vice Chairman Schmidt stated that he would like to second the comments of Trustee Wiesenfeld. I think that Interim Chancellor Kimmich's credentials and qualifications for the presidency of Brooklyn College are, in fact, unique. The degree to which we know him and his ability and can have confidence in him based on the closest working association is also unique.

The point of the processes is to come to good and sound conclusions and there is no question in my mind that the result in this case could not be a more promising one for The City University. Ever since I began to work and to try to understand this institution, I very quickly developed a view that one of the goals that the institution ought to try to achieve was to maintain Dr. Kimmich in a crucial position of leadership.

Speaking for myself, I believe increasingly as we search for, evaluate, and appoint the presidents of the various campuses that we ought to be asking ourselves, "Will this person provide leadership for the University as a whole?" There is nothing more important, I think for the future promise of The City University, than that the various campuses and programs start working well together.

So, I think it is extraordinary good fortune for the University that the presidency of one of its most important campuses will be in the hands of someone who has such knowledge and commitment to the University as a whole. Those are some of the reasons that I vote for this motion, Mr. Chairman, with a great deal of enthusiasm and I am just delighted that we have been fortunate enough to secure the continued leadership of Chancellor Kimmich.
Chairman Badillo stated that he would certainly agree that the qualifications of Chancellor Kimmich for the presidency of Brooklyn College are incomparable. But I also want to say that we are all, and especially me, grateful for the service you have given us in the past twenty-one months. I don’t think we would have been able, Benno, to prepare the kind of report we did without the cooperation of Chancellor Kimmich, because for one year we were after him to get data and to give us information. But beyond that, nobody knows better than I do the difficulties we had in the past twenty-one months to get this organization to keep moving and to make sure that it maintains as steady a flow as possible. So, you certainly have demonstrated enormous leadership here and we are delighted, as Benno said, that you will be with us in Brooklyn College.

Trustee Ruiz stated that at the July meeting she had the pleasure of reading the resolution thanking Dr. Kimmich, and I second everyone’s sentiments. But I think more importantly in the appointment of our new Chancellor, and in the appointment of the President of Brooklyn College, we are also recognizing that we have a great deal of talent at CUNY. As we go forward with our searches everyone is welcome, the people who are present and outside talent as well, so I think that we are establishing a very sound precedent as to how we want to function as a Board and I thank you for the leadership in that.

Trustee Rios stated that he is reminded in part about two lessons he has learned in life. At The Equitable I was once privy, without denigrating what was going on, when I was sitting at a meeting where they said we will hire this consultant and do an 11 city review, and we will find the poverty area in America where the most attention is deserved, etc. I sat at the meeting and I said, well, that is the South Bronx, why are you going to go through a whole year? And they went through the whole year and they came back with the same conclusion anyway. But as to the process and my colleagues who have mentioned it, we are sort of in the same situation. Let us not pretend, let us be candid, this is well deserved.

The second point I would like to make based on my experience, is that no matter how eloquent we are, or think we are, there are limitations of words. We string them along and we try to convey a feeling and that’s when we find the shortcomings of any language we use. The feeling that most of us have for you, Doctor Kimmich, in bringing you into this presidency, is one that cannot be conveyed merely in words. So, as the years go by, we will do it through embraces, hugs, squeezes, and attendance at your College functions.

Chancellor-Designate Goldstein stated that he is delighted that we have been able to maintain the talent and enthusiasm for this great University in Christoph Kimmich coming and staying at Brooklyn College. We have some formidable work ahead of us and as your new Chancellor nobody could be happier than I to have a man of his experience, his depth of intellect, his commitment to this institution, at one of our leading four-year colleges. Christoph has been a wonderful counsel to me over the past several weeks. We have spent hours together and I thank you, Christoph, and I certainly look forward to many years of working collaboratively with you, and congratulations.

Trustee Biswas stated that he knows that students at Brooklyn College will be very happy. Especially, I am speechless and I think this is one of the best things that we have done. I would like to take this opportunity to thank Chairman Badillo. Many of you know, as a student I may have a lot of conflict of interest with him. But I have been experiencing working with him and I think we should be helpful in the coming years with his leadership. I would like to thank you, Chairman Badillo, and I would also like to thank President now Kimmich. Hopefully there will be a big party at Brooklyn.

RESOLVED, That Dr. Christoph M. Kimmich be appointed President of Brooklyn College, effective February 1, 2000, with an annual salary at the applicable college presidential level, subject to financial ability, with a waiver of search.

EXPLANATION: Dr. Christoph M. Kimmich has been serving as Interim Chancellor since December 1, 1997. He previously served as Provost and Vice President for Academic Affairs at Brooklyn College since 1988. An internationally prominent scholar of 20th century German diplomatic history, Dr. Kimmich is a Professor with tenure in the Department of History at Brooklyn College, where he has been a member of the faculty since 1973. Based upon the presence of a candidate of such proven distinction, and his exemplary service as the chief educational and administrative officer of The City University during the past 21 months, the Board has determined to forgo its search.
process for a new college president, in order to provide Brooklyn College with the benefit of his leadership at a time when Dr. Kimmich is available and willing to accept the college presidency.

Interim Chancellor Kimmich stated that it has really been a privilege and an honor to serve this University for the last twenty-one months. No man is an island and I have drawn on the talents, the support, and the commitment of my colleagues in the colleges, of my colleagues in the Central Office, and not least on the Board of Trustees, and that's been enormously satisfying.

In conferring upon me the honor of the Presidency of Brooklyn College, and with all your kind words in the process, I am confident that we can also the University, to be. And I am confident also that we will be satisfied in the college work that lies ahead.

As a final statement I would say that as you are conferring this honor upon me, I conclude that the work that we have done together over the twenty-one months that I have been here has been satisfactory and productive, and has led this University in the ways we want to lead it, and that we are agreed on all of that. So, thank you, very much.

Upon motions duly made, seconded and carried, the Public meeting was adjourned at 5:51 P.M.

SECRETARY GENEVIEVE MULLIN

(This is a detailed summary of the Board of Trustee's 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 SPECIAL MEETING OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK

HELD

AUGUST 26, 1999

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

The Chairperson called the meeting to order at 5:02 P.M.

There were present:

Herman Badillo, Chairman
Benno C. Schmidt, Jr., Vice Chairman
Satish K. Babbar
John J. Calandra
Kenneth E. Cook
John Morning
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld

Md. Mizanoor R. Biswas, ex officio

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

Chancellor-Designate Matthew Goldstein
Interim Chancellor Christoph M. Kimmich
Interim Deputy Chancellor Patricia Hassett
President Raymond C. Bowen
President David A. Caputo
President Dolores Fernandez
President Ricardo R. Fernandez
President Frances Degen Horowitz
President Edison O. Jackson
President Charles C. Kidd
President Antonio Perez
President Allen Lee Sessoms
President Marlene Springer
President Carolyn G. Williams
Dean Kristin Booth Glen
Dean Stanford R. Roman, Jr.
Interim Vice Chancellor Sherry Brabham
Vice Chancellor Jay Hershenson
Vice Chancellor Louise Mirrer

The absence of Trustees Michael C. Crimmins, Alfred B. Curtis, Jr., Ronald J. Marino, Randy M. Mastro, Kathleen M. Pesile, and Bernard Sohmer was excused.
Upon motion duly made, seconded and carried, the following resolution was unanimously adopted:

Chairman Badillo stated that as you know, Jim Murphy is no longer a member of this Board. He served on the Board for over twenty years and has been my friend for many years before that. We go back to the State Constitutional Convention in the late 1960’s. I have talked with Jim and I expect to be working with him on some of the programs that we will be developing. I would like now to read the following:

**NO. 1. RESOLUTION OF APPRECIATION – JAMES P. MURPHY:**

WHEREAS, The Honorable James P. Murphy has served with exemplary distinction as a member of the Board of Trustees of The City University of New York from June, 1980 to August, 1999 and in an earlier term from 1974 to 1976, and as Chairman of the Board from September, 1980 to February, 1997; and

WHEREAS, As Chairman of the Board of Trustees, he has brought to the Board’s work a perception of the role of public higher education for the cultural, social, and economic enhancement of individuals and citizens of New York as a whole; and

WHEREAS, He fostered the establishment of the Kennedy Fellows Program for the advancement of individuals who work with the developmentally disabled; and

WHEREAS, James P. Murphy won the admiration of his colleagues in the University community through his unfailing dedication to, and vigorous defense of, the educational mission of The City University of New York; and

WHEREAS, The Board, the Administration, the faculty, staff, and students have benefited from his leadership, concern, and commitment throughout his many years of outstanding service; now therefore be it

RESOLVED, That the Board of Trustees extends its most sincere thanks and expresses its deepest appreciation and gratitude to the Honorable James P. Murphy for the creativity, intelligence, and the constancy with which he has carried out his duties as a member and Chairman of the Board; and be it further

RESOLVED, That the Board of Trustees and the entire University community wishes him continued success in his public and private endeavors.

**A. INTRODUCTION OF NEW TRUSTEE:** Chairman Badillo announced that on behalf of the Board and the Administration it is his pleasure to introduce and welcome Benno C. Schmidt, Jr., who has been appointed by Governor Pataki to serve as Vice Chairman of the Board, and has been confirmed by the State Senate. Welcome Benno, and congratulations.

**B. CONDOLENCES:** Chairman Badillo offered condolences on behalf of the Board and the Administration to Benno Schmidt on the loss of his stepmother, Nancy Montgomery Schmidt, who passed away on August 10, 1999.

**C. INTRODUCTION OF CHANCELLOR-DESIGNATE MATTHEW GOLDSTEIN:** Chairman Badillo stated that it is his pleasure to introduce and welcome Chancellor-Designate Matthew Goldstein. Although he does not officially begin until September 1, you can be sure I’ve had him working from the very day that we talked about his becoming Chancellor. Matthew has been going through the transition process with Christoph Kimmich. Welcome, Matt, and congratulations.
D. APPRECIATION OF SERVICE – LOIS CRONHOLM: Chairman Badillo called on Trustee Nilda Soto Ruiz to present the following:

On behalf of the Board of Trustees, I wish to extend sincere thanks and appreciation to Lois Cronholm for her dedicated service to Baruch College. She has served as Provost and Vice President for Academic Affairs of the college from 1992 to 1998 and from June, 1998 as Interim President. The constituents of both The City University and Baruch College have greatly benefited from Dr. Cronholm’s energetic and visionary leadership. We wish her success in all her future endeavors.

Upon motions duly made, seconded and carried, the Public meeting was adjourned at 5:07 P.M. to go into Executive Session.

SECRETARY GENEVIEVE MULLIN
MINUTES OF THE EXECUTIVE SESSION OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK
HELD
AUGUST 26, 1999
AT THE BOARD HEADQUARTERS BUILDING
535 EAST 80TH STREET - BOROUGH OF MANHATTAN

The Executive Session was called to order at 5:10 P.M.

There were present:

Herman Badillo, Chairman
Benno C. Schmidt, Jr., Vice Chairman
Satish K. Babbar
John J. Calandra
Kenneth E. Cook
John Morning
Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld

Md. Mizanoor R. Biswas, ex officio

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

Chancellor-Designate Matthew Goldstein
Interim Chancellor Christoph M. Kimmich
Interim Deputy Chancellor Patricia Hassett
Vice Chancellor Jay Hershenson

The absence of Trustees Michael C. Crimmins, Alfred B. Curtis, Jr., Ronald J. Marino, Randy M. Mastro, and Bernard Sohmer was excused.

Upon motions duly made, seconded and carried, the following resolution was adopted:

The Board went into Executive Session to discuss personnel matters.

Upon motions duly made, seconded and carried, the Executive Session was adjourned at 5:29 P.M. to go into Public Session.

SECRETARY GENEVIEVE MULLIN
MINUTES OF THE SPECIAL MEETING OF THE BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK

HELD

AUGUST 26, 1999

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

The Public session reconvened at 5:30 P.M.

There were present:

Herman Badillo, Chairman
Benno C. Schmidt, Jr., Vice Chairman

Satish K. Babbar
John J. Calandra
Kenneth E. Cook
John Morning

Kathleen M. Pesile
George J. Rios
Niida Soto Ruiz
Jeffrey S. Wiesenfeld

Md. Mizanoor R. Biswas, ex officio

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

Chancellor-Designate Matthew Goldstein
Interim Chancellor Christoph M. Kimmich
Interim Deputy Chancellor Patricia Hassett

President Ricardo R. Fernandez
Vice Chancellor Jay Hershenson

The absence of Trustees Michael C. Crimmins, Alfred B. Curtis, Jr., Ronald J. Marino, Randy M. Mastro, and Bernard Sohmer was excused.

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

NO. 2. THE CITY UNIVERSITY OF NEW YORK – CENTRAL OFFICE, DESIGNATION OF CHANCELLOR (REVISED):

RESOLVED, That the effective date of the designation of Dr. Matthew Goldstein as Chancellor of The City University of New York be changed to September 1, 1999; and be it further

RESOLVED, That the effective date of the salary plan amendment increasing the salary of the Chancellor from $178,523 to $250,000 be changed to September 1, 1999; and that it be noted that the housing allowance provided to the Chancellor in lieu of University residence be set at $7,500 per month.
**EXPLANATION:** The Board of Trustees, at its special meeting of July 22, 1999 set September 6, 1999 as the effective date of the designation of Dr. Matthew Goldstein as Chancellor and as the effective date upon which the salary of the Chancellor would be increased to $250,000. The change to September 1, 1999 reflects the actual date Dr. Goldstein will assume office as Chancellor at the indicated salary level and notes the amount of the housing allowance approved by the Board of Trustees.

**NO. 3. BARUCH COLLEGE – DESIGNATION OF INTERIM PRESIDENT:**

RESOLVED, That Dr. Sidney I. Litzman be appointed Interim President of Baruch 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, Dr. Litzman be granted a leave from his position as Dean of the Zicklin School of Business at Baruch College.

**EXPLANATION:** Dr. Litzman has been Dean of the Zicklin School of Business at Baruch College since 1995. Dr. Litzman has been an administrator and faculty member at Baruch College since 1967, including previous appointments as Associate Dean of Graduate Studies in the School of Business and Public Administration (1973-1988), Acting Vice President for Academic Affairs/Provost (1976-1978), and Executive Officer of the Ph.D. Program in Business (1973-1988).

**NO. 4. THE CITY COLLEGE – DESIGNATION OF INTERIM PRESIDENT:**

RESOLVED, That Dr. Stanford A. Roman, Jr. be appointed Interim President of The City College, effective September 1, 1999.

**EXPLANATION:** Dr. Roman will continue to serve as Dean of the Sophie Davis School of Biomedical Education/The City University of New York Medical School, which position he has held since 1990. Dr. Roman had previously served as Senior Vice President for Medical and Professional Affairs of the New York City Health and Hospitals Corporation, Dean and Vice President for Academic Affairs of the Morehouse School of Medicine, and as Deputy Dean of the Dartmouth Medical School.

**NO. 5. FIORELLO H. LAGUARDIA COMMUNITY COLLEGE – DESIGNATION OF INTERIM PRESIDENT**

RESOLVED, That Dr. Roberta S. Matthews be appointed Interim President of LaGuardia Community College, effective November 1, 1999, with an annual salary at the applicable presidential level, subject to financial ability, and that she be reinstated as a Professor with tenure in the Department of English.

**EXPLANATION:** Dr. Matthews has been Acting Provost, Vice President for Academic Affairs and Dean of Faculty at Marymount College in Tarrytown, New York since 1996. Prior to that date Dr. Matthews had been an administrator and faculty member at LaGuardia Community College since 1973, including appointments as Associate Dean for Academic Affairs (1989-1996), Associate Dean of Faculty (1980-1986), and Acting Dean of Faculty (1979-1980).

**Chairman Badillo** pointed out that we are going to have a new search for the presidency of Baruch College and Kay Pesile, as before, will be the chairwoman of that search committee. With respect to The City College, the plan will be explained by Chancellor-Designate, Matthew Goldstein.

**Chancellor-Designate Goldstein** stated that we are going to use this year as a study year at The City College, bringing together the best thinking in this building and across the University, consultants, and certainly members of the faculty and administration of The City College of New York to best discern what are the possibilities and capabilities for rethinking some of what we do there. We expect that the process will take probably the better part of this academic year, at the end of which we will initiate a national search with the intention of getting a very distinguished president at that very important institution.

**Chairman Badillo** also announced that **Trustee Babbar** is the chairman of the presidential search committee for LaGuardia Community College and that the search will be beginning very shortly. We will then have the following
four on-going presidential searches underway: Trustee Ruiz is the chairwoman of the search for Queensborough Community College, Trustee Alfred Curtis is the chairman of the search for Kingsborough Community College, Trustee Kay Pesile is the chairwoman of the search committee for Baruch College. As soon as we get the plan approved for The City College, we will be having that search.

NO. 6. BROOKLYN COLLEGE – RESIGNATION OF PRESIDENT:

RESOLVED, That the Board of Trustees accepts the resignation of President Vernon E. Lattin, effective January 31, 2000.

NO. 7. BROOKLYN COLLEGE – DESIGNATION OF PRESIDENT:

Trustee Wiesenfeld stated that in the short time that he has been on the Board he has had an opportunity to visit a few community groups to discuss The City University. On two occasions what I found is that I was confronted with people engaging in the democratic process, but in a peculiar fashion. They attacked the Board on the selection process of our new Chancellor, Matthew Goldstein, saying that the process wasn’t followed – no search and so on. And when you explain that these are extraordinary circumstances where the Board endeavors to move The City University forward, get it back on track and try to eliminate distraction where possible, they have this rigorous adherence to process. Process is very important, but the world is not always black and white, sometimes it is grey, sometimes there are nuances when there are extraordinary situations and I have no doubt that the question of process will be raised tomorrow regarding the section of Dr. Kimmich.

Now if you will forgive me, I am not trying to digress, but there is an old Yiddish saying, and what it means literally is that saying nice things about a person doesn’t cost you anything. If we really mean the resolutions of appreciation that we put forth for people who have provided exemplary service to The City University, such as the resolution which we approved last month regarding Chancellor Kimmich, we have here a person who can immediately fill a position in a college from which he has come to the Chancellery, and that he is willing to take it on, is really a gift to The City University. Process is important, but in this respect the waiver of this search and the process is working quite well.

Trustee Cook stated that he would like to congratulate President Kimmich and say it has been a delightful year working with him. I know he may not have appreciated it as much as I did because I was on the better side, but I do look forward to seeing him at Brooklyn College and hope that his stay there will be very, very happy.

Vice Chairman Schmidt stated that he would like to second the comments of Trustee Wiesenfeld. I think that Interim Chancellor Kimmich’s credentials and qualifications for the presidency of Brooklyn College are, in fact, unique. The degree to which we know him and his ability and can have confidence in him based on the closest working association is also unique.

The point of the processes is to come to good and sound conclusions and there is no question in my mind that the result in this case could not be a more promising one for The City University. Ever since I began to work and to try to understand this institution, I very quickly developed a view that one of the goals that the institution ought to try to achieve was to maintain Dr. Kimmich in a crucial position of leadership.

Speaking for myself, I believe increasingly as we search for, evaluate, and appoint the presidents of the various campuses that we ought to be asking ourselves, “Will this person provide leadership for the University as a whole?” There is nothing more important, I think for the future promise of The City University, than that the various campuses and programs start working well together.

So, I think it is extraordinary good fortune for the University that the presidency of one of its most important campuses will be in the hands of someone who has such knowledge and commitment to the University as a whole. Those are some of the reasons that I vote for this motion, Mr. Chairman, with a great deal of enthusiasm and I am just delighted that we have been fortunate enough to secure the continued leadership of Chancellor Kimmich.
Chairman Badillo stated that he would certainly agree that the qualifications of Chancellor Kimmich for the presidency of Brooklyn College are incomparable. But I also want to say that we are all, and especially me, grateful for the service you have given us in the past twenty-one months. I don’t think we would have been able, Benno, to prepare the kind of report we did without the cooperation of Chancellor Kimmich, because for one year we were after him to get data and to give us information. But beyond that, nobody knows better than I do the difficulties we had in the past twenty-one months to get this organization to keep moving and to make sure that it maintains as steady a flow as possible. So, you certainly have demonstrated enormous leadership here and we are delighted, as Benno said, that you will be with us in Brooklyn College.

Trustee Ruiz stated that at the July meeting she had the pleasure of reading the resolution thanking Dr. Kimmich, and I second everyone’s sentiments. But I think more importantly in the appointment of our new Chancellor, and in the appointment of the President of Brooklyn College, we are also recognizing that we have a great deal of talent at CUNY. As we go forward with our searches everyone is welcome, the people who are present and outside talent as well, so I think that we are establishing a very sound precedent as to how we want to function as a Board and I thank you for the leadership in that.

Trustee Rios stated that he is reminded in part about two lessons he has learned in life. At The Equitable I was once privy, without denigrating what was going on, when I was sitting at a meeting where they said we will hire this consultant and do an 11 city review, and we will find the poverty area in America where the most attention is deserved, etc. I sat at the meeting and I said, well, that is the South Bronx, why are you going to go through a whole year? And they went through the whole year and they came back with the same conclusion anyway. But as to the process and my colleagues who have mentioned it, we are sort of in the same situation. Let us not pretend, let us be candid, this is well deserved.

The second point I would like to make based on my experience, is that no matter how eloquent we are, or think we are, there are limitations of words. We string them along and we try to convey a feeling and that’s when we find the shortcomings of any language we use. The feeling that most of us have for you, Doctor Kimmich, in bringing you into this presidency, is one that cannot be conveyed merely in words. So, as the years go by, we will do it through embraces, hugs, squeezes, and attendance at your College functions.

Chancellor-Designate Goldstein stated that he is delighted that we have been able to maintain the talent and enthusiasm for this great University in Christoph Kimmich coming and staying at Brooklyn College. We have some formidable work ahead of us and as your new Chancellor nobody could be happier than I to have a man of his experience, his depth of intellect, his commitment to this institution, at one of our leading four-year colleges. Christoph has been a wonderful counsel to me over the past several weeks. We have spent hours together and I thank you, Christoph, and I certainly look forward to many years of working collaboratively with you, and congratulations.

Trustee Biswas stated that he knows that students at Brooklyn College will be very happy. Especially, I am speechless and I think this is one of the best things that we have done. I would like to take this opportunity to thank Chairman Badillo. Many of you know, as a student I may have a lot of conflict of interest with him. But I have been experiencing working with him and I think we should be helpful in the coming years with his leadership. I would like to thank you, Chairman Badillo, and I would also like to thank President now Kimmich. Hopefully there will be a big party at Brooklyn.

RESOLVED, That Dr. Christoph M. Kimmich be appointed President of Brooklyn College, effective February 1, 2000, with an annual salary at the applicable college presidential level, subject to financial ability, with a waiver of search.

EXPLANATION: Dr. Christoph M. Kimmich has been serving as Interim Chancellor since December 1, 1997. He previously served as Provost and Vice President for Academic Affairs at Brooklyn College since 1988. An internationally prominent scholar of 20th century German diplomatic history, Dr. Kimmich is a Professor with tenure in the Department of History at Brooklyn College, where he has been a member of the faculty since 1973. Based upon the presence of a candidate of such proven distinction, and his exemplary service as the chief educational and administrative officer of The City University during the past 21 months, the Board has determined to forgo its search
process for a new college president, in order to provide Brooklyn College with the benefit of his leadership at a time when Dr. Kimmich is available and willing to accept the college presidency.

**Interim Chancellor Kimmich** stated that it has really been a privilege and an honor to serve this University for the last twenty-one months. No man is an island and I have drawn on the talents, the support, and the commitment of my colleagues in the colleges, of my colleagues in the Central Office, and not least on the Board of Trustees, and that's been enormously satisfying.

In conferring upon me the honor of the Presidency of Brooklyn College, and with all your kind words in the process, I am confident that we can move forward in where we want, not only these colleges, and this particular College, but also the University, to be. And I am confident also that we will be satisfied in the college work that lies ahead.

As a final statement I would say that as you are conferring this honor upon me, I conclude that the work that we have done together over the twenty-one months that I have been here has been satisfactory and productive, and has led this University in the ways we want to lead it, and that we are agreed on all of that. So, thank you, very much.

Upon motions duly made, seconded and carried, the Public meeting was adjourned at 5:51 P.M.

SECRETARY GENEVIEVE MULLIN

(This is a detailed summary of the Board of Trustee's 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 MEETING OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK
HELD
SEPTEMBER 27, 1999
AT THE BOARD HEADQUARTERS BUILDING
535 EAST 80TH STREET - BOROUGH OF MANHATTAN

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.
Randy M. Mastro

John Morning
Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld

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
Lorrie Christian
Anthony Vargas
Towanda Washington

Chancellor Matthew Goldstein
Interim Deputy Chancellor Patricia Hassett
President Fred W. Beaufait
President Raymond C. Bowen
President David A. Caputo
President Dolores Fernandez
President Ricardo R. Fernandez
President Frances Degen Horowitz
President Edison O. Jackson
President Charles C. Kidd
President Vernon Lattin
Interim President Howard L. Lapidus
Interim President Sidney I. Litzman

President Gerald W. Lynch
President Antonio Perez
Int. President and Dean Stanford R. Roman, Jr.
President Allen Lee Sessoms
President Marlene Springer
President Carolyn G. Williams
Interim President Michael Zibrin
Dean Kristin Booth Glen
Interim Vice Chancellor Sherry Brabham
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone
Vice Chancellor Louise Mirrer

The absence of Vice Chairman Benno C. Schmidt, Jr., and Trustee Ronald J. Marino was excused.
A. VIDEOTAPING OF BOARD MEETING: Chairman Badillo stated that he is pleased to announce that CUNY-TV is transmitting tonight's meeting of the Board of Trustees live on cable, Channel 75. This is an important community service which we have done in the past and which we will continue to do.

B. INTRODUCTION OF CHANCELLOR GOLDSTEIN: Chairman Badillo stated that it is with pleasure that he officially introduce and welcome Chancellor Matthew Goldstein to his first meeting. Although he has been here unofficially on the job since his designation in July, this is his first meeting of the Board of Trustees as Chancellor. On behalf of my colleagues on the Board and for the University community, I welcome him and extend best wishes.

C. INTRODUCTION OF PRESIDENTS: Chairman Badillo stated that it is also his pleasure to welcome Dolores Fernandez, who has been appointed to the permanent position of President of Hostos Community. I'd also like to introduce and welcome Sidney Lirtzman, Interim President of Baruch College, Howard Lapidus, Interim President of Queensborough Community College, and Stanford Roman, Interim President of The City College who will also continue to serve as Dean of the Medical School.

D. TRUSTEE HONORS: Chairman Badillo announced the following:

1. Trustee Nilda Soto Ruiz has received her Ph.D. This is a tremendous achievement and it really is my pleasure to extend congratulations to her on behalf of the entire Board and the Administration. We congratulate you, Dr. Ruiz.

2. Trustee Alfred Curtis has been elected Board President of Staten Island Community Television (CTV). Congratulations, Trustee Curtis.

3. Trustee Jeffrey Wiesenfeld has been appointed by Governor Pataki to the Empire State Development Corporation. He will serve as Regional Director of economic development for the five boroughs. Congratulations, Trustee Wiesenfeld.

At this point Trustee Pesile joined the meeting.

E. CONDOLENCES: Chairman Badillo offered condolences on behalf of the Board and the Administration to Trustee Nilda Soto Ruiz on the loss of her mother, Dominga Soto, and to Trustee Benno Schmidt on the loss of his mother, Martha Chastain Orgain.

F. PRESIDENTS HONORS: Chairman Badillo called on Trustee Curtis who announced the following:

1. Frances Degen Horowitz, President of The Graduate School and University Center, has been invited by Secretary of Health and Human Services Donna Shalala to serve on the National Advisory Child Health and Human Development Council. Her term runs from December 1, 1999, through November 30, 2000. Congratulations, President Horowitz.

G. FACULTY AND STAFF HONORS: Chairman Badillo called on Trustee Curtis who announced the following:

1. Professor Stan Buder, of the History Department at Baruch College, has received a Fulbright Scholarship to teach a course in American Business History at the National University of Singapore.

2. Professor Sanders Korenman, of the School of Public Affairs at Baruch College, was appointed to the National Academy of Science's Board on Youth and Families.

3. Lynda Day, Associate Professor of African Studies at Brooklyn College, has received a Fulbright Scholarship to teach American History and African Diaspora Studies at the Kwame Nkrumah University of Science and Technology in Kumasi, Ghana.
4. Julia Hirsch, Professor of English at Brooklyn College, has received a Fulbright Scholarship to teach courses during the spring semester in children's literature, American autobiography, and an introduction to American Studies in Estonia.

5. Catherine E. McKinley, Associate Director of the Publishing Certificate Program at The City College, has received a Fulbright Student Scholarship for the 1999/2000 academic year for her impressive accomplishments and leadership skills. We extend congratulations to all of you.

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

1. Melissa Anderson, of the doctoral program in English at The Graduate School and University Center, has won the prestigious Grand Marnier student essay writing contest sponsored by the Film Society of Lincoln Center. This is the second year in a row that a student in The Graduate School's Film Studies Certificate Program has won this contest.

2. Denny Moore, a 1984 alumnus of The Graduate School's Ph.D. Program in Anthropology, has become the third graduate of this Program to win a MacArthur Foundation Genius Award in recognition of his efforts to preserve the languages and cultures of endangered indigenous groups in the Brazilian Amazon. The CUNY Doctoral Program in Anthropology is the only department in a public University to produce multiple winners. We congratulate both of these students and alumni.

I. 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 June 28, 1999 Board meeting:

THE CITY COLLEGE

<table>
<thead>
<tr>
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<th>Amount</th>
<th>Project Title/Institution/Department</th>
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<tbody>
<tr>
<td>A</td>
<td>$572,000</td>
<td>LOCKHEED SANDERS to Saadawi, T., Elec. Engineering, for &quot;Ari Baa Telecommunications.&quot;</td>
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<tr>
<td>B</td>
<td>$426,000</td>
<td>NSF to Benenson, G., Mech. Engineering, for &quot;City Technology Curriculum Guides.&quot;</td>
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<tr>
<td>C</td>
<td>$351,131</td>
<td>NIH to Wallman, J., Biology, for &quot;Role of Vision Etiology of Axial Myopia.&quot;</td>
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<tr>
<td>D</td>
<td>$304,098</td>
<td>NIH to Deacon, D., Psychology, for &quot;Brain Potentials, Semantic Processing and Attention.&quot;</td>
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<tr>
<td>E</td>
<td>$300,000</td>
<td>ONR to Acrivos, A., Levich Institute, for &quot;Electro-Separation for On-Line Monitoring &amp; Cleaning of In-Service Fluids in Shipboard Equipment.&quot;</td>
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<td>F</td>
<td>$300,000</td>
<td>NSF to Baumslag, G., Mathematics, for &quot;Computational Group Theory.&quot;</td>
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<td>G</td>
<td>$250,000</td>
<td>GEOPHYSG ENVIRO RSH to Khanbilvardi, R., Civ. Engineering, for &quot;Photonic Devices for Water Quality Monitoring.&quot;</td>
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<td>H</td>
<td>$225,415</td>
<td>DOE to Alfano, R., IUSL, for &quot;Investigation of High Efficiency Multi-Band-Gap MQW Solar Cells.&quot;</td>
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<td>I</td>
<td>$200,000</td>
<td>NEW YORK CITY BOARD OF EDUCATION to Roberts, S., Education-Admin., for &quot;Professional Development Center at City College.&quot;</td>
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<td>L</td>
<td>$155,000</td>
<td>JPL to Pierson, W., Remote Sensing Lab, for &quot;Quicksat Objectives: Predictions and Verification.&quot;</td>
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<tr>
<td>M</td>
<td>$150,000</td>
<td>NSF Gosser, D., Chemistry, for &quot;A Workshop Chemistry Curriculum.&quot;</td>
</tr>
<tr>
<td>N</td>
<td>$138,000</td>
<td>AFOSR to Ho, P., Elec. Engineering, for &quot;All Optical Transistors for Ultrafast Computing.&quot;</td>
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</table>
O. $132,000 GREENWOOD FOUNDATION to Posamentier, A., Education-Admin., for "Middle School Mathematics Preparation Program for Mid-Career Changers."

P. $130,638 NIH to Gresik, E., Cell Biology/Anat. Sc., for "Regulation of Branching Morphogenesis of Salivary Glands."

Q. $121,000 NATIONAL AERONAUTICS AND SPACE ADMINISTRATION (NASA) to Austin, S., Computer Science, for "An Urban Collaboration for Network Connectivity and Internet Access."

R. $100,000 NEW YORK STATE EDUCATION DEPARTMENT to Job, Y., Administration, for "Extended School Day/Violence Prevention Program."

S. $100,000 NATIONAL AERONAUTICS AND SPACE ADMINISTRATION (NASA) to Liaw, B., Mech. Engineering, for "Ultrasonic Assessment of Impact Induced Damage & Microcracking in Polymer Matrix Composites."

T. $100,000 NATIONAL AERONAUTICS AND SPACE ADMINISTRATION (NASA) to Wolberg, G., Computer Science, for "Robust Algorithms for Image Registration."

HUNTER COLLEGE

A. $678,229 NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES to Moody, H., Brookdale Center on Aging, for "Brookdale Center Training."

B. $404,809 PHSl NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Lipke, P., Biological Sciences, for "Minority Access to Research Careers."

C. $374,626 NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES to Moody, H., and Pasquale, G., Brookdale Center on Aging, for "Local District Training & Support."

D. $267,290 PHSl NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL MIMETICS to Mootoo, D., Chemistry, for "Synthesis of Stable Galacto Disaccharide Mimetics."

E. $222,662 PHSl NIH/NATIONAL CANCER INSTITUTE to Tomasz, M., Chemistry, for "Adducts of Mitomycin C with Nucleotides."

F. $210,442 PHSl NIH/NATIONAL CANCER INSTITUTE to Foster, D., Biological Sciences, for "Phospho2Lipase D Activation by v-Scr and v-Ras."

G. $125,000 PROJECT RETURN FOUNDATION to Savage, A., School of Social Work, for "Study of Women & Violence with Co-occurring Substance Abuse and Mental Health Disorders."

H. $100,000 NEW YORK STATE DEPARTMENT OF HEALTH/AIDS INSTITUTE to Seals, B., and Joseph, C., Center for AIDS, Drugs & Community Health, for "Center for Community Action to Prevent AIDS Education & Outreach Program - School Based Initiative."

BROOKLYN COLLEGE

A. $473,915 NATIONAL SCIENCE FOUNDATION to Amow, D., and Weiss, G., Computer and Information Science, for "An Asynchronous Learning Network Tool for Improving CS Education and Retention Rates."

B. $287,000 CON EDISON to Schreibman, M., Biology, for "Effects of Temperature and Food Availability on Survival of Atlantic Tomcod."

C. $215,811 NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT to Sclafani, A., Psychology, for "Carbohydrate Appetite, Fat Appetite, and Obesity."

D. $140,000 FORD FOUNDATION to Sanchez-Korrol, V., and Ruiz, V., Puerto Rican Studies, for "Latinas in The United States: An Historical Encyclopedia."
QUEENS COLLEGE

A. $375,079 U.S. DEPARTMENT OF EDUCATION to Anderson, P., Dean of Students Office, for "Queens College Upward Bound Program."

B. $236,528 NIH/NATIONAL HEART, LUNG AND BLOOD INSTITUTE to Bittman, R., Chemistry and Biochemistry Department, for "Structural Properties of Membranes."

C. $209,129 NIH/NATIONAL LIBRARY OF MEDICINE to Friedman, C., Computer Science Department, for "Unlocking Data from Medical Records with Text Processing."

THE COLLEGE OF STATEN ISLAND

A. $232,065 NYSED to various, for "Perkins II Formula Funds for Vocational Education."

B. $159,600 NYSED to Sonnenblick, C., for "Learning Lab."

C. $157,244 DHHS/HRSA to Lunney, M., for "Advanced Nurse Education Program."

YORK COLLEGE

A. $100,000 NATIONAL AERONAUTICS AND SPACE ADMINISTRATION (NASA) to Thomas, R. C., Division of Institutional Advancement, for "Science, Engineering, Mathematics and Aerospace Academy."

NEW YORK CITY TECHNICAL COLLEGE

A. $1,000,000 U.S. DEPARTMENT OF LABOR to Yanez, P., for "New York Banking Training Partnership."

B. $738,873 NATIONAL INSTITUTES OF HEALTH to Squitieri, L., for "RISE: Center for Research, Learning, and Teaching."

C. $200,000 U.S. DEPARTMENT OF EDUCATION to Squitieri, L., for "Upward Bound Math and Science."

D. $100,000 NEW YORK CITY BOARD OF EDUCATION to Gawkins, A., for "Literacy Standards Project."

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

1. It's wonderful to be here with all of you, and I look forward to the years ahead in doing the good work that this University deserves for our students in particular.

2. Let me also express my condolences to Trustee Nilda Soto Ruiz on the death of her mother Dominga Soto. We're very deeply sorry for that loss, and also to Vice Chair Benno Schmidt on the death of his mother, Martha Chastain Orgain.

3. On a happier note let me congratulate Trustee Jeffrey Wiesenfeld on his appointment to the New York City Office of the Empire State Development Corporation. I know that you will do very distinguished work in that very important endeavor.

4. Let me be the first to say Trustee Dr. Nilda Soto Ruiz. It's very lyrical, and it's very deserving and congratulations on that achievement.

5. To our new presidents, Howard Lapidus, Dolores Fernandez, Stanford Roman, and Sydney Lirtzman, congratulations on your ascendancy. I look forward to working with you.
6. Our overall head count enrollment is down very slightly by 1.2%. The decline, we believe, is dominated by part-time enrollment and new transfer student enrollment, both probably as a result of the very strong employment market that we're blessed with in this City. Graduate student enrollment is down 2.6%, and we believe that this is primarily a result of the higher requirements demanded in our teacher education programs. However, total FTE enrollment is essentially even, and the good news is that first-time freshman are up by 1.3%, and full-time undergraduate enrollment is up by over 2%.

7. I have in the past few weeks had a series of very good and promising meetings with City officials including Peter Vallone, Speaker of the City Council, Herbert Berman, Chairman of the City Council Finance Committee, and Helen Marshall, Chairwoman of the City Council Higher Education Committee. I testified before Chairwoman Marshall's Higher Education Committee on September 14th on matters of remediation and testing primarily. Her Committee will be having another hearing on teacher education which will be scheduled sometime in October.

8. Chancellor Rudy Crew and I met last week. I presented him with a position paper on a collaborative that is a little more structured than this University has seen before, something that I think is just so fundamentally needed in this University between these two very extraordinary systems. As soon as Chancellor Crew and I have refined and moderated this position paper, we will have a press conference with the two Chancellors, Chairman Badillo and Board of Education President Thompson, to announce a project team that we will be appointing to start with issues around College Now. This is a program that all of you have been briefed about and really is so fundamental and important to both of our institutions and in teacher education. We all know that in the next several years there's going to be an exodus of thousands of teachers from the New York City public schools system and we're going to need teachers especially in very targeted areas of science and mathematics education that we're committed to work together on.

9. We've had a series of preliminary meetings with State officials on the development of the University's budget request. We'll be working with Trustees, Presidents, faculty, and student constituencies, and certainly through the appropriate Board Committees as we refine the budget message for submission to Albany. We've also had preliminary discussions with the Office of the Mayor and the Office of the Governor in anticipation of the 2000-2001 Executive Budget. I understand that all Trustees are invited to attend the joint meeting of the Committees on Fiscal Affairs and Academic Policy, Program, and Research on October 4th. That's going to be an important meeting where these two very important Committees join hands to come forward with the appropriate budget message for the University.

10. There continues to be very serious and intense discussions with the Board of Regents and Commissioner Mills on the University's master plan amendment. The SED consultants will be reporting out at the end of this week. We've had a series of meetings with them, and that will be followed by a series of seminars that will be taking place in New York City on October 19th.

11. Presidential searches are in process at Baruch, Kingsborough, Queensborough, and LaGuardia and I will be giving the charges to these Committees. The Chair of the Committee for the Baruch search is Trustee Pesile; the Chair of the LaGuardia search is Trustee Babbar; Trustee Nilda Ruiz is already chairing the Queensborough search; and Trustee Curtis is Chair of the search for Kingsborough Community College. All four Committees have been appointed and we are now in discussions with consultants who will be working with the Committees. We expect that those consultants will be on board within a week's time, and we are committed to finding the best presidents who will bring these institutions into the forefront of higher education as they address the many challenges that they face in their future.

12. And lastly, I have designated Dean Sheila Thomas of the Office of Student Affairs to serve as the University-wide coordinator of relief contributions to Taiwan in the wake of the recent earthquake. With the help of the campuses, this effort is being coordinated by City appointed relief agencies.

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 September 27, 1999 (including Addendum Items) be approved:

(a) ERRATA: Revised the following:

P. B-2  
APPOINTMENT OF HEO SERIES PERSONNEL WITH NO PRIOR SERVICE (AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH): The salary for Towanda Washington is revised to read "$30,292."

(b) ADDENDUM: Revised the following:

D. 13  QUEENSBOROUGH COMMUNITY COLLEGE – ADMINISTRATIVE DESIGNATION – COMMITTEE APPROVAL NOT REQUIRED (REM – AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH): The "SW" designation is deleted.

D. 14  THE CITY COLLEGE – ADMINISTRATIVE DESIGNATION – COMMITTEE APPROVAL NOT REQUIRED (EXECUTIVE COMPENSATION PLAN – AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH): The salary for John Synder is revised to read "$92,904."

D. 24  THE CENTRAL OFFICE – ADMINISTRATIVE DESIGNATION – COMMITTEE APPROVAL NOT REQUIRED (REM – AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH): The action for Barbara Sawitsky is revised to include an "SW" designation. Ms. Sawitsky was originally selected from a search conducted by the Research Foundation.

NO. 2. CHANCELLOR’S REPORT: RESOLVED, That the Chancellor’s Report for September 27, 1999 (including Addendum Items) be approved.

(a) ERRATA: Revise the following:

QUEENS COLLEGE
P. B-4  APPOINTMENT ANNUAL – PROBATIONARY: The entry for Brian Kaiser is revised and hereby reentered under the heading APPOINTMENT LABOR CLASS; the salary for Mr. Kaiser is revised to read "$39,735."

YORK COLLEGE
P. B-10  SALARY INCREASE ANNUAL CLASSIFIED: All entries under this heading are withdrawn since they reflect contractual salary increases.

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting and Executive Session of June 28, 1999, and the minutes of the Special Board meetings and Executive Sessions of July 22, 1999 and August 26, 1999 be approved.

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

A. BROOKLYN COLLEGE – PURCHASE OF DOCUMENT IMAGING SYSTEM AND PURCHASE OF DOCUMENT SCANNING AND INDEXING SERVICES:

RESOLVED, That the Board of Trustees of The City University of New York authorize Brooklyn College to purchase a Minolta MIMS300+ document imaging storage and retrieval system from Minolta Business Systems Inc., under
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 provide document scanning and indexing services. The contract shall be awarded on the basis of best value to a responsive and responsible proposer after public advertisement and sealed submission of a Request for Proposal pursuant to law and University regulations. The solicitation and evaluation process shall be conducted by the College. The initial term shall be one year and the contract shall include up to four one-year options for the University to renew in its best interest. Such purchase shall not exceed a total estimated cost of $150,000, chargeable to FAS Code 221201430, during the fiscal year ending June 30, 2000; and be it further

RESOLVED, That the total of all such purchases shall not exceed a total estimated cost of $215,000. The contracts shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: The College will purchase a storage and retrieval system to store archival records and seek a service bureau to scan and index the archival documents.

B. NEW YORK CITY TECHNICAL COLLEGE – PURCHASE OF COMPUTER EQUIPMENT:

RESOLVED. That the Board of Trustees of The City University of New York authorize New York City Technical College to purchase computer systems from Dell Marketing, L.P., under existing State of New York Contract Number PT00109, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $160,000 consisting of $112,000, chargeable to FAS Code 210801309, and $48,000, chargeable to FAS Code 221201309, during the fiscal year ending June 30, 2000.

EXPLANATION: A total of 133 computers will be purchased for instructional and administrative purposes. Ninety-three (93) computers are required to upgrade student laboratories. Forty (40) computers will be purchased for use by faculty and staff. Replaced equipment will be used downstream or salvaged.

C. LAGUARDIA COMMUNITY COLLEGE – THEATRE SYSTEM RENOVATION:

RESOLVED, That the Board of Trustees of The City University of New York authorize LaGuardia Community College to purchase equipment and services to renovate the Theatre sound, video, and communication systems. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $200,000, chargeable as follows: to New York City Capital funds $90,000, New York State Capital funds $100,000, and the LaGuardia Community College Education Fund $40,000, during the fiscal year ending June 30, 2000. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: The renovation of the Theatre is necessary to bring the equipment to an acceptable level of performance using industry performance standards.

D. LAGUARDIA COMMUNITY COLLEGE – INFORMATION TECHNOLOGY:

RESOLVED, That the Board of Trustees of The City University of New York authorize LaGuardia Community College to execute a contract to purchase telecommunication wiring and electronics hardware. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $200,000, chargeable to City Capital Project LG042-097, HN-Q002. The contract shall be subject to approval as to form by the University Office of General Counsel.
EXPLANATION: The College will expand its network infrastructure implementation to facilitate distance learning and multimedia initiatives.

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

At this point Trustee Mastro joined the meeting.

A. THE CITY UNIVERSITY OF NEW YORK – EXIT FROM REMEDIATION:

Statement of Chancellor Goldstein regarding Exit from Remediation testing:

Universities are always challenged by how best to integrate academic attainment in high school with other indicators like tests and establishing admissions requirements for baccalaureate study. This is the case at The City University of New York. As I reflect on the nearly three decades of very dedicated work by this University's distinguished faculties and administrators in establishing its testing programs, I am persuaded by the need to take a fresh look at how we assess our students' readiness for college level work.

The recommendations that I share with you this evening are based on the most informed analyses upon where we've been and where I believe we need to go. These recommendations are the foundations for the policy items that you are about to discuss. The process should start by engaging faculty bodies to work with campus administrators in establishing admissions standards that will serve as the vehicle for students being admitted into baccalaureate programs. Consistent with that very basic principle, I have written to all of the senior college presidents dated September 21st, indicating to them that they will soon be meeting with the Administration to discuss admissions criteria for CUNY baccalaureate programs. This is a process that happens yearly, and I underscore that as you plan for these meetings you ensure that you engage appropriate faculty bodies and others in the consultation process.

It has always been my belief that one indicator is insufficient to assess a student's readiness to be admitted into baccalaureate work. I believe that we ought to be developing a composite profile that would include, but not be restricted to, items like high school average; the number of academic courses that students take, typically referred to at this University as college preparatory classes; perhaps the type of high school; perhaps the ranking in class; and, I believe, the SAT examination or the ACT.

The SAT, which has been designed de novo as an admissions test, is not going to be used as an exit. We all know, and I think the literature is very clear on this, that the SAT taken on itself is a very poor predictor of how successful a student is going to be in the first year of collegiate work. I think by concentrating on one particular measure that is not the kind of thinking that we're talking about here. We're really looking at a composite measure and the SAT is really at the beginning of the process.

The SAT is now almost ubiquitously taken by baccalaureate students at this University, and, indeed, I was very heartened to see the latest results of the SAT examinations for baccalaureate study. A number of our campuses now have averages that exceed the national average, and it indicates to me that our students are doing a lot better than oftentimes they are profiled in the media. This is something that we ought to be very, very proud of.

Once it is deemed that the student is in need of some remedial assistance, some shoring up of basic skills instruction, the degree to which a treatment is determined is going to be determined by a new placement test that we are waiting to see bids on. Our math assessment test will still be used as part of the fabric of our testing program. So there are two very different approaches here and they are sequential.

We have put together a flow chart of the process that we envision following as we take on the weighty issues of how to set the admissions criteria for our baccalaureate programs. After we meet with the Presidents and they convey the best thinking of their faculty, we will decide on the admissions standards for each of our baccalaureate
institutions. Applicants will either meet those admissions criteria, or if they don't, they will enable themselves to participate in an associate degree program. The applicants who meet the admissions criteria for baccalaureate programs will be either in need of remediation or they will not be in need of remediation. If they do not need remediation, they will be directly enrolled. The degree to which they meet the test of needing remediation will be on the basis of a number of indicators. First, students may be exempted on the basis of their SAT scores or their Regents' test scores. We have already established a policy here that if a student has a 75 on the Regents' examination in English or mathematics that immediately qualifies them to go right into regular college level work in those disciplines. SEEK students and ESL students educated abroad and not otherwise in need of remediation will be admitted even if they are not exempt on the basis of the SAT or the Regents' examination.

Applicants who do need remediation and are, therefore, conditionally admitted, will take a diagnostic test, and that diagnostic test is the test that is under discussion this evening. This University will decide upon a diagnostic test in the next several weeks that is the result of an RFP that was established and sent out widely to a number of different organizations that are in the testing business. That RFP was very, very thoughtfully created and designed to ensure that all of the concerns that we have experienced over the years as we have tested our students are embedded as a set of criteria for a successful test to be embraced here at this University.

Once the student takes the placement test as a result of being deemed to be in need of remediation, the student either passes or doesn't pass the test. If the test is passed, they are immediately enrolled. If they fail one or more of the tests, they are enrolled in a summer immersion program, or they will be enrolled in an intercession immersion program. At the end of that treatment, they will be re-tested using the same placement test, but with the appropriate changes in prompts, as an exit out of remediation and if they pass, they are enrolled. If they fail one of the components on a high margin, in other words if they just miss passing, they will be able to go into a Prelude to Success kind of model. We are in discussions with the various campuses now to define the kind of model that would best serve them. At the end of that treatment, we expect that the very dominant group of students who would go through that treatment would enroll fully in a baccalaureate program. Students going into the Prelude to Success kind of model will be those students who are just missing passing the examination.

Those who fail one or more tests will not be enrolled in the Prelude to Success. They can enroll in a year-round immersion program or be admitted to an associate degree program. That is the background under which the policy item that will be introduced in just a minute is embedded.

I will just finish by saying that we are very persuaded by the need to have a diagnostic test that stands all of the scientific challenges of reliability, that is a consistency in the manner in which a student does with various modalities of such a test. We are very concerned that the test be valid, and a valid test must be one that, first, is reliable, that it has a construct validity, and that it has a predictive validity. We will ensure that the test that we chose to assess our students' readiness for baccalaureate work will assess those challenges directly and will be used as an exit out of the treatment and remediation that we are giving. I think if we can get this done, this will be a profound step forward, a step that I think will be very student friendly, and that, indeed, will give us a sense of confidence that we have thought through, over a period of many years in this University, the appropriate testing environment that will serve our students.

Statement of Trustee Crimmins regarding Exit from remediation testing:

I thank the Chancellor for this very thoughtful presentation of this proposal. However, I think we all know that this is not a proposal in isolation. There certainly seems to me in the last few years to have been a kind of a climate of what to me seems to be exclusionary roadblocks making it more and more difficult for students not only to enter in but to succeed at The City University.

I became a Trustee hopefully with the idea of broadening and not narrowing opportunities for higher education, and I think this needs to be looked at very closely because it seems to me, again, it's part of this ongoing shutting down, closing down, limiting of accessibility to City University.
Statement of Trustee Sohmer regarding Exit from Remediation testing:

As in most institutions, the admissions process involves faculty not just the computer, and while everything Chancellor Goldstein has said is delightful and probably would even work, there will be glitches. Therefore, the very strong suggestion is that on each campus there be a primarily faculty committee looking over the paperwork of students who have chosen that institution as their first choice and having the right to admit on the basis of the fact that the paperwork says that the student has abilities which somehow didn't get measured. As a secondary thing, studies should be made on an annual basis of the alteration in the ethnic makeup of the senior colleges as a result of these admissions procedures. Were it to be seen that the alteration is negative, the entire process should be revisited.

Statement of Trustee Morning regarding Exit from Remediation testing:

I believe that Chancellor Goldstein has presented to us a complex outline for his vision of what should be the admissions process at CUNY. But I think in his grand scheme, it is intended to obstruct what I believe is really the issue before us today, and that has to do with how do you exit from remediation programs. I'm troubled because as I understand the proposal today, it's dubious policy is not going to do some of the things that I think many of us believe are important. I'm disturbed because at the outset we hear a vague description of what is going to be a test or series of tests that will meet certain standards, but we're not being more specific than that. And I have a sense that we might be leading blindly here, or maybe there's an intention to bring the SAT into play as an exam for exiting remediation.

Let me add one other reservation I have in regard to all of this. I think this rushing to a way to test people for exit from remediation is getting apart or away from the broader concern. I think we need to be really focussing on articulation and how that operates within the University. I think this is a piecemeal approach to that, and I would much prefer that you come back to us and phrase an argument in terms of how can we improve articulation within the University rather than this. I don't minimize the importance of testing for admissions, but I think there's another part of it that needs to be addressed, and for me this falls wide of the mark. I see this as, frankly, another roadblock in the process of articulation. I don't see it opening a process. I see it as a narrowing of that process and that's what I find troubling in it. What I'm saying, and by no means suggesting that we ought to remain with the present testing policy, is that I don't think that's the right way to go, but I don't think that this is necessarily a better way to go. I'd like to see you re-tool this and come back with another approach that I think could really further articulation across a broad front rather than be so focused on a specific exam.

Statement of Trustee Biswas regarding Exit from Remediation testing:

I would concur with Trustee Morning. I abstained from voting in the Committee meeting and asked for some information on how the students taking the SAT performed so that it would help me to make my decision. Any time we want to take a holistic approach, or any other approach, regarding admission and exiting and entering, we cannot just talk about that little particular area and not talk about articulation, which is the biggest problem. Since I've been on this Board for the last two years, I've heard about seamless transition and articulation but that issue never was addressed at a Board meeting. I know that if we don't talk about it here, it's not going to get done outside. Unless articulation is taken into consideration, I would be very uncomfortable, and I would certainly vote against it.

Statement of Trustee Ruiz regarding Exit from Remediation testing:

The University's assessment program has been under review for some time. In the past two years, the Committee on Academic Policy, Programs, and Research has discussed and acted upon several issues with respect to assessment, including the Freshman Skills Assessment Test and the new University Proficiency Examination. Assessment is a subject with which the Committee opened the first meeting of the 1999-2000 academic year, and it was the subject of Chancellor Goldstein's remarks at that meeting. Chancellor Goldstein declared his commitment to addressing the issue of assessment as quickly as possible and did present us with an initiation of a plan that will include faculty consultation. The ultimate goal of the Chancellor's plan is to ensure that students are accurately placed in college level or remedial course work.
I understand that the immersion programs that we conducted this summer were at no cost to the student. I think that is a very important issue that we should bring up because we've worked very hard, and I've had very good feedback on the immersion programs. This specific motion before us moves the University one step closer to the ultimate goal of this Chancellor.

We have asked that the Chancellor periodically inform the Committee and the Board on the progress of the students and on the exit criteria that has been established. I think it's very important for us to know that these periodic updates will be taking place. There will be constant analysis of how we are going about it so we shouldn't view it in isolation. We should look at it as progressively getting the reports to make sure that the tests are doing what we want them to do, and that, indeed, they are fair tests. I would just like to comment that the SAT was not discussed as an exit test and this initiative actually gives the University and the Chancellor the ability to work with nationally known testing firms to develop tests for CUNY purposes for exit from remediation. So it's really empowering the Chancellor to get the appropriate test for exit from remediation by nationally known experts.

RESOLVED, That all colleges shall use common objective tests reflecting national norms, and other assessments as deemed necessary, to determine when students who have been placed in remedial coursework qualify for exit from remediation, and that the Chancellor, following consultation with appropriate faculty and administrative representatives, shall designate suitable objective tests to be fully implemented by the Spring 2000 semester; and be it further

RESOLVED, That by February 1, 2000, the Chancellor report to the Board regarding the exit criteria established and the implementation of this policy, and report periodically thereafter on remedial student performance and each college’s compliance with this policy.

EXPLANATION: This resolution serves to ensure that all students attain the necessary level of preparation and proficiency in basic skills. The resolution also recognizes that programs in a number of subject areas may require more advanced preparation and that the colleges must have the ability to establish more rigorous requirements where appropriate. Chairman Herman Badillo and Trustees Satish K. Babbar, John J. Calandra, Kenneth E. Cook, Alfred B. Curtis, Jr., Randy M. Mastro, Kathleen M. Pesile, George J. Rios, Nilda Soto Ruiz, and Jeffrey S. Wiesenfeld voted YES; Trustees Michael C. Crimmins, John Morning, and Md. Mizanoor R. Biswas voted NO.

B. THE CITY UNIVERSITY OF NEW YORK – CUNY INSTITUTE FOR SOFTWARE DESIGN AND DEVELOPMENT:

RESOLVED, That the CUNY Institute for Software Design and Development [CISDD] be established as a CUNY Consortium at The Graduate School and University Center in accordance with the Policy Guidelines on Research Centers and Institutes set forth by the Board of Trustees in February, 1995.

EXPLANATION: The purpose of the proposed Consortium is to foster the development and commercialization of advanced software technologies and software engineering methods. The CISDD is designed to help the New York software industry to compete more effectively with other national regions in developing and marketing technological innovations in software functionality, performance, and maintenance.

CISDD intends to become a conduit between the software industry and the large body of Computer Science faculty throughout CUNY. The major focus of CISDD will be the development and dissemination of software products, technologies, and methodologies for the industry. The CISDD will serve as an incubation center for software by funding collaborative research by software companies and CUNY faculty student teams, intended to lead to marketable products. It will also fund faculty generated proposals focused on the development of commercially viable software products. CISDD will also provide non-credit training for industry personnel on specific topics of importance to the software business. The CUNY and Research Foundation patent and intellectual property policies and requirements of government funding sources will determine intellectual property ownership and royalty
participation in the creation and sale of consequent software products that result from work completed with incubation funds.

The proposed consortium will evolve as financial support becomes available. The administrative headquarters of the CISDD will be housed at The Graduate School and University Center which will provide a suite of offices for the Consortium staff at its new 34th Street location.

C. QUEENS COLLEGE – ESTABLISHMENT OF THE QUEENS COLLEGE SCHOOL FOR MATH, SCIENCE, AND TECHNOLOGY:

RESOLVED, That the Board of Trustees of The City University of New York approve the establishment by the New York City Board of Education of the Queens College School for Math, Science, and Technology as an independent Pre-Kindergarten through 8th grade school organization on the Campus of Queens College, funded by the Board of Education, beginning in September 1999; and be it further

RESOLVED, That the Board of Trustees authorize the Chancellor to execute an agreement with the Board of Education that will establish joint jurisdiction for the governance of the School. The agreement will be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: Queens College, in collaboration with the New York City Board of Education, has proposed the creation of an innovative and unique school for students in grades Pre-Kindergarten through 8 that focuses on mathematics, the sciences, and technology, and is inclusive of the arts and humanities. The school will work in collaboration with the College, its faculty and distinguished academic programs, as well as with the educational resources of the Borough of Queens and the City of New York. The school will open in September 1999 with grades Pre-Kindergarten and Kindergarten, with a projected enrollment of 40 students, and will add a grade each year until it reaches its planned enrollment of approximately 600 students in grades Pre-Kindergarten through 8. The school will be located in temporary facilities while a new school is constructed on the campus.

In addition to providing a superior education for all enrolled students, the school will serve as a model for strong mathematics and science instruction, and as a professional development site for the creation and implementation of the latest pedagogical techniques, curricular materials, and classroom methodologies. The school will play an integral role in the College's graduate and undergraduate teacher preparation programs and provide a laboratory for developing new curricula. The school will also seek to build strong partnerships with all stakeholders including local businesses and industry.

At its June 28, 1999 meeting, the Board of Trustees authorized the execution of a land lease, Cal. No. 7.B., between the University, acting on behalf of Queens College, and the New York City Schools Construction Authority and the Board of Education.

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

A. KINGSBOROUGH COMMUNITY COLLEGE – INCORPORATION OF THE KINGSBOROUGH COMMUNITY COLLEGE ALUMNI ASSOCIATION, INC.:

RESOLVED, That the Board of Trustees of The City University of New York, on behalf of Kingsborough Community College, recognizes the incorporation of the Kingsborough Community College Alumni Association, Inc., pursuant to the provisions of the New York Not-for-Profit Corporation Law, and consents to the use of "Kingsborough Community College" as part of the name of the alumni association.

EXPLANATION: The College seeks recognition by the Board of Trustees of The City University of New York of the formation of a not-for-profit alumni association for the purpose of developing and strengthening relationships between the College and its alumni, and supporting the programs and activities of the College. In connection
therewith, the College further seeks authorization to use "Kingsborough Community College" as part of the name of such alumni association.

B. LAGUARDIA COMMUNITY COLLEGE – NAMING OF THE COMPUTER STUDY LABORATORY (ROOM C110) IN THE C-BUILDING, THE RAYMOND C. BOWEN COMPUTER STUDY LABORATORY:

WHEREAS, Raymond C. Bowen is retiring at the end of September 1999, as the second President of Fiorello H. LaGuardia Community College after 10 years of distinguished service; and

WHEREAS, Raymond C. Bowen was one of the founding administrators of LaGuardia Community College and was responsible for a number of early initiatives including the Satellite College and Learning Communities; the LaGuardia Center for Economic Development program, as well as a broad array of community and business relationships; and

WHEREAS, Dr. Bowen, as President, provided exemplary leadership to the College with a strong commitment to both students and the community served by LaGuardia; and

WHEREAS, President Bowen's accomplishments at the College include the diversification of faculty and staff, and the infusion of multiculturalism throughout the College, curriculum, and programs; the expansion of enrollment from 9,000 to 11,000; the tripling of campus facilities; the development of several major international partnerships, including the founding of the first community college in the Dominican Republic; the introduction of new academic programs, particularly in the Health Sciences; the founding of a third alternative on-campus high school, the Robert F. Wagner Institute for Arts and Technology; the establishment of Family College for college students on public assistance and their elementary-school children; the expansion of the LaGuardia-Wagner Archives, located at the campus, to include the papers of Mayors Abraham Beame and Edward I. Koch, and of the City Council; the founding of New York Stories, an urban literary magazine; and

WHEREAS, President Bowen showed a special interest in making advanced technology available to students and faculty as evidenced by his creation of a new Division of Information Technology; the vast expansion of the number of computers on campus; the linkage of all computers at the College into a campus network; and the encouragement of the development of distance learning; therefore be it

RESOLVED, That the computer study laboratory in the C-Building (Room C110) at LaGuardia Community College be named the Raymond C. Bowen Computer Study Laboratory in commemoration of President Bowen's many contributions to the College.

EXPLANATION: The appropriate governance committees representing students, faculty, staff, and administration at LaGuardia Community College are all in agreement that a suitable tribute to Raymond C. Bowen for his years of dedicated service would be the naming of the computer study laboratory in his honor.

C. THE CITY UNIVERSITY OF NEW YORK - AMENDMENT TO AUTHORIZE PARTICIPATION OF ADDITIONAL TITLES IN THE 1999 EARLY RETIREMENT INCENTIVE PROGRAM:

WHEREAS, The Board of Trustees at its meeting of June 28, 1999 authorized The City University of New York’s participation in the State’s 1999 Early Retirement Incentive (ERI) Program; and

WHEREAS, The titles considered eligible for participation were the same as those designated as eligible in previous Retirement Incentives; therefore, be it

RESOLVED, That the resolution be amended to include the titles of CUNY Administrative Assistant, CUNY Office Assistant and CUNY Secretarial Assistant, known as the "Gittleson" titles, as eligible titles under the 1999 ERI Program. Participation by employees in such titles is contingent upon District Council (DC) 37, Local 384's ratification of an adjustment to a mandatory staffing level which was imposed by an arbitration award.
EXPLANATION: The Board of Trustees' June 28, 1999 resolution authorized the University's participation in the State's 1999 Early Retirement Incentive Program, identified the open period for the incentive, and further stated that the titles considered eligible for participation in the Program be the same as those considered eligible in previous ERIs. Under this resolution, employees in titles known as the "Gittleson" titles will be eligible to participate in this year's Early Retirement Incentive. Employees in "Gittleson" titles have not been eligible to participate in previous early retirement incentives because an arbitration, which established minimum staffing levels in these titles, would have required a 100% replacement rate for participants, which would be antithetical to the purposes of the ERI. However, DC 37's Local 384 has agreed, subject to ratification by its members, to an adjustment of the mandatory staffing levels.

Chairman Badillo stated the he is delighted on behalf of my colleagues on the Board to welcome the Chairman of the Committee on Facilities, Planning, and Management, Trustee Randy Mastro, who was appointed by the Mayor and confirmed by the Senate in June. Although he has attended our special meetings in July and August, this is the first scheduled meeting of the academic year, so I would like to formally welcome him.

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

A. BARUCH COLLEGE – RENOVATION OF NATURAL SCIENCES LABORATORY:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a construction contract on behalf of Baruch College for replacement of the natural sciences laboratory air handling and exhaust equipment at 17 Lexington Avenue. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding pursuant to law and University regulations. The contract cost shall be chargeable to the City Capital Budget, Project No. BA040-098, for an amount not to exceed $420,000. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: The existing laboratory air handling equipment for rooms 823, 824, and 825 at 17 Lexington Avenue is approximately 17 years old and requires upgrade. This project will provide appropriate ventilation equipment and controls to ensure a safe environment for the College's natural science program.

B. BARUCH COLLEGE – REHABILITATION OF LABORATORY AND OFFICE SPACE:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a construction contract on behalf of Baruch College for a new research laboratory suite at 17 Lexington Avenue. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding pursuant to law and University regulations. The contract cost shall be chargeable to the State Capital Construction Fund, Project No. BA056-098, for an amount not to exceed $320,000. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: The College will construct a new Chemistry laboratory for research and teaching purposes. Design was performed by the College.

C. MEDGAR EVERS COLLEGE – ACADEMIC BUILDING I:

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Polshek Partnership LLP/Roberta Washington Architects to provide professional services as required for the design of Academic Building I at Medgar Evers 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 project involves the design and construction of a new Academic Building I pursuant to the Medgar Evers Master Plan Amendment, approved in 1995.

The Master Plan Amendment proposes a six-story Academic Building I of approximately 142,000 gross square feet that will house 70% laboratories and 30% classrooms, offices, and support spaces, as well as a cellar-level mechanical plant which will serve the entire Bedford Avenue Campus. The consultant will review and update the programmatic and space requirements delineated in the Master Plan for Academic Building I to incorporate any changes in curriculum and space utilization since 1995. At the conclusion of programming, a site will be specified or the consultant may be directed to study the feasibility of given alternative sites. The building's design will seek to provide for instruction in a variety of disciplines to support the College's academic program, solve contextual and site issues, encourage student and community use, and promote a sense of welcome and openness while ensuring campus security.

The proposed firm, working with Roberta Washington Architects, was responsible for the Master Plan Amendment. Roberta Washington Architects will again join the Polshek Partnership on the design of Academic Building I.

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

D. THE CITY COLLEGE – RENOVATION OF THE SCHOOL OF ARCHITECTURE:

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Rafael Vinoly Architects PC, to provide professional services as required for the design of CC053-796, School of Architecture Renovation at Convent Avenue and 138th Street, New York, New York at The City 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: Consultant design services are required to prepare a building program that corrects current space deficiencies and fulfills the evolving needs of the School of Architecture. Following approval of the proposed program, Consultant shall perform a Feasibility Study for locating the School of Architecture in the best environment. This includes evaluating the appropriateness of the existing facility and other campus buildings under consideration. Upon selection of the most appropriate site, Consultant shall provide a design for the renovation of The City College School of Architecture.

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

NO. 8. COMMITTEE ON STUDENT AFFAIRS AND SPECIAL PROGRAMS: RESOLVED, That the following item be approved:

A. THE COLLEGE OF STATEN ISLAND – DISTRIBUTION OF ASSETS OF THE RICHMOND COLLEGE ASSOCIATION:

RESOLVED, That the Board of Trustees of The City University of New York authorize the President of The College of Staten Island, on its behalf, to accept the assets of The Richmond College Association, Inc., and approves the distribution of those assets, plus any accrued interest, by the President as follows: (a) $19,595 of the cash assets to The College of Staten Island Auxiliary Services Corporation, Inc., as reimbursement for attorney fees incurred in connection with the judicial dissolution of The Richmond College Association, Inc.; (b) 85% of the cash assets remaining after the distribution described in (a) to The College of Staten Island Auxiliary Services Corporation, Inc. (approximately $174,534 as of July 31, 1999), and 15% of such cash assets to The College of Staten Island Association, Inc. (approximately $30,800 as of July 31, 1999); and (c) $6,138 of the accounts receivable to The
EXPLANATION: The Richmond College Association, Inc., has been dissolved by an Order of Dissolution of the New York State Supreme Court. The judicial order of dissolution directs all assets of the Association (approximately $224,929 of cash assets and $41,261 of accounts receivable as of May 31, 1999) to be transferred to the Board of Trustees of The City University of New York and the Board to consider the distribution of such assets in accordance with a plan submitted to the Court by the College President, which is implemented in this resolution. The assets to be transferred to The College of Staten Island Auxiliary Services Corporation, Inc., were determined by calculating the amounts attributable to The Richmond College Association's auxiliary enterprises and student activity fees respectively.

NO. 9. HONORARY DEGREE: RESOLVED, That the following honorary degree, approved by the appropriate faculty body and recommended by the Chancellor, be presented at the commencement exercise as specified:

**COLLEGE**

**QUEENS COLLEGE**

Dr. Daisaku Ikeda Doctor of Humane Letters
(To be awarded at the October 8, 1999, Convocation)

Statement of Trustee Biswas regarding recent media stories:

Chairman Badillo and the Members of the Board of Trustees:

As you know, The City University of New York has a long history of benefiting from the participation of immigrants and ethnic groups from all over the world. Our City, State, and nation have been enriched beyond any dollar value by the contributions of immigrants to our culture, our economy, and our society.

This is why whenever there is any discussion of educational needs of immigrants or any ethnic groups, we must be sensitive to seeing to it that all groups are treated with respect and afforded every opportunity to succeed in our educational system. That was granted to previous other generations that have gone to The City University of New York.

Last week, remarks were attributed to Chairman Badillo that offended many within The City University student body. I understand that the media does not always present the full picture and that statements can be taken out of context. But any expression of views that characterizes individuals on a group basis can only detract from the broader need. We must strive to meet the educational challenges of the many new immigrants that have come to this country, to New York City, and to all five boroughs, seeking a better life for themselves and their children.

As Chairman of the University Student Senate, I have asked Chairman Badillo to meet with the elected student leaders of CUNY campuses to clarify this situation. I'm very glad that he has agreed to this meeting.

I have read his statement issued this past Friday and believe that we need to go forward and develop more programs and services that address the very real plight of immigrant students – not only in CUNY – but in the school system. Today the competition in the job market is very strong and it is time for a new CUNY/Board of Education effort to create a comprehensive system of support services, student internships, and financial aid programs to assist those who are trying to succeed in the same way as many New Yorkers did in past generations when tuition was free and the cost of going to school was so much less.
In conclusion I'd like to say that the Statue of Liberty was put in the harbor for all of us—without exception. We must rise above our differences and work together to assure that the needs of immigrant students—I include ethnicity, race, and other creeds—are addressed for the sake of this great City, State, and great nation that we live in. Thank you very much.

Upon motions duly made, seconded and carried, the Public meeting was adjourned at 5:28 P.M.

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

HELD

OCTOBER 25, 1999

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

The Chairperson called the meeting to order at 4:34 P.M.

There were present:

Herman Badillo, Chairman

Satish K. Babbar
Kenneth E. Cook
Michael C. Crimmins
Alfred B. Curtis, Jr.
Ronald J. Marino
Randy M. Mastro

Md. Mizanoor R. Biswas, ex officio

John Morning
Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesefeld

Secretary Genevieve Mullin
Roy P. Moskowitz, Acting General Counsel and Acting Vice Chancellor for Legal Affairs
Hourig Messerlian, Executive Assistant
Lorrie Christian
Towanda Washington

Chancellor Matthew Goldstein
Interim Deputy Chancellor Patricia Hassett
President Fred W. Beaufait
President David A. Caputo
President Dolores Fernandez
President Ricardo R. Fernandez
President Frances Degen Horowitz
President Edison O. Jackson
President Vernon Lattin
Interim President Howard L. Lapidus
Interim President Sidney I. Litzman

President Gerald W. Lynch
President Antonio Perez
President Allen Lee Sessoms
President Marlene Springer
Interim President Michael Zibrin
Interim Vice Chancellor Sherry Brabham
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone
Vice Chancellor Louise Mirrer

The absence of Vice Chairman Benno C. Schmidt, Jr., and Trustee John J. Calandra was excused.
A. VIDEOTAPING OF BOARD MEETINGS: Chairman Badillo stated that he is pleased to announce that CUNY-TV is transmitting today’s meeting of the Board of Trustees live on cable television, Channel 75. This is an important community service that will help provide the public with additional opportunities to observe the work of the Board and the University and I am grateful to the staff for their assistance.

B. REELECTION OF STUDENT TRUSTEE: Chairman Badillo stated that it is his pleasure to announce that Md. Mizanoor R. Biswas was reelected as Chairman of the University Student Senate. We all look forward to continuing to work together with him for the University and its wonderful students. I would like to offer congratulations to you personally, and on behalf of the Board.

C. UNIVERSITY STUDENT SENATE: Chairman Badillo offered congratulations on behalf of the Board to the other newly elected officers of the University Student Senate:

- Edward Ellis, Vice Chair for Legislative Affairs
- Timothy Merrill, Vice Chair for Fiscal Affairs
- Michael Anglin, Vice Chair for Graduate Affairs
- Joanne Gallo, Vice Chair for Senior College Affairs
- Anginette Padilla, Vice Chair for Community Affairs
- Mario Stewart, Vice Chair for Evening and Part-time Affairs.

We look forward to working with all of these newly elected vice chairs.

D. CONDOLENCES: Chairman Badillo stated that on behalf of the Board and the Administration, and for myself personally, I would like to offer sincerest condolences to Trustee Benno Schmidt on the loss of his father, Benno Charles Schmidt on October 21, 1999.

I also would like to offer condolences to the family of Donald H. Riddle who served as President of John J. Jay College of Criminal Justice from 1968 to 1975. When he became President, Dr. Riddle changed the College’s curriculum by introducing required courses in language and the humanities, and exposure to critical and analytical thinking for the training of law enforcement officers. His goal was to produce educated police officers to serve the community.

E. PRESIDENT’S HONORS: Chairman Badillo called on Trustee Curtis to announce the following:

1. Dr. Marlene Springer, President of The College of Staten Island will be honored by the Latino Civic Association at its 7th Annual Hostos Award Gala on October 29, 1999. She will receive the Eugenio Maria de Hostos Award for higher education achievements and contributions to the Latino community. Congratulations, Dr. Springer.

2. Dr. Charles Kidd, President of York College, has been invited to serve another term as a member of the Marine Fisheries Advisory Committee (MAFAC). MAFAC is studying the significant environmental problems that continue to threaten the welfare of commercial and recreational fishermen while also affecting tribal, academic, consumer, and other national interests. Congratulations, President Kidd.

F. FACULTY HONORS: Chairman Badillo called on Trustee Curtis to announce the following:

1. Professor Ana Celia Zentella, of the Department of Black & Puerto Rican Studies at Hunter College, received a 1999 Education Advocate Award from the Puerto Rican Legal Defense and Education Fund during a ceremony at the Plaza Hotel on October 22nd. Congratulations.

2. Professor Dixie Goss, of the Department of Chemistry at Hunter College, will be awarded the Outstanding Women Scientific Award this fall from the Metropolitan Association of Women in Science. This award is based on scientific accomplishment, as well as the mentoring of women in scientific fields. Congratulations.
G. STUDENT AND ALUMNI HONORS: Chairman Badillo called on Trustee Crimmins who announced the following:

1. Mr. Gustavo Mercado, a Hunter College film major and honor student has received the Jacob K. Javits Fellowship for this academic year. Mr. Mercado is one of 43 students to win this nationwide competition.

2. Mr. Adrian Gonzalez, biomedical science major at The City College's Sophie Davis School of Biomedical Education/CUNY Medical School, has received a Congressional Black Caucus Spouses—General Mills Scholarship Award for academic excellence.

3. Ms. Julia Garzon, a graduate of the School of Architecture at The City College, has been awarded the City University Construction Fund's annual Charles E. Inniss Internship.

Congratulations to all of you.

H. COLLEGE HONORS: Chairman Badillo called on Trustee Ruiz who announced the following:

1. The City College's CUNY Institute for Research and the African Diaspora in the Americas and the Caribbean has been selected by the Rockefeller Foundation as a residency site for its Humanities Fellowships for the years 2000 to 2003. The Rockefeller Foundation Humanities Fellowships Grant enables The City College to support the work of scholars engaged in research on transitional issues, non-Western cultures, and the diverse cultural heritage of the United States.

I. 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 September 27, 1999 Board meeting:

THE CITY COLLEGE

A. $500,000 NASA to Khanbilvardi, R., Civ. Engineering, for "Integration of Research and Education in Remote Sensing & Environmental Climate Research."

B. $298,019 NYC DEP. to Bandosz, T., Chemistry, for "The Characterization and Study of Granular Activated Carbon."


D. $256,776 NIH to Weiss, D., Sci., for "Rise at City College."


F. $148,012 NSF to Couzis, A., Chem. Engineering, for "Selective Crystallization of Molecules on Solid Surfaces Using Engineering Self Assembled Monolayers As..."


H. $118,800 NIH to Rowland, S., Med. School-Admin., for "Physician Assistant Program."

I. $100,000 NSF to Gunner, M., Physics, for "Presidential Faculty Fellows Awards."

QUEENS COLLEGE

A. $197,218 U.S. DEPARTMENT OF EDUCATION to Rosa, C., The Dean of Students Office, for "Student Support Services at Queens College."

B. $117,000 NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Hersh, W., The
Chemistry and Biochemistry Department, for "Chiral Phosphorus Ligands and Antisense Oligonucleotides."

THE COLLEGE OF STATEN ISLAND

A. $199,202 NSF to Kress, M., for "Multisensory Calculus for Visually Impaired People."
B. $107,770 NIH to Lunney, M., for "NANDA, NiC & NOC Effects on Health Outcomes."

YORK COLLEGE

A. $197,103 NATIONAL AERONAUTICS AND SPACE ADMINISTRATION (NASA) to Schlein, J., Natural Sciences, for "Minority Collaborative for Science Education: Let's Do Science."

QUEENSBOROUGH COMMUNITY COLLEGE

B. $248,525 U.S. DEPARTMENT OF EDUCATION to Parra, M., for "Student Support Services."

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

B. $146,364 U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES to Lanzara, R. and Flannery, E., for "HCOP (Health Career Opportunity Program)."

NEW YORK CITY TECHNICAL COLLEGE

A. $719,132 NATIONAL INSTITUTES OF HEALTH to Squitieri, L., for "RISE: Center for Research, Learning, and Teaching."
B. $276,612 NYS EDUCATION DEPARTMENT to Gawkins, A., for "Tech Prep."
C. $137,000 U.S. DEPARTMENT OF EDUCATION to Falk, W., for "Child Care."

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

1. Let me also extend the Chancellery's congratulations to Md. Mizanor R. Biswas on your continuing to represent, in a distinguished way, the students of this great University. We are very pleased that you are here.

2. I want to also echo the words of Chairman Badillo on the loss of Benno Schmidt's father. This has been an extraordinarily difficult few months for Trustee Schmidt having lost a mother, stepmother, and a father in just three months. Our hearts go out to him.

3. The Board of Regents met in Manhattan on October 19th to discuss the remediation policy that is very much in discussion, not only here at the University but in various communities around. Many of us participated in that spirited day-long set of hearings. Next week the Higher Education Committee of the Board of Regents will vote on that resolution, and that vote will indeed serve as a platform for the full vote of the Board of Regents which takes place on November 22nd.
4. Chairman Badillo and I had a very good meeting the end of last week with New York City Partnership President Robert Kiely. We were joined by Vice Chancellor Louise Mirrer, Kathryn Wylde, President of the New York Investment Fund, and Willa Appel, Executive Director of the New York Structural Biology Center. The purpose of the meeting was to ratchet up one level from where we are now the depth of the collaborations between this University and the Partnership, and I think that those discussions are going to lead to some structural relationships with the business communities in this great City, more so than what we have had before.

5. Chairman Badillo and I have completed our due diligence of canvassing some of the most prominent business and civic leaders in this City and I am pleased to announce that we have put together a Business Leaders Council of very prominent men and women in this City to help advise and moderate some of our thinking, and certainly to serve as advocates for this University. We will have our inaugural meeting with that group on November 10th.

6. I am delighted to have sent all of the Trustees and the presidents a list of actions that have been taken by the Administration and the Board, consistent with many of the suggestions in the Mayor's Task Force on The City University of New York and other actions as well, and that 26-statement set of actions is quite impressive for the short period of time that we have been working on some of these issues.

7. I am also pleased to announce that we have engaged the Pappas Group to review the organization of the Central Office in order to further strengthen our interaction with the campuses and to provide for greater efficiency and effectiveness in the manner in which we deploy our resources, and the manner in which we do business in this University. We await that report which I will receive some time in late November. Then we will take that report and see how we can use it to do any restructuring or changes in the manner in which we conduct our affairs here at the Central Office.

8. I have had yet another meeting with Chancellor Rudy Crew last week trying to push the notion of what I am calling a structural relationship between The City University of New York and the New York City public schools. We are focusing our energy, as you have heard me say before, on the College Now Program and in teacher education. We have gone yet another step and a project team has been put together on a very fast track. We expect that project team to report out within a few weeks on an actual plan for ubiquitously applying the College Now model to as many of the high schools as makes sense. There are, as you know, 213 high schools in the City of New York. We are in now approximately 73. Not only do we want to get to as many of those 213 high schools as appropriate, but we want to get more deeply embedded into the high schools starting at grade 9. I will report out as that takes fruit.

9. And, lastly, I am pleased to announce formally the reinstatement and enhancement of the Office of Executive Search and Evaluation. As you know, we have four presidential searches that are underway. Baruch, LaGuardia, and Queensborough have all been given their charges. I will be giving the charge to the Kingsborough Community College Presidential Search Committee at the end of this week. All of the consultants are in place. Korn/Ferry will be representing the Administration with respect to their consulting activities for the Baruch search, and the Association of Community College Trustees (ACCT) will be representing the Administration with respect to their consulting activities for the three community college searches that we are conducting. We are optimistic that these searches are on a fast track. We have jumped out of the box quickly here, as one of the problems in doing a presidential search is that if you don't get into the market quickly you lose the opportunity to get the benefit of the very enriched pool, and we are certainly out there right at the height of the season. We expect with new leadership now in place in the University, and stability, that we will see some outstanding presidents appointed for no later than September of the year 2000.

The calendar items were considered in the following order:

Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 1 through 9)
NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for October 25, 1999 (including Addendum Items) be approved:

(a) ERRATA: Revise the following:

P-B. 2, 3, 5 APPOINTMENT OF PROFESSORIAL STAFF, APPOINTMENT OF ANNUAL INSTRUCTIONAL STAFF MEMBERS WITH EQUIVALENCIES; AND PROMOTION IN PROFESSORIAL RANKS:
All entries under these headings are withdrawn and hereby reentered under "HUNTER COLLEGE".

(b) ADDENDUM: Revised the following:

D. 5 GRADUATE SCHOOL AND UNIVERSITY CENTER – CHANGE IN SALARY AND FUNCTIONAL TITLE OF EXECUTIVE COMPENSATION PLAN PERSONNEL: The entry for Barbara Gliwa is withdrawn and hereby reentered under "THE CITY COLLEGE – CHANGE IN SALARY AND FUNCTIONAL TITLE OF EXECUTIVE COMPENSATION PLAN PERSONNEL": The current (salary) rate is revised to read "$102,749"; the previous (salary) rate is revised to read "$93,187".

D. 17 THE CITY COLLEGE – ACTION EFFECTING A LEGAL ORDER, ARBITRATOR'S AWARD OR SETTLEMENT AGREEMENT: The effective dates are revised to read 2/1/00 – 7/31/00, 9/1/00 – 1/31/01, and "8/1/01 – 8/31/01".

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

(a) ADDENDUM: Add the following:

PART A: ACADEMIC MATTERS
SECTION III: AFFILIATION AGREEMENTS

LEHMAN COLLEGE – AFFILIATION AGREEMENT FOR NEW YORK PRESBYTERIAN HOSPITAL:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute an affiliation agreement on behalf of Lehman College and New York Presbyterian Hospital to enable students enrolled in the College's Nursing program to obtain the appropriate clinical experience necessary for the completion of degree requirements. Neither party to this agreement is obligated to pay any monetary consideration to the other. The agreement is for a two-year period and shall include up to two two-year options for the college to renew in its best interest. The agreement shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: Student experience at New York Presbyterian Hospital will fulfill the clinical training required for the Nursing program.

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting of September 27, 1999 be approved:

At this point Trustee Mastro left the meeting.

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

A. LEHMAN COLLEGE - TUTORING CENTER:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Lehman College to purchase computer equipment for the Tutoring Center. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed
RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Lehman College to purchase audio-video equipment for the Tutoring Center. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding pursuant to law and University regulations. Such contract shall be subject to approval as to form by the University Office of General Counsel; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Lehman College to purchase workstations for the Tutoring Center. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding pursuant to law and University regulations. Such contract shall be subject to approval as to form by the University Office of General Counsel; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Lehman College to purchase computers, computer tables and chairs from various vendors under existing State of New York Contract Number PT00061 and General Services Administration Contract Numbers PC54685 and PC54283, pursuant to law and University regulations; and be it further

RESOLVED, That the total of all such purchases shall not exceed an estimated cost of $222,000, chargeable to City Capital Budget, Project No. LM088-00.

EXPLANATION: This project will provide computers, audio-video equipment, and workstations for the Tutoring Center to provide students with one-on-one tutoring and group tutoring.

B. LEHMAN COLLEGE - 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 Lehman College for child care services to be provided through the Lehman College Student Child Care Center, Inc. Such purchase shall not exceed a total estimated cost of $120,000, for the initial one-year term, chargeable to FAS Code 217101408, 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 contract provides for child care services for approximately 73 (seventy-three) children of students enrolled at Lehman College.

C. LEHMAN COLLEGE - MULTI-MEDIA LANGUAGE LABORATORY:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Lehman College to purchase a computerized audio-digital server system. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding pursuant to law and University regulations. Such contract shall be subject to approval as to form by the University Office of General Counsel; and be it further

RESOLVED, That the total of all such purchases shall not exceed an estimated cost of $222,000, chargeable to City Capital Budget, Project Number LM088-00.

EXPLANATION: This project will provide a computerized audio-digital server system, computers, software and workstations to establish an Audio Language Laboratory for student and faculty use.
D. LEHMAN COLLEGE - MULTI-MEDIA RADIO COMMUNICATION CENTER:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Lehman College to purchase equipment for a multi-media radio communication center. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding pursuant to law and University regulations. The contract shall be chargeable to City Capital Budget, Project Number LM090-00 for an amount not to exceed $232,000. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: This project will provide audio and video equipment to establish a radio workshop studio for the Mass Communication and Multilingual Journalism Programs. Mass Communications teaches courses in Audio Production, Advanced Audio Production, Broadcast Journalism, and Broadcast Programming and requires a Radio Studio/Workshop to prepare students to write and report radio news.

E. THE COLLEGE OF STATEN ISLAND - INFORMATION TECHNOLOGY:

RESOLVED, That the Board of Trustees of The City University of New York authorize The College of Staten Island to purchase computer cabling, installation and project management services 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 College of Staten Island to purchase network switches and routers from Cisco Systems, Inc., under existing State of New York Contract Number PT00313, pursuant to law and University regulations; and be it further

RESOLVED, That the total of all such purchases shall not exceed an estimated cost of $830,000, chargeable to Capital Budget Project No. 144900.

EXPLANATION: The College of Staten Island, in collaboration with the Office of Instructional Technology and Information Services, has developed a Multi-Year Information Technology Plan to upgrade its network infrastructure for faculty, staff, and students. During Phase I of the plan, which is being completed, Building 1N, Building 2N, and the Library were upgraded. Phase II will include additional buildings namely Building 1A, Building 2A, Building 3A, and Building 3N. A component of this plan is to upgrade computer wiring throughout the campus. The wiring will include student computer laboratories as well as faculty and administrative offices, which will connect to a campus-wide backbone network. The new backbone will provide high-speed switching capabilities within the College and will facilitate electronic communication, access to the Internet, and provide sufficient capacity for other initiatives such as access to the College's e-mail servers, web servers, and various databases.

F. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) - PURCHASE OF LIBRARY BOOKS:

RESOLVED, That the Board of Trustees of The City University of New York authorize the University Contracting Office to purchase shelf-ready books from Coutts Library Services, Inc., under existing State of New York Contract Number P052521, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $1,500,000, chargeable to the appropriate colleges' FAS Codes, during the fiscal year ending June 30, 2000.

EXPLANATION: The University anticipates purchasing 20,000 volumes under this new State contract, which will reduce the University's price for processing a volume from $20.00 to $2.32. Colleges will receive the books they have selected.

G. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) - PURCHASE OF ACADEMIC TESTING SERVICES:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of the University Contracting Office to provide academic testing services. The contract
or contracts shall be awarded on the basis of best value to responsive and responsible Proposer(s) after public
advertisement and sealed submission of proposals on a Request For Proposal, pursuant to law and University
regulations. The solicitation and evaluation process shall be conducted by a University-wide Committee. The initial
term shall be one year and the contract or contracts shall include up to four one-year options for the University to
renew in its best interest. Such purchases shall not exceed a total estimated cost of $1,500,000, chargeable to
appropriate FAS Codes. The contract or contracts shall be subject to approval as to form by the University Office of
General Counsel.

EXPLANATION: Pursuant to Board policy, Cal. No. 5.A., September 27, 1999, the University will acquire the
services of one or more testing organizations which will develop suitable tests to evaluate whether students entering
the University require remediation and to evaluate when students may exit remediation.


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

A. BARUCH COLLEGE - JOINT JD/MBA WITH NEW YORK LAW SCHOOL:

RESOLVED, That the existing program in Business Administration leading to the Master of Business Administration
degree to be offered at Baruch College be approved for joint registration with the JD program at New York Law
School, effective January, 2000, subject to financial ability.

EXPLANATION: This joint registration involves a technical registration matter that is required by the State Education
Department. Since 1978, Baruch College and New York Law School have participated in an ongoing arrangement
that allows a small number of interested students from either school to combine the JD at New York Law with the
MBA at Baruch College. Therefore, this is not so much a proposal to implement a new program but rather to ratify
and register a joint program that has been in existence for many years, and that has been found to serve the goals of
students at both institutions. This technical registration will not require the use of any additional resources by either
institution.

B. THE COLLEGE OF STATEN ISLAND - M.A. IN HISTORY:

RESOLVED, That the program in History leading to the Master of Arts degree to be offered at The College of Staten
Island be approved, effective September, 2000, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to provide students with graduate level study in history and
the opportunity to complete a Master of Arts degree. The program is designed to provide a rigorous yet flexible
curriculum that will allow for a breadth and balance of study between scholarly specialization and the application of
history within a global and cross-cultural context to fields of study such as law, politics, education, and social
services. Thus, the proposed program is intended to fulfill the needs of several specific populations of students: pre-
Ph.D. candidates, school teachers, and other professionals, as well as persons with simply an interest in history.

The College of Staten Island currently has in place an adequate number (16) of experienced and accomplished full-
time history faculty to staff the proposed program who are broadly constituted with regard to their institutions of
graduate study, research, and teaching interests. Thus, the proposed program relates in an efficient way to the
College's mission, the faculty's strength and size, and community needs.
NO. 6. COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION: RESOLVED, That the following items be approved:

A. QUEENSBOROUGH COMMUNITY COLLEGE - AMENDMENT TO THE GOVERNANCE PLAN:

RESOLVED, That the proposed amendment adding a new Article VI to the Queensborough Community College Governance Plan, establishing a College Advisory Planning Committee be approved, to read as follows:

Article VI COLLEGE ADVISORY PLANNING COMMITTEE

The purpose of the College Advisory Planning Committee shall be to act as the primary planning body for Queensborough Community College. In this capacity, it is envisioned that the leadership of the various constituencies on campus will meet and discuss items concerning the state of the College and ways the College can best achieve its stated mission, goals, and objectives. Committee agenda items may be suggested to the Committee by any other constituency covered in the Governance Plan. The powers of this Committee shall not infringe upon the powers and authority of any of the constituencies, organizations or committees operating under either the Governance Plan of Queensborough Community College or the Bylaws of the Board of Trustees.

The membership of this Committee shall consist of the President as Chair, vice president(s), full dean(s), the Faculty Executive Committee, the Academic Senate Steering Committee, and the presidents of Day and Evening Student Governments. In the event of one combined student government, the president and executive vice president of that student government shall be included in the committee membership. The Committee shall meet at least twice a semester or when agenda items are proposed by or upon request of one of its constituent bodies.

and be it further

RESOLVED, That the current Articles VI through VIII be renumbered Articles VII through IX.

NOTE: Matter underlined is new. (See Appendix E)

EXPLANATION: The proposed amendment to the Queensborough Community College Governance Plan establishes a College Advisory Planning Committee to act as the primary planning body for Queensborough Community College, with the leadership of the various constituencies meeting to discuss items concerning the state of the College and the ways to best achieve its mission, goals, and objectives. The Advisory Planning Committee will replace the Joint Planning Committee convened as an ad hoc committee by the President to focus on strategic planning. The amendment has been approved by the faculty in accordance with the referendum procedure specified in the Governance Plan, and is recommended by the College President. The College's amendment procedure provides for referenda of both faculty and students, with 50% participation required. If only one group achieves the 50% participation, passage is determined by that group. In the referendum on this amendment, more than 50% of the faculty voted, with 129 of 142 (91%) voting for adoption of the amendment. In the student referendum, while 233 of the 275 (85%) students voted for adoption, only 3% of the students participated. The faculty vote therefore determined that the amendment was approved in the referendum process.
B. AMENDMENTS TO THE BYLAWS OF THE BOARD OF TRUSTEES:

RESOLVED, That Section 6.1 of the Bylaws be amended to read:

Section 6.1. INSTRUCTIONAL STAFF. The instructional staff shall consist of the persons employed in the following titles:

Chancellor
Deputy chancellor
Sr. vice chancellor for facilities, planning, construction, and management
Vice chancellor
University administrator
University associate administrator
University assistant administrator
President
Vice president
Assistant vice president
University dean
University associate dean
University assistant dean
Dean
Associate dean
Assistant dean
Administrator
Associate administrator
Assistant administrator
Distinguished professor
Professor
Associate professor
Assistant professor
Medical professor (basic sciences)
Associate medical professor (basic sciences)
Assistant medical professor (basic sciences)
Medical lecturer
Adjunct medical professor (basic sciences)
Adjunct associate medical professor (basic sciences)
Adjunct assistant medical professor (basic sciences)
Adjunct medical lecturer
Medical professor (clinical)
Associate medical professor (clinical)
Assistant medical professor (clinical)
Adjunct medical professor (clinical)
Adjunct associate medical professor (clinical)
Adjunct assistant medical professor (clinical)

and in the hunter college elementary school and hunter college high school

Visiting professor
Visiting associate professor
Visiting assistant professor
Adjunct professor
Adjunct associate professor
Adjunct assistant professor
Adjunct lecturer
Lecturer (full-time)
Lecturer (part-time)
Instructor
Instructor (nursing science)
Research associate
Research assistant
Clinical assistant
Senior registrar
Registrar
Associate registrar
Assistant registrar
Registrar's assistant
Chief college laboratory technician
Senior college laboratory technician
College laboratory technician
Chief college physician
College physician
Higher education officer
Higher education associate
Higher education assistant
Assistant to higher education officer
[Higher education aide]
Business manager
Assistant business manager
Assistant to business manager
Placement director
Education and vocational counselor
Continuing education teacher
RESOLVED, That the Bylaws be amended by the deletion of Section 11.13.a. as follows:

[Section 11.13.a. HIGHER EDUCATION AIDE.

A. Position Definition:

A higher education aide shall perform under the supervision of a higher education officer, university of college administrator/dean or other appropriate administrator, such administrative duties as may be assigned.

B. Qualifications:

For appointment as a higher education aide, a candidate must have demonstrated satisfactory qualities of personality and character and ability to work with others for the good of the institution. The candidate must possess a baccalaureate degree or equivalent experience and must show potential for significant achievement and growth.]

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

EXPLANATION: The title Higher Education Aide was eliminated effective January 1, 1993 according to the 1990-1996 PSC/CUNY collective bargaining agreement. The purpose of the amendment to Sections 6.1 and 11.13.a. is to update the Bylaws to reflect this change.

C. AMENDMENTS TO THE BYLAWS OF THE BOARD OF TRUSTEES:

RESOLVED, That effective November 1, 1999, Section 11.14 of the Bylaws be amended to read:

Section 11.14. ASSISTANT TO HIGHER EDUCATION OFFICER.

A. Position Definition:

An assistant to higher education officer shall, generally under the supervision of a higher education officer or university dean or college dean, perform such administrative duties as may be assigned to him/her.

B. Qualifications:

For appointment as an assistant to higher education officer, a candidate must have demonstrated satisfactory qualities of personality and character and ability to work with others for the good of the institution. [He/she must have had at least two years of experience in higher education or appropriate graduate work generally or in the area of specialization to which he/she will be assigned.] He/she must show potential for significant achievement and growth. He/she must possess a baccalaureate degree.
NOTE: Matter underlined is new; matter in brackets is deleted.

EXPLANATION: In consultation with the Council of Presidents, the Vice Chancellor for Faculty and Staff Relations undertook a review of the higher education officer series. The change in the position definition is proposed to reflect the fact that, while assistants to higher education officer are, as a general rule, supervised by the higher education officers, university deans or college deans, different kinds of supervision are appropriate in particular situations. The change in qualifications is proposed to provide the colleges with increased flexibility to hire qualified individuals to this entry-level position without requiring years of experience in higher education or appropriate graduate work.

D. AMENDMENTS TO THE BYLAWS OF THE BOARD OF TRUSTEES:

RESOLVED, That effective November 1, 1999, Section 11.15 of the Bylaws be amended to read:

Section 11.15. HIGHER EDUCATION ASSISTANT.

A. Position Definition:

The duties of a higher education assistant are generally to serve as an assistant to one of the major educational officers of a college or the university with responsibility for a limited area of planning, [or] research or professional and/or administrative duties as may be assigned.

B. Qualifications:

For appointment as higher education assistant, the candidate must have demonstrated satisfactory qualities of personality and character and ability to work with others for the good of the institution. He/she must have had at least four years of experience in one or more related areas [of higher education] and be sufficiently adaptable to apply such experience to the field in which his/her responsibility will lie. He/she must possess at least a baccalaureate degree and show definite potential for significant achievement and growth in the area to which he/she is assigned. An appropriate combination of education above the baccalaureate degree and demonstrable skills and/or years of experience may be substituted for the four years of experience in determining qualifications for the position of higher education assistant.

and be it further

RESOLVED, That effective November 1, 1999, Section 11.16 of the Bylaws be amended to read:

Section 11.16. HIGHER EDUCATION ASSOCIATE.

A. Position Definition:

The duties of a higher education associate are:

   a. To serve as deputy for a higher education officer [or]

   b. To assume administrative responsibility, in most instances under the general supervision of a university or college dean for some major area of university or college activity, such as institutional research, campus planning and development, coordination of relations with community and civic groups, supervision and coordination of all educational data processing, coordination of applications to federal, state, and private foundations for educational grants, direction of specific specialized campus activities [or]

   c. To function as executive assistant to the chancellor or president [or]
d. To develop some major aspect of new programs.

B. Qualifications:

For appointment as higher education associate, a candidate must have demonstrated satisfactory qualities of personality and character and ability to work with others for the good of the institution. He/she must have had at least six years of related experience in the area of higher education in which his/her responsibility will lie. He/she must be sufficiently well versed in the overall functions of the university to be able to serve as deputy for a higher education officer, or to carry full responsibility, in most instances under the general supervision of a university or college dean for some major area of university or college activity. He/she must possess at least a baccalaureate degree and show evidence of exceptional achievement in his/her chosen field as well as potential for future growth. An advanced degree above the baccalaureate degree may be required as appropriate to perform the duties of a particular position. An appropriate combination of education above the baccalaureate degree and demonstrable skills and/or years of experience may be substituted for the six years of experience in determining qualifications for the position of higher education associate.

and be it further

RESOLVED, That effective November 1, 1999, Section 11.17 of the Bylaws be amended to read:

Section 11.17. HIGHER EDUCATION OFFICER.

A. Position Definition:

The duties of a higher education officer are:

a. To assume full administrative responsibility for some major area of university or college activity, such as institutional research, campus planning and development, coordination of relations with community and civic groups, supervision and coordination of all educational data processing, coordination of applications to federal, state, and private foundations for educational grants, direction of specific specialized campus activities or

b. To function as executive assistant to the chancellor or president or

c. To develop some major aspect of new programs.

B. Qualifications:

For appointment as higher education officer, the candidate must have demonstrated satisfactory qualities of personality and character and ability to work with others for the good of the institution. He/she must have had at least eight years of related experience in the area of higher education in which his/her responsibility will lie. He/she must be sufficiently well versed in the overall functions of a university to be able to assume full responsibility, answerable as a general rule to his/her college president (or to the chancellor, deputy chancellor or vice chancellor if he/she is assigned to a university position) for some major area of university or college activity. He/she must possess at least a baccalaureate degree and show evidence of exceptional achievement in his/her chosen field as well as potential for future growth. An advanced degree above the baccalaureate degree may be required as appropriate to perform the duties of a particular position. An appropriate combination of education above the baccalaureate degree and demonstrable skills and/or years of experience may be substituted for the eight years of experience in determining qualifications for the position of higher education officer.

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

EXPLANATION: In consultation with the Council of Presidents, the Vice Chancellor for Faculty and Staff Relations undertook a review of the higher education officer series, including the selection and appointment process and the
The changes in the position definition for the title higher education assistant are proposed to reflect the fact that, while, in general, employees in this title are supervised by major educational officers of a college or the university, different kinds of supervision are appropriate in particular situations and that the scope of their responsibilities has broadened since the positions were originally defined. The changes in the position definitions for the titles of higher education associate and higher education officer clarify that the reporting relationships specified apply in general, with exceptions as appropriate, and that the enumerated duties are disjunctive.

The changes in qualifications are proposed to provide the colleges with increased flexibility to hire qualified individuals who have a baccalaureate degree and a combination of education beyond the baccalaureate degree and skills and years of experience. In addition, under the proposed changes in qualifications, it will be possible to require an advanced degree for the titles higher education associate and higher education officer when such a degree is appropriate for the position.

The Office of Faculty and Staff Relations will promulgate guidelines for the implementation of these Bylaw changes.

E. THE CITY UNIVERSITY OF NEW YORK – REVISION OF PROCEDURES RELATING TO THE HIGHER EDUCATION OFFICER SERIES, EFFECTIVE NOVEMBER 1, 1999:

RESOLVED, That the Board of Trustees of The City University of New York adopts the recommendations contained in the document entitled "Revisions to the Higher Education Officer Series," effective November 1, 1999; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize the Chancellor to delegate to each college president individually such responsibility, as the Chancellor deems prudent for the purpose of enforcing the Bylaws and policies of the Board of Trustees, to implement the recommendations contained in that document, including a) review of the qualifications of candidates for employment in positions in the higher education officer series, and b) recommendation to the Board for approval of the rate of pay for employees in higher education series titles; and be it further

RESOLVED, That the college president shall be responsible for certifying to the Board of Trustees that all such delegated personnel actions reported in the Chancellor's and University Reports are in compliance with the Bylaws and policies of the Board of Trustees.

NOTE: See Appendix F

EXPLANATION: The New York State Education Law vests the Board of Trustees with the responsibility for insuring the proper classification of positions within the University, for ascertaining the qualifications of individuals to serve in positions established by the Board, and for appointing persons to those positions at rates of pay in conformance with Board policy and the contractual obligations of the University. The Board of Trustees has vested in the Chancellor and the Vice Chancellor for Faculty and Staff Relations the responsibility for ensuring compliance by the colleges with Board policies for position classification, search procedures, appointment, review of qualifications, and determination of pay for instructional staff in the higher education officer series, and for advising the Board at each of its meetings of the propriety of such personnel actions.

The Office of Faculty and Staff Relations undertook a review of the higher education officer series in consultation with the Council of Presidents earlier this year. That body approved the "Revisions to the Higher Education Officer Series" on April 5, 1999 and recommended their presentation to the Board of Trustees. These revisions were calendared for the June 28, 1999 Board meeting and tabled by the Board of Trustees at that time. In September 1999, the University consulted with the Professional Staff Congress about the proposed changes and made some modifications to the document in response to their recommendations.
The intent of these revisions and resulting resolutions is to provide the presidents of the colleges increased responsibility and flexibility in recruiting, appointing, and compensating staff in the higher education officer series subject to certain limitations. Although responsibility for classification will continue to reside in the Office of the Vice Chancellor for Faculty and Staff Relations, responsibility for many other aspects of the process may be delegated to the colleges, pursuant to these revisions. The Office of Faculty and Staff Relations will promulgate appropriate guidelines and procedures to implement these revisions and will periodically review and audit the colleges to ensure compliance with applicable Bylaws, policies and procedures of the Board of Trustees.

At this point Trustee Mastro rejoined and then left the meeting.

F. THE CITY UNIVERSITY OF NEW YORK - GUIDELINES FOR PRESIDENTIAL SEARCHES:

RESOLVED, That the Board's Guidelines for Presidential Searches be amended as follows:

INTRODUCTION

The Education Law of the State of New York invests in the Board of Trustees/CUNY the authority to appoint and dismiss an appointed executive when warranted.

"The Board of Trustees shall appoint the Chancellor of The City University who shall be the chief educational and administrative officer of The City University and who shall serve at the pleasure of the Board of Trustees."¹ "The Board of Trustees shall establish positions, departments, divisions and faculties; appoint and in accordance with the provisions of law fix salaries of instructional staff and non-instructional employees therein;"²

The City University of New York is an Affirmative Action-Equal Opportunity Employer and shall seek to identify qualified women and minorities for consideration by the Search Committee.

THE PROCESS

When a vacancy occurs, or is certain to occur, the Chairperson of the Board of Trustees shall, upon consultation with the Chair of the Board Committee on Faculty, Staff and Administration and the Chancellor, establish a Search Committee to seek a new president.

Simultaneously, should circumstances warrant, the Chancellor shall recommend an individual to the Board for appointment as interim president until such time as a president is appointed. Appointment as interim president will typically be for a period of one academic year. If an appointment exceeds this period, the Chancellor shall notify the Board Committee on Faculty, Staff and Administration of the reasons requiring an extension.

An interim president shall not be a candidate for the presidency for the same institution for which he/she is interim president.

A primary responsibility of the Search Committee shall be to attract and recruit highly qualified candidates, emphasizing to them the advantages of working at CUNY and the benefits of living in New York City. Members of the Board, the Chancellor and presidents, the faculty, staff, and students of the University, as well as community and academic leaders from outside the University may submit nominations to the Search Committee.

¹ NYS Education Law, Article 125, Section 6206(5) last sentence (See Chancellor Search Guidelines)
² NYS Education Law, Article 125, Section 6206(7.a.)
Composition of the Committee:

In order to provide for adequate participation by representatives of the institution in which a presidential vacancy exists, the Chairperson of the Board shall establish a Presidential Search Committee and designate the Chairperson of the Search Committee. The Search Committee shall be composed of the following members:

Board Members: at least three members of the Board of Trustees, appointed by the Chairperson of the Board. The Chairperson, and the Vice Chairperson of the Board in the absence of the Chairperson of the Board, shall also serve as members] be a member ex officio of the Search Committee, and accordingly shall be entitled to vote. Whenever possible, one Board member appointed to a Search Committee should reside in the same borough as the campus seeking a president.

Faculty: three faculty members from the college, elected as determined by the appropriate faculty governance body of the college concerned. Only faculty as defined in the Board Bylaws may serve as faculty representatives (members) on the Search Committee or vote in the election for such faculty representatives.

Students: two students from the college, as recommended by the president and appointed by the Chairperson of the Board, generally, but not necessarily, the presidents of the student governments, or if there is only one student government, another elected student leader, provided, however, that the president should consult the appropriate student governance bodies on the selection.

Alumni: one alumnus from the college, generally, but not necessarily, the president of the alumni organization of the college concerned. Where there is no formal alumni organization, the Chancellor may recommend an active alumnus to be appointed by the Chairperson of the Board to serve with the Search Committee.

President: the president of one of the colleges of the University, appointed by the Chairperson of the Board.

Internal Staffing and/or Outside Consultants:

Staff support shall be provided to the Search Committee [on request, by the Office of Executive Search and Evaluation (OESE). Representatives from OESE, chosen to serve as indicated, shall be selected by the Chairperson of the Board and shall report to the Search Committee] by the Office of the Chancellor. Where deemed necessary selected individuals including outside firms may be called upon to provide advice in matters pertaining to the search.

PROCEDURES

Analysis of Campus Needs and Priorities:

[Soon after the formation of] Prior to the first meeting of the Search Committee, [the Chairperson of the Search Committee and the Chairperson of the Board, in consultation with] the Chancellor[,] will designate an individual(s) and/or consultant(s) to visit the campus, confer with appropriate constituencies, and prepare a report for the Search Committee and the Chancellor, indicating discreet needs and priorities that will help in the preparation of an effective advertisement for the position.

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3 Faculty defined as having "faculty rank" or "faculty status" (based on Sections 8.1, 8.2, and 6.2(a), and 6.3(a) of the Board Bylaws). Under the Board Bylaws, faculty primarily includes those in the titles of professor, associate professor, assistant professor, and instructors and lecturers (after reappointment for a third year). The President, vice-presidents, and deans have faculty rank but shall not participate as faculty. College Laboratory Technicians and HEQ series personnel do not hold faculty rank or faculty status.

4 If there is no official faculty governance body established by the college's approved governance plan, then the faculty representatives to the Search Committee shall be elected by the faculty members of the college governance body.
Announcing the Vacancy and Processing the Applications:

Announcements of a presidential vacancy shall be placed in the appropriate media, and shall be communicated to educational and related institutions through correspondence and through targeted recruitment based on the findings of the pre-search report.

All applications, with supporting materials as requested in the job description, are to be sent to:

[Secretary of the Board of Trustees] Presidential Search Committee
The City University of New York
535 East 80th Street, Room 302
New York, NY 10021

Screening of Applicants:

The Search Committee shall reduce the applicant pool to approximately seven individuals. The candidates will be interviewed by the Search Committee upon the stated request of a minimum of five members of the Search Committee, at least three of whom must be members of the Board.

The Chancellor may place before the Search Committee, for additional review, the curriculum vitae of a small number of individuals eliminated by the Committee or the curriculum vitae of the individuals who have come to the Chancellor's attention after completion of the initial screening process.

At the conclusion of the preliminary interviews, the Search Committee will select three or four to visit the college. If the Committee does not arrive at a consensus or reaches an impasse, Board members of the Search Committee will select the candidates who will visit the campus.

Campus Visits:

Arrangements will be made for those candidates to meet with groups or individuals on the campus. Groups of not more than 10 persons shall be selected by the faculty, students, chairpersons, alumni/foundation/college-related organizations, staff, and senior administrative staff of the college. Meetings with any other constituency or for any other purpose must be approved by [the Chair of the Search Committee, who may consult with] the Chancellor. Each campus group shall make a concerted effort to select individuals from as wide an array of its constituency as possible. No person should sit with more than one representative group. (Example: A professor who chairs a department should not sit with both a faculty group and a group of chairpersons.) The college representatives thus selected will meet with all candidates invited to the campus.

Each campus group shall present its view in a brief report to the Chancellor and the Chairperson of the Search Committee within three days of the last campus visit.

Search Committee Recommendations:

After the campus visits, the written conclusions of the Search Committee, normally recommending at least two but no more than three top candidates, shall be submitted to the [Chairperson of the Board of Trustees and] the Chancellor for review and consideration.

[Final Interview:

The candidates recommended by the Search Committee shall be interviewed by the entire Board at some time prior to the next scheduled Board meeting, at which time a choice will be made in executive session.]
Chancellor's Recommendations:

The Chancellor, after reviewing the written assessments of the Search Committee, the views of the campus groups interviewing the candidates, and soliciting such other information as may be necessary, shall prepare recommendations for the Board.

Appointment:

As soon as possible after the Board has chosen its candidate, the Chancellor will notify the candidate in writing of the Board's decision. A formal letter of appointment, together with the Board resolution, which delineates the terms and conditions of employment, will be sent to the candidate as soon as he/she accepts the position.

Exceptions to these Guidelines:

Special situations may occur when, for example, there is a candidate of proven distinction from within the University, a former University executive, or a candidate of national prominence from outside the University, or an exceptional candidate from a recent CUNY presidential search. Under such circumstances, the Board Chair and the Chancellor, after full consultation with the Chair of the Board Committee on Faculty, Staff and Administration and leadership of campus constituencies, may decide to suspend these guidelines for a specific presidential search and substitute a shortened process. Trustee John Morning voted NO; Trustee Michael C. Crimmins ABSTAINED.

NOTE: Matter underlined is new; matter in brackets is deleted. (See Appendix G)

NO. 10. COMMITTEE ON STUDENT AFFAIRS AND SPECIAL PROGRAMS:

Report of Committee Chairman Crimmins:

Although there were no action items before the Student Affairs Committee this month, the Committee received an in-depth report on the University's recruitment of new students. The Office of Admission Services, which is located on West 31st Street, provides comprehensive student admission services for all 17 undergraduate colleges. The Office's walk-in center is visited by approximately 30,000 potential students each year, and logs in more than 350,000 inquiries annually.

The Committee was briefed on a number of new initiatives with the New York City Board of Education, and other recruitment strategies, which are either in place or being planned.

The adopted 1999-2000 State budget included two very important provisions for Student Services. First, it included an additional allocation of $1.3 million for childcare. The University will use the additional funds to expand services and to serve more children.

In addition, CUNY has received permission to pilot a part-time financial aid program beginning in fall 2000. Students who enrolled as first-time students in fall 1998 and thereafter and have accumulated 24 or more credits with at least a 2.0 GPA will be eligible. Students enrolled for at least six but less than 12 hours, will receive an award calculated on a percentage of the award the student would have received if attending full-time. The University believes that this program will improve retention and graduation of students who are unable to carry a full-time course-load.

Finally, the CUNY-sponsored bill which indemnifies students who serve on University committees such as student discipline, academic senate, etc., was passed into law. This represents a significant benefit for students.

At this point Trustee Mastro rejoined the meeting.
NO. 7. COMMITTEE ON FACILITIES, PLANNING, AND MANAGEMENT:Resolved, That the following items be approved:

A. LEHMAN COLLEGE - THREE STEAM TURBINE-DRIVEN CHILLERS FOR THE MECHANICAL INFRASTRUCTURE UPGRADE PROJECT:

Resolved, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Lehman College to purchase and deliver three steam turbine-driven chillers. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding pursuant to law and University regulations. The contract cost shall be chargeable to the State Capital Construction Fund, Project No. CA032-794 for an amount not to exceed $1,900,000. The contract shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: This contract will replace the existing three steam turbine-driven chillers at the College. The Dormitory Authority of the State of New York will install these chillers under separate contract.

B. NEW YORK CITY TECHNICAL COLLEGE - NEW ENTRANCE DOORS:

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 New York City Technical College to purchase and install new entrance doors. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding pursuant to law and University regulations. The contract cost shall be chargeable to the State Capital Construction Fund, Project No. NY073-096, for an amount not to exceed $200,000. The contract shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: The existing nineteen exterior entrance doors at three locations in the Namm Commerce Center and Allied Health Center buildings require replacement. The new entrance doors will substantially reduce energy costs, improve safety and fully comply with the Americans with Disabilities Act (ADA) guidelines.


At this point Trustee Mastro left the meeting.

NO. 8. HONORARY DEGREES: Resolved, That the following honorary degrees, approved by the appropriate faculty body and recommended by the Chancellor, be presented at the commencement exercises as specified:

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<tr>
<th>COLLEGE</th>
<th>DEGREE</th>
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<tr>
<td>MEDGAR EVERS COLLEGE</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>Ms. Sadie Feddoes</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>Iyanla Vanzant, Esq.</td>
<td>Doctor of Humane Letters</td>
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(To be awarded at the December 1, 1999, Convocation)
NO. 9. COMMITTEE ON LONG RANGE PLANNING: RESOLVED, That the following item be approved:

A. NOTICE OF AMENDMENT TO THE BYLAWS OF THE BOARD OF TRUSTEES - ARTICLE IV (4.1. AND 4.2.), ARTICLE VI (6.1., 6.5., AND 6.6.), ARTICLE X (10.1. AND 10.2.) AND ARTICLE XI (11.2., 11.3., AND 11.4.):

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

RESOLVED, That Section 4.1 of the Bylaws be amended to read:

ARTICLE IV - THE COUNCIL OF PRESIDENTS

Section 4.1. THE COUNCIL OF PRESIDENTS.

There shall be a council of presidents composed of the chancellor, as its permanent chairperson, [the deputy chancellor, and] the presidents of the several colleges and such senior university staff as the chancellor may designate.

and be it further

RESOLVED, That Section 4.2 of the Bylaws be amended to read:

Section 4.2. FUNCTIONS OF THE COUNCIL OF PRESIDENTS.

To insure unified and cooperative leadership in the city university, it shall be the function of the council:

a. To advise the chancellor with respect to the formulation and periodic revision of a coordinated [and reasonably complete] master plan for a system of public higher education for the city of New York and to indicate for each constituent institution its specific functions in this [city-wide] plan [of higher education].

b. To recommend to the chancellor [present to the board recommendations of scope[,] procedures[,] and policies that affect more than one of the constituent colleges.

c. To recommend to the chancellor [board] plans for the development of [total] physical properties which will further the general educational program of the university.

d. To advise the chancellor concerning the operating and capital budgets of the entire [college] university system.

The president of each collegiate unit is specifically charged with the administration of his/her own institution and in this capacity he/she is responsible directly to the chancellor and through the chancellor to the board. The Board and any president may consult directly with each other on any issue of institutional importance.

and be it further
RESOLVED, That Section 6.1 of the Bylaws be amended to read:

**ARTICLE VI - INSTRUCTIONAL STAFF**

Section 6.1. INSTRUCTIONAL STAFF.

Chancellor
Executive vice chancellor
Chief operating officer
[Deputy chancellor]
Sr. vice chancellor [for facilities, planning, construction, and management]
Vice chancellor
University administrator
University associate administrator
University assistant administrator
President
Vice president
Assistant vice president
University dean
University associate dean
University assistant dean
Dean
Associate dean
Assistant dean
Administrator
Associate administrator
Assistant administrator
Distinguished professor
Professor
Associate professor
Assistant professor
Medical professor (basic sciences)
Associate medical professor (basic sciences)
Assistant medical professor (basic sciences)
Medical lecturer
Adjunct medical professor (basic sciences)
Adjunct associate medical professor (basic sciences)
Adjunct assistant medical professor (basic sciences)
Adjunct medical lecturer
Medical professor (clinical)
Associate medical professor (clinical)
Assistant medical professor (clinical)
Adjunct medical professor (clinical)
Adjunct associate medical professor (clinical)
Adjunct assistant medical professor (clinical)
Visiting professor
Visiting associate professor
Adjunct professor
Adjunct associate professor
Adjunct assistant professor
Adjunct lecturer
Lecturer (full-time)
Lecturer (part-time)
Instructor
Instructor (nursing science)
Research associate
Research assistant
Clinical assistant
Senior registrar
Registrar
Associate registrar
Assistant registrar
Registrar's assistant
Chief college laboratory technician
Senior college laboratory technician
College laboratory technician
Chief college physician
College physician
Higher education officer
Higher education associate
Higher education assistant
Assistant to higher education officer
[Higher education aide]
Business manager
Assistant business manager
Assistant to business manager
Placement director
Education and vocational counselor
Continuing education teacher
and in the hunter college elementary school and hunter college high school
RESOLVED, That Section 6.5 of the Bylaws be amended to read:

Section 6.5. APPOINTMENTS WITHOUT TENURE.

Nothing contained in this article shall be construed as conferring or permitting tenure, or service credit toward the achievement of tenure in the positions of chancellor, [deputy chancellor,] executive vice chancellor, chief operating officer, sr. vice chancellor [for facilities, planning, construction, and management,] vice chancellor, [deputy vice chancellor for management and budget,] university administrator, university associate administrator, university assistant administrator, president, vice president, assistant vice president, university dean, university associate dean, university assistant dean, dean, associate dean, assistant dean, administrator, associate administrator, assistant administrator, director of campus schools, department chairperson, chief librarian, principal, supervisor, distinguished professor, medical lecturer, adjunct medical professor (basic sciences), adjunct associate medical professor (basic sciences), adjunct assistant medical professor (basic sciences), adjunct medical professor (clinical), adjunct associate medical professor (clinical), adjunct assistant medical professor (clinical), adjunct medical lecturer, visiting professor, visiting associate professor, visiting assistant professor, adjunct professor, adjunct associate professor, adjunct assistant professor, adjunct lecturer, higher education officer, higher education associate, higher education assistant, assistant to higher education officer, higher education intern research associate, research adjunct, research assistant, clinical assistant, lecturer (full-time), lecturer (part-time), instructor appointed after October 1, 1968; business manager, assistant business manager, assistant to business manager, continuing education teacher, all position in the early childhood centers programs, or any other instructional positions not included on the permanent instructional staff, except that prior service as a full-time lecturer or lecturer (full-time) may be considered toward the award of tenure to persons in a title on the permanent instructional staff. Appointment to any such non-tenure bearing position, or removal therefrom, however, shall not deprive the person so appointed or removed of tenure in the highest position on the staff held with tenure prior to his/her appointment to such office, or conjointly with such office, nor shall such appointment or removal deprive any person of service credit toward the achievement of tenure under the provision of this article. [All persons appointed chancellor, deputy chancellor, president, sr. vice chancellor for facilities, planning, construction, and management, vice chancellor, deputy vice chancellor for management and budget, vice president, university dean, university associate dean, university assistant dean, dean, associate dean, assistant dean, director of campus schools, or principal, if not already appointed to a position on the permanent instructional staff, may be appointed to an instructional position.]

and be it further

RESOLVED, That Section 6.6 of the Bylaws be amended to read:

Section 6.6. APPOINTMENTS TO THE INSTRUCTIONAL STAFF-NOTICES.

a. All appointments to the instructional staff, except as otherwise provided, shall be made by the board upon the recommendation of the [president] chancellor.
b. Except for the appointment of persons whose sole educational duties shall be administrative, all original appointments to the instructional staff shall be made to a department. All appointments shall be for one year or less except that the board may, in appropriate instances, make appointments for a period not exceeding two years.

c. In the case of the appointment of a chancellor, [deputy chancellor] executive vice chancellor, chief operating officer, sr. vice chancellor [for facilities, planning, construction, and management], vice chancellor, [deputy vice chancellor for management and budget,] university administrator, university associate administrator, university assistant administrator, president, vice president, assistant vice president, university dean, university associate dean, university administrator, or principal, the affirmative vote of a majority of all members of the board shall be required. In the case of the removal of a chancellor or a president the affirmative vote of the majority of all members of the board shall be required. In extraordinary circumstances, following consultation with the Chair and Vice Chair and notification to the Board, where time permits, the chancellor may suspend a president, and appoint an interim president, subject to the approval of the board at its next meeting. Removals from appointment as [deputy chancellor,] executive vice chancellor, chief operating officer, sr. vice chancellor [for facilities, planning, construction, and management,] vice chancellor, [deputy vice chancellor for management and budget,] university administrator, university associate administrator, university assistant administrator, university dean, university associate dean, or university assistant dean may be made by the chancellor. Removals from appointment as vice president, assistant vice president, dean, associate dean, assistant dean, administrator, associate administrator, assistant administrator, or principal may be made by the president responsible for the educational unit involved.

and be it further

RESOLVED, That Section 10.1 of the Bylaws be amended to read:

**ARTICLE X - THE [UNIVERSITY STAFF] CENTRAL OFFICE**

Section 10.1. THE [UNIVERSITY STAFF] CENTRAL OFFICE.

There is hereby established as an educational unit under the board that portion of the city university of New York which is administered centrally by the chancellor, either directly or through staff designated by and [or a deputy chancellor, sr. vice chancellor for facilities, planning, construction, and management, vice chancellor, deputy vice chancellor for management and budget, university administrator, university associate administrator, university assistant administrator, or university dean] directly responsible to him/her. Such educational unit shall be known as the ["university staff"] "central office" and shall consist of the central office staff and the staff of such other programs as are not otherwise provided for and which are not part of any of the existing senior or community colleges under the jurisdiction of the board. Persons holding central office positions [on the university staff] shall [, for the purposes of public reference,] be deemed to hold positions in the city university of New York.

and be it further

RESOLVED, That Section 10.2 of the Bylaws be amended to read:

[Section 10.2. UNIVERSITY STAFF REVIEW COMMITTEE.

a. There shall be a university staff review committee consisting of the deputy chancellor and the vice chancellors. The chairperson of the committee shall also be the deputy chancellor.

b. This committee shall receive recommendations from the respective department supervisors relating to the university staff as provided in section 10.1, as to appointments, reappointments, reappointments with tenure, promotions, and compensation. It shall recommend action thereon to the chancellor. The chancellor shall consider such recommendations in making his/her own recommendations to the board.]
and be it further

RESOLVED, That Section 11.2 be amended to read:

ARTICLE XI - DUTIES AND QUALIFICATIONS OF THE ADMINISTRATIVE OFFICERS AND MEMBERS OF THE INSTRUCTIONAL STAFF

Section 11.2. CHANCELLOR.

A. Position Definition:

The chancellor shall be appointed by and report to the board. He/she shall be the chief executive, educational and administrative officer of the city university of New York and [subject to the reservations set forth in paragraphs "f" and "j" below,] the chief educational and administrative officer of the senior and community colleges and other educational units and divisions [in New York City] for which the board acts as trustees. He/she shall be the chief administrative officer for the board and shall implement its policies and be the permanent chairperson of the council of presidents with the right and duty of exercising leadership in the work of the council. [Within such educational and administrative fields.] The chancellor shall have the following duties and responsibilities:

a. To initiate, plan, develop and implement institutional strategy and policy [To report to the board his/her recommendations for consideration or action] on all educational and administrative issues affecting the university, including to prepare a comprehensive overall academic plan for the university, subject to the board's approval; and to supervise a staff to conduct research, coordinate data, and make analyses and reports on a university-wide basis.

b. To unify and coordinate college educational planning, operating systems, business and financial procedures, and management.

c. As to each educational unit:

1. To oversee and hold accountable campus leadership, including by setting goals and academic and financial performance standards for each campus.
2. To recommend to the board the appointment of the college president and senior campus staff.
3. Periodically, but no less than every five years, review the performance of each college.
4. Present to the Board all important reports, recommendations, and plans submitted by a college president, faculty or governance body with his/her recommendations, if any.

c. To prepare, with the advice of the council of presidents, the operating budget and the capital budget for consideration by the board and presentation to the state and the city.

d. To act as the representative of the university and its [board and of the] colleges with outside agencies and particularly to promote the interest and welfare of the university and its colleges with city, [and] state and federal officials. [officers, with the trustees of the state university, and with the federal government in matters of grants and federal aid.]

e. To promote a positive image of the university and to develop and enhance public and private sources of funding for the university [develop good public relations].

f. To administer the overall policies adopted by the board with the understanding that the authority, functions, and appellate powers of the presidents with regard to the educational administration and disciplinary affairs in their several colleges will not be abridged.]
[g. To supervise a staff to conduct research, coordinate data, and make analyses and reports on such matters of overall policy as may be necessary. At five year intervals he/she shall provide for a performance audit of each college and of the central administration.]

[h.] g. To attend meetings of the board and its committees and to advise on all matters related to his/her duties and responsibilities.

[i.] h. To live in a residence provided for him/her by the board.

[j.] i. Nothing in this enumeration shall compromise or detract from the powers and duties of the board of trustees as defined in the state education law [or the duties and responsibilities of each president with regard to his/her college].

B. Qualifications:

He/she shall have an outstanding reputation as an educational administrator, executive and scholar, and such personal qualities as will be conducive to success as a leader of scholars and teachers and as the chief executive officer and public representative of the university [a representative of the board].

and be it further

RESOLVED, That Section 11.3 be amended to read:

Section 11.3. SENIOR UNIVERSITY STAFF. [DEPUTY CHANCELLOR, SR. VICE CHANCELLOR FOR FACILITIES, PLANNING, CONSTRUCTION, AND MANAGEMENT, VICE CHANCELLOR, DEPUTY VICE CHANCELLOR FOR MANAGEMENT AND BUDGET, UNIVERSITY ADMINISTRATOR, UNIVERSITY ASSOCIATE ADMINISTRATOR, UNIVERSITY ASSISTANT ADMINISTRATOR, AND UNIVERSITY DEAN.]

A. The senior university staff shall include persons in the titles of executive vice chancellor, chief operating officer, senior vice chancellor, vice chancellor, university administrator, university associate administrator, university assistant administrator, university dean, university associate dean, university assistant dean, and such other titles as the chancellor, with the approval of the board, may designate.

B. [A.] Position Definition:

The duties and responsibilities of the senior university staff [deputy chancellor, the sr. vice chancellor for facilities, planning, construction, and management, the vice chancellors, the deputy vice chancellor for management and budget, the university administrator, the university associate administrator, the university assistant administrator and the university deans] shall be to assist the chancellor [the deputy chancellor or sr. vice chancellor for facilities, planning, construction, and management, vice chancellors] in designated areas of university operations and to represent [the] him/her when so authorized [and in addition, the deputy chancellor shall act for the chancellor and assume all of the duties of the chancellor when so authorized by the chancellor].

[B. Qualifications:

They shall have, in addition to those qualifications of the instructional title held, such other qualifications as the board may require.]
RESOLVED, That Section 11.4 be amended to read:

Section 11.4. THE PRESIDENT.

A. Position Definition:

The president, with respect to his/her educational unit, shall:

a. Have the affirmative responsibility of conserving and enhancing the educational standards and general academic excellence of the college under his/her jurisdiction. Such responsibility shall include but not be limited to the duty to recommend to the [board] chancellor for appointment, promotion, and the granting of tenure only those persons who he/she is reasonably certain will contribute to the improvement of academic excellence at the college. These recommendations shall be consistent with the immediate and long range objectives of the college.

b. Have the power (1) to remove a department chairperson in accordance with section 9.1.c., and (2) to initiate recommendations for appointment in a department to a professorial title in accordance with section 9.7.a.

c. Be an advisor and executive agent of the [board] chancellor and have the immediate supervision with full discretionary power to carry into effect the bylaws, resolutions, policies of the board, the lawful resolutions of any [of its] board committees, and policies, programs, and lawful resolutions of the several faculties and students where appropriate.

d. Exercise general superintendence over the facilities, concerns, officers, employees, and students of his/her college; in consultation with the chancellor, prepare and implement the college master plan, which shall be subject to the approval of the chancellor and the board.

e. Act as chairperson of the faculty, faculty council, and the committee on faculty personnel and budget, or of equivalent bodies as established.

f. Attend meetings of the board and advise the chancellor and the board on all matters related to educational policy and practice.

g. Transmit to the chancellor [board] recommendations of his/her faculty or faculty council on matters of curriculum and other matters falling under faculty jurisdiction.

h. Consult with the appropriate departmental and faculty committees on matters of appointments, reappointments, and promotions; take student evaluations into account in making recommendations thereon; present to the [board] chancellor his/her recommendations thereon; notify the appropriate faculty committees of his/her recommendations to the chancellor [board].

i. [Be responsible for the presentation] Recommend to the chancellor an [of tentative] annual college budget[s].

j. Consult with and make recommendations to the chancellor concerning all matters of significant academic, administrative or budgetary consequence affecting the college and/or the university.

k. [Be responsible for the presentation to] Present to the chancellor [for submission to the board of] communications from faculties, officers, employees, or students together with any advice or recommendations of his/her own concerning the subject of such recommendations or communications.
I. [k.] Between meetings of the board, be authorized in an emergency to fill temporary vacancies in the instructional staff below the rank of professor in accordance with the method of appointment herein provided and to make such administrative arrangements and appointments as cannot well await the action of the board or its appropriate committees.

[l.] Be responsible for assuring that the necessary departmental and administrative tentative annual budgets are initiated and submitted.

m. Report [biennially] annually to the chancellor and the board, on or before December thirty-first, concerning the affairs of his/her college during the preceding academic year[s].

n. Live in a residence provided for him/her by the board.

o. Have such additional specific duties as the chancellor [board] shall designate.

B. Qualifications:

He/she shall have an outstanding reputation as an educational administrator; personal qualities conducive to success as a leader of scholars and teachers, and as an executive.

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

At this point Trustee Mastro rejoined the meeting.

Upon motions duly made, seconded and carried, the Public meeting was adjourned at 5:20 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
OCTOBER 25, 1999

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

The Executive Session was called to order at 5:25 P.M.

There were present:

Herman Badillo, Chairman
Satish K. Babbar
John J. Calandra
Kenneth E. Cook
Michael C. Crimmins
Alfred B. Curtis, Jr.
Ronald J. Marino
Randy M. Mastro
John Morning
Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld

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

Chancellor Matthew Goldstein
Interim Deputy Chancellor Patricia Hassett
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari
President Gerald W. Lynch
Robert Diaz, Esq.
Mr. Donal Farley
Russell Ann Nobles, Esq.
Charles Webb, Esq.

The absence of Vice Chairman Benno C. Schmidt, Jr. was excused.

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

E.1. JOHN JAY COLLEGE OF CRIMINAL JUSTICE – AMENDMENT TO ACQUISITION OF PROPERTY:

RESOLVED, That the Board of Trustees of The City University of New York amend the resolution adopted at the meeting of September 28, 1998, Cal. No. E.1., approving the acquisition of certain real property and improvements thereon to authorize an increase in the acquisition price, plus any other costs associated with the acquisition of the New Site by either negotiated purchase or eminent domain proceedings.

EXPLANATION: The September 28, 1998 Resolution, Cal. No. E.1., approved acquisition of the New Site at a price based on an appraisal as of May 1998. The Dormitory Authority has completed the State Environmental Quality
Review of the New Site and is now prepared to issue a negative declaration as to environmental impacts and hold a public hearing as required by the Eminent Domain Procedure Law. As part of this process, the appraisal was updated as of September 1, 1999, and it reflects an increase in the value of the New Site based on an analysis of recent sales of comparable properties and reflecting the terms of the rezoning application for the New Site approved by the City Planning Commission in January 1999. Upon approval of the 1999 Price by the Trustees and the City University Construction Fund, the Dormitory Authority will undertake the acquisition either by a negotiated purchase at the 1999 Price of by the exercise of its eminent domain powers.

Upon motion duly made, seconded and carried, the Executive Session was adjourned at 5:45 P.M.

SECRETARY GENEVIEVE MULLIN
MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK

HELD

NOVEMBER 22, 1999

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

The Chairperson called the meeting to order at 4:30 P.M.

There were present:

Herman Badillo, Chairman
Benno C. Schmidt, Jr., Vice Chairman

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

Randy M. Mastro
John Morning
Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld

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
Lorrie Christian
Towanda Washington

Chancellor Matthew Goldstein
Interim Deputy Chancellor Patricia Hassett
President Fred W. Beaufait
President David A. Caputo
President Dolores Fernandez
President Frances Degen Horowitz
President Vernon Lattin
Interim President Howard L. Lapidus
Interim President Sidney I. Litzman
President Gerald W. Lynch

Interim President Roberta S. Matthews
President Antonio Perez
President Carolyn G. Williams
Interim President Michael Zibrin
Interim Vice Chancellor Sherry Brabham
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone
Vice Chancellor Louise Mirrer
A. VIDEO TAPING OF BOARD MEETINGS: Chairman Badillo stated that he is pleased to announce that as usual CUNY-TV is transmitting today's meeting of the Board of Trustees live on cable television Channel 75 for the benefit of the public so that they will have additional opportunities to observe the work of the Board and the University, and I am grateful to the staff for their assistance.

B. INTRODUCTION OF PRESIDENT: Chairman Badillo stated that he is pleased to introduce Dr. Roberta Matthews who is the Interim President of LaGuardia Community College. Dr. Matthews officially took office on November 1st. Welcome and congratulations.

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

1. Michelle Ciaramella, a student at Queensborough Community College, has received a scholarship from the Rusk Institute for Rehabilitation, a Division of New York University Medical Center. Ms. Ciaramella received the scholarship because of her high grade point average and her involvement in music therapy research in the neonatal unit that demonstrates how music therapy could aid infant growth.

D. 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 October 25, 1999 Board meeting:

THE CITY COLLEGE

A. $1,700,000 NSF to Akins, D., Chemistry, for "Nanostructural Materials and Devices."
B. $342,640 J. MACY JR. FDT. to Gold, M., Chasm, for "Introduction to Primary Care Practice."
C. $280,000 NSF to Tardos, G., Chem. Engineering, for "Goalie: A Study of Agglomerate Growth and Breakup in Granulation of Fine Powders."
E. $137,000 U.S. ARMY to Ravindran, K., Computer Science, for "Modeling & Implementation of Concurrency Control Service for Distributed Collaborative Application."
F. $112,666 NIH to Spatz, L., Microbiology, for "Regulation Differences in Subsets of Anti-DNA Antibodies."
G. $101,430 NYC/CUNY MAYORS OFFICE to McGee, S., Education-Admin., for "Adult Literacy Program."
H. $100,000 NSF to Tamargo, M., Chemistry, for "Improved Materials for Wide Bandgap II-VI Visible Emitters and Devices."

HUNTER COLLEGE

A. $1,456,693 ROBERT WOOD JOHNSON FOUNDATION to Freudenberg, N. and Seals, B., Center for AIDS, Drugs and Community Health, for "Implementation of a Community Reintegration Model to Reduce Substance Abuse Among Jail Inmates."
B. $425,019 NYC MENTAL HEALTH, MENTAL RETARDATION & ALCOHOLISM SERVICES to Salmon, R. and Graziano, R., School of Social Work, for "An Education Program for Minority Social Workers."
C. $200,000 NYS OFFICE OF ALCOHOLISM & SUBSTANCE ABUSE SERVICES to O'Neill, J., Educational Foundations & Counseling Programs, for "Chemical Dependency Work Study Program."
D. $190,000 U.S. EDUCATION DEPARTMENT to Ray, L., Student Services, for "Ronald E. McNair Postbaccalaureate Achievement Program."
E. $126,940 NATIONAL SECURITY AGENCY to Cohen, L., Physics and Astronomy, for "Time-
frequency/Scale Signal Analysis.

F. $120,000  NEW YORK COMMUNITY TRUST to Gioiella, E., Nursing, for "Hunter-Bellevue Nursing Fund."

G. $120,000  U.S. DEPARTMENT OF HOUSING & URBAN DEVELOPMENT to Milczarski, W., Urban Affairs & Planning, for "Community Development Work Study Program."

H. $107,571  MATHEMATICA POLICY RESEARCH, INC. to Seals, B., Center for AIDS, Drugs and Community Health, for "Evaluation of the Health Link Program."

I. $100,000  HHS/ADMINISTRATION FOR CHILDREN AND FAMILIES 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. $1,068,269  NATIONAL SCIENCE FOUNDATION to Welchman, R., Education, for "N.Y.C. Science and Mathematics Collaborative."

B. $388,080  UNITED STATES DEPARTMENT OF EDUCATION to Belton, E. and Gomez, D., Education, for "Project Preview: An On-Line Collaborative Program Linking the Community College to the Four Year Institution."

C. $108,725  UNITED STATES DEPARTMENT OF EDUCATION to Korn-Bursztyn, C., Early Childhood Center, for "Campus Based Child Care Tuition Scholarship Enhancement."

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

A. $325,953  U.S. DEPARTMENT OF EDUCATION to Couture, J., for "Educational Talent Search Program."

B. $307,457  U.S. DEPARTMENT OF EDUCATION to Texeira, K., for "Upward Bound Program."

C. $224,419  U.S. DEPARTMENT OF EDUCATION to Masters, L., for "Student Enrichment Program."

D. $221,054  U.S. DEPARTMENT OF EDUCATION to Domingo, J., African American Studies Department, for "Ronald McNair Postbaccalaureate Achievement Program."

E. $156,000  NEW YORK STATE EDUCATION DEPARTMENT to Bryant, G., for "Liberty Partnerships Program."

YORK COLLEGE

A. $1,242,649  NATIONAL INSTITUTES OF HEALTH to Lewis, L., Natural Sciences, for "Minority Biomedical Research Support Program (MBRS)."

B. $236,371  NATIONAL INSTITUTES OF HEALTH to Lewis, L., Natural Sciences, for "MBRS Supplement to Improve the Intranet & Internet Capabilities at York College."

C. $166,612  NEW YORK CITY to Thomas, R. and Williams, M., Adult and Continuing Education, for "New York City Adult Literacy Initiative."

LEHMAN COLLEGE

A. $2,118,120  U.S. DEPARTMENT OF EDUCATION to Kreuzer, P., Project Director, for "Title V – Developing Hispanic Serving Institutions Program."

B. $1,320,000  U.S. DEPARTMENT OF EDUCATION to Saravia-Shore, M., Project Director, for "Bronx Educational Alliance – GEAR UP."
C. $637,894 NATIONAL INSTITUTES OF HEALTH to Swartz, K. B., Project Administrator, and Aisemberg, G., Jensen, T., Sailor, K., and Wurtzel, E., Project Investigators, for "Minority Biomedical Research Support for Continuous Research Excellence at Lehman College."

D. $247,684 U.S. DEPARTMENT OF EDUCATION to Rodriguez, M. V., Project Director, for "Para-Educator Pathways to Teaching Careers."

QUEENSBOROUGH COMMUNITY COLLEGE

A. $228,361 NEW YORK STATE EDUCATION DEPARTMENT to Call, D. and Simmons, S., for "Project Prize."

B. $143,525 NEW YORK STATE EDUCATION DEPARTMENT to Maiorana, V. and Meyer, M. A., for "Tech-Prep Consortium of Queens."

C. $105,632 NEW YORK CITY Bygrave-Dozier, S., for "C.O.P.E."

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

A. $1,023,054 NIH to Levitt, H., for "Rehabilitation Strategies for Hearing Impaired Persons."


C. $300,000 FORD FOUNDATION to Weiss, T., for "A Future Oriented Intellectual History of the U.N."

D. $295,639 MTA/LIRR to DiBello, L., for "Training and Evaluation on the RSMS."

E. $223,220 U.S. DEPARTMENT OF EDUCATION to Stickney, B., for "Ronald E. McNair Postbaccalaureate Achievement Grant."

F. $167,640 GOVERNMENT OF THE NETHERLANDS to Weiss, T., for "Future-Oriented Intellectual History of the U.N."

G. $164,500 NEH to Clayman, D., for "Database of Classical Bibliography."

H. $150,000 ROCKEFELLER FOUNDATION to Gittell, M., for "Building a 'Project Forum' on Race and Democracy."

I. $139,940 LEARN AND SERVE AMERICA to Hecht, D., for "The School Administration Service Learning Training Project."

J. $120,690 NSF to Delson, E., for "Research and Training in Evolutionary Primatology."

K. $118,105 NEW YORK STATE EDUCATION to Strozak, V., for "Tech Prep."

E. ORAL REPORT OF THE CHANCELLOR: Chancellor Goldstein reported the following:

1. We will all be pleased in the next few weeks to see some major statements in the media about the wonderful opportunities that this University has given to so many students to advance their lives with prominent jobs, access to some of the most prominent professional schools, Ph.D programs, and MBA programs. It is something to see the full array of the students represented in these ads. We all will be so proud that we have contributed to the vitality and aspirations that all of them have sought from this great University.

At this point Trustees Cook and Curtis joined the meeting.

2. The first meeting of the newly formed Business Leadership Council took place on November 10th. It was an excellent session. I am grateful that Chairman Badillo and Vice Chairman Schmidt played a very prominent role, not only in the formation but also by participating at that spirited first meeting. Our thanks to Lew Rudin who hosted
the lunch. We have a very impressive group of men and women who are leading luminaries in this City in business, finance, the not-for-profit sector, and others, that will give this University the kind of sustenance that it needs.

3. Last week Chairman Badillo, Vice Chairman Schmidt and I had a very good meeting with Mayor Giuliani to review some of the events that have taken place in the last few months. They are very consistent with the list of successes that this University has already achieved in carrying out many of the recommendations in the report of the Mayor's Task Force that was chaired by our own Vice Chairman Schmidt.

4. Also last week, the City Council's Committee on Higher Education toured Hunter College and focused on the enhancement of support, and teacher education programs.

5. On the State budget, we are in touch almost on a daily basis with the Governor's office, the Division of the Budget, and the legislative leaders on the proposed budget request that will be discussed later in this agenda. We are hopeful that some of the initiatives that we feel are vitally important for this University in the years ahead will be given attention by the Governor's office.

At this point Trustee Marino joined the meeting.

6. We are also pleased to report that ACT will be working with the University on the new diagnostic tests that will be in place in January. We now have a whole new body of diagnostic measures that will be fully implemented in January. I think all of us will have the confidence and the clarity in diagnosing the kinds of needs that our students need so that we, as faculty and administrators, can provide them with the best environment for learning.

7. I am pleased to announce that progress is being made very nicely in the presidential searches that are underway at Baruch College and Queensborough, Kingsborough, and LaGuardia Community Colleges. It is going to be very important that as we progress into the spring that we have in place a compensation package that will make this University competitive. We are somewhat concerned that a number of our presidents are having difficulty attracting members to their senior administration because of compensation challenges. We are committed to work with the Governor's office, the Mayor's office, and certainly with this Board to insure that we will be in a position to do just that.

At this point Trustee Mastro joined the meeting.

8. We are setting up a whole new process of goals and objectives for each of our distinguished college presidents. Those meetings continue and they are helping both the Central Administration and the presidents to focus on their missions so that the University can continue to prosper.

9. Some of our enrollment is slipping at a few of our colleges. I have written to six of our college presidents about where I see some of the problems. All of the presidents have now reported back to the Chancellery with respect to the manner in which they are going to provide an enrollment management paradigm and recruitment policies that will insure that we are able to attract and keep the most able and promising students who wish to get a distinguished education at this great University.

10. A couple of weeks ago I made a presentation at the Committee on Fiscal Affairs focusing on some of the challenges that we face as a University in our budgeting processes, and the manner in which we close the gap between need and resource allocation and developing new ideas for revenue generation through streams that this University has not in its past really considered very seriously. I look forward to looking at that much more closely and we will start that process in January when we will have a joint meeting of the Committee on Academic Policy, Program, and Research and the Committee on Fiscal Affairs to give an historical sketch on how the budget process worked. That will be a platform for starting a reform movement.

11. I am also pleased to say that very good progress is being made with the President and the chief administrators and faculty at The City College of New York. This is going to be a very high priority for me starting in January, working with Interim President Roman, the administrators, and the faculty to really get deeply involved in trying to correct some of the issues that have plagued The City College in the past. This is a very distinguished institution...
with an extraordinary faculty and very able students and I think that the College really is emblematic of a renewal of The City University of New York, and I am pleased to work with Stanford Roman to insure that progress can be made.

12. And, lastly, we will be hosting along, with the very strong support of Jack Rudin, a salute to CUNY scholars on December 6th at the Morgan Library. This event gives us an opportunity to honor the faculty who are recipients of major external grants and other citations or awards. We hope to see all of you there.

F. PRESIDENT’S HONORS: Chairman Badillo called on Trustee Curtis who announced the following:

1. Dr. Dolores Fernández, President of Hostos Community College, is being honored by three organizations this month. On November 18th she was named “Woman of the Year” by the Bronx Chapter of the YMCA of Greater New York. On November 19th she was honored as an “Outstanding Educator” by Lincoln Hospital at its 160th Anniversary celebration. On Tuesday, November 23rd, Dr. Fernandez will be named a “Distinguished Member of Our Community” by the Friends of Assemblywoman Carmen Arroyo. Congratulations, Dr. Fernandez.

G. FACULTY HONORS: Chairman Badillo called on Trustee Curtis who announced the following:

1. Professor Peter Kwong, of the Department of Urban Affairs and Planning, and Chang-Ray Lee, Director of the MFA Program in Creative Writing at Hunter College, were named to the list of the 100 Most Influential Asian Americans of the Past Decade by “A” Magazine, the nation’s largest publication for English-speaking Asian Americans.

2. Professor Susan Meikeljohn, of the Department of Urban Affairs and Planning at Hunter College, received the Ritzdorf Award from the Association of Collegiate Schools of Planning for a studio project entitled, “The Melrose Commons Cohousing Plan.” This award goes to studio projects which best address issues of gender, race, and poverty.

3. Professor Jeanine Plottel and Professor Emeritus John Kneller, of The Graduate School and University Center, were honored at a reception by the French government for their outstanding contributions to French language and culture. Professor Plottel was appointed an Officer in the Order of Academic Palms, and Dr. Kneller was appointed Commander in the Order of Academic Palms.

4. Distinguished Professor Myriam Sarachik, of the Business Department at The City College, was inducted as a Fellow of the American Academy of Arts and Sciences in recognition of her contribution to science scholarship, public affairs, and the arts.

Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 1 through 8)

NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for November 22, 1999 (including Addendum Items) be approved:

(a) ERRATA: Revise the following:


P. B-2 MEDGAR EVERS COLLEGE – APPOINTMENT OF HEO SERIES PERSONNEL WITH NO PRIOR SERVICE (AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH): The title for Aama Nahuja is revised to read “Substitute ” HE Associate; the effective dates are revised to read “9/1/99 – 1/31/00.”
(b) ADDENDUM: Revise the following:

D. 3  JOHN JAY COLLEGE OF CRIMINAL JUSTICE – CHANGE IN SALARY OF EXECUTIVE COMPENSATION PLAN PERSONNEL: The effective date for Robert Pignatello is revised to read "11/1/99."

NO. 2. CHANCELLOR’S REPORT: RESOLVED, That the Chancellor’s Report for November 22, 1999 (including Addendum Items) be approved:

(a) ERRATA: Revise the following:

P. A-2  LEHMAN COLLEGE – PART A: ACADEMIC MATTERS, SECTION III: AFFILIATION AGREEMENTS ALL:9.4 AFFILIATION AGREEMENT FOR NEW YORK PRESBYTERIAN HOSPITAL: This item is withdrawn. This action was included in the Table Items of the October 1999 Chancellor's Report.

(b) ADDENDUM: Revise the following:

D. 16  APPOINTMENT OTHER THAN PROFESSORIATE (AFFIRMATIVE ACTION REPORT ON FILE EXCEPT VISITING, SUBSTITUTE, AND GRADUATE ASSISTANT APPOINTMENTS): The heading for this action is amended to include "BROOKLYN COLLEGE."

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting and Executive Session of October 25, 1999 be approved:

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

I. THE CITY UNIVERSITY OF NEW YORK - 2000-2001 OPERATING BUDGET REQUEST:

RESOLVED, That the Board of Trustees of The City University of New York approve the 2000-2001 Operating Budget Request of $1.4 billion, an increase of $97.1 million, or 7.3%, over the 1999-2000 adopted budget level. This amount includes $41.2 million in baseline needs, including collective bargaining, and $55.9 million in programmatic initiatives.

At the senior colleges, the overall request is $1.1 billion, an increase of $74.5 million, or 7.6%, over 1999-2000. Of this amount, an increase of $35.7 million (3.6%) is sought for collective bargaining and other baseline needs, and $38.9 million (3.9%) is sought for critical program enhancements that will be allocated in accordance with a strategic multi-year plan. At the community colleges, the overall request is $375.9 million, an increase of $22.6 million, or 6.4%, over 1999-2000. Of this amount, an increase of $5.5 million (1.6%) is sought for baseline needs, and $17.1 million (4.8%) is sought for critical programmatic initiatives that will be allocated in accordance with a strategic multi-year plan.

EXPLANATION: The 2000-2001 Budget Request focuses on five areas which are critical to strengthening CUNY’s role in the City and State and securing its place in the top echelon of higher education institutions. The University is committed to development in these five areas and has already begun to establish the infrastructure necessary to realize its goals.

- Creating a Flagship Environment with “Top Tier” Undergraduate Colleges

The budget request includes a strategy for building national prominence by drawing on the resources available to the system as a whole – the creation of a “flagship environment” that is enriched by the combined strengths of the University’s geographical proximate campuses. This will enable the system to become greater than the sum of its parts while supporting the ability of individual colleges to increase admissions standards and recruit among the most highly qualified undergraduate students. The combined effect of a flagship environment and the steady increase of
admissions criteria will promote a clearer identity for CUNY's "top tier" colleges. An important component of this combined effort initiative is replenishing full-time faculty at the colleges, a sine qua non of any first-rate institution, and a strategic effort to bring to the University significant clusters of new faculty in particular areas.

An overlay to the University's concern to support an intensive undergraduate educational experience for highly qualified students is the development of a University Honors Academy, which provides honors students a special opportunity to benefit from expertise across the campuses.

- Supporting Academic Achievement

The quality of a CUNY education depends as much on the preparation and support of its students as it does on the excellence of its programmatic offerings. The University will emphasize and invest in pre-collegiate and collegiate academic advising, counseling, and tutoring. Pre-collegiate activities will entail, principally, the expansion of the College Now Program, which provides academic enrichment services and advisement concerning the demands of college-level work to students in every public high school in New York City.

- Improving the Undergraduate Experience

The University is committed to improving the undergraduate experience by investing in the writing-across-the-curriculum initiative begun this year, and in the new CUNY Transfer and Information Program and Planning System (CUNY TIPPS), a website which facilitates students' abilities to plan programs and transfer among the CUNY colleges.

- Establishing a CUNY Economic Development Initiative

CUNY plans a comprehensive economic development initiative, which will include a number of specific targeted initiatives, such as the CUNY Institute for Software Design and Development, a Photonics Compact Device Center, a Small Business Support and Incubator Program, and expansion of the University's workforce development programs.

- Upgrading Technology and Managing Data

CUNY will continue efforts to provide appropriate technological solutions for the classroom, the laboratory, and in administrative offices. These include continued implementation of our local and wide-area network infrastructure initiative, expansion of our digital library initiative, and the provision of increased distance learning opportunities for our current and potential students. Similarly, state-of-the-art management information systems are critical to The City University's capacity to establish standards and evaluate program and institutional performance. Revamping CUNY's major administrative management information systems is a major University priority.

The 2000-2001 Request will support: 180 new full-time faculty; 90 instructional support staff; 120 student services positions; critical upgrades and maintenance of computers and related technology; library materials and expanded hours of operation; doctoral student support and various needs of The Graduate School; and the cost of operating new buildings for The Graduate School and Baruch College.

CUNY will make a renewed commitment to achieve productivity and program savings and to identify external funding sources to offset partially the cost of new and ongoing initiatives. These cost-saving and cost-sharing efforts will include activities such as improved tuition collection, integrated and shared administrative systems, University-wide purchasing, and other mechanisms to generate revenue in support of budgetary priorities.

A. BARUCH COLLEGE - STUDENT HEALTH 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 Baruch College to provide routine health care services for Baruch students. The contract shall be awarded on the basis of best value to a responsive and responsible Proposer after public advertisement and sealed bidding on a Request for Proposal pursuant to law and University regulations.
solicitation and evaluation process shall be conducted by the College. The initial term shall be one year and the contract shall include up to four one-year options for the University to renew in its best interest. Such purchase shall not exceed a total estimated cost of $350,000, which will be funded by student activity fees earmarked for student health services. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: Baruch College will provide its students with routine health care services, both on-campus and near the campus. The Board of Trustees authorized an increase in student activity fees at the meeting of June 22, 1998, Cal. No. 8.C. The student activity fee schedule, which represents an increase of $10 per student, per semester, has been earmarked for the Baruch College Health Center and is to be allocated by the College Association.

B. JOHN JAY COLLEGE OF CRIMINAL JUSTICE - NETWORK INFRASTRUCTURE INITIATIVE (NII):

RESOLVED, That the Board of Trustees of The City University of New York authorize John Jay College to purchase wiring, electronics, and installation 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 John Jay College to purchase network switches and routers from Cabletron Systems Incorporated, under existing New York State Contract Number PT00246; and be it further

RESOLVED, That the total of both such purchases shall not exceed a cost of $1,400,000, chargeable to Capital Project Number 144900.

EXPLANATION: John Jay College has developed a multi-year information technology plan to provide network infrastructure for faculty, staff, and students. These acquisitions will implement the creation of a new high-speed backbone in the "T" Building at 899 Tenth Avenue.

C. NEW YORK CITY TECHNICAL COLLEGE - VOORHEES ENDOWMENT FUND:

RESOLVED, That the Board of Trustees of The City University of New York authorize the expenditure of a sum not to exceed $750,000, from the Voorhees Endowment Fund, for the purpose of providing instructional materials and equipment to support and improve technology education at New York City Technical College during the fiscal year ending June 30, 2000.

EXPLANATION: In order to advance its mission and to provide quality instruction, New York City Technical College will implement an instructional technology enhancement and procurement plan totaling $3.75 million to be funded, over five years, by the Voorhees Endowment Fund. The College proposes to spend $750,000 this fiscal year for the following purposes: computers ($100,000), equipment/materials ($400,000), library materials ($200,000), and recruitment ($50,000).

D. NEW YORK CITY TECHNICAL COLLEGE – CLOSED-CIRCUIT TELEVISION SYSTEM:

RESOLVED, That the Board of Trustees of The City University of New York authorize New York City Technical College to purchase the installation of a closed-circuit television system from ADT Security Services, Inc., under existing General Services Administration Contract Number GS07F885D, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $210,000, chargeable to State Capital Budget, Project Nos. NY930-083 and NY061-095.

EXPLANATION: The purchase and installation of a state-of-the-art closed-circuit television system will increase public safety on campus.
E. QUEENS COLLEGE - PURCHASE OF COMPUTER EQUIPMENT:

RESOLVED, That the Board of Trustees of The City University of New York authorize Queens College to purchase ninety computers, six printers, five scanners, and five projectors from Apple Computer Incorporated under existing State of New York Contract Number P005217, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $200,000, chargeable to FAS Code 226701309 for the fiscal year ending June 30, 2000.

EXPLANATION: The College will place sixty of these computers and associated peripherals into two Apple laboratories located in New Science Building, Room A135, and I Building, Room 201, to replace obsolete machines. Thirty computers and associated peripherals will be given to faculty and staff members to replace obsolete machines. The machines replaced will be reconfigured for use in other College locations or retired depending upon their ages and capabilities.

F. QUEENS COLLEGE - LEASE OF COMPUTER EQUIPMENT:

RESOLVED, That the Board of Trustees of The City University of New York authorize Queens College to lease computer equipment from Dell Financial Services under existing CUNY Master Lease Agreement NMP8127, pursuant to law and University regulations. Such lease shall not exceed a total estimated cost of $200,000 per year, chargeable to FAS Code 226701303, for each of the fiscal years ending June 30, 2000, June 30, 2001, and June 30, 2002.

EXPLANATION: The College will lease 380 computers to replace obsolete equipment in classrooms, laboratories, and offices. The machines replaced will be reconfigured for use in other College locations, or retired depending upon their ages and capabilities. The lease will allow the College to spread the cost of the computers over a 36-month period.

G. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) - AUDIT OF THE UNIVERSITY'S FINANCIAL STATEMENTS:

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 provide the services of an auditor to conduct an audit of the University’s financial statements and ensure compliance with the Federal OMB Circular A-133 requirements. The contract shall be awarded on the basis of best value to a responsive and responsible Proposer after public advertisement and sealed submission of a Request for Proposal pursuant to law and University regulations. The initial term shall be for one year and the contract shall include up to four one-year options for the University to renew in its best interest. Such purchase shall not exceed a total estimated cost of $450,000, chargeable to FAS Code 211101400, during the fiscal year ending June 30, 2001. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: This contract will provide audit services required by law.

H. THE CITY UNIVERSITY OF NEW YORK – REVISION OF PROCEDURES FOR THE UNIVERSITY AND CHANCELLOR’S REPORTS:

WHEREAS, New York State law requires the Board of Trustees (the "Board") of The City University of New York to adopt a resolution before making a purchase of goods or services of more than twenty thousand dollars; and

WHEREAS, The University orders resolutions for each month in which the Board meets according to their nature in three separate reports, being the Policy Calendar, the University Report and the Chancellor’s Report; now therefore be it

RESOLVED, That all purchases of five hundred thousand dollars ($500,000) or greater be placed on the Policy Calendar; and be it further
RESOLVED, That purchases equal to or greater than one hundred thousand dollars ($100,000) and less than five hundred thousand dollars ($500,000) be placed on the University Report, reported as Information items on the agenda of the appropriate committee, and listed with a brief description as an attachment to the Board Calendar; and be it further

RESOLVED, That purchases equal to or greater than twenty thousand dollars ($20,000) and less than one hundred thousand dollars ($100,000) be placed on the Chancellor's Report; and be it further

RESOLVED, That those items to be placed on either the University Report or the Chancellor's Report be reviewed and approved by the Chancellor; and be it further

RESOLVED, That these changes shall take effect December 1, 1999.

EXPLANATION: This action creates a coherent structure for the placement of procurement resolutions on the Board's calendar and permits the Board to focus on those items of the greatest interest and importance.

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

A. JOHN JAY COLLEGE OF CRIMINAL JUSTICE - B.A. IN INTERNATIONAL CRIMINAL JUSTICE:

RESOLVED, That the program in International Criminal Justice leading to the Bachelor of Arts to be offered at John Jay College of Criminal Justice be approved, effective September, 2000, subject to financial ability.

EXPLANATION: The purpose of the proposed program is threefold: (1) to prepare undergraduate students with the knowledge, skills, and perspective necessary to compete for careers in the field of international criminal justice; (2) to prepare students for advanced work in graduate and professional schools; and (3) to further an understanding of international crime and criminal justice through research.

The growing impact of transnational crime and the search for more effective approaches in the international criminal justice system have resulted in concerted efforts by intergovernmental organizations and others to understand the root causes of crime. Over the last seven years, John Jay College has expanded its mission and incorporated an international agenda, which includes a substantial presence overseas in addressing issues of crime and criminal justice. As a liberal arts College with a specialized mission of teaching, research, and service in the field of criminal justice, it is especially fitting that John Jay College plays an active role in preparing academics and practitioners for this area. The proposed program, which is expected to be unique in this field, will thus complement and further enhance the College's specialized mission and its existing programs.

B. KINGSBOROUGH COMMUNITY COLLEGE - A.A.S. AND CERTIFICATE PROGRAMS IN EXERCISE SCIENCE/PERSONAL TRAINING:

RESOLVED, That the proposed programs in Exercise Science/Personal Training, one leading to the Associate in Applied Science degree, and one leading to a Certificate, to be offered at Kingsborough Community College be approved, effective January, 2000, subject to financial ability.

EXPLANATION: The purpose of the proposed programs is to prepare students with a knowledge of health, human development, fitness, and exercise science to (a) qualify them for entry-level jobs in commercial and corporate fitness programs, (b) prepare them for American College of Sports Medicine (ACSM) exams, and (c) to meet society's increased demand for better qualified health and fitness professionals in commercial and corporate fitness programs throughout the New York Metropolitan area. The proposed Certificate program is designed to qualify students for ACSM certification at the entry level as Exercise Leaders and the proposed A.A.S. degree program is designed to qualify students for ACSM certification at the more advanced Health/Fitness Instructor level.
The importance of exercise has been well-documented in medical journals and most medical doctors encourage their patients to exercise. With this clear message that exercise promotes good health, there has been an increased demand for developing and maintaining safe exercise and fitness programs. Thus the need exists for properly trained fitness professionals dedicated to teaching people the correct way to exercise.

C. THE CITY UNIVERSITY OF NEW YORK - ARTICULATION AND TRANSFER:

Statement of Trustee Ruiz regarding the University policy on Articulation and Transfer:
The purpose of this resolution is to reaffirm and strengthen the Board’s commitment to the University’s transfer policies and to establish a process to insure the full implementation of all such policies, and also to insure that these policies are properly interpreted and broadly disseminated to students, faculty, and administrators. There has been increasing concern that at times it has been difficult for our community college students to transfer to our senior colleges. This proposed resolution strengthens the University’s commitment to upward mobility and equal opportunity for all students. The addition that responded to the public hearing actually strengthens us as a University. I think, if anything, we have been guilty of not acting as a University with our community colleges and our senior colleges, and enforcing this articulation will help us go a long way in that. However, the resolution will in no way affect or alter the University’s policies requiring passage of a University proficiency examination and passage of a common objective test to exit from remediation. I think that the proficiency exam, as was explained and as we have been dealing with it, is reaffirming something that we have done before. I would also like to add that the resolution is not intended to usurp any authority that a senior college may have with regard to some of its programs.

Statement of President Caputo regarding the University policy on Articulation and Transfer:
When this was presented in draft fashion to the Council of Presidents’ Academic Affairs Committee, there was widespread support for it, and I think that would continue. I know that at Hunter and other senior colleges the transfer students, in fact, do graduate with a larger number of hours than do students who enroll directly, which would indicate to us that the current articulation policy needs to be perhaps emphasized greater. The changes from the draft to the final resolution that you have before you, as outlined, should be able to resolve whatever issues there may have been concerning some of the language issues and also issues in terms of students having to take additional coursework in disciplines. I think what you have before you is a very workable re-emphasis, restatement, and coordination of an existing policy if appropriately implemented. I am sure the college presidents and the faculties involved in the various implementation phases will work very hard to make sure that this, in fact, works for our transfer students.

Statement of Interim President Zibrin regarding the University policy on Articulation and Transfer:
Thank you for the opportunity to express my views on the proposed resolution on articulation and transfer. I feel especially privileged today to have this opportunity because I look at it from two distinct perspectives. First, as an academic I strongly believe in the soundness of the proposed resolution and believe it is the cornerstone to our creation of one University. Second, I, myself, have benefited from a similar resolution at the time I transferred from a community college to the University of Chicago some forty-four years ago. This resolution is consistent with what is happening elsewhere in higher education throughout the country and has been happening for a long time. The amendment to the resolution is a workable amendment. It moves us forward and I am sure that we can resolve the issues that it may create in some people’s minds. I endorse it strongly.

Statement of Vice Chairman Schmidt regarding the University policy on Articulation and Transfer:
I would like to emphasize for all concerned how important this resolution is to the members of the Board of Trustees and the Administration as they seek both to expand educational opportunity to the fullest appropriate extent for community college students who wish to, and are prepared to, carry on to baccalaureate programs and, hopefully, beyond. Strong predictable articulation is absolutely critical to that policy. I know how central that expansion of educational opportunity is for the Administration starting with the Chancellor, and for all of us on the Board. I would like to second what both Presidents have said about how important this resolution is in creating the kind of mutually cooperative and supportive environment among the colleges that can help CUNY become the kind of coherent University that we all would like to see. This is a very, very important step.

Let me compliment the members of the Committee, Vice Chancellor Mirrer, and the Council of Presidents for the very thoughtful way that they have gone about drafting and envisioning this. I think we were all impressed at last week's
public hearing with the thoughtful comments of a number of faculty members who raised some educationally valid concerns about protecting the legitimate educational pre-requisites and goals of the baccalaureate programs while at the same time affording the fullest kind of opportunity to community college associate degree holders to continue to pursue their education. We believe that the amendment that Vice Chancellor Mirrer has added to the resolution makes clear that students moving into baccalaureate programs can appropriately be asked to complete specific course requirements required by those programs.

It is our view that the standards and the appropriate academic values of the baccalaureate institutions and their programs should be adequately protected, but that this needs to be implemented in a way that does not cause community college students to face inappropriate barriers to their own educational progress. The added language was intended to reflect those valid comments and to achieve that appropriate balance and I think it does so. I wanted to emphasize that we are concerned to protect the standards and appropriate values of the baccalaureate institutions and programs as we strengthen articulation and I think that does that very well.

Statement of Trustee Sohmer regarding the University policy on Articulation and Transfer:
The fact is that everybody wants the students in the community colleges to advance and achieve a baccalaureate degree, which is worth achieving. There isn't anybody who will not concur on that. The difficulty is the vast differences, not numerically but in kind, of courses that are required for various kinds of associate degrees as opposed to the baccalaureate degree. The credits may be 30, but for certain of the degrees, those 30 are largely science and mathematics. The difficulty is that it eliminates, therefore, any kind of depth in the humanities and in the social sciences.

For a student to get a baccalaureate degree in any institution in the United States and have had at most one or possibly two courses in the social sciences by anybody's definition of the social sciences is horrendous. On the other hand, it is not a particular social science, since it varies across the board with the various programs. And so the response is going to be, well, they did take credits of liberal arts and sciences, but they took maybe one course in history, or one course in political science or the equivalent is what I am saying. I think this is ill thought out, I think it is precipitously considered.

You have the power to vote, but I think that you should take this issue back, look at the real issues which you have not yet done and then come up with a solution which is less draconian and come up with a solution which is not gaudy. As a matter of fact, there is now a technical system available which will permit an evaluation of students' records. There is a technical system coming into being, which will permit a student to look at what is required for the degree he ultimately wants to get. That system can be genuinely articulated and is in process, but it is a solution that may make some people content but it will not serve our students.

Statement of Chancellor Goldstein regarding the University policy on Articulation and Transfer:
This is the third time that I am responding to similar kinds of concerns. First of all, the AA and the AS degree by definition are transfer degrees. That's how they were designed and that's how they are implemented. The problem is they are just not implemented that way in this University.

People said we could not deal with the freshman skills assessment tests and we got that done fairly quickly and I think at the end of the process it is a much better testing program than we have had before. I think the time for a reaffirmation that this University is, first and foremost, a student-centered University is really what needs to be stated here tonight.

We have a devoted community college faculty who are preparing our students in the AA and AS transfer program to be ready for the baccalaureate degree. Is there a disjunction sometimes between what typically is required at a given senior college and a community college, yes? But is that disjunction addressed on a daily basis when transfer students come in from all over the United States to CUNY and are accepted and especially is there an acceptance of the transfer program when our students look and find acceptance at another four year college? I am loath to understand why there are huge numbers of colleges and universities that open their arms widely to our students in AA and AS programs without the impedance that is built into the system at CUNY. It is just wrong.
Where we go with this is to take the major step to create a wake-up call for some of the programming that we now have at our two-year institutions and advise our students who want to transfer to a particular institution to insure that their AA and AS degree is as congruent as possible with respect to the receiving institution. It is never going to fit exactly the way all of us may want it to fit. But I think we must give the student the opportunity not to have their degree delayed by sometimes a year or a year and a half. It is just wrong. I think that we have the capacity to do this humanely and professionally. More importantly I think we can have it with the capacity to maintain the rigorous standards that we insist on.

At the public hearing I said to our senior college faculty who spoke with passion and conviction that when they receive the students they insure that they maintain a sense of rigor and accountability and adaptability in the program. I think that's what we have here tonight. I think that our students can do it, I know that our community college faculty are prepared to work to close whatever gaps may exist. I just think now is the time to do it.

Statement of Trustee Morning regarding the University policy on Articulation and Transfer:
We seem to find no middle ground here. The Chancellor laments that it has taken thirty years and I feel on the other hand the other extreme, that there has been no time at all. I find it disturbing again that as in earlier instances we are faced with a significant change to something that was discussed at our Committee meeting and it is now brought before us where there is no opportunity to talk about it at all. This is a significant change and we are being forced to adopt it now in a kind of drop dead basis, with little or no chance to evaluate it. But I wanted to say further that I think the Chancellor’s stance is exactly right in trying to further articulation and I support that. I wonder though if this isn't perhaps a weakening of that initial resolve so I have some reservations about it in that regard. Let me express one other reservation I have and that has to do with the last resolve pertaining to the passage of a University proficiency examination and that impact, it seems to me, that's very clearly apples and oranges. I think it is extraneous to the intent or the purposes of this resolution and has been added as only a kind of lobbying or gratuitous cheerleading for the proficiency examination.

Statement of Trustee Biswas regarding the University policy on Articulation and Transfer:
In terms of any academic decision I think the decision should be left to the faculty. However, there is a story I would like to share with you. One of the drivers for the MinuteMen car service that we use told me that his wife went to New York City Technical College where she received her associate degree. The City College would not accept her, because she had technological credits and The City College needs engineering courses and some of these other things. So she went to Pratt where all of her credits were accepted. She graduated from there and came back to The City College to do her master’s. That’s something I know for sure and there are many more stories like that. I know people who are going just across the Hudson to Jersey City where their credits are being accepted. They are going to SUNY and their two-year degree is being accepted. As a student, this is something I have worked many, many years for and I got it and I am glad. But why would I go to a community college and spend my money and get an associate degree that within the same system will not be accepted? I think students are being shortchanged. I am a bit cautious about the fact that there are some degrees there that require small credit courses in the general core curriculum. But I think once we pass this resolution, community colleges can get together and come up with this part, and go ahead with the standards that we really want to have.

I am going to vote in favor of this resolution because we have been discussing how to address this articulation problem for the last two years that I know of, and I know many of my friends would be very happy to see that when they go to a four-year campus their degrees are going to be accepted.

WHEREAS, The Board of Trustees has established and confirmed transfer policies intended to facilitate intra-University transfer and endeavors to strengthen the University's commitment to upward mobility and equality of opportunity for all students; and

WHEREAS, The Board reaffirms the existing transfer policy of 1985 and especially the provision that provides City University students with preference for transfer and admissions over other transfer applicants; and
WHEREAS, The 1985 University Transfer Policy provides that all liberal arts and science courses taken in one City University college be considered transferable, with full credit, to each college of The City University; and that full credit be granted for these courses in all departments and programs; and be recognized for the fulfillment of degree requirements even when transfer occurs before the completion of an associate’s degree; and

WHEREAS, The Board has established that common objective tests reflecting national norms will be used to qualify students for exit from remediation, and that all students will be required to pass a University Proficiency Examination to demonstrate the skills proficiency necessary to graduate from associate degree programs, transfer into a senior college, and advance from the lower division to the upper division of a senior college; therefore be it

RESOLVED, That the Board of Trustees of The City University of New York affirms its commitment to all established University transfer policies and further directs that, effective Fall 2000, students who have earned a City University Associate in Arts (A.A.) or an Associate in Science (A.S.) Degree will be deemed to have automatically fulfilled the lower division liberal arts and science distribution requirements for a baccalaureate degree, however, students may be asked to complete a course in a discipline required by a college’s baccalaureate distribution requirements that was not part of the student’s Associate Degree program; and be it further

RESOLVED, That effective Fall 2000, when students transfer after completing a City University Associate in Applied Science (A.A.S.) Degree, or prior to the completion of an A.A., A.S., or Baccalaureate Degree, the liberal arts and science courses they have completed will be deemed to have fulfilled discipline-specific distribution requirements for all baccalaureate programs on a discipline by discipline basis, with the exception that upper division coursework will not be recognized unless appropriate pre-requisites have been satisfied; and be it further

RESOLVED, That the Chancellor, in consultation with the Council of Presidents and the faculty, including the Discipline Councils, establish a process that will entail a review of transfer program distribution requirements, ensure full implementation of all transfer policies, including those related to student admission and testing, and also ensure that the policies are properly interpreted and broadly disseminated to students, faculty and administrators; and be it further

RESOLVED, That the University policies requiring the passage of a University Proficiency Examination and passage of a common objective test to exit from remediation, as adopted by the Board on November 23, 1998, Cal. No. 5.A., and September 27, 1999, Cal. No. 5.A., respectively, as they relate to transfer students or otherwise, are in no way affected or altered by the provisions contained herein.

EXPLANATION: This Resolution serves to strengthen University transfer policies and seeks to ensure that they are effective at removing barriers that might impede intra-University transfer. The Resolution also serves to establish a process by which implementation procedures will be addressed and changes that occur in student admission and testing requirements will be clarified.

The development of implementation guidelines, combined with the availability of the on-line Transfer Information and Program Planning System (TIPPS) currently being developed, will provide students with more clearly defined transfer paths and proper recognition of all coursework. Trustee John Morning ABSTAINED.

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

A. THE CITY UNIVERSITY OF NEW YORK - POLICY ON VIOLENT FELONY OFFENSES AND MISSING STUDENTS PURSUANT TO CHAPTER 22 OF THE LAWS OF 1999:

RESOLVED, That each college shall adopt and implement a plan providing for the investigation of any violent felony offense occurring at, or, on the grounds of each such institution, and providing for the investigation of a report of any missing student who resides in a facility owned or operated by the college. Such plans shall provide for the coordination of the investigation of such crimes and reports with the New York City Police Department; and be it further
RESOLVED, That the Chancellor is authorized to execute such agreements as are necessary with the New York City Police Department providing for the prompt investigation of such violent felony offenses and missing student reports. The plans of each college shall include compliance with the terms of such agreement(s).

EXPLANATION: Chapter 22 of the Laws of 1999, requires that the Board of Trustees adopt a policy requiring that each college adopt and implement a plan providing for the prompt investigation of any violent felony offense occurring at, or, on the grounds of the college. Each college plan must provide for the coordination of the investigation of such reports between the CUNY Public Safety Peace Officer Service and the New York City Police Department in accordance with a written agreement. CUNY intends to have a master agreement for all of the CUNY colleges with the Police Department. Although the law requires that college plans also include provisions for the reporting and investigation of missing students, this is limited to students residing in dormitories (i.e., facilities owned or operated by the college), and at CUNY would therefore only be currently applicable to Hunter College which operates the Brookdale Residence Hall.

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

E. THE CITY UNIVERSITY OF NEW YORK – FY 2000-01 TO FY 2004-05 CAPITAL BUDGET REQUEST:

RESOLVED, That the Board of Trustees of The City University of New York approve a Capital Budget Request for Fiscal Year 2000/01 for approximately $274 million, including $267 million for major bonded projects authorized by the City University Construction Fund and funded through the Dormitory Authority of the State of New York, and $7 million for minor rehabilitation projects funded through City/State capital appropriations; and be it further

RESOLVED, That the Master Plan for the University be and is hereby amended as necessary to provide for the capital proposal.

The Capital Budget Request and the schedule of projects are on file in the Office of the Secretary of the Board.

EXPLANATION: In April of 1998, the New York State Executive Budget presented, and the Legislature subsequently recommended and included in the FY 1998/99 State Budget Bill, a five-year capital budget program (FY 1998/99-2002/03) for The City University of New York that totaled approximately $1 billion in bonded projects and $25 million in minor rehabilitation projects. Funding distributions for the first two years of the five-year plan were supplied in amounts that totaled approximately $345 million for bonded projects and $10 million for minor rehabilitation projects.

The collective total of the first three years of the Capital Budget Request (FY 2000/01-2002/03) for bonded and minor rehabilitation projects reflect the State's capital funding recommendations and fall within the approximate $680 million in State support that is to be distributed over the next three years. The projects that appear in the fourth and fifth years of the five-year Capital Budget Request (2003/04 and 2004/05) represent a new funding term.

The Capital Program addresses the major new construction, rehabilitation, and capital equipment needs of The City University of New York. The program continues to focus on critical health, safety, code compliance and facility rehabilitation projects, energy conservation, technology/telecommunications infrastructure upgrades, and funding for the next stage of projects which have been previously approved and partially funded.

A. HUNTER COLLEGE - EAST LOUNGE RENOVATION:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Hunter College for general construction of the East Lounge. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. The contract shall be subject to approval as to form by the University Office of General Counsel; and be it further
RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Hunter College for the construction and installation of upgrades to the mechanical systems in the East Lounge. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. The contract shall be subject to approval as to form by the University Office of General Counsel; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize Hunter College to purchase carpet and tiles supply, from DuPont Carpets under existing State Contract Number P-052730, and removal and installation services from Taub's Carpet and Tile Corp., under existing State Contract Number PS00557, pursuant to law and University regulations; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize Hunter College to purchase and install voice and data cabling services from Smartnet, Inc., under existing GSA Contract Number 35F-4785G, pursuant to law and University regulations; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize Hunter College to purchase and install computer equipment from Dell Computers under existing State Contract Number PT00109, pursuant to law and University regulations; and be it further

RESOLVED, That the total of all such contracts and purchases shall not exceed an estimated cost of $529,600.00, chargeable to FAS Code 237701, during the fiscal year ending June 30, 2000.

EXPLANATION: The College will renovate the existing split-level East Lounge located on the mezzanine of the North Building to create a Pre-Admission Testing Center on the upper level and a Computer Learning Center for Undergraduate and Continuing Education on the lower level. The area involved is approximately 6,800 sq. ft., and will include computer equipment for testing, and computer classes for undergraduate and continuing education students.

B. LEHMAN COLLEGE - MARINE BIOLOGY LABORATORY RENOVATION:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Lehman College for the renovation of the Marine Biology Laboratory. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding pursuant to law and University regulations. The contract cost shall be chargeable to the State Capital Construction Fund, Project No. LM003-087, for an amount not to exceed $814,975. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: This project will renovate the existing Marine Biology Laboratory located in Davis Hall at Lehman College. The current laboratory occupies rooms 231A, 231B, and 233 and covers 1,600 square feet. These rooms are being reconfigured and their mechanical systems are being upgraded to accommodate a culture lab, a computer and microscopy room, a specimen room, a darkroom, an office, and an accessible shower room.


C. THE CITY UNIVERSITY OF NEW YORK (CENTRAL OFFICE) - FURNITURE AND CARPET REPLACEMENT:

RESOLVED, That the Board of Trustees of The City University of New York authorize the purchase of furniture and installation of carpet in certain offices of the seventh floor of the Central Office. The furniture and carpet shall be
EXPLANATION: Interior furnishings for CUNY Central Offices occupying portions of the seventh floor at 535 East 80th Street will be purchased to complete a phased asbestos-abatement project undertaken by the Dormitory Authority (DASNY). As part of that project, the ceiling will be replaced, some of the partitions will be modified, and portions of the floor's mechanical, electrical, and telecommunication systems will be upgraded. Upon completion of construction, some of the old, existing furnishings will be replaced through this purchase.

D. KINGSBOROUGH COMMUNITY COLLEGE - LEASE OF LAND TO THE NEW YORK CITY SCHOOLS CONSTRUCTION AUTHORITY AND THE BOARD OF EDUCATION OF THE CITY OF NEW YORK:

WHEREAS, In furtherance of the academic program at Kingsborough Community College (the "College"), the College Master Plan includes a high school and family college to be named the Leon M. Goldstein High School for the Sciences at Kingsborough Community College (the "School") and to be constructed and operated on a site of approximately 1.76 acres located within the College campus, connected to and just north of the health and physical education building (the "Site"); and

WHEREAS, Pursuant to the Agreement and Lease dated as of January 31, 1990 among the Dormitory Authority of the State of New York (the "Authority"), The City University of New York (the "University"), and the City University Construction Fund (the "Fund"), the College campus and the Site are owned by the Authority and leased to the Fund for the use and occupancy of the University; and

WHEREAS, The Authority, the University, and the Fund desire to lease the Site to the New York City Schools Construction Authority ("SCA") and the Board of Education of the City of New York ("BOE"), for the construction and operation of the School; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board, on behalf of the College, to execute a long-term lease of the Site from the Authority, the University, and the Fund to the SCA and the BOE for the construction and operation of the School (the "Lease"), as well as any other agreements, instruments or documents necessary to give effect to this resolution, subject to approval as to form by the University Office of General Counsel of all such documents, including the Lease.

EXPLANATION: This resolution will carry out that portion of the College Master Plan, adopted at the meeting of November 28, 1994, Cal. No. 4.A., which incorporates a high school and family college to be constructed and operated by the BOE on the College campus. The proposed Lease has a 40-year term and requires the SCA and the BOE to maintain the Site, bear all expenses related to the construction of the School, and indemnify the University, the Authority, and the Fund from any expense, loss, or liability in connection with such construction, operation, and maintenance for the term of the Lease.

The Lease also provides that the BOE will assume the following costs related to the School:

- Operating costs: The BOE will pay the cost of certain services, including maintenance and security, provided by the College to the School, in an approximate annual amount of $1.2 million.

- Construction costs: Underground piping for hot and chilled water and a power plant upgrade to increase capacity for the School will be contracted for and managed by the Authority in conjunction with construction of the Academic Village facility for the College. The actual cost of this work attributable to the School, now estimated at $5.1 million, will be transferred from SCA construction accounts to the Authority before the Authority enters into contracts for the work.
NO. 8. COMMITTEE ON LONG RANGE PLANNING: RESOLVED, That the following item be approved:

A. AMENDMENTS TO THE BYLAWS OF THE BOARD OF TRUSTEES:

Vice Chairman Schmidt stated that the fundamental purpose of these recommendations to change four Bylaws are as follows: first to make clear that the Chancellor of the University is the chief executive and academic officer of the University and as such is responsible for, or accountable to the Board for the leadership of the individual campus presidents in their colleges. This Bylaw makes clear that the presidents are responsible to the Chancellor, and through the Chancellor to the Board, for the administration of their institutions. The Bylaw makes clear, what is in any event I think clear, but it is useful to be explicit about it, that the Board and the individual campus presidents are, of course, in direct discussion and consultation on any matter that any president wishes to bring to the Board or that the Board wishes to discuss. The purpose of this is to make clear that in the regular and normal course of business it is part of the Chancellor’s responsibility to make recommendations to the Board about any material issues affecting particular campuses.

The amendment is also a design to assure that the Chancellor may add to the Council of Presidents such senior University staff as the Chancellor believes will help the Council of Presidents do its work most effectively and to make clear that the scope and authority of the Council of Presidents is to provide to the Chancellor advice and counsel with respect to all aspects of the University’s functioning and budgets, not only what is taking place on a particular campus.

In addition to those changes I would like the Chancellor to speak to the amendment in Section 6.1, the definition of instructional staff, and a similar amendment in Section 6.5 concerning appointments without tenure.

Chancellor Goldstein stated that many of you may be aware that I enlisted the support of the Pappas Consulting Group to assist me in reviewing the roles performed by members of the Central Administration and recommending a more cohesive and efficient Central Office administration. The purpose is to have a Central Administration that not only is accountable to the Board, but to give as much degrees of freedom as possible to the individual campuses to allow them to be as creative and as spirit free in carrying out their mandate to the Board and to this Administration. I received the report in draft form last Friday. It is a comprehensive and complex document that I am in the process of reviewing. It is my intention not to change any of the incumbents and any of the senior level titles that exist now in the Central Administration. Those changes in title will not happen until the report is fully developed in its final form and accepted by me and, certainly, I have the opportunity to share it and get the advice and counsel of the Board. I just wanted to insure that those people in those titles are not going to be at all affected until this program is fully implemented. It was my intention to have a different kind of top echelon instead of the title of Deputy Chancellor. There traditionally has not been a really line item portfolio attached to that position. It is my intention in restructuring this administration to make it much more accountable with respect to portfolios that everybody understands and right now we don’t really have that in the structure that we have. We have a very distinguished Interim Deputy Chancellor next to me and this in no way reflects on the incumbent or past incumbents. There is also an indication to me that I think is important, and that is to set up a hierarchy in our vice chancellorship with different kinds of responsibilities than we have had before.

With respect to rights of tenure and things that we care deeply about in our governance structure here at the University things like multiple year contracts, tenure, and promotion are not considerations of the senior members of the Administration. They serve at the pleasure of the president, they serve at the pleasure of the Chancellor, and of the Board. So there is no consideration with respect to the conferring of tenure or other privileges that are given to our faculty here at the University.
NOTE: Matter underlined is new; matter in brackets is deleted.

RESOLVED, That Section 4.1 of the Bylaws be amended to read:

ARTICLE IV - THE COUNCIL OF PRESIDENTS

Section 4.1. THE COUNCIL OF PRESIDENTS.

There shall be a council of presidents composed of the chancellor, as its permanent chairperson, [the deputy chancellor, and] the presidents of the several colleges and such senior university staff as the chancellor may designate.

and be it further

RESOLVED, That Section 4.2 of the Bylaws be amended to read:

Section 4.2. FUNCTIONS OF THE COUNCIL OF PRESIDENTS.

To insure unified and cooperative leadership in the city university, it shall be the function of the council:

a. To advise the chancellor with respect to the formulation and periodic revision of a coordinated [and reasonably complete] master plan for a system of public higher education for the city of New York and to indicate for each constituent institution its specific functions in this [city-wide] plan [of higher education].

b. To recommend to the chancellor [present to the board recommendations of scope,] procedures[,] and policies that affect more than one of the constituent colleges.

c. To recommend to the chancellor [board] plans for the development of [total] physical properties which will further the general educational program of the university.

d. To advise the chancellor concerning the operating and capital budgets of the entire [college] university system.

The president of each collegiate unit is specifically charged with the administration of his/her own institution and in this capacity he/she is responsible directly to the chancellor and through the chancellor to the board. The Board and any president may consult directly with each other on any issue of institutional importance.

and be it further
RESOLVED, That Section 6.1 of the Bylaws be amended to read:

ARTICLE VI - INSTRUCTIONAL STAFF

Section 6.1. INSTRUCTIONAL STAFF.

Chancellor
Executive vice chancellor
Chief operating officer
[Deputy chancellor]
Sr. vice chancellor [for facilities, planning, construction, and management]
Vice chancellor
University administrator
University associate administrator
University assistant administrator
President
Vice president
Assistant vice president
University dean
University associate dean
University assistant dean
Dean
Associate dean
Assistant dean
Administrator
Associate administrator
Assistant administrator
Distinguished professor
Professor
Associate professor
Assistant professor
Medical professor (basic sciences)
Associate medical professor (basic sciences)
Assistant medical professor (basic sciences)
Medical lecturer
Adjunct medical professor (basic sciences)
Adjunct associate medical professor (basic sciences)
Adjunct assistant medical professor (basic sciences)
Adjunct medical lecturer
Medical professor (clinical)
Associate medical professor (clinical)
Assistant medical professor (clinical)
Adjunct medical professor (clinical)
Adjunct associate medical professor (clinical)
Adjunct assistant medical professor (clinical)
Visiting professor
Visiting associate professor
Visiting assistant professor
Adjunct professor
Adjunct associate professor
Adjunct assistant professor
Adjunct lecturer
Lecturer (full-time)
Lecturer (part-time)
Instructor
Instructor (nursing science)
Research associate
Research assistant
Clinical assistant
Senior registrar
Registrar
Associate registrar
Assistant registrar
Registrar's assistant
Chief college laboratory technician
Senior college laboratory technician
College laboratory technician
Chief college physician
College physician
Higher education officer
Higher education associate
Higher education assistant
Assistant to higher education officer
Business manager
Assistant business manager
Assistant to business manager
Placement director
Education and vocational counselor
Continuing education teacher

and in the hunter college elementary school and hunter college high school
and be it further

RESOLVED, That Section 6.5 of the Bylaws be amended to read:

Section 6.5. APPOINTMENTS WITHOUT TENURE.

Nothing contained in this article shall be construed as conferring or permitting tenure, or service credit toward the achievement of tenure in the positions of chancellor, [deputy chancellor,] executive vice chancellor, chief operating officer, sr. vice chancellor [for facilities, planning, construction, and management,] vice chancellor, [deputy vice chancellor for management and budget,] university administrator, university associate administrator, university assistant administrator, president, vice president, assistant vice president, university dean, university associate dean, university assistant dean, dean, associate dean, assistant dean, administrator, associate administrator, assistant administrator, director of campus schools, department chairperson, chief librarian, principal, supervisor, distinguished professor, medical lecturer, adjunct medical professor (basic sciences), adjunct associate medical professor (basic sciences), adjunct assistant medical professor (basic sciences), adjunct medical professor (clinical), adjunct associate medical professor (clinical), adjunct assistant medical professor (clinical), adjunct medical lecturer, visiting professor, visiting associate professor, visiting assistant professor, adjunct professor, adjunct associate professor, adjunct assistant professor, adjunct lecturer, higher education officer, higher education associate, higher education assistant, assistant to higher education officer, higher education intern research associate, research adjunct, research assistant, clinical assistant, lecturer (full-time), lecturer (part-time), instructor appointed after October 1, 1968; business manager, assistant business manager, assistant to business manager, continuing education teacher, all position in the early childhood centers programs, or any other instructional positions not included on the permanent instructional staff, except that prior service as a full-time lecturer or lecturer (full-time) may be considered toward the award of tenure to persons in a title on the permanent instructional staff. Appointment to any such nontenure bearing position, or removal therefrom, however, shall not deprive the person so appointed or removed of tenure in the highest position on the staff held with tenure prior to his/her appointment to such office, or conjointly with such office, nor shall such appointment or removal deprive any person of service credit toward the achievement of tenure under the provision of this article. [All persons appointed chancellor, deputy chancellor, president, sr. vice chancellor for facilities, planning, construction, and management, vice chancellor, deputy vice chancellor for management and budget, vice president, university dean, university associate dean, university assistant dean, dean, associate dean, assistant dean, director of campus schools, or principal, if not already appointed to a position on the permanent instructional staff, may be appointed to an instructional position.]

and be it further
RESOLVED, That Section 6.6 of the Bylaws be amended to read:

Section 6.6. APPOINTMENTS TO THE INSTRUCTIONAL STAFF-NOTICES.

a. All appointments to the instructional staff, except as otherwise provided, shall be made by the board upon the recommendation of the [president] chancellor.

b. Except for the appointment of persons whose sole educational duties shall be administrative, all original appointments to the instructional staff shall be made to a department. All appointments shall be for one year or less except that the board may, in appropriate instances, make appointments for a period not exceeding two years.

c. In the case of the appointment of a chancellor, [deputy chancellor] executive vice chancellor, chief operating officer, sr. vice chancellor [for facilities, planning, construction, and management], vice chancellor, [deputy vice chancellor for management and budget.] university administrator, university associate administrator, university assistant administrator, president, vice president, assistant vice president, university dean, university associate dean, university assistant dean, dean, associate dean, assistant dean, administrator, associate administrator, assistant administrator, or principal, the affirmative vote of a majority of all members of the board shall be required. In the case of the removal of a chancellor or a president the affirmative vote of the majority of all members of the board shall be required. In extraordinary circumstances, following consultation with the Chair and Vice Chair and notification to the Board, where time permits, the chancellor may suspend a president, and appoint an interim president, subject to the approval of the board at its next meeting. Removals from appointment as vice president, assistant vice president, dean, associate dean, assistant dean, administrator, associate administrator, assistant administrator, or principal may be made by the president responsible for the educational unit involved.

and be it further

RESOLVED, That Section 10.1 of the Bylaws be amended to read:

ARTICLE X - THE [UNIVERSITY STAFF] CENTRAL OFFICE

Section 10.1. THE [UNIVERSITY STAFF] CENTRAL OFFICE.

There is hereby established as an educational unit under the board that portion of the city university of New York which is administered centrally by the chancellor, either directly or through staff designated by and [for a deputy chancellor, sr. vice chancellor for facilities, planning, construction, and management, vice chancellor, deputy vice chancellor for management and budget, university administrator, university associate administrator, university assistant administrator, or university dean] directly responsible to him/her. Such educational unit shall be known as the ["university staff"] central office and shall consist of the central office staff and the staff of such other programs as are not otherwise provided for and which are not part of any of the existing senior or community colleges under the jurisdiction of the board. Persons holding central office positions [on the university staff] shall [, for the purposes of public reference.] be deemed to hold positions in the city university of New York.

and be it further
RESOLVED, That Section 10.2 of the Bylaws be amended to read:

Section 10.2. UNIVERSITY STAFF REVIEW COMMITTEE.

a. There shall be a university staff review committee consisting of the deputy chancellor and the vice chancellors. The chairperson of the committee shall also be the deputy chancellor.

b. This committee shall receive recommendations from the respective department supervisors relating to the university staff as provided in section 10.1. as to appointments, reappointments, reappointments with tenure, promotions, and compensation. It shall recommend action thereon to the chancellor. The chancellor shall consider such recommendations in making his/her own recommendations to the board.

and be it further

RESOLVED, That Section 11.2 be amended to read:

ARTICLE XI - DUTIES AND QUALIFICATIONS OF THE ADMINISTRATIVE OFFICERS AND MEMBERS OF THE INSTRUCTIONAL STAFF

Section 11.2. CHANCELLOR.

A. Position Definition:

The chancellor shall be appointed by and report to the board. He/she shall be the chief executive, educational and administrative officer of the city university of New York and [subject to the reservations set forth in paragraphs "f" and "j" below,] the chief educational and administrative officer of the senior and community colleges and other educational units and divisions [in New York City] for which the board acts as trustees. He/she shall be the chief administrative officer for the board and shall implement its policies and be the permanent chairperson of the council of presidents with the right and duty of exercising leadership in the work of the council. [Within such educational and administrative fields.] The chancellor shall have the following duties and responsibilities:

a. To initiate, plan, develop and implement institutional strategy and policy [To report to the board his/her recommendations for consideration or action] on all educational and administrative issues affecting the university, including to prepare a comprehensive overall academic plan for the university, subject to the board's approval; and to supervise a staff to conduct research, coordinate data, and make analyses and reports on a university-wide basis.

b. To unify and coordinate college educational planning, operating systems, business and financial procedures, and management.

c. As to each educational unit:

1. To oversee and hold accountable campus leadership, including by setting goals and academic and financial performance standards for each campus.
2. To recommend to the board the appointment of the college president and senior campus staff.
3. Periodically, but no less than every five years, review the performance of each college.
4. Present to the Board all important reports, recommendations, and plans submitted by a college president, faculty or governance body with his/her recommendations, if any.

[c.] d. To prepare, with the advice of the council of presidents, the operating budget and the capital budget for consideration by the board and presentation to the state and the city.
To act as the representative of the university and its colleges with outside agencies and particularly to promote the interest and welfare of the university and its colleges with city, state and federal officials. Officers, with the trustees of the state university, and with the federal government in matters of grants and federal aid.

To promote a positive image of the university and to develop and enhance public and private sources of funding for the university.

To administer the overall policies adopted by the board with the understanding that the authority, functions, and appellate powers of the presidents with regard to the educational administration and disciplinary affairs in their several colleges will not be abridged.

To supervise a staff to conduct research, coordinate data, and make analyses and reports on such matters of overall policy as may be necessary. At five year intervals he/she shall provide for a performance audit of each college and of the central administration.

To attend meetings of the board and its committees and to advise on all matters related to his/her duties and responsibilities.

To live in a residence provided for him/her by the board.

Nothing in this enumeration shall compromise or detract from the powers and duties of the board of trustees as defined in the state education law, or the duties and responsibilities of each president with regard to his/her college.

B. Qualifications:

He/she shall have an outstanding reputation as an educational administrator, executive and scholar, and such personal qualities as will be conducive to success as a leader of scholars and teachers and as the chief executive officer and public representative of the university.

and be it further

RESOLVED, That Section 11.3 be amended to read:

Section 11.3. SENIOR UNIVERSITY STAFF. [DEPUTY CHANCELLOR, SR. VICE CHANCELLOR FOR FACILITIES, PLANNING, CONSTRUCTION, AND MANAGEMENT, VICE CHANCELLOR, DEPUTY VICE CHANCELLOR FOR MANAGEMENT AND BUDGET, UNIVERSITY ADMINISTRATOR, UNIVERSITY ASSOCIATE ADMINISTRATOR, UNIVERSITY ASSISTANT ADMINISTRATOR, AND UNIVERSITY DEAN.]

A. The senior university staff shall include persons in the titles of executive vice chancellor, chief operating officer, senior vice chancellor, vice chancellor, university administrator, university associate administrator, university assistant administrator, university dean, university associate dean, university assistant dean, and such other titles as the chancellor, with the approval of the board, may designate.

B. [A.] Position Definition:

The duties and responsibilities of the senior university staff [deputy chancellor, the sr. vice chancellor for facilities, planning, construction, and management, the vice chancellors, the deputy vice chancellor for management and budget, the university administrator, the university associate administrator, the university assistant administrator and the university deans] shall be to assist the chancellor [, the deputy chancellor or sr. vice chancellor for facilities, planning, construction, and management, vice chancellors] in designated areas of university operations and to
represent [the] him/her when so authorized [; and in addition, the deputy chancellor shall act for the chancellor and assume all of the duties of the chancellor when so authorized by the chancellor].

[B. Qualifications:

They shall have, in addition to those qualifications of the instructional title held, such other qualifications as the board may require.]

and be it further

RESOLVED, That Section 11.4 be amended to read:

Section 11.4. THE PRESIDENT.

A. Position Definition:

The president, with respect to his/her educational unit, shall:

a. Have the affirmative responsibility of conserving and enhancing the educational standards and general academic excellence of the college under his/her jurisdiction. Such responsibility shall include but not be limited to the duty to recommend to the [board] chancellor for appointment, promotion, and the granting of tenure only those persons who he/she is reasonably certain will contribute to the improvement of academic excellence at the college. These recommendations shall be consistent with the immediate and long range objectives of the college.

b. Have the power (1) to remove a department chairperson in accordance with section 9.1.c., and (2) to initiate recommendations for appointment in a department to a professorial title in accordance with section 9.7.a.

c. Be an advisor and executive agent of the [board] chancellor and have the immediate supervision with full discretionary power to carry into effect the bylaws, resolutions, policies of the board, the lawful resolutions of any [of its] board committees, and policies, programs, and lawful resolutions of the several faculties and students where appropriate.

d. Exercise general superintendence over the facilities, concerns, officers, employees, and students of his/her college; in consultation with the chancellor, prepare and implement the college master plan, which shall be subject to the approval of the chancellor and the board.

e. Act as chairperson of the faculty, faculty council, and the committee on faculty personnel and budget, or of equivalent bodies as established.

f. Attend meetings of the board and advise the chancellor and the board on all matters related to educational policy and practice.

g. Transmit to the chancellor [board] recommendations of his/her faculty or faculty council on matters of curriculum and other matters falling under faculty jurisdiction.

h. Consult with the appropriate departmental and faculty committees on matters of appointments, reappointments, and promotions; take student evaluations into account in making recommendations thereon; present to the [board] chancellor his/her recommendations thereon; notify the appropriate faculty committees of his/her recommendations to the chancellor [board].

i. [Be responsible for the presentation] Recommend to the chancellor an [of tentative] annual college budget[s].
Consult with and make recommendations to the chancellor concerning all matters of significant academic, administrative or budgetary consequence affecting the college and/or the university.

[k.]
[Be responsible for the presentation to] Present to the chancellor [for submission to the board of] communications from faculties, officers, employees, or students together with any advice or recommendations of his/her own concerning the subject of such recommendations or communications.

[k.]
Between meetings of the board, be authorized in an emergency to fill temporary vacancies in the instructional staff below the rank of professor in accordance with the method of appointment herein provided and to make such administrative arrangements and appointments as cannot well await the action of the board or its appropriate committees.

Be responsible for assuring that the necessary departmental and administrative tentative annual budgets are initiated and submitted.

Report annually to the chancellor and the board, on or before December thirty-first, concerning the affairs of his/her college during the preceding academic year.

Live in a residence provided for him/her by the board.

Have such additional specific duties as the chancellor shall designate.

B. Qualifications:

He/she shall have an outstanding reputation as an educational administrator; personal qualities conducive to success as a leader of scholars and teachers, and as an executive.

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

Statement of Trustee Mastro regarding action of the Board of Regents:

Mr. Chairman, with the Board of Regents’ vote today, this is truly an historic moment for the CUNY senior colleges and I did not want that moment to pass without acknowledging that tremendous achievement. But I also wanted to say, Mr. Chairman, for future reference, that today the Board of Regents did tinker with that which we had adopted. I say tinker because the change that they made was minor – delaying the effective date of ending remediation at two of our senior colleges.

And, Mr. Chairman, I wanted to say for the record that having reviewed the law in this area, having read that which was prepared for us as to the state of the law by our Acting General Counsel, and by the Corporation Counsel, I believe the law is clear in this area that the Board of Regents does not have the authority to act. Now, because we have achieved substantially everything that we set out to achieve in this regard, this a great day for the CUNY system. So, I do not have any concerns about the tinkering that was done today. But I would hope, Mr. Chairman, that our lawyers would be more aggressive if there is any such tinkering in the future, because I have to say, Mr. Chairman, that this isn’t simply the end of remediation at the CUNY senior colleges. This is the beginning of CUNY’s revival and there is much more reform to come and the Regents should stick with the program because progress delayed is progress denied.

I congratulate all those who were part of this tremendous achievement under your leadership Mr. Chairman, the Mayor, the Governor, and so many people here. It is a great day for the CUNY system. It is a great day for enforcing the notion of access with standards and there are many who should be very proud today, including yourself, Mr. Chairman. Thank you, very much.
Chairman Badillo expressed thanks and stated that since this is the last meeting of the year, on behalf of the Board and the Administration he wished to extend best wishes for a happy holiday season and a happy new year for all.

Upon motion duly made, seconded and carried, the Public meeting was adjourned at 5:50 P.M.

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.)
LETTER OF INTENT

1. Purposes and Goals of the Proposed Program

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

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

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

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

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

2. Need for and Benefits from the Proposed Program

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

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

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

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

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

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

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

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

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

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

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

Qualified applicants to the program will be expected to demonstrate appropriate preparation for advanced study of educational issues (e.g. completion of a master's degree in Education, prior work experience in an educational institution, or participation in other programs of study or research related to the field of Education). All students should demonstrate the high level of academic skills needed to pursue doctoral studies successfully. We do not wish to limit admission to this program to students whose master's degree work was in the field of education as such. Many distinguished researchers in Education did their initial graduate study in other disciplines, and we will make as generous a provision (see below) for credit for the their past work as is consistent with the necessary prerequisites for advanced study in the field, recognizing that they may need to take a limited number of pre-doctoral courses in Education studies (not creditable toward the doctorate) to complete their academic transition.

Ideal candidates for this program should have had both practical teaching (and possibly administrative) experience and strong academic preparation in a liberal arts or science discipline appropriate to their intended concentration option as well as in Education. The program faculty will take this ideal into account, but will necessarily need to make individual judgments about whether candidates for admission have appropriate prior background and experience to participate successfully in the program as described below. The first year entering cadre of students will not exceed 15 students, some of whom are expected to be part-time students and some others self-supporting full-time students (see Section 10). We anticipate admissions of 15-20 new students each year over the first 5 years of the program, with the number of part-time and self-supporting full-time students growing with in these limits according to demand and the smaller number of full-time, student eligible for and needing financial support increasing only as fellowship funds become available. For detail.; see Section 10.

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

4. **Overview of the Proposed Program**

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

and within Curriculum Studies one of two study options:

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

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

Overview of Proposed Program Structure

Core Courses (15 credits)

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

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

Summer term
5. Educational Policy (includes internship)

Research Methods Courses (6 credits)
Qualitative Methods (see list, section 8)
Quantitative Methods (see list section 8)

Program Concentration and Options (24 credits)
Area Seminars
Courses in other CUNY doctoral programs

Dissertation Research
Dissertation Cluster Seminars

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

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

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

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

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

Summer Term
5. Educational Policy

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

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

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

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

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

5. Research Focus of the Proposed Program

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

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

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

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

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

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

Specific Research Areas

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

There is a potential for a collaborative relationship between this program and the existing doctoral program in Educational Psychology. The two programs are distinguished primarily by their complementary conceptual frameworks and disciplinary perspectives (sociocultural versus psychological) and to some degree by dominant
research methodologies (qualitative-interpretive and multiple-approach methods versus quantitative analysis). 'Mere should be no direct competition for students between the two programs because doctoral candidates in the new program will not be pursuing careers in educational psychology or seeking credentials in that discipline. Students will elect the program that fits with their particular career and research aspirations. In other universities we have contacted (see the Noble Report, 1994, Review of Ph.D Programs in Education in 16 Institutions of Higher Education), programs in Educational Psychology, Policy Analysis, and Curriculum Studies coexist comfortably with distinct missions, disciplinary foundations, courses of study, and student populations served.

7. The Five Core Courses

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

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

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

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

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

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

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

Course Description

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

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

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

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

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

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

Course Description

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

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

Rationale

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

Description

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

Rationale

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

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

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

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

Description

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

Rationale

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

Core 5: Educational Policy (3 credits)

Description

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

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

Rationale

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

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

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

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

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

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

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

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

Students will apply for admission to the program in a specific concentration area, either Curriculum Studies in Education or Policy Studies in Education. (They may petition to change this concentration prior to but not after completing the First Examination.) In consultation with their advisers, and after completion of the core with their Studies Committee, students will select at least one advanced course in quantitative and statistical methods and one in qualitative-interpretive methods, from among those offered by the existing doctoral programs (see sample list at the end of this section). These courses will be selected so as to provide analytical techniques appropriate to each student’s own emerging research interests. Students will then complete approximately 2 credits of elective courses, chosen from lists of recommended courses offered at the Graduate Center across many programs (see below for examples) and from reading courses and special topics courses under the supervision of a member of the doctoral faculty (in Curriculum and Policy Studies in Urban Education or in another program, with the approval of the Committee).

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

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

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

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

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

The three Faculty Advisory Groups are:

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

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

9. **Area Seminars, Colloquia, and Electives**

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

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

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

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

Program Elective (New Course)

Technology and Education: Critical Perspectives (3 credits)

Description

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

Rationale

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

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

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

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

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

Expected Enrollment: 10-15 students per year.

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

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

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

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

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

**Cost and Resource Assessment**

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

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

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

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

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

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

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

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

Science, Mathematics, and Technology Education

- Professor Alice Artzt, QC (Education)
- Professor Bruce Chandler, CSI (Mathematics)
- Professor Peter Chabora, QC (Biology) and GC
- Professor Leonard Ciaccio, CSI (Biology)
- Professor Jane Coffee, CSI (Mathematics)
- Professor Joseph Dauben, LC (History) and GC
- Professor David Eastzer, CC (Biology)
- Professor David Fuys, BC (Education)
- Professor Christopher Gerry, LC (Physics)
- Professor Ravi Kulkarni, QC (Mathematics) and GC
- Professor Mark Lazarus, LC (Chemistry)
- Professor Jay L. Lemke, BC (Education)
Professor David Leveson, BC (Earth and Environmental Sciences) and GC
Professor Charles Malerich, BB (Natural Science/Chemistry)
Professor Elliott Mendelson, QC (Mathematics) and GC (Philosophy)
Professor Pamela Mills, HC (Chemistry)
Professor James Neujahr, CC (Education)
Professor Rochelle Ring, CC (Mathematics)
Professor Michael Sobel, BC (Physics) and GC
Professor Carol Kehr Tittle, GSUC (Educational Psychology)
Professor Michael Weiner, CC (Chemistry) and GC
Professor Rosamund Welchman, BC (Education)

Curriculum Studies in Arts, Humanities, and Social Studies Education

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

Educational Policy Studies Concentration

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

The governance of the Bernard M. Baruch College, hereafter, the College should be and is the concern of all members of the College community: students, faculty and administration. All of these constituencies must participate in the maintenance and contribute to the development and governance of the College. Each constituency has its particular area of primary concern, a reality recognized by this Governance Charter. All constituencies also have a common concern in the governance of the College—another reality recognized by this Charter. Because the various constituencies of the College are interrelated and possess common concerns, this Charter provides for communication between constituencies and joint participation on matters of mutual or general concern.

It is the policy of the College and its various Schools and Departments to provide for participation by students, faculty and administration in all appropriate areas of governance, including membership on all committees, except those for which specific structures of participation are otherwise provided.

ARTICLE I - THE GENERAL FACULTY

There shall be a General Faculty at the College whose membership endorses the principles of academic freedoms and responsibility, as defined by the AAUP statement of principles. The membership shall consist of all those who hold faculty rank or faculty status including the President and those other administrative officers who hold faculty rank or faculty status. This body shall also include twelve student members currently registered at the College, eight to be chosen by the Undergraduate Student Government and four by the Graduate Student Assembly. All members shall be entitled to participate and vote at all meetings of the General Faculty.

Regular meetings of the General Faculty, whose presiding officer is the President of the College, shall be held at least once in the Fall Semester and at least once in the Spring Semester. The President may call this body into special sessions or shall do so upon receipt of a written request from thirty members of the General Faculty.

Regular meeting agenda shall include, but not be limited to: (1) reports from the College Faculty Senate, the University Faculty Senate, the student governments and from administrative officers; (2) the discussion of issues raised by these groups and by individuals; and (3) the ratification of policies not in the explicit province of the Administration or other faculty bodies.

Both the operations and deliberations of the General Faculty and its committees are governed by the Bylaws of the General Faculty, amendments to which may be advanced from time to time as the need requires and in the manner prescribed therein.

ARTICLE II - DIVERSITY OF FACULTY PARTICIPATION

The following rules are designed to foster faculty participation on College, School and Department committees. Rules A and B below, however, do not apply to ex officio members, and they shall become effective only at the next elections following the approval of this amended Charter by the Board of Trustees.

A. Rule A

No person shall be elected to more than two consecutive two-year terms on any of the following committees:

(1) College Personnel and Budget Committee;

(2) Academic Review Committees;
(3) School Executive Committees;  

(4) Executive Committee of the Faculty Senate (in the same position); and  

(5) School Faculty Personnel and Budget Committee as Chair.  

There must be at least a two-year interval before a person can stand again for election to the same committee or position after two consecutive two-year terms have been served.  

B. Rule B  

No person shall be elected to serve simultaneously on more than one of the following committees:  

(1) School or Independent Units Personnel and Budget Committees  

(2) College Personnel and Budget Committee  

(3) School Academic Review Committee  

(4) College Academic Review Committee  

C. Limits on Service of Department Chairs  

Curriculum and Executive Committees of the Schools, and the Executive Committee of the Senate shall include a majority of non-Chairs of departments.  

ARTICLE III - THE BARUCH COLLEGE FACULTY SENATE  

There shall be a Baruch College Faculty Senate to represent the General Faculty and formulate and recommend faculty policy to the Administration and other appropriate bodies of the College; in addition, it shall review and comment on policies contemplated or initiated by the administrative officers of the college and by other bodies of the college. Recommendations of the Senate will be regularly reported to the General Faculty.  

A. Powers and Duties  

The Senate shall be responsible for the formulation and recommendation of policy relating to the academic status, role, rights, freedoms and responsibilities of the instructional staff, college-level educational and instructional matters, and research and scholarly activities of college-wide impact.  

The powers and duties of the Faculty Senate shall not extend to areas or interests which fall exclusively within the domains of the General Faculty, the President, the Professional Staff Congress, or authorized student government, except that in appropriate cases the Faculty Senate may consult and advise.  

Consistent with existing bylaws and regulations of the Board of Trustees, the Senate shall be empowered to adopt and amend its own bylaws, subject to ratification by the General Faculty.  

B. Ex Officio Membership  

Ex officio members without vote shall include the President, the Vice-Presidents, and the full Deans of the College; the College Chapter Chair of the Professional Staff Congress, and the Presidents of the two student governments.
ARTICLE IV - STUDENT GOVERNANCE

It shall be the purpose of student governance to represent, promote and protect the interests of all students at the College.

A. Student Governments

(1) There shall be two student governments, each representing a separate student constituency: the Undergraduate Student Government and the Graduate-Student Assembly. These governments shall operate under their respective constitutions, the official copies of which shall be on file in the Office of the Dean of Students.

(2) There shall be a Council of Student Governments - hereafter, the Council - whose membership shall consist of the four ranking executive officers of each student government as defined by their respective constitutions. The purpose of the Council is to represent, articulate, and pursue the common interests of the student governments. The powers and duties of the Council shall not extend to areas or interests which fall exclusively within the domain of the individual student governments. The Council shall operate under its own by-laws, a copy of which shall be on file in the Office of the Dean of Students.

(3) The student body shall have the right to consolidate any or all of these governments through a referendum approved by each constituency. All such referenda shall insure that each constituency be represented in proportion to its numerical importance.

B. Student Elections

(1) There shall be a six-member Student Elections and Governance Review Committee comprised of four undergraduates and two graduate students. The President of the College shall appoint these members from a list of nominees submitted by each of the two student governments.

(2) The Student Elections and Governance Review Committee shall be responsible for establishing procedures for the conduct and supervision of all student elections and referenda, and for their certification. It shall also adjudicate questions arising from the constitutions of the student governments.

C. Student Referenda

The student body of the College shall have the right to initiate referenda on any matter within the jurisdiction of student governance. All referenda shall be initiated by petition of at least ten percent of the appropriate constituency, and shall be in effect when approved by a majority of those voting at a duly authorized election.

D. Student Media

(1) There shall be a five-member Student Media Council comprised of three undergraduates, one graduate student, and a designee of the Dean of Students. The student members shall be elected annually by their respective constituencies.

(2) The Student Media Council shall monitor compliance by all student media with their respective constitutions.

ARTICLE V - THE COLLEGE PERSONNEL AND BUDGET COMMITTEE

A. Composition

The College Personnel and Budget Committee shall consist of the President as the non-voting chair; the Vice President for Academic Affairs; the Vice President for Student Development/Dean of Students; the full Deans of the several
Schools; the Chairs of each of the School Personnel and Budget Committees; the Chair of the Personnel and Budget Committee for the Department of the Library and Department of Student Development and Counseling ("Independent Units"), who shall be of faculty rank and not a department chair; at least nine additional members of faculty rank who shall not be department Chairs and one matriculated student in good academic standing appointed by the Council of Student Governments.

The additional faculty members shall be elected by the faculties of the College in the following manner:

1. Each school shall elect one representative to the College Personnel and Budget Committee for every hundred faculty or part thereof, computed as one-half of the sum of full-time and full-time equivalent faculty on October 15 of the fall preceding the election.

2. One member elected by the faculty of the Independent Units;

3. Should the number of faculty members elected by the above be below the nine members necessary to meet the minimum required number, additional members shall be nominated from the floor of, and elected by, the General Faculty. When several members are elected by the General Faculty they shall not all be from the same School.

4. All elections based on current full-time-equivalent calculations are to be conducted in the Spring semester for terms of office in the following academic year.

5. A student member and an alternate shall be appointed by the Council of Student Governments at its last Spring meeting or as vacancies occur. Both the student member and alternate must be matriculated students in good academic standing. The alternate will serve as a replacement when the appointed student member is unable to attend.

B. Functions

The functions of the College Personnel and Budget Committee shall be to advise the President with respect to recommendations for:

1. Instructional staff appointments and reappointments;

2. Conferring of instructional staff tenure and certificates of continuous employment;

3. Promotions in instructional-staff rank;

4. The granting of fellowship and other leaves for the instructional staff;

5. Instructional personnel policies and procedures; and

6. Proposals and policies having instructional budgetary implications.

ARTICLE VI - ACADEMIC REVIEW COMMITTEES

There shall be two Academic Review Committees: the School Academic Review Committee and the College Academic Review Committee. Both shall be advisory to the next higher level of decision making in matters relating to instructional staff appointments, reappointments, certificates of continuous employment, tenure, leaves, promotion, and the policies, recommendations and procedures pertaining thereto. The functions of these committees shall be to review referrals and appeals transmitted to them by the President. For each personnel action only one appeal shall be permitted at any level of personnel review, with appeals permitted at a maximum of two levels. All appeals shall be addressed to the President. The Provost's Office shall coordinate the administration of all appeals.
A. The School Academic Review Committee

This committee shall hear appeals from decisions of the School Personnel and Budget Committees and from decisions of the Personnel and Budget Committee of the Independent Units, and it shall bring its positive recommendations to the College Personnel and Budget Committee for action.

It shall consist of six faculty members who shall be tenured full or associate professors other than members of any Personnel and Budget Committee or of the College Academic Review Committee plus one student member. Members of this Committee shall elect the chair from among the faculty members each year.

A student member and an alternate shall be appointed by the Council of Student Governments at its last spring meeting or as vacancies occur. Both the student member and alternate must be matriculated students in good academic standing. The alternate will serve as a replacement when the appointed member is unable to attend.

At the last Spring meeting every other year, the Faculty Senate shall elect six Faculty members for the next academic year in the following proportion: two from the School of Business; two from the School of Liberal Arts and Sciences, one from the School of Public Affairs, and one from the Independent Units.

B. The College Academic Review Committee

This committee shall hear appeals from decisions of the College Personnel and Budget Committee, and shall bring its recommendations to the President.

It shall consist of: the Vice President for Academic Affairs/Provost as Coordinator who shall have voice but no vote, and six faculty members who shall be tenured full or associate professors other than members of any Personnel and Budget Committee or of the School Academic Review Committee, plus one student member.

At the last Spring meeting every other year, the Faculty Senate shall elect the six Faculty members for the next academic year in the following proportion: two from the School of Business; two from the School of Liberal Arts and Sciences, one from the School of Public Affairs, and one from the Independent Units.

A student member and an alternate shall be appointed by the Council of Student Governments at its last spring meeting or as vacancies occur. Both the student member and alternate must be matriculated students in good academic standing. The alternate will serve as a replacement when the appointed member is unable to attend.

C. Student Member

A student member or alternate may not serve simultaneously on more than one of the following committees: the School Academic Review Committee; the College Academic Review Committee; or the College Personnel and Budget Committee.

ARTICLE VII - FACULTIES OF THE SEVERAL SCHOOLS AND THE INDEPENDENT UNITS

The voting Faculties of each of the constituent Schools of the College shall include: members of faculty rank or status in the School or in one of the Independent Units; representatives of faculty rank or status elected by the Faculties of the other Schools in such numbers as School Bylaws shall provide; College Laboratory Technicians who have been reappointed on an annual salary basis for a third year of continuous full-time service; the Dean, Associate Deans and Assistant Deans of the School; the Registrar or designee; and student representatives registered in the School. The number of student representatives and the manner of their selection is to be determined by the Bylaws of each School or Independent Units.

Ex officio members with voice but without vote in each School Faculty shall include: the President, the Vice President for Academic Affairs/Provost, the Vice President for Administration, the Vice President for Student Development/Dean
of Students, the full Deans of the other Schools of the College and the Chief Librarian.

The various faculties of the Schools and the Independent Units shall enjoy equal or equivalent rights, including but not limited to the right to peer evaluation and the right to hold elected offices at the College, School, and Department levels. The School Faculties shall be responsible for and conduct all educational affairs including but not limited to affairs customarily conducted by an academic faculty: including the formulation of School policies relating to curriculum and degree requirements; academic credits; the granting of degrees; student admission and retention standards; and the academic status, role, obligations, and freedoms of the School Faculty.

School Faculties shall meet at least twice each semester. Special meetings may be convened by the Dean of the School, by petition of ten percent of the School Faculty, or by the Executive Committee of the School. Meetings shall be chaired by the Dean of the School or designee.

A. School Executive Committees

Once every two years, each School Faculty shall each elect an Executive Committee or its equivalent from among their voting members. The number of members and their qualifications shall be determined by the Bylaws of that School, except that the number of members may not be changed during the biennial term of office for which a particular Executive Committee has been elected. At least one member shall be a student. Each Executive Committee shall elect a Chair and a Secretary from among its members.

The Executive Committee shall advise the Dean of the School on all matters within the jurisdiction of the School Faculty. This Committee shall also serve as the Committee on Committees for each School Faculty.

B. School Personnel and Budget Committee

The Faculty of each School shall establish a Committee on Personnel and Budget vested with those functions specified for such committees in the Bylaws of the University’s Board of Trustees.

(1) Schools with Several Departments.

Each School Personnel and Budget Committee shall be composed of: the Dean of the School with voice but without vote; all department Chairs within the School, and such other tenured full or associate professors as may be specified in the School’s Bylaws.

This Committee shall receive from the several departments all recommendations for appointments and reappointments thereto, with or without tenure or certificate of continuous employment to the instructional staff; for promotions in rank; for special salary increments; and for applications for leaves.

It shall also hear appeals from departmental decisions regarding the above, except in the matter of initial appointments.

It shall recommend action regarding all of these matters to the College Personnel and Budget Committee.

This Committee shall also consult with the Dean of the School on the budget requests submitted by the Dean and on the allocation of funds and personnel.

(2) Schools which function as a Department of the Whole

(a) School Personnel and Budget Committee

The School Personnel and Budget Committee shall be composed of the Dean of the School with voice but without vote, and such other tenured full or associate professors as may be specified in the School’s Bylaws.

The School Personnel and Budget Committee shall receive from the Promotion Committee recommendations for
promotions in rank and shall receive from the Tenure Committee recommendations for appointments and reappointments with or without tenure or Certificate of Continuous Employment ("C.C.E."). The committee shall initiate recommendations for promotion to full professor, for appointments without tenure to the instructional staff, and reappointments thereto, including reappointments with a C.C.E. It shall also consider and make recommendations for leaves of absence.

It shall also hear appeals of decisions of the Promotion Committee and the Tenure Committee. It shall recommend action regarding all of these matters to the College Personnel and Budget Committee.

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

(b) Promotion Committee

Promotion to the rank of associate professor shall be considered and recommended to the School Personnel and Budget Committee only after an affirmative vote of the Promotion Committee comprised of all associate professors and full professors in the School. In the case of candidates seeking promotion to full professor, those of that rank in the School shall be given timely notice by the Dean of such candidacies and of the availability of the files for their review so that they may offer written advice on the candidates to the School Personnel and Budget Committee.

(c) Tenure Committee

The Tenure Committee in the School shall consist of all tenured professorial members of the School. This committee shall consider and make recommendations for appointments and reappointments with or without tenure or C.C.E. to the School Personnel and Budget Committee.

(3) Independent Units Personnel and Budget Committee.

The Library and Student Development and Counseling Personnel and Budget Committee shall be composed of seven voting members consisting of the chair of the Library Department (the Chief Librarian), the chair of the Student Development and Counseling Department (the Vice President for Student Development/Dean of Students), a tenured associate or full professor from each of these departments elected by their respective department members with faculty rank or faculty status, and a tenured associate or full professor, other than a chair, from each of the three Schools of the College, elected by their respective school faculty. The Committee shall elect its Chair, who shall not be a department Chair.

This Committee shall receive from the several departments all recommendations for appointments and reappointments thereto, with or without tenure or certificate of continuous employment to the instructional staff; for promotions in rank; for special salary increments; and for applications for leaves.

It shall also hear appeals from departmental decisions regarding the above, except in the matter of initial appointments.

It shall recommend action regarding all of these matters to the College Personnel and Budget Committee.

(C) Other Committees

School Faculties shall establish such standing and ad hoc committees as they determine. Each committee shall elect its own Chair and such other officers as may be appropriate, unless otherwise provided. Included among the standing committees shall be those with the following functions:

(1) Committees on Curriculum

The Faculty of each School shall establish one or more committees on curriculum, comprised of faculty, student and, where appropriate, other members or their duly designated alternates. The manner of constituting such committees
and the procedures to be followed by them shall be determined by the School Bylaws. In all cases the Dean of the School or designee shall sit ex officio with vote. These committees shall include at least one representative with vote from the faculties of each of the other Schools. In addition, the committees shall include the following non-voting members: the Vice President for Academic Affairs or designee, the School’s Assistant or Associate Dean for Curricular Guidance, the Registrar or designee, and the Chief Librarian or designee.

These committees have the responsibility for reviewing and approving all courses of study, including experimental courses, offered by the School and Departments of the School, all curricula and majors or specialization offered by the School, and student admission and graduation requirements for the School. A proposal initiated by one or more Departments or by one or more members of the Faculty shall be addressed to the Dean of the School who shall refer it to the committee on curriculum.

For the purposes of curriculum development and revision (as defined in the preceding paragraph), the Departments of Library and Student Development and Counseling shall be considered constituents of the School of Liberal Arts and Sciences, and the faculty in those departments shall be eligible to serve on the appropriate School of Liberal Arts and Sciences Committee on Curriculum.

(2) Committee on Academic Standing

The Faculty of each School shall establish one or more committees on academic standing comprised of faculty members and student members or their duly designated alternates. The manner of constituting the several committees and the procedure to be followed by them shall be determined by the School Bylaws and subject to the approval of the President and of the Dean of the School involved. Ex officio members shall include: the Dean or designee who shall serve as Chair; the Registrar or designee and the Director of Admissions or designee, who shall split one vote between the two of them; and the SEEK Director or designee.

This Committee shall determine all questions arising out of the application of the rules prescribed by the Faculty regarding grades, scholastic standing, credit loads and curriculum. The Committee is vested with power to make exceptions thereto in proper cases. The Committee may be vested with additional functions by the School Bylaws.

For the purposes of matters on academic standing (as referred to in the preceding paragraph), the Departments of Library and Student Development and Counseling shall be considered constituents of the School of Liberal Arts and Sciences, and the faculty in those departments shall be eligible to serve on the appropriate School of Liberal Arts and Sciences committee on academic standing.

ARTICLE VIII - DEPARTMENTAL STRUCTURE

The most fundamental unit for the expression of faculty rights is the department. In the case of a school that functions as a department of the whole, the school is considered an academic unit equivalent to a department, and its elected coordinator for faculty advisement shall be considered the equivalent of a departmental chair as defined in CUNY Bylaws.

Each Department of the College shall have a set of Bylaws under which it will operate, and which shall be ratified by a two-thirds vote of the members with faculty rank or status of the Department. They shall be consistent with the Bylaws and Regulations of the Board of Trustees and of the General Faculty, and with this Governance Charter.

Departmental Bylaws shall include a minimum requirement for regular department meetings.

Department Chairs shall seek advice and recommendations from the students in their department regarding curriculum matters. All curriculum proposals shall have appended to the proposals a statement indicating the extent of student consultation.
A. **Departmental Executive Committees**

Departments shall have an Executive Committee consisting of from five to seven (as determined by the Department's Bylaws) department members of faculty rank, including the Department Chair. The Department Chair, except in the Departments of the Library and Student Development and Counseling, shall be elected by the faculty in the Department who have faculty rank. The Department Chair shall serve as Committee Chair. The Department Chair and other members of the Committee shall be elected at the same time and for a term of three years. Departments may limit in their Bylaws the number of consecutive terms of office chairs may serve. Where possible, a majority of the Committee shall consist of tenured persons in the Department.

This Committee shall consider and make recommendations for matters related to appointments without tenure to the instructional staff, and reappointments thereto, including reappointments with a Certificate of Continuous Employment. It shall also consider and make recommendations for leaves of absence. It shall transmit its recommendations on these matters to the appropriate School Personnel and Budget Committee. In the case of the School of Public Affairs, the Tenure Committee shall perform the duties of a department executive committee.

Whenever a vacancy occurs in the Office of Department Chair, and it has been determined that the Chair shall be sought from outside the Department, a Search Committee shall be appointed by the President. A majority of this Committee's members shall be from that Department, chosen with the advice of the Faculty Senate's Executive Committee.

B. **Promotion Committees**

The Promotions Committees in each department shall be constituted in the manner prescribed in the Bylaws of the Board of Trustees. In the case of candidates seeking promotion to full professor, those of that rank in the Department shall be given timely written notice by the Chair of such candidacies and of the availability of the files for their review so that they may offer written advice on the candidates to the School Committee on Personnel and Budget.

In the case of Schools which function as a Department of the Whole, the Promotion Committee shall be constituted and operate in accordance with the provisions of Article VII(B)(2)(b).

C. **Tenure Committee**

The Tenure Committee in each department shall consist of all tenured professorial members of the department. This committee shall consider and make recommendations for appointments and reappointments with tenure to the appropriate School Personnel and Budget Committee.

In the case of Schools which function as a Department of the Whole, the Tenure Committee shall be constituted and operate in accordance with the provisions of Article VII(B)(2)(c).

D. **Curricula and Programs**

Departments shall elect a Curriculum Committee, which shall exercise initiatives for the expression of faculty rights over programs and course offerings in the appropriate disciplines or cross disciplines of the Department.

Programs within a department are subject to its governance system. Programs developed as collaborative efforts between or among departments shall be governed as agreed upon by the departments concerned. The maximum life of an interdepartmental program shall be three years before a written governance plan for such a program shall be approved by each participating department.

**ARTICLE IX - JOINT COMMITTEES**

The General Faculty may establish joint and College-wide committees by agreement with the appropriate administrative
officers and student governments of the College.

The Bylaws of the General Faculty shall authorize the establishment of ad hoc committees that may be deemed necessary. In addition, the General Faculty Bylaws shall establish the following Joint Committees:

A. **Joint Committee on Curriculum and Articulation**

This committee shall consider curriculum and matters of articulation that are college-wide in nature. It shall make recommendations to the Faculties of the several Schools as may be appropriate.

The Committee shall consist of ten voting members: two faculty members from each School to be selected in accordance with the Bylaws of that School; three undergraduate students to be selected by the Undergraduate Student Government, and one graduate student to be selected by the Graduate Student Assembly. The Vice President for Academic Affairs or designee, the Registrar or designee, the Chief Librarian or designee, and the several Schools' full Deans or designees shall serve ex officio with voice but without vote.

B. **Joint Committee on Student Evaluation of Courses and Teaching**

This committee shall have responsibility for developing, reviewing and assisting in the conduct of the College program of systematic student evaluation of courses and teaching in accordance with the policies and regulations of the Board of Trustees. This committee shall consist of fourteen voting members: three faculty members selected by the Faculty Senate; four undergraduate students elected by the Undergraduate Student Government and two graduate students elected by the Graduate Student Assembly; the Vice President for Academic Affairs or designee; the full Deans of the several Schools or designees; and the Vice President for Student Development/Dean of Students or designee.

The Committee shall elect its own chair from among its members. The Provost's Office shall coordinate the meetings. The Committee shall submit a written report to the General Faculty at least once a year.

C. **Search Committees**

Whenever vacancies occur in the offices of full School Deans, or Vice President for Student Development/Dean of Students, or Vice President for Academic Affairs/Provost, the President shall establish faculty-student search committees in the manner described below, so as to seek the advice of appropriate members of the faculty and student bodies.

The School Dean Search Committee shall be appointed by the President after consultation with the Executive Committee of the School and the Executive Committee of the Faculty Senate. At least one-third of the members of this committee shall be faculty members of the School for which the new Dean is being sought. In addition, the committee shall include at least one student selected from the majors in that School by the School's Executive Committee in consultation with the student governments.

The Vice President for Student Development/Dean of Students Search Committee shall be appointed by the President after consultation with the Executive Committee of the Faculty Senate and the Executive Committee of the Department of Student Development and Counseling. In addition, this Committee shall include at least one teaching faculty member as well as the Chief Executive Officer of each of the student governments or designee.

In the case of a vacancy in the office of the Vice President for Academic Affairs/Provost the Search Committee shall be appointed by the President after consultation with the Executive Committee of the Faculty Senate. The Committee shall include at least one student.

D. **College-Wide Consultation**

Whenever the President reports that College-wide consultation has occurred, this report shall reflect that consultation with appropriate governance bodies as specified in this charter has taken place.
ARTICLE X - THE OFFICE OF THE OMBUDS

There shall be a College Ombuds who shall be a senior tenured or certificated member of the Faculty. The Ombuds shall continue to enjoy all faculty prerogatives and rights during the term of office. The office of the Ombuds is not intended to replace the normal administrative or faculty procedures.

A. Areas of Responsibility

(1) To help individuals in specific cases to obtain just and equitable treatment;

(2) To help administrative officers to improve their processes and procedure, not only to correct a particular inequity or injustice but also to prevent its recurrence;

(3) To reconcile differences between conflicting parties and seek mutually acceptable solutions to specific cases of conflict;

(4) To recommend such changes in procedures and practices as may be appropriate and to make periodic public reports. Among others, the Ombuds shall prepare for the President and for the General Faculty at the end of each academic year written activity reports. These reports shall respect the confidentiality of the persons involved.

B. Tasks

The primary task of the Ombuds is to serve as a confidential investigator in any specific case of alleged inequity, unfairness or maladministration, and thereby to be the impartial spokesman, both to the person(s) making the complaint and to the person(s) against whose performance the allegation is brought.

In that capacity, the Ombuds is to have access to all relevant facts in the case, to enjoy the complete cooperation of the individual officer(s) of instruction or administration when it is requested, to receive cooperation from any complainant, to carry out work in privacy and with full respect for the rights and immunities of all parties, and having completed inquiries, to make such disposition of each case as, in his or her sole judgment, is best.

The Ombuds's second task is to make recommendations which seem appropriate for changes in rules, practices, procedures and regulations by which administrative functionaries of the student body, faculty or administration are guided.

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

C. Term of Office

The Ombuds is to be selected for a term of one academic year, which shall be renewable, by the President after consultation with the Executive Committee of the Faculty Senate and the Chief Executive Officer of each of the student governments.

ARTICLE XI - VOTING RIGHTS

In addition to those faculty members authorized by the Bylaws of the Board of Trustees to vote in elections for department Chair and for members of Department Executive, School and College Personnel and Budget Committees, and Academic Review Committees, those Lecturers who hold Certificates of Continuous Employment shall be entitled to vote.
ARTICLE XII - PROCEDURES FOR AMENDING & IMPLEMENTING THE GOVERNANCE CHARTER

A proposal to amend the Governance Charter of the College may be initiated by the President, or by a two-thirds vote of the Faculty Senate, or by a two-thirds vote of any of the legislative bodies of the Student Governments or by petition of ten percent of the student body, or by petition of ten percent of the Faculty who are eligible to vote for members of the Faculty Senate. Such proposals shall be submitted to referendum as soon as possible.

In a valid referendum, at least twenty percent of the eligible faculty and 15 percent of the eligible students, voting separately, must vote. Eligible voters are all those eligible to vote for members of the Faculty Senate or Student Governments. To be approved, an amendment shall require a two-third affirmative vote of each constituency voting in such a referendum.

All amendments to this Charter will require approval by the Board of Trustees before becoming effective. All findings, actions, reports and recommendations of the bodies described in the Governance Charter shall be made in writing. One or more copies must be sent to the College’s archives to be available to all members of the College.

This Governance Charter shall take precedence over those Board of Trustees Bylaws inconsistent with it, and over all Bylaws, procedures and regulations of the College.

The Bylaws of the General Faculty, the Faculty Senate, the several Schools and Departments as well as the Constitutions of the several student constituencies shall be brought into compliance with this amended Governance Charter within six months of its approval by the Board of Trustees.

This Governance Charter shall not preclude subsequent revisions in the Bylaws of the General Faculty, the several School faculties and academic Departments, the Student Governments, and the Charter of the Faculty Senate, which are not inconsistent with the provisions herein.

THE CITY UNIVERSITY OF NEW YORK
AMENDMENT TO THE MASTER PLAN

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, 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
access and excellence.

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 perform 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 during 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 I 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 range 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 it 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 avocations; 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.
PROJECTED CHANGES IN ENROLLMENT, REVENUE, STAFFING, ACADEMIC AND STUDENT SERVICES AND FACILITIES

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." 1

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
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 (5%), John Jay College (4%), 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 of 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).


Here in New York State, community college mission statements typically include a commitment to support under prepared 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" (Onondaga CC)

♦ "[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.
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, by 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 Liberal 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>
</tr>
<tr>
<td>1,001 to 2,000</td>
<td>6</td>
</tr>
<tr>
<td>2,001 to 3,000</td>
<td>7</td>
</tr>
<tr>
<td>3,0001 to 4,9999</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;
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;
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 officer(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 X11
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
I. 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.

APPENDIX E Minutes of Proceedings, October 25, 1999

REVISED GOVERNANCE PLAN
QUEENSBOROUGH COMMUNITY COLLEGE

PREAMBLE

The Governance of Queensborough Community College is the concern of all its members. All its constituencies — students, faculty, alumni, and administration — contribute to the maintenance and development of the College. Each has its own particular and mutual areas of concern.

Because each constituency has the right to concern itself in areas that are its responsibility, this document sets forth the organization of the various bodies within the College, and guarantees their autonomy on matters within their jurisdiction. 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 the organization of an Academic Senate which shall include students, faculty, alumni, and administrators, which shall be the voice of the academic community of Queensborough Community College in all matters affecting the welfare of the institution.

Article I - ACADEMIC SENATE

A. MEMBERSHIP

The Academic Senate shall be composed of faculty, student, alumni, and administrative representatives with full privileges and vote, and shall include: the President and five (5) administrators selected by him annually; eight (8) officers of Student Government, designated by virtue of office — seven (7) by the Day Student Government and one (1) by the Evening Student Government; one (1) alumni representative, to be selected annually in a manner prescribed by the Alumni Association.

The faculty senators shall be elected in April for three years and shall consist of the following: forty-one (41) faculty at large, elected by those who have been granted faculty rank, and shall not include members of the administration. The chairperson of each department shall also serve as a faculty senator. If a chairperson wishes to decline the office of senator, the department shall elect another representative to the Academic Senate. No more than five (5) faculty members totally shall be permitted to be from any one department. Two full-time CLTs shall be elected at large by the full-time CLTs to serve with vote. One adjunct shall be elected at large by the adjuncts to serve with vote.

B. ORGANIZATION

1. The Academic Senate shall elect a chairperson, a vice-chairperson, and a secretary of the Academic Senate, from among the elected members of the Senate, for a one-year term. These three elected members of the Academic Senate shall constitute a Steering Committee of the Senate. The Academic Senate shall also elect a member of the Senate to serve as Parliamentarian.

2. The Steering Committee of the Academic Senate shall represent the interest of and uphold the policies adopted by the Academic Senate when it is not in session. It shall report to the Senate, at its next regular meeting, such College actions that may have been implemented while the Academic Senate was not in session. If such action requires the immediate establishment of new policy, a special meeting of the Academic Senate shall be called.

3. The President shall preside over regular meetings of the Academic Senate, or, in the President's absence, the chairperson of the Steering Committee shall preside. The Steering Committee shall prepare the agenda after discussions with the President. The President and the chairperson of the Steering Committee, or their designees, shall be ex officio members, without vote, on all standing committees. The President shall open the special meeting. The first item on the agenda shall be the election of the chairperson for that meeting by the members of the Academic Senate.

4. The agenda of each Academic Senate meeting shall include a report by the President or a designee concerning matters of college and university interest.
5. Committees

(a) The Academic Senate may establish such standing and ad hoc committees as it determines. Each committee shall elect its own chairperson, secretary, and such other officers as may be appropriate.

(b) There shall be a Committee on Committees elected by the Academic Senate to draw up a proposed list of Committees to be presented for adoption to the Academic Senate. This Committee shall also be responsible for the nominations and elections to such Committees as established by the Senate. However, nominations and elections for the Steering Committee of the Senate and for the Committee on Committees shall be conducted directly from the floor at the duly convened May meeting of the Senate.

(c) There shall be one student, designated by Student Government from among the student members of the committee, to represent each of the committees on which there is student participation. He/she may attend meetings of the Academic Senate, and shall have speaking privileges without vote when his/her committee report is under discussion.

(d) Student representation on the list of committees shall be proposed to the Academic Senate by the Committee on Committees with the following specifications: that there be one-third student membership on the Curriculum and Course and Standing Committees. Student representation on the Course and Standing Committee shall vote only on policy matters.

C. POWERS

Through its Steering and Standing Committees, the Academic Senate shall have the power to request and receive information appropriate to or necessary for the performance of its duties, from the President and members of the administration, from students and student organizations, and such other sources as may be appropriate. It may address communications to the Board of Trustees by the President in some document whether it be a Chancellor's Report or some other report in which the vote must be recorded. The Academic Senate shall be the voice of the academic community of Queensborough Community College of The City University of New York in all matters which shall appropriately be brought before it, including:

1. Intercollegiate athletics and cultural, fine and performing arts programs.
2. Educational objectives of the College.
3. The establishment and location of new units of the College.
4. The formulation of the 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. In granting of degrees student members of the Senate shall not vote.
5. The recommendation of search and evaluation procedures.
6. Such other areas as affect the welfare of the institution.

D. PRESIDENTIAL CONSULTATION

The President shall inform and discuss with the Academic Senate or with the Steering Committee when the Senate is not in session, prior to his recommendation to the Board of Trustees on all college-wide matters which fall within the purview of the Academic Senate where his recommendations will be in disagreement with the vote of the Academic Senate and in areas that could not have been presented to the Academic Senate because of the necessity of meeting a deadline.
E. MEETINGS

The Academic Senate shall meet regularly at least five (5) times each semester. Special meetings shall be called by the President, the chairperson of the Academic Senate, on the written request of any eight (8) senators, or by written petition from 100 faculty members who are eligible to vote for the academic senators. A quorum shall be a majority of the members of the Academic Senate. The chairperson of the Steering Committee or his designee shall preside at special meetings of this body.

F. BYLAWS

The Academic Senate may adopt its own bylaws consistent with this Governance document. (Until such bylaws are drafted, the present Bylaws of the Faculty Council shall be the bylaws of the Academic Senate except where otherwise provided in this Governance plan. Such new bylaws must be drafted and adopted within two months of the first meeting of the Academic Senate.)

G. VOTING

1. For the purposes of implementing the new charter of Governance and the rights and responsibilities granted therein, lecturers (full-time), instructors, and the persons in registrar series who have received notice of appointment on an annual salary basis for a third or later year of continuous full-time service and all individuals in professorial titles who do not hold administrative positions shall have the right to vote for faculty representatives to the Academic Senate and to serve as faculty senators.

2. All full-time college laboratory technicians shall be permitted to vote for two (2) CLT representatives to the Academic Senate.

3. Adjunct CLT's shall elect one representative from among their number who shall cast one vote in the election of the two full-time CLT representatives to the Academic Senate and any other college-wide positions to which CLT's are elected. For purposes of this document adjunct CLT's shall be defined as any person who is employed part-time as a CLT and who does not otherwise have voting rights as described in the appropriate sections of this document.

4. Adjuncts shall be permitted to vote for one (1) adjunct representative to the Academic Senate upon receipt of the fifth continuous notice of appointment.

5. Persons having received notice of nonreappointment shall not have the right to vote for representatives to the Academic Senate or in the Academic Senate upon immediate receipt of such notice. Persons who have submitted a resignation shall not have the right to vote for representatives of the Academic Senate or in the Academic Senate immediately upon receipt of such resignation.

6. Persons on leave shall retain the right to vote for representatives to the Academic Senate but shall not serve in the Academic Senate during the period of their leave.

Article II - FACULTY

A. FACULTY DEFINED

The faculty shall be defined as those persons holding professorial titles; and lecturers (full-time), instructors, persons in the registrar series, college laboratory technicians (full-time), who have received notice of appointment on an annual salary basis for a third or later year of continuous full-time service.

B. MEETINGS

The faculty shall meet at least once each semester. Special meetings shall be called by the President, the chairperson of the Faculty Executive Committee, or on the written request of fifty (50) faculty members.
C. ORGANIZATION

1. The faculty shall elect a chairperson and six (6) other members of an Executive Committee for a three-year term. The committee shall designate one of its members to be secretary, and another to be treasurer of the faculty. The faculty shall also elect one of its members to serve as parliamentarian.

2. The Faculty Executive Committee shall prepare the agenda for faculty meetings after discussion with the President. The chairperson of the Faculty Executive Committee shall preside at meetings of the faculty.

3. The Faculty Executive Committee shall propose to the faculty for its approval such standing and ad hoc committees as they deem necessary and the membership thereof.

4. The President shall meet regularly with the Faculty Executive Committee to discuss items of concern to the faculty.

D. POWERS OF THE FACULTY

1. The faculty shall be responsible for the academic status, role, rights, obligations, and freedoms of the faculty, and such other matters that may affect the welfare of the faculty consistent with this document. The faculty through its Executive Committee may address communications to the Board of Trustees by the President in some document whether it be a Chancellor's Report or some other report in which the vote must be recorded.

2. Review of Academic Senate Actions

   The Faculty shall have the right to review any action of the Academic Senate. A special meeting shall be called by a petition of at least ten percent of the faculty to discuss the issues involved. A majority of those present can initiate a referendum to be held no later than four weeks after the general meeting. If the majority vote is against a referendum, one may still be called by a second petition of one-third of the faculty. The actions of the Academic Senate shall be nullified by a two-thirds vote of the faculty voting by written poll (provided at least fifty percent of the total faculty casts ballots).

3. Initiation of Academic Senate Agenda Items

   The faculty may initiate policy, bylaws, or regulations for consideration by the Academic Senate either by a simple majority of a faculty meeting or by a petition of ten percent of the faculty; such items shall be placed on the agenda of the next meeting of the Academic Senate in accordance with the Bylaws of the Academic Senate. The faculty may initiate policy, bylaws, or regulations directly through an initiative referendum by written poll; a special meeting shall be called by a petition of at least ten percent of the faculty to discuss the issues involved; a majority of those present can initiate a written referendum to be held no later than four weeks after the general meeting. If the majority vote is against a referendum, one may still be called by a second petition of one-third of the faculty. The item shall pass with two-thirds vote of the faculty (provided that at least fifty per cent of the total faculty casts ballots).

E. BYLAWS

The faculty may adopt its own bylaws consistent with this Governance Plan.

F. VOTING

All members of the faculty, as defined above, shall have the right to vote in all faculty meetings. Persons having received notice of nonreappointment shall not have the right to vote at faculty meetings upon immediate receipt of such notice. Persons who have submitted a resignation shall not have the right to vote immediately upon receipt of such resignation. Persons on leave shall retain the right to vote at faculty meetings during the period of their leave.
Article III - DEPARTMENT STRUCTURE

A. The departmental structure and the present qualifications for voting for departmental chairperson and P & B shall remain as is mandated in Article IX of the Bylaws of the Board of Trustees with the following modifications:

1. Voting Rights

   (a) Those who hold administrative positions shall not be permitted to vote within departments with the exception of the Chief Librarian and the Dean of Students.

   (b) A department may vote to grant voting rights on, and only on, educational matters in the department to full-time lecturers and instructors who are not otherwise enfranchised in this document. Lecturers with Certificates of Continuous Employment are granted voting rights in department elections for chairpersons and Department P & B Committees.

   (c) At the same time as the election of the department chairperson, the full-time CLT's of each department shall elect a full-time CLT who shall sit with vote at department meetings when matters concerning CLT's (both full-time and adjunct) arise.

   (d) The adjunct CLT's of a department shall elect one (1) adjunct CLT from among them, who shall cast one vote in the election of the full-time CLT from among them.

   (e) At the same time as the election of the department chairperson, adjuncts of each department shall elect a representative who shall sit with vote at department meetings when matters concerning adjuncts arise.

2. Conduct of Meetings

   (a) The chairperson shall preside at department meetings, and such meetings shall be conducted according to the most recent revised version of Robert's Rules of Order.

   (b) Upon petition of at least forty (40) percent of the voters within a department, the Faculty Executive Committee shall appoint a committee to conduct the elections of that department.

B. STUDENT PARTICIPATION

Students shall have the right through their Student Government to petition a department for a presentation on matters of personnel and educational policy.

C. VALUATION AND CONSULTATION

Every three (3) years the President shall consult with the faculty of the Department of the Library concerning the Chief Librarian, and consult with the faculty of the Department of Student Services concerning the Dean of Students. In the selection of department chairpersons where the terms "confer" or "consult" are utilized in this Governance Plan or in the Bylaws of the Board of Trustees, these terms shall be understood to mean that a formal vote by secret ballot is to be taken and shall be forwarded to the Board of Trustees by the President in some document whether it be a Chancellor's Report or some other report in which the vote must be recorded.

D. DEPARTMENT P & B COMMITTEE

1. Plan No. 2. Department P & B Structure

   No more than one of the five regular members of the Department P & B may be non-tenured.

2. The Department P & B must approve by a majority decision all matters of personnel and budget.
3. Upon receipt of a request from Student Government, day or evening, the Department P & B will make itself available within ten (10) school days of written notification for an oral and/or written presentation on matters concerning faculty evaluation.

4. In departments of more than one discipline, an elected representative of each discipline shall serve as a sixth member of the department committee, if that discipline is not represented on the P & B Committee. This representative shall be present, participate, and vote only in actions affecting members and recruitment of members of that specified discipline. Discipline representatives shall be elected at the same time as other P & B members. The content discipline structure of the department shall be recommended by the department and approved by the Academic Senate.

5. A full-time CLT shall be elected by the full-time CLT's of the department to serve with vote as the sixth member of the Department P & B Committee to be present, participate, and vote only in actions affecting CLT's.

E. ENABLEMENTS

1. The faculty as defined in Article II, Item A, shall be enabled to reconsider and vote an alternative to Article III, Item D, No. 1, should Bylaw provisions mandated by the Board of Trustees be passed which affect the implementation of this structure.

2. The faculty as defined in Article II, Item A, shall be enabled, if it so desires, to create a provision concerning the recall of the department chairperson and members of the Department P & B.

Article IV - COLLEGE COMMITTEE ON FACULTY PERSONNEL AND BUDGET

A. The College Committee on Faculty Personnel and Budget shall be constituted as at present and shall vote on appointments, reappointments, recommendations for tenure, or certificates of continuous employment, promotions, faculty fellowships, research grants requiring college approval, travel funds, matters relevant to salary, and other relevant budgetary items, except that no vote for reappointment shall be required for those serving in the Higher Education Officer Series. A CLT elected by the CLT's shall sit with a vote on the College Committee on Faculty Personnel and Budget when personnel matters concerning CLT's are considered. The Registrar shall sit with vote on the College P & B when personnel matters concerning individuals in the registrar series are being considered. All members of the academic staff who are members of departments shall come before the Departmental and College P & B for reappointment and promotion. Deans who are not attached to departments shall come before the College P & B on questions of promotion.

All presidential personnel recommendations shall proceed through the College Personnel and Budget evaluation process, including consultation and vote by secret ballot, which shall be forwarded to the Board of Trustees by the President in some document, whether it be a Chancellor's Report or some other report in which the vote must be recorded.

B. The College Committee on Faculty Personnel and Budget may establish a subcommittee on tenure and Certificates of Continued Employment, a subcommittee on promotions, and such other committees as it deems appropriate.

Article V - ACADEMIC REVIEW COMMITTEE

The purpose of the Academic Review Committee shall be to hear all appeals regarding personnel actions of Departmental and College P & B Committees. Consideration of an appeal may be requested by the affected individual or referred to the Academic Review Committee by the President.

The membership shall consist of the following: one (1) Academic Dean (full), chosen by the President annually to serve as chairperson without vote; five (5) tenured professors and/or associate professors elected at large annually with a sixth as an alternate. Those members defined as faculty shall constitute the electorate in voting for members of this committee with the exception of administrators, who are not acted upon by the College P & B.
Positive decisions of this committee shall be forwarded directly to the President, or, in the case of negative departmental action, the Academic Review Committee may refer its positive recommendations initially to the College P & B. In the course of meetings, this Committee shall have access to all pertinent information available to the Departmental and College P & B Committees.

Article VI - COLLEGE ADVISORY PLANNING COMMITTEE

The purpose of the College Advisory Planning Committee shall be to act as the primary planning body for Queensborough Community College. In this capacity, it is envisioned that the leadership of the various constituencies on campus will meet and discuss items concerning the state of the College and ways the College can best achieve its stated mission, goals, and objectives. Committee agenda items may be suggested to the Committee by any other constituency covered in the Governance Plan. The powers of this Committee shall not infringe upon the powers and authority of any of the constituencies, organizations or committees operating under either the Governance Plan of Queensborough Community College or the Bylaws of the Board of Trustees.

The membership of this Committee shall consist of the President as Chair, vice president(s), full dean(s), the Faculty Executive Committee, the Academic Senate Steering Committee, and the presidents of Day and Evening Student Governments. In the even of one combined student government, the president and executive vice President of that student government shall be included in the committee membership. The Committee shall meet at least twice a semester or when agenda items are proposed by or upon request of one of its constituent bodies.

Article VII - STUDENT SECTION

A. PREAMBLE

1. The student's freedom to learn is a complement of the faculty member's freedom to teach. An academic community dedicated to its ideals will safeguard the one as vigorously as it does the other.

2. Free and open discussion, speculation, and investigation are basic to academic freedom.

3. Students receive their college education not only in the classroom but also in out-of-class activities which they themselves organize through their association with fellow students, the student press, student organizations, and in other ways. It is vital, therefore, that their freedom as campus citizens be respected and ensured.

4. Student Government shall have as one of its chief functions the regulation of student-sponsored activities, organizations, publications, etc. In exercising this function, no Student Government should be permitted to allocate resources so as to bar or intimidate any campus organization or publication nor make regulations which violate basic principles of academic freedom and civil liberties.

5. Students should be free, without restraint by either the College administration or the Student Government, to organize and join campus clubs or associations for educational, political, social, religious, or cultural purposes. No such organization should discriminate on grounds of race, religion, color, or national origin. The administration should not discriminate against a student because of membership in any campus organization.

B. CONDUCT STANDARD DEFINED

1. Each student enrolled or in attendance in any college, school, or unit under the control of the Board, and every student organization, association, publication, club, or chapter, shall obey the laws of the City, State, and Nation, and the Bylaws and resolutions of the Board, and the policies, regulations, and orders of the College.

2. The faculty and student body at each college shall share equally the responsibility and the power to establish, subject to the approval of the Board, more detailed rules of conduct and regulations in conformity with the general requirement of this Article.
3. This regulatory power is limited by the right of students to the freedoms of speech, press, assembly, and petition as applied to others in the academic community and to citizens generally.

C. STUDENT ORGANIZATIONS

1. Any group of students may form an organization, association, club, or chapter by filing with the duly elected Student Government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the faculty of the college or school at which they are enrolled or in attendance (a) the name and purposes of the organization, association, club or chapter, (b) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

However, no group, organization, or student publication with a program against the religion, race, ethnic origin or identification, or sex of a particular group, or which makes systematic attacks against the religion, race, ethnic origin, or sex of a particular group, shall receive support from any fees collected by the college or be permitted to organize or continue at any college or school. No organization, military or semi-military in character, not connected with established college or school courses, shall be permitted without the authorization of the faculty and the duly elected student government and the Board.

2. Extracurricular activities at each college or school shall be regulated by the duly elected Student Government organization to ensure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in Section 15.1 of the Bylaws of the Board of Trustees. Such powers shall include:

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

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

3. Any person or organization affiliated with the College may file charges with the Office of the Dean of Students alleging that a student publication has systematically attacked the religion, race, ethnic origin, or sex of a particular group, or has otherwise contravened the laws of the City, State, or Nation, or any Bylaw or resolution of the Board, or any policy, regulation, or order of the College; the charges must be filed within a reasonable period of time after such occurrence. If the Dean of Students determines, after making such inquiries as he/she may deem appropriate, that the charges are substantial, he/she shall attempt to resolve the dispute, failing which he/she shall promptly submit the charges to the Faculty-Student Disciplinary Committee for disposition in accordance with the due process procedures of Section 15.3 of the Bylaws of the Board of Trustees.

If the Committee sustains the charges or any part thereof against the student publication, the Committee shall be empowered to (1) reprimand the publication, or (2) recommend to the appropriate funding bodies the withdrawal of budget funds. The funding body shall have the authority to implement fully, modify, or overrule the recommendations.

4. Each college shall establish a Student Elections Review Committee in consultation with the various Student Governments. The Student Elections Review Committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda.
D. STUDENT GOVERNMENT ACTIVITY DEFINED

1. A Student Government activity is any activity operated by and for the students enrolled at any unit of the University provided, (a) such activity is for the direct benefit of students enrolled at the College; (b) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or Student Government thereof; and (c) that the activity does not contravene the laws of the City, State, or Nation, or the published rules, regulations, and orders of the Board of Trustees or the duly established College authorities or contravene the Governance document.

E. STUDENT GOVERNMENT ACTIVITY FEE DEFINED

1. The Student Government Activity Fee is that portion of the Student Activity Fee levied by resolution of the Board of Trustees which has been established for the support of Student Government activities. The existing Student Government Activity Fee now in effect shall continue until changed.

F. STUDENT ACTIVITY FEES *

1. Student Activity Fees, including Student Government Activity Fees collected by a college of the University, shall be deposited in a college central depository and allocated by an approved College Association. A College Association shall be considered approved for purposes of this section if (a) its charter or certificate of incorporation and bylaws are approved by the President and filed with the Secretary of the Board of Trustees, and (b) no less than one fewer than one-half of the members of the College Association and of its governing board are students in good standing enrolled at the College, and (c) the student membership of the College Association and its governing board are elected by the student body on a basis which approximates representation proportional to the contribution to student activity fee income from the members of each Student Government, or the student membership is selected by the respective Student Governments on the same basis.

2. The College and the College Association and Student Governments shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for support of Student Activities are to be disbursed only in accordance with approved budgets and be based on written documentation. The requisition for disbursement of funds must contain two signatures: one, the signature of a student with responsibility for the program; the other, the signature of an approved representative of the body governing the budget process of the student activity fee or portion thereof.

All revenues generated by student activities funded through Student Activity Fees, including Student Government Activity Fees, shall be deposited to the credit of the body governing the budget process of the Student Activity Fee or portion thereof and not retained by the group or club running the program except where specific authorization has been granted by the governing body.

3. Student Government Activity Fees shall be allocated by the duly elected Student Government or each Student Government where more than one duly elected Student Government exists, for its own use and for the use of the student organizations, as specified in Section 15.2 of the Bylaws of the Board of Trustees provided, however, that the allocation is based on a budget approved by the duly elected Student Government after notice and hearing.

4. Where more than one duly elected Student Government exists, the College Association shall allocate the Student Government Activity Fees to each Student Government in direct proportion to the amount collected from the members of each Student Government.

5. The President of the College shall have the authority to veto any Student Activity Fee including the Student Government Activity Fee allocation, which in his or her opinion requires further clarification or contravene the laws of the City, State, or Nation, or any bylaw or resolution of the Board, or any policy, regulation, or order of the College. The veto shall not be based on differences of opinion regarding the wisdom or worth of such planned activity. If the College President chooses to exercise a veto, he or she shall consult with the General Counsel and Vice Chancellor for Legal Affairs and promptly communicate his/her decision to the allocating body.
6. A referendum proposing changes in the Student Activity Fee shall be initiated by a petition of at least ten (10) percent of the appropriate student body and voted upon in conjunction with Student Government elections.

(a) Where a referendum seeks to earmark Student Activity Fees for a specific purpose or organization without changing the total Student Activity Fee, the results of the referendum shall be sent to the College Association for implementation.

(b) Where a referendum seeks to earmark Student Activity Fees for a specific purpose or organization by changing the total amount of Student Activity Fees, the results of such referendum shall be sent to the Board of Trustees by the President of the College together with his/her recommendation.

7. Any member of the Student Government may present in writing charges of misuse of the Student Activity Fees, to the committee, which shall meet and review the case, and if the committee deems so necessary shall hear the charges formally and allow both the accusing and accused parties to present their sides.

G. DISCLOSURE

1. The College President shall be responsible for the full disclosure to each of the Student Governments of the College of all financial information with respect to Student Activity Fees.

2. The Student Governments shall be responsible for the full disclosure to its constituents of all financial information with respect to Student Government Activity Fees.

3. The College Association shall be responsible for the full disclosure of all financial information to its membership, to the College, and to the Student Governments with respect to all of its activities, including auxiliary enterprises.

4. For purposes of the foregoing paragraphs, full disclosures shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable to Student Activity Fee accounts, disbursements, transfers, past reserves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once a year.

H. STUDENT-FACULTY DISCIPLINARY COMMITTEE *

1. The Student-Faculty Disciplinary Committee shall consist of six students elected in an annual election, in which all students enrolled at the College shall be eligible to vote and serve. The six (6) members of the faculty committee shall be elected in an annual election, in which all persons with faculty rank or faculty status who do not hold administrative positions nor are part of the staff of the Dean of Students, shall be eligible to vote or serve. No member of the committee shall be allowed to serve more than two terms of office consecutively.

2. The committee shall elect from amongst its members a chairperson, who shall preside at all meetings and hearings. The committee may adopt bylaws, and amend said bylaws, provided that said bylaws are consistent with this article. When in hearing, the committee shall consist of three student members picked by lot, and three faculty members picked by lot, and the chairperson, who shall preside.

3. The Student-Faculty Disciplinary Committee shall have the power and responsibility to re-evaluate the rules of conduct and regulations of the College, in conformity with the general requirements of this article, at the end of each term, taking into account all the disciplinary actions brought by any member of the College community against any other member of the student body.

4. Student vacancies in the committee shall be filled by the appropriate student organization; vacancies shall be filled in accordance with appropriate procedure.

5. Any member of the committee may request the committee to come to session, but only the chairperson may call the committee into session for the purposes of a hearing. A quorum shall consist of two-thirds of each of the
respective represented factions.

6. Any persons who are to participate as witnesses at the hearing, or were involved with the preferring of charges, or who may participate in the appeals procedure, or in any way may have a direct interest in the outcome of the hearing shall disqualify themselves from that case. The other members of the committee shall decide if there is ever a question of conflict of interest in a member.

I. STUDENT DISCIPLINARY PROCEDURE

1. Any charge, accusation, or allegation which is to be presented against, or by, a student, and if proved, would subject the party to disciplinary action, must be submitted promptly in writing and in complete detail to the Office of the Dean of Students, by the person or persons making the charge.

Notice of the charge shall be personally delivered, or sent by registered mail, to the address appearing on the College records, and shall contain:

(a) A complete and itemized list of the charges, rules, bylaws, or regulations the student is charged with violating, and the possible penalties.

(b) The time, date, and place of meeting with the ombudsman, which shall be as soon as practicable.

(c) A copy of the student’s rights during the meeting and proceedings.

2. The Dean of Students shall then turn the case over to the ombudsman who shall employ the following procedure:

(a) The ombudsman will make sure the accused party shall be made fully aware of the charges and possible consequences, as well of the student’s rights, at the meeting.

(b) The ombudsman will be responsible for trying to resolve the matter by mutual agreement, and where warranted, to agree on any disciplinary action to be taken.

(c) If an agreement is reached, the ombudsman shall then report it in writing to the Office of the Dean of Students with copies going to both the accused and accusing parties; and then the Office of the Dean of Students shall be responsible for implementing any actions that may have been agreed to.

3. If no agreement is reached, or if the accused party fails to appear, then the ombudsman shall turn the matter over to the chairperson of the Student-Faculty Disciplinary Committee, which will follow the established procedure for hearings, which shall include the following:

(a) Notice of the hearing must be sent via registered mail, not less than five school days before the hearing. The notice shall also advise the party of his right to have legal counsel and witnesses participate at the hearing, and shall include a copy of the letter previously sent as outlined in this section.

(b) At the hearing the charges as were sent by mail will be read to the student. The student will then be allowed either of two courses of action: (1) He/she may plead guilty, and be afforded an opportunity to explain before the committee shall decide on a penalty; or, (2) the student may plead not guilty or remain silent, in which case the hearing shall continue with the accusing party going first and both sides having the opportunity to introduce evidence and cross-examine the witnesses.

(c) There will be a record kept by a recorder at each disciplinary hearing, which will be transcribed into written copy by the College, and both the recorded copy and the written copy will be made available to the student, without cost.

(d) The student shall have the option of a closed or open hearing but the majority vote of the committee may close a
hearing that is effectively being disrupted by the public.

(e) The findings of the committee shall be forwarded in writing to the Dean of Students, who shall be responsible for implementing any actions taken by the committee.

(f) The Dean of Students shall forward a copy of the committee's findings immediately to the accused and accusing parties.

J. OMBUDSMAN

The students may nominate an ombudsman, but the candidate must have the approval of both the faculty and the administration. The student associations must be responsible for finding the necessary funds to support this position. This appointment shall be on a yearly basis. An ombudsman shall function both as a mediator and arbitrator. (Decisions of the arbitrator shall be nonbinding.)

The ombudsman will be responsible for working out grievances between students and any other members of the College community where avenues for resolving grievances or means of justification do not presently exist. He/she shall also be responsible for directing students to the proper channels where they exist rather than carrying out the grievance.

K. STUDENT RIGHTS

During the disciplinary procedure, a student will have the following rights:

1. He shall be warned that anything said at the hearing or meetings with the ombudsman may be used against the party at a non-College hearing; therefore, the party may have legal counsel present to advise him.

2. A statement that the accused party may remain silent without the assumption of guilt.

3. A statement that the ombudsman is precluded from testifying in a College hearing regarding information received during the interview.

L. SUSPENSION

1. A president or full dean may, in emergency or extraordinary circumstance, temporarily suspend a student or the privileges of a student organization or group, for cause (such as, that their actions will immediately obstruct, interfere, or impede others from the orderly use of the College facilities, or in the achievement of the College's purposes as an educational institution as outlined in this article) for a period of one day pending a preliminary hearing of the Dean of Students and one faculty member, or his or her alternate, and one student, or his or her alternate, of the Faculty Disciplinary Committee, pending formal hearing which must take place within five school days.

Article VIII - AMENDMENTS

A proposal to alter specific provisions of this Governance document of Queensborough Community College may be initiated by the President or by a two-thirds vote of the Academic Senate. Such proposals shall be submitted to referendum in separate elections of the faculty (to include college laboratory technicians) and students as soon as possible. If a majority of at least fifty (50) percent of the eligible voters of the faculty agrees to the proposed amendment, it shall be deemed approved by the faculty. If a majority of at least fifty (50) percent of the eligible voters of the students agrees to the proposed amendment, it shall be deemed approved by the students. If approved by both parties and concurred to by the President, the amendment shall be adopted. If, however, one of the parties does not have at least fifty (50) percent of its members voting, the recommendation for adoption of the proposed amendment will be decided by the party which has at least fifty (50) percent of its members voting, and by the approval of the President. If neither party has fifty (50) percent of its members voting, the proposed amendment is deemed defeated.
Article VII (Student Section) of the Governance Plan, to the extent its provisions are inconsistent with the Bylaws of the Board of Trustees of The City University of New York, is superseded by the Board Bylaws. The Board Bylaws no longer permit inconsistent provisions of college governance plans to supersede Articles XV (Students) and XVI (Student Activity Fees and Auxiliary Enterprises) of the Board Bylaws. Board Bylaw Articles XV and XVI should therefore be reviewed to determine if they supersede Article VII of the Governance Plan, including superseding provisions as to the composition of the college association and the student disciplinary committee, and the roles of the dean of students and the ombudsman in the student disciplinary procedure. (See Board Minutes of April 25, 1983, Cal. No. 7.A., February 24, 1992, Cal. No. 6.B., and March 23, 1992, Cal. No. 6.A.)

Adopted by the Board of Higher Education on November 22, 1976, Cal. No. 5.A. As amended by the Board of Trustees on June 23, 1980, Cal. No. 5.D.; and October 25, 1999, Cal. No. 6.A.
INTRODUCTION

The Office of Faculty and Staff Relations (OFSR) has been reviewing on an ongoing basis the Higher Education Officer (HEO) series to assess opportunities to enhance its flexibility and usefulness for the colleges. The recommendations contained herein are a product of this continuing review of the HEO series. OFSR has been assisted in this review by the advice and comments of many concerned members of the CUNY community, especially the Presidents of the constituent colleges. These recommendations will alter the existing practices for approving HEO appointments and, in significant ways, alter the titles themselves. Many of the recommendations will require approval by the Board of Trustees. Before presenting our recommendations, we believe that it is important that you understand the history of the title, the current practices and the reasons for them.

History

The HEO series was created by resolution of the Board of Higher Education on September 26, 1966, as part of the instructional staff, i.e., as unclassified civil service titles consistent with Article 35 of the New York State Civil Service Law. The New York State Education Law requires the Board of Trustees to "determine to what extent examinations are practicable to ascertain merit and fitness for each of the positions within the educational units covered and administered by it and, in so far as examinations are deemed practicable [to] determine to what extent it is practicable that such examinations be competitive." In June 1967, the Board of Higher Education approved a document entitled Appointment Procedures and Practicability of Competitive Examinations for Higher Education Officer Series Titles. This document concluded that formal examinations for positions in the HEO series were impracticable for determining merit and fitness and recommended that HEOs be appointed through an "unassembled examination" adapted from the practice used at the time for the selection of faculty. The recruitment and HEO screening process, therefore, is the method adopted by the Board of Trustees to determine merit and fitness in lieu of formal civil service examinations. The details of the selection process are provided in the Guidelines Regarding Recruitment and appointment to HEO Series Positions, revised March 1995.

Functions

HEOs perform a variety of functions for the University for which there is no classified civil service counterpart and which are generally not appropriate for faculty. At its inception, examples of duties appropriate to the HEO series included "institutional research, campus planning and development, coordination of relations with community and civic groups, supervision and coordination of all educational data processing, coordination of applications to federal, state and private foundations for educational grants, direction of specific specialized campus activities, function as executive assistant to Chancellor or President, or development of some major aspect of new programs."

Current Practice

The responsibility for insuring proper classification is assigned by New York State law to the CUNY Civil Service Commission and to the CUNY Board of Trustees. By delegation, the classification of HEO positions rests with both the colleges and with OFSR. OFSR has the responsibility for determining whether a position proposed by a college belongs in the classified service or the unclassified, that is, instructional, service and also for determining the proper title. Colleges initiate classification requests to OFSR by submitting Position Vacancy Notices (PVNS) for review and approval. Maintenance of consistency is essential for job classification in the civil service and bears an important relationship to collective bargaining.

After a position is approved, the college is expected to conduct a search for qualified candidates to fill the position. When a candidate is chosen, an offer is made at a specified salary. The appointment is then presented to the Board of Trustees for its approval. OFSR reviews every appointment in the classified staff, higher education officer series, and college laboratory technician series that is recommended to the Board of Trustees, via the Chancellor's or University Reports. OFSR ascertains whether the candidate meets the Bylaw qualifications and is being offered a salary that is consistent with salaries offered throughout the University for similar positions. In this way OFSR assists the Chancellor in meeting his/her obligations to certify to the Board that such entries on the Chancellor's and University Reports conform to Board requirements.

Recommendations

At the outset, we recommend that the titles within the Series remain the same: Assistant to the Higher Education Officer, Higher Education Assistant, Higher Education Associate and Higher Education Officer. The current configuration has the advantages of familiarity and acceptance. Implementation of the recommendations outlined below should provide the flexibility and efficiency that the colleges need. If these changes are made, primary responsibility for maintaining the integrity...
of appointments to the HEO series would devolve to the Presidents and, in many instances, a post-audit process would replace a pre-audit process. The recommendations may be grouped into five categories:

I. Classification
II. Qualifications
III. Compensation and Movement Between Titles
IV. Searches
V. Post Audit

I. CLASSIFICATION

Through its classification activities, the University maintains consistent enforcement of employment laws, collective bargaining agreements, and arbitration decisions. In addition, OFSR certifies to the Board that classification is consistent with Board directives and safeguards the Board's long-standing interest in fair employment practices and in minimizing competition among colleges for employees. The benefits of a good classification system include:

- providing equity in hiring decisions, in work assignments, and in compensating employees;
- meeting the requirements of civil service and employment laws;
- clarifying employee responsibilities and performance expectations;
- providing a basis for managerial direction and evaluation;
- distinguishing those tasks that are essential;
- identifying accomplishments that may be rewarded.

Classification specifications, other than the limited guidance in the Bylaws, do not currently exist to assist the colleges or the University. Consequently, colleges base position classification on previous classifications, individual candidate traits, or salary needs, all of which may serve to distort classification, especially as jobs transform. The University HEO Committee in reviewing classification requests and appeals, frequently refers to former submissions and to the submissions of other colleges for similar positions rather than to established specifications in order to arrive at a reasonable decision.

As noted above, OFSR reviews classification requests on behalf of the Board. It is recommended that this review continue, with the following modifications:

- In order to make the classification of HEO positions easier for the colleges and more consistent across the University, OFSR, with the assistance of the colleges, will develop classification specifications. The specifications will provide sample, benchmarked positions with characteristic duties covering all major categories of unclassified service work in the University (e.g., budget, student services, finance, academic administration, etc.). It would be advisable to engage the services of a classification consultant to assist OFSR in evaluating the final product and in validating the specifications.

- The process of obtaining position classification clearance from OFSR using the new classification specifications will be significantly revised. The current double classification review, i.e., at both the PVN stage and at the candidate appointment stage, will be reduced to a single front-end verification that the college has slotted the vacant position into the proper benchmarked classification. In those cases in which the college combines job tasks into a unique specification not covered by the benchmarked jobs, OFSR will review the submission at the PVN stage only and, after consultation with the college, assign a classification.

- For job duties for which there is considerable overlap between the classified and the unclassified (instructional) civil service, classification approval from OFSR prior to posting vacancies will continue to be required: i.e., for positions entailing substantial clerical, accounting, purchasing, computing, security, or facilities management duties.

Requests for reclassification of existing filled positions will continue to require prior approval by OFSR.

II. QUALIFICATIONS

The Bylaws of the Board of Trustees set the minimum qualifications for appointment to HEO series titles. The Bylaws require, at a minimum, a baccalaureate degree and years of experience in higher education related to the position. The following changes are proposed:

- Amend the Bylaws to permit the colleges to require (as opposed to the current system of expressing a preference for) a higher degree (above the B.A.) and/or a special license, if such are necessary for a particular job—e.g., require a J.D.
and admission to the Bar for the position of College Attorney.

- Amend the minimum qualification requirements in Bylaws Sections 11.14-11.17, which currently required experience limited as a higher education setting. To permit more flexibility in hiring, amend the Bylaws to allow for an appropriate combination of educational attainment above the B.A./B.S. and skills/years of experience.

- Delegate responsibility to the colleges for certifying directly to the Board of Trustees that candidates meet the minimum qualifications, subject to periodic post-audits by OFSR. This would vest such responsibility in the College Presidents, thereby eliminating the current requirement that OFSR certify the Chancellor's and University Reports entries on behalf of the Chancellor.

OFSR would maintain responsibility for reviewing Bylaw waiver requests submitted by the colleges and seeking appropriate Board approval.

III. COMPENSATION AND MOVEMENT BETWEEN TITLES

In our collective bargaining environment, salary schedules for HEOs are established through negotiation with the Professional Staff Congress and are subject to the approval of the Governor's Office of Employee Relations and the Mayor's Office of Labor Relations. In difficult-to-staff areas, our salaries may not be competitive. Although we have not fully resolved this difficulty, we have achieved the following:

- By October 1, 1999, the maximum base salary for Higher Education Officers will be $86,619.
- The 1996-2000 agreement gives colleges a limited opportunity to pay HEOs a salary up to $20,000 in excess of the contractual maximum.
- The PSC has agreed to participate in a joint study of compensation issues for faculty and other instructional staff.

Contractual limitations prevent further modifications to the salary schedule for employees in the HEO series who are covered by the collective bargaining agreement; however, the negotiated changes referred to above provide enhanced pay flexibility.

Despite the college's concerns regarding the non-promotional nature of the HEO series, OFSR does not recommend making the HEO series promotional. HEO positions are unlike faculty positions in which a person may be promoted from assistant professor to associate professor and, finally, to full professor. In these cases, the nature of the faculty position does not change. Assistant professors, associate professors and full professors all perform essentially the same functions, e.g., teaching, research, student advisement, and service to the college and university. Unlike faculty positions, the very design and description of the HEO titles make it clear that different functions and levels of responsibility are appropriate to each title. For example, the job duties appropriate to an Assistant to HEO, essentially to support the work of a higher education officer or dean, are not appropriate to full HEO, who is expected to undertake major responsibilities on behalf of the University. However, were the series to become promotional, an Assistant to HEO would during his/her career, expect to be promoted, ultimately to a full HEO, even though his/her job duties have remained unchanged. Such a change in a series with only four (4) titles that represent such broad levels of skill and responsibility would likely result in an expedited journey to the highest title based solely on performance or length of service with little or no significant change in scope of work.

The following changes are recommended within the context of a non-promotional series:

1. Eliminate the requirement that an incumbent serve for a minimum of two years before his/her position can be reclassified, provided that the reclassification is justified by a demonstrable, substantial change in, or addition to, current duties.

2. Eliminate the requirement to have searched for the candidate's current position before allowing reclassification.

3. Eliminate the requirement that OFSR approve contractual merit increases of one and two steps, although notification to OFSR will still be required. OFSR will continue to approve merit increases of more than two steps and early movement to the fifth and seventh year step increments.

4. Vest in the Presidents the responsibility to ensure equitable and appropriate salary placement upon appointment or reclassification.

Excluded HEO's

Although the University has historically pegged the base salaries of excluded HEOs to negotiated salaries, it has unexplored
flexibility in terms of the compensation of excluded HEOs. For example, an initiative that warrants consideration is the establishment of a performance based compensation program for excluded HEOs.

IV. SEARCHES

Conducting a search -- recruiting outside of the University and assessing credentials as presented in resumes and interviews to determine merit and fitness -- has constituted the University's approach to the unassembled exam mentioned earlier in this document. In 1967 The Board of Higher Education, in rejecting the use of formal examinations, specifically noted that formal exams would limit opportunities to those already in the system and would prevent broad outreach to qualified candidates except at perhaps the entry level.

The search is also the cornerstone of the University's affirmative action program. As the University considered the implementation of its affirmative action program in 1970, it decided to pursue a "process oriented" approach to affirmative action as opposed to a "results oriented" approach which would focus on numbers. Because the search was already an integral part of the hiring process, the affirmative action program was built around a strengthened search procedure which required broad outreach to members of historically under-represented groups. In making this process the norm for filling positions in CUNY, the University fulfilled its obligation to provide opportunity for individuals from protected classes to apply and be considered for positions. The process has been successfully used in legal proceedings as evidence of the University's compliance with equal employment opportunity and affirmative action regulations. Because the program mandates that the best qualified person be chosen, it preserves the integrity of the campuses' selection procedures while increasing the likelihood that members of the protected classes will be significantly represented in candidate pools and will be selected at rates that reflect their availability in the labor market.

The practice of searching for all appointments in the HEO series is tied to the concept of the vacancy. Before 1995, every opening in a HEO title was considered a "vacancy" subject to a search or search waiver. In 1995, with the promulgation of the HEO Guidelines, the concept of reclassification--allowing movement of an incumbent to a higher HEO title based on increased job responsibilities--was introduced, thereby altering the strict search requirement. To address residual concerns, the following modifications in the HEO search procedures are recommended:

- Retain the requirement that searches be conducted for vacant positions, but permit the scope of the search to be determined by the campus affirmative action officer. Affirmative action officers would have the option of requiring:
  - a standard search which includes posting of a PVN along with aggressive outreach to potential applicants at the national or regional level;
  - a University-wide search which would rely on the posting of the PVN throughout the University both in hard copy and electronically on the University's or college's web site.
  - a college-wide search which would rely on posting a PVN throughout the college and on the college's website. College-wide searches may be limited to college employees.

The affirmative action officer would have the responsibility of examining all data, including underutilization, overall representation and hiring patterns, before the college could engage in a University or college-wide search. If underutilization was apparent, a college-wide search could not be authorized. Site visits by the University Affirmative Action Office would be used to confirm compliance. Annual plans would be modified to specifically cite the number of searches conducted at each level and the outcome in terms of candidate pools and selection of candidates.

As stated in Section III above, eliminate the need to have searched for the candidate's current position before allowing reclassification. A search waiver granted in the past would not be used to deny reclassification.

V. POST-AUDIT

The changes cited above reflect significant delegations of responsibility to the colleges. Commensurate with such delegation is the need to safeguard the interests of the Board in maintaining the consistency and fairness of the University's human resource system. The colleges will be required to retain all records related to their personnel actions and decisions and all make available to OFSR for review all documents for audited actions. OFSR will audit on a regular basis those actions taken by the colleges under this newly delegated authority such as classification determinations, qualification assessments, compensation designations, and search parameters. Prior to finalizing the audit, OFSR will confer with the college to discuss findings and appropriate remedies.
A range of actions may be implemented as necessary, including but not limited to:

- taking corrective actions to undo errors;
- imposing hiring restrictions; or
- requiring pre-approval by OFSR for personnel actions.

OFSR will report to the Board of Trustees periodically regarding college compliance with these revised procedures.
THE CITY UNIVERSITY OF NEW YORK
GUIDELINES FOR PRESIDENTIAL SEARCHES

INTRODUCTION

The Education Law of the State of New York invests in the Board of Trustees/CUNY the authority to appoint and dismiss an appointed executive when warranted.

"The Board of Trustees shall appoint the Chancellor of The City University who shall be the chief educational and administrative officer of The City University and who shall serve at the pleasure of the Board of Trustees."1 "The Board of Trustees shall establish positions, departments, divisions and faculties; appoint and in accordance with the provisions of law fix salaries of instructional staff and non-instructional employees therein;..."2

The City University of New York is an Affirmative Action-Equal Opportunity Employer and shall seek to identify qualified women and minorities for consideration by the Search Committee.

THE PROCESS

When a vacancy occurs, or is certain to occur, the Chairperson of the Board of Trustees shall, upon consultation with the Chair of the Board Committee on Faculty, Staff and Administration and the Chancellor, establish a Search Committee to seek a new president.

Simultaneously, should circumstances warrant, the Chancellor shall recommend an individual to the Board for appointment as interim president until such time as a president is appointed. Appointment as interim president will typically be for a period of one academic year. If an appointment exceeds this period, the Chancellor shall notify the Board Committee on Faculty, Staff and Administration of the reasons requiring an extension.

An interim president shall not be a candidate for the presidency for the same institution for which he/she is interim president.

A primary responsibility of the Search Committee shall be to attract and recruit highly qualified candidates, emphasizing to them the advantages of working at CUNY and the benefits of living in New York City. Members of the Board, the Chancellor and presidents, the faculty, staff, and students of the University, as well as community and academic leaders from outside the University may submit nominations to the Search Committee.

Composition of the Committee:

In order to provide for adequate participation by representatives of the institution in which a presidential vacancy exists, the Chairperson of the Board shall establish a Presidential Search Committee and designate the Chairperson of the Search Committee. The Search Committee shall be composed of the following members:

Board Members: at least five members of the Board of Trustees, appointed by the Chairperson of the Board. The Chairperson, and the Vice Chairperson of the Board in the absence of the Chairperson of the Board, shall be a member ex officio of the Search Committee, and accordingly shall be entitled to vote. Whenever possible, one Board member appointed to a Search Committee should reside in the same borough as the campus seeking a president.

Faculty: three faculty members from the college, elected as determined by the appropriate faculty governance body3 of the

1 NYS Education Law, Article 125, Section 6206(5) last sentence (See Chancellor Search Guidelines)
2 NYS Education Law, Article 125, Section 6206(7.a.)
3 Faculty defined as having "faculty rank" or "faculty status" (based on Sections 8.1, 8.2, and 6.2(a), and 6.3(a) of the Board Bylaws). Under the Board Bylaws, faculty primarily includes those in the titles of professor, associate professor, assistant professor, and instructors and lecturers (after reappointment for a third year). The President, vice-presidents, and deans have faculty rank but shall not participate as faculty. College Laboratory Technicians and HEO series personnel do not hold faculty rank or faculty status.
4 If there is no official faculty governance body established by the college's approved governance plan, then the faculty representatives to the Search Committee shall be elected by the faculty members of the college governance body.
college concerned. Only faculty as defined in the Board Bylaws may serve as faculty representatives (members) on the Search Committee or vote in the election for such faculty representatives.

Students: two students from the college, as recommended by the president and appointed by the Chairperson of the Board, generally, but not necessarily, the presidents of the student governments, or if there is only one student government, another elected student leader, provided, however, that the president should consult the appropriate student governance bodies on the selection.

Alumni: one alumnus from the college, generally, but not necessarily, the president of the alumni organization of the college concerned. Where there is no formal alumni organization, the Chancellor may recommend an active alumnus to be appointed by the Chairperson of the Board to serve with the Search Committee.

President: the president of one of the colleges of the University, appointed by the Chairperson of the Board.

Internal Staffing and Outside Consultants:

Staff support shall be provided to the Search Committee by the Office of the Chancellor. Where deemed necessary selected individuals including outside firms may be called upon to provide advice in matters pertaining to the search.

PROCEDURES

Analysis of Campus Needs and Priorities:

Prior to the first meeting of the Search Committee, the Chancellor will designate an individual(s) and/or consultant(s) to visit the campus, confer with appropriate constituencies, and prepare a report for the Search Committee and the Chancellor, indicating discreet needs and priorities that will be in the preparation of an effective advertisement for the position.

Announcing the Vacancy and Processing the Applications:

Announcements of a presidential vacancy shall be placed in the appropriate media, and shall be communicated to educational and related institutions through correspondence and through targeted recruitment based on the findings of the pre-search report.

All applications, with supporting materials as requested in the job description, are to be sent to:

President of Search Committee
The City University of New York
535 East 80th Street
New York, NY 10021

Screening of Applicants:

The Search Committee shall reduce the applicant pool to approximately seven individuals. The candidates will be interviewed by the Search Committee upon the stated request of a minimum of five members of the Search Committee, at least three of whom must be members of the Board.

The Chancellor may place before the Search Committee, for additional review, the curriculum vitae of a small number of individuals eliminated by the Committee or the curriculum vitae of the individuals who have come to the Chancellor's attention after completion of the initial screening process.

At the conclusion of the preliminary interviews, the Search Committee will select three or four to visit the college. If the Committee does not arrive at a consensus or reaches an impasse, Board members of the Search Committee will select the candidates who will visit the campus.

Campus Visits:

Arrangements will be made for those candidates to meet with groups or individuals on the campus. Groups of not more than
10 persons shall be selected by the faculty, students, chairpersons, alumni/foundation/college-related organizations, staff, and senior administrative staff of the college. Meetings with any other constituency or for any other purpose must be approved by the Chancellor. Each campus group shall make a concerted effort to select individuals from as wide an array of its constituency as possible. No person should sit with more than one representative group. (Example: A professor who chairs a department should not sit with both a faculty group and a group of chairpersons.) The college representatives thus selected will meet with all candidates invited to the campus.

Each campus group shall present its view in a brief report to the Chancellor and the Chairperson of the Search Committee within three days of the last campus visit.

Search Committee Recommendations:

After the campus visits, the written conclusions of the Search Committee, normally recommending at least two but no more than three top candidates, shall be submitted to the Chancellor for review and consideration.

Chancellor's Recommendations:

The Chancellor, after reviewing the written assessments of the Search Committee, the views of the campus groups interviewing the candidates, and soliciting such other information as may be necessary, shall prepare recommendations for the Board.

Appointment:

As soon as possible after the Board has chosen its candidate, the Chancellor will notify the candidate in writing of the Board's decision. A formal letter of appointment, together with the Board resolution, which delineates the terms and conditions of employment, will be sent to the candidate as soon as he/she accepts the position.

Exceptions to these Guidelines:

Special situations may occur when, for example, there is a candidate of proven distinction from within the University, a former University executive, or a candidate of national prominence from outside the University, or an exceptional candidate from a recent CUNY presidential search. Under such circumstances, the Board Chair and the Chancellor, after full consultation with the Chair of the Board Committee on Faculty, Staff and Administration and leadership of campus constituencies, may decide to suspend these guidelines for a specific presidential search and substitute a shortened process.
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