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

HELD

JANUARY 24, 2000

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

The Chairperson called the meeting to order at 4:35 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

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

The absence of Trustee Md. Mizanoor R. Biswas was excused.
A. VIDEO TAPING OF BOARD MEETING: I'm pleased to announce that, as in the past, CUNY-TV is transmitting today's meeting of the Board of Trustees live on cable Channel 75, and we consider this to be an important service.

Upon motion duly made, seconded and carried, the following resolution was unanimously adopted:

B. APPRECIATION OF SERVICES AND DESIGNATION AS PRESIDENT EMERITUS – VERNON E. LATTIN:

WHEREAS, Vernon E. Lattin has served as President of Brooklyn College of The City University of New York for over seven years; and

WHEREAS, Brooklyn College has prospered during this period and remains an outstanding institution of higher education; and

WHEREAS, President Lattin provided effective and dedicated leadership in support of the fulfillment of the educational mission of Brooklyn College; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York expresses its deepest appreciation to President Vernon E. Lattin; and be it further

RESOLVED, That the Board of Trustees, pursuant to the recommendation of the Chancellor, hereby designates President Vernon E. Lattin as President Emeritus of Brooklyn College of The City University of New York, effective February 1, 2000.

At this point Trustee Babbar joined the meeting.

President Lattin stated that he would like to thank the Board and my fellow Presidents for some wonderful years here. I thought President Emeritus was what they put on your tombstone, but let's hope not. Let me say that this is a wonderful University and each of my colleagues, fellow Presidents and members of the Board, have been wonderful to me and I appreciate it. And let me thank each of you individually and invite all of you to Santa Fe, New Mexico, to visit us. Thank you.

C. TRUSTEE HONORS: Chairman Badillo announced the following:

1. In December, our colleague, Reverend Michael C. Crimmins, was named an honorary prelate to the Pope, with a title of Monsignor. On behalf of the Board and the Administration, I want to congratulate and to offer best wishes to Monsignor Michael Crimmins.

Trustee Crimmins thanked the Chairman very much and stated that he would like to first of all acknowledge that I appreciate it very much. But I would also like to say that it may be a kind of an ecclesiastical reward for getting gray hair. But more than that, it's a great honor, and I think it's largely due to my association with this great University and the Board of Trustees. So thank you.

2. Trustee Jeffrey S. Wiesenfeld received the Outstanding Service to the Community of Greater New York from the Northeast Queens Jewish Community Council. Congratulations, Trustee Wiesenfeld.

D. PRESIDENT'S HONORS: Chairman Badillo called on Trustee Curtis who announced the following:

1. Dr. Charles C. Kidd, Sr., President of York College, received the Outstanding Educator Award from the Jamaica Branch of the National Association for the Advancement of Colored People. Congratulations.

E. FACULTY HONORS: Chairman Badillo called on Trustee Curtis who announced the following:

1. Dr. Robert Alfano, Distinguished Professor of Physics at The City College, has been elected a Fellow of the New York Academy of Sciences. Congratulations.
F. STUDENT/ALUMNI HONORS: Chairman Badillo called on Trustee Crimmins who announced the following:

1. Eva Kostakis, a Queens College master's degree student in secondary education, received a 1998-1999 Excellence in Teaching Economics Award, High School Division, from the New York State Council on Economic Education. Ms. Kostakis received the award for the lesson plan she developed for a social studies unit on the stock market that she is currently teaching to about ninety 13- and 14-year olds in three junior high school social studies classes.

2. Saxophonist Matthew Koza, a graduate of the Aaron Copeland School of Music at Queens College, received the ASCAP Louis Armstrong Award. Congratulations to him.

3. Tonya Gonnella Frichner, a graduate of The City University of New York Law School at Queens College, has been named one of ten female role models of the year by the National Women's Fund of the Ms. Foundation for Women. Ms. Frichner is a citizen of the Onadaga nation of the Haudenosaunee, Six Nations Iroquois Confederacy. She was honored for her work as president of the American Indian Law Alliance, which she founded. Congratulations to her.

At this point Trustee Mastro joined the meeting.

G. COLLEGE HONORS: Chairman Badillo called on Trustee Ruiz who announced the following:

1. For the sixth consecutive year, graduates of Hostos Community College's Radiologic Technology program have scored several points above the national average for the national certification examination. In October, nineteen graduates sat for the American Registry of Radiological Technologists certifying exam, and they all passed with an average score of 85%. The national average for new examinees was 82.6%. Congratulations.

H. 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 November 22, 1999 Board meeting:

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

A. $201,603 U.S. DEPARTMENT OF EDUCATION to Boressoff, T., for “Child Care Access Means Parents in School.”

B. $180,000 NYS DEPARTMENT OF EDUCATION to Rumayor, S., for “Liberty Partnerships Program.”

BROOKLYN COLLEGE

A. $119,130 NATIONAL SPACE BIOMEDICAL RESEARCH INSTITUTE to Raphan, T., Computer and Information Science, for “Advanced Techniques for Assessment of Postural and Locomotor Ataxia, Spatial Orientation, and Gaze Stability.”

THE CITY COLLEGE


C. $136,761 NSF to Jensen, R., Chemistry, for “Quinate, Focal Point of Lipstream Metabolism Leading of Lignin.”

D. $120,000 USDA to Gunner, M., Physics, for “Quinone Dependent Electron & Proton Transfer in Bacterical Reactions Centers.”
E. $100,000 NASA to Andreopoulos, Y., Mech. Engineering, for “High Resolution Experiments of Compressible Turbulence Interacting with Expansion or Shock Waves.”

F. $100,000 NASA to Moshary, F., Elec. Engineering, for “An Integrated Atmospheric Water and Land-Cover/Land Use Research & Training Program Combining Site...”

HOSTOS COMMUNITY COLLEGE

A. $483,971 NYS DEPARTMENT OF EDUCATION (Perkins III) for “College-wide Academic and Support Services to Students Enrolled in Vocational and Occupational Education Programs.”

B. $436,748 NATIONAL INSTITUTES FOR HEALTH (Bridges to the Baccalaureate Program) to the Natural Sciences Department, for “Minority Students’ Participation in Biomedical Scientific Research and Provide Professional Career Awareness Activities in the Field.”

C. $250,290 NYC BOARD OF EDUCATION (Universal Pre-K) to the Hostos Children Center, for “90 Four Year Olds with High Quality Bilingual Multicultural Early Childhood Education Services Including Services for Children with Special Needs.”

D. $183,361 NYS DEPARTMENT OF EDUCATION (Liberty Partnerships Program) to the Center for Pre-College Initiatives, for “Educational Enrichment and Academic Support Services for At-Risk High School Students in the South Bronx.”

E. $102,595 NYC DEPARTMENT OF CULTURAL AFFAIRS for “The Hostos Center for the Arts & Culture.”

F. $100,725 U.S. DEPARTMENT OF ENERGY ( Minority Technology Education Program) to the Mathematics Department, for “Educational Enhancement Activities and Financial Incentives for Students Pursuing Technology Based Careers in the Fields of Mathematics, Computer Science and Pre-Engineering.”

LAGUARDIA COMMUNITY COLLEGE

A. $1,519,988 U.S. DEPARTMENT OF EDUCATION to Patterson, M., Academic Affairs Division, for “The Queens Gear Up.”

B. $1,302,712 NYC DEPARTMENT OF CORRECTIONS to Cyril, J., Adult and Continuing Education Division, for “Inmate Educational Services.”

C. $534,803 NYS DEPARTMENT OF EDUCATION to Dick, M., Adult and Continuing Education Division, for “The Workforce Investment Act.”

D. $417,655 U.S. DEPARTMENT OF EDUCATION/TITLE V to Arcario, P., Academic Affairs Division, for “The Developing Hispanic-Serving Institution Programs (Year 1).”

E. $314,600 DEWITT WALLACE-READER’S DIGEST FUND to Cunningham, C., Academic Affairs Division, for “The Middle College Consortium.”

F. $314,000 DEWITT WALLACE-READER’S DIGEST to Kahn, A. and Cunningham, C., Academic Affairs Division, for “The Middle College Consortium.”

G. $274,705 U.S. DEPARTMENT OF EDUCATION to Sit, C., Academic Affairs Division, for “The Minority Science and Engineering Improvement Program.”

H. $240,377 U.S. DEPARTMENT OF EDUCATION to Levine, R., Academic Affairs Division, for “The Upward Bound Program.”

I. $213,828 NYS DEPARTMENT OF LABOR to Watson, S., Adult and Continuing Education Division, for “The Senior Green Team.”

J. $202,011 U.S. DEPARTMENT OF EDUCATION to Kranis, J., Adult and Continuing Education Division,
for “The Low Incidence Program.”

K. $150,079 **NYS DEPARTMENT OF LABOR** to Watson, S., Adult and Continuing Education Division, for “Project Achieve.”

L. $141,688 **U.S. DEPARTMENT OF EDUCATION** to Kranis, J., Adult and Continuing Education Division, for “The Interpreter Education Project.”

M. $140,015 **NYS DEPARTMENT OF EDUCATION** to Cyril, J., Adult and Continuing Education Division, for “The CUNY Catch Program.”

N. $100,000 **NYS DEPARTMENT OF EDUCATION** to Dick, M., Adult and Continuing Education Division, for “Mayor’s Office of Adult Literacy Program.”

**THE GRADUATE SCHOOL AND UNIVERSITY CENTER**

A. $749,730 **NSF** to Edwards, L. and Smith, G., for “Minority Access/Graduate Networking in the Sciences, Engineering and Mathematics (MAGNET-SEM).”

B. $301,814 **NIH** to Edwards, L., for “Bridges to the Doctorate.”

C. $240,000 **NEH** to Eynon, B. and Brown, J., for “The New Media Classroom: Expanding Horizons.”

**HERBERT H. LEHMAN COLLEGE**

A. $410,000 **U.S. DEPARTMENT OF EDUCATION** to Rothstein, A. L., Project Director, for “Urban Teacher Recruitment: Corridors to Teaching Careers.”

B. $238,007 **U.S. DEPARTMENT OF AGRICULTURE** to Kennelly, E., Project Director, for “Plant Biotechnology in the Bronx: Instrumentation Improvement and Curriculum Development.”

C. $210,506 **NATIONAL INSTITUTES OF HEALTH** to Rachlin, J., Project Investigator, for “Minority Access to Research Careers U*STAR Program.”

**HUNTER COLLEGE**

A. $434,052 **NYS DEPARTMENT OF SOCIAL SERVICES** to Leashore, B., Burghardt, S., and Tolliver, W., School of Social Work, for “Supervisory & Management Training.”

B. $251,960 **PHS/NIH/NATIONAL INSTITUTE FOR ALLERGIES AND INFECTIOUS DISEASES** to Eckhardt, L., Biological Sciences, for “Control of Gene Expression in Myeloma Cells.”

C. $247,000 **NYS DEPARTMENT OF EDUCATION** to Walsh, E., Urban Affairs and Planning, for “Liberty Partnership Program.”

D. $216,250 **PHS/NIH/NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS & STROKE** to Filbin, M., Biological Sciences, for “Adhesion of Myelin PO Protein.”

E. $206,184 **PHS/NIH/NATIONAL CANCER INSTITUTE** to Tomasz, M., Chemistry, for “Mytomycin C-DNA Adducts in Tumor Cells.”

F. $184,750 **PHS/ADAMHA/NATIONAL INSTITUTE OF MENTAL HEALTH** to Turkewitz, G. and Quinones-Jenab, V., Psychology and Battle, J., Curriculum & Teaching, for “Career Opportunities in Research.”

G. $184,634 **PHS/NIH/NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS & STROKE** to Barr, G., Psychology, for “Opiates & Peripheral Anticocepcion.”

H. $180,000 **NYC HOUSING AUTHORITY** to Kass, D., Center for Occupational & Environmental Health, for “Pre-Apprenticeship Environmental Training Program in Environmental Clean-Up/Remediation for 100 NYCHA Residents.”
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<tr>
<td>I.</td>
<td>PHS/NIH/NATIONAL INSTITUTE ON DRUG ABUSE</td>
<td>Quinones-Jenab, V., Psychology</td>
<td>“Minority Institution Drug Abuse Research Program: Research Project and Didactic Core.”</td>
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<td>L.</td>
<td>PHS/NIH/NATIONAL INSTITUTE ON DRUG ABUSE</td>
<td>Angulo, J., Biological Sciences</td>
<td>“Minority Institution Drug Abuse Research Program: Molecular and Biomedical Core.”</td>
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<td>M.</td>
<td>U.S. DEPARTMENT OF EDUCATION</td>
<td>Chappell, R., Biological Sciences</td>
<td>“Preparation of Teachers for Learners with Severe Disabilities Including Deaf-Blindness from Diverse Urban Populations.”</td>
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<td>N.</td>
<td>U.S. ENVIRONMENTAL PROTECTION AGENCY</td>
<td>Kass, D., Center for Occupational and Environmental Health</td>
<td>“Integrated Pest Management in Public Housing Project.”</td>
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<td>O.</td>
<td>PROJECT RETURN FOUNDATION</td>
<td>Savage, A., School of Social Work</td>
<td>“Study of Women &amp; Violence with Co-occurring Substance Abuse &amp; Mental Health Disorders.”</td>
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<td>P.</td>
<td>LUCENT TECHNOLOGIES FOUNDATION</td>
<td>Kelly, M., School of Education and Ottaviani, B., Curriculum &amp; Teaching</td>
<td>“Hunter College/Community School District 4 Partnership.”</td>
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<td>Q.</td>
<td>PHS/NIH/NATIONAL INSTITUTE ON DRUG ABUSE</td>
<td>Luine, V., Psychology</td>
<td>“Minority Institution Drug Abuse Research Program: Molecular and Biomedical Core.”</td>
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<td>T.</td>
<td>NYS DEPARTMENT OF EDUCATION</td>
<td>Lupi, M., Special Education</td>
<td>“Bilingual Special Education Center.”</td>
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<td>U.</td>
<td>NATIONAL MULTIPLE SCLEROSIS SOCIETY</td>
<td>Filbin, M., Biological Sciences</td>
<td>“Mapping the Inhibition Site for Axonal Regeneration on MAG.”</td>
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<td>V.</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>Drain, M. C., Chemistry</td>
<td>“Interdisciplinary Graduate Education, Research &amp; Training.”</td>
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**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

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**KINGSBOROUGH COMMUNITY COLLEGE**

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<tr>
<td>A.</td>
<td>NYS DEPARTMENT OF EDUCATION</td>
<td>Fuhr, M., Vocational and Applied Technology Act</td>
<td>“Perkins Ill.”</td>
</tr>
<tr>
<td>C.</td>
<td>NYS DEPARTMENT OF EDUCATION</td>
<td>Mistier, N., Student Development</td>
<td>“Liberty Partnerships.”</td>
</tr>
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D. $195,076 U.S. DEPARTMENT OF EDUCATION to Colarossi, A., Student Services, for “Trio Grant.”
E. $193,026 GREENTREE FOUNDATION to Fuhr, M., Grants Coordinator, for “Brooklyn High Schools After-School Tutorials.”

NEW YORK CITY TECHNICAL COLLEGE
A. $200,000 U.S. DEPARTMENT OF EDUCATION to Squitieri, L., for “Upward Bound Math and Science Project.”
B. $196,757 DEPARTMENT OF HEALTH AND HUMAN SERVICES to Richardson, K., for “Nursing Retention Enhancement Program.”
C. $156,000 NYC BOARD OF EDUCATION to Braneky, J. and Nwoke, G., for “Instructional Technology.”
D. $100,839 NYC BOARD OF EDUCATION to Gawkins, A., for “Literacy Standards Project.”

QUEENSBOROUGH COMMUNITY COLLEGE
B. $102,467 NEW YORK CITY to Pescow, A. and Bateman, K., for “Adult Literacy.”

THE COLLEGE OF STATEN ISLAND
A. $499,991 NYC/DoE to Sonnenblick, C., for “EDWAAA Training Program.”

YORK COLLEGE
A. $194,688 U.S. DEPARTMENT OF EDUCATION to Gao, P., Student Development, for “York Enrichment Services.”

I. ORAL REPORT OF THE CHANCELLOR: Chancellor Goldstein reported the following:

1. We were all deeply upset by the terrible tragedy that occurred at Seton Hall University last week that took the lives of three young people and injured so many others. I just want the Board to be aware that the Brookdale campus of Hunter College has 693 dormitory rooms in two wings. Both buildings have brand new state-of-the-art fire alarm systems. All dormitory rooms have smoke detectors. The basements have sprinkler systems but the dorm rooms do not. We have just last week authorized and instructed DASNY to install sprinklers in both buildings. They've begun a feasibility study and the cost analysis is in place and we'll shortly bring that to the Board for its consideration.

2. Chairman Herman Badillo and I attended the Governor's State of the State message in Albany on January 5. The Executive Budget, which was released on January 11, provides a stable budget for the University and turns a positive corner for us and we are pleased for that. Funding is provided for our collective bargaining needs, student financial aid, building appropriations for The Graduate School, continued support for our capital program, and a fairly rich support level for academic support services that this University desperately needs. The budget process now is lengthy and it is in the hands of the Legislature. Before I talk about our legislative strategy, I would like to call on Vice Chancellors Brabham and Macari to go into slightly more detail on what the budget means for us.

Interim Vice Chancellor Brabham reported that the Executive Budget recommends a net increase of $28.2 million for the senior colleges that includes $10 million for the annual cost of the 1999-2000 collective bargaining for the senior colleges; $4.1 million for the maintenance and operation cost of opening a new facility for The Graduate School and University Center; $9.7 million for other mandatory costs of the senior colleges, including OTPS inflation and the cost of salary increments for faculty and staff; and full support of the University's request of $9 million for academic support services, including advising, tutoring and supplemental instruction. Funding for this item is
earmarked for CUNY in the budget of the State Education Department and is available to both senior and community colleges. And finally, in the senior college budget, the elimination of $4.6 million, which had been provided in the adopted budget for 1999-2000 for full-time faculty, SEEK, and child care. The senior college budget is recommended to increase by 3% to a total of $1,012,000,000.

In the community college budget base aid was continued at the adopted budget level of $2,125 per FTE, and a reduction of $1.9 million was made to eliminate the adopted budget funding for full-time faculty, College Discovery, and child care, similar to what happened on the senior college side. Overall at the community colleges State funding decreased modestly by a little less than $1 million, bringing the community college budget to $353.3 million. We are expecting that the City Financial Plan, due to be released later this week, will contain additional information about the community college budget.

In the area of financial aid the Executive Budget recommends one change in the TAP guidelines. Students will be ineligible for TAP who leave an institution in poor academic standing and are accepted in good academic standing at another institution or who re-enroll at another institution, meeting that institution's admissions criteria after an absence of at least one year. Second, the total TAP expenditures are projected to be lower in 2000-2001 by $40 million. Third, a CUNY-only pilot program for part-time aid is established. And, finally, Teachers of Tomorrow scholarships and Teachers of Tomorrow vouchers are funded in the Executive Budget. Overall, the University budget is increased by two percent in the Executive Budget to a total of $1,364,000,000.

Vice Chancellor Macari reported that in the capital budget we again have very good support. As you know, this represents the third year of the five year $1 billion plan that the State has recommended. In the bonding category they have only allowed us to bond $165 million, the same amount as last year. That means we're going to need to work with our colleges and our projects to allocate the right amount for the different projects that we have. We have $150 million for the senior colleges and $10 million for the community colleges in bonded projects. That $10 million, when matched by the City becomes $20 million for the community colleges; and we really need that, as we need to keep up with the support of the community college projects.

We received a total of $5 million for the many smaller minor rehab projects that we do. Overall we can continue crucial funding of health and safety and facility preservation, ADA, and asbestos, and then start some programmatic projects, mainly at John Jay, and at Brooklyn. Almost every college will get a project in this five-year plan so we're very happy with it.

At this point Chancellor Goldstein continued his report.

With respect to the process, we are working with the Governor's office during the 30-day amendment period in order to identify any technical issues that need to be addressed, and we're hopeful that we will get consideration on some of the things that we are requesting. I will be testifying before the Assembly Ways and Means Committee and the Senate Finance Committee on February 2 in Albany. As we visit Albany on March 6 and 7, we will be led by Chairman Herman Badillo and a delegation of the Board, along with the participation of the Chancellory and the presidents of the University.

I have designated borough coordinators to put together meetings with State and City legislators on a borough by borough basis, working with Vice Chancellor Hershenson's office. President Ricardo Fernandez is handling the Bronx; President-Designate Christoph Kimmich, Brooklyn; Interim President Howard Lapidus, Queens; President Gerald Lynch, Manhattan; and President Marlene Springer, Staten Island.

President Antonio Perez is the designated liaison to the SUNY community college presidents through the Association of Public Community College Presidents. Presidents Horowitz and Springer are working with the Albany office to schedule a meeting with women legislators. President Edison Jackson was asked to be the liaison to the Black and Puerto Rican Caucus leadership. Presidents Dolores Fernandez and Ricardo Fernandez are in touch with the Hispanic Task Force.

Vice Chancellor Hershenson and Eileen Goldmann are working with Dean Joseph Scelsa on activities relating to
the Italian-American Legislators Association. And we will continue to work closely with the office of the Governor and legislative leaders as we pursue further improvements in the State budget.

I remind you that since 1980 this University has lost nearly 20% of its full-time faculty ranks. Now that some of the structural issues in our budget have been dealt with effectively through the Governor's message, we should be able to focus primarily on this piece, which I and so many of the Board feel is so fundamental to rebuilding a great University. We all know that a great university rests with a great faculty, and we need to be committed to build up those faculty ranks.

The City will release its Financial Plan on January 27, and that will give us a lens on the City's intentions for The City University of New York. On January 18, I testified before the City Council Higher Education Committee and talked about some of our ideas in the budget.

3. As we move forward during this legislative session and into the spring semester, I would like to reinforce the notion of continuing to change the conversation about The City University of New York. We have a new Chairman of the Board, a new Vice Chairman of the Board who is clearly very experienced in institutions that he has served so effectively, and a Board that has really come together in a way that can enable us to really say positive things about this University. I can't emphasize enough how important I think it is for the Board, Presidents, Chancellory, and our faculty, students, alumni, and staff to really get together and talk about how important this University is in the life of this City and beyond. I think it is a critically important time for us to do it.

Many of you may have noticed the ad that appeared in The New York Times yesterday. The ad talked about our students who graduate from the senior colleges and go on to professional schools and graduate programs, and it is a very impressive list. Several weeks before, on December 19, another wonderful piece came out in The New York Times about our students and where they get jobs when they leave The City University. I think these are important messages. It is a coordinated effort that will be followed with other materials, not only in The New York Times and the Daily News. There will be a radio campaign that we will initiate tomorrow and a television campaign, as well as public service announcements talking about “CUNY Works for New York.” I think it's a good time for us to get the word out and I look forward to all of you helping to participate. The letter that I sent out to civic, labor, community, and business leaders talked about the importance of this University and why it really needs all of our support. I look forward to working with all of you as we change the conversation about The City University.

4. I am delighted that our presidential searches are going along as well as they are. The Queensborough Community College search, under the able leadership of Trustee Ruiz, has done yeoman work over a three-day period interviewing eleven candidates. The finalists will be referred to the campuses within the next couple of weeks and I look forward to meeting those candidates, as well. Trustee Pesile has worked very hard on the Baruch College Search and I understand that a short list with some very prominent people has been identified. There will be campus visits. LaGuardia and Kingsborough are coming up, and we expect at the end of this process to appoint four truly outstanding presidents.

I'm also delighted that we're going to bring the Executive Compensation Plan forward. And thank you, Chairman Badillo, for helping us to get this moving forward. We're going to need the ability to compete with some of the best institutions around to get the most able leadership on our campuses. We're delighted that this is moving along well and I thank you all for that. Trustee Curtis, I look forward to your leadership as we look for the Executive Compensation Plan to be hopefully put in place.

5. We are working also with all of our campus presidents to insure that there is focus, energy, and creativeness in our enrollment management and recruitment strategies as we try to identify students who should be convinced that studying for their degrees at this University can really help them achieve their professional and personal goals.

Mr. Chairman, I thank you for the time and I look forward to working with the Board as we continue to face the challenges that we have.
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 January 24, 2000 (including Addendum Items) be approved:

**PART AA: ACTIONS REQUIRING WAIVER OF THE BYLAWS:** Revise the following:


BRONX COMMUNITY COLLEGE: The entry for Angel Resto is withdrawn at the request of the College.

**NO. 2. CHANCELLOR’S REPORT:** RESOLVED, That the Chancellor’s Report for January 24, 2000 (including Addendum Items) be approved:

**ADDENDUM:** Add the following:

D. 5. KINGSBOROUGH COMMUNITY COLLEGE: The entry for David Lawson, Jr. is revised to include the title “Substitute College Laboratory Technician.”

**NO. 3. APPROVAL OF MINUTES:** RESOLVED, That the minutes of the regular Board meeting of November 22, 1999 be approved.

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

A. THE CITY COLLEGE – TEACHING OF INTRODUCTION TO MEDICINE AND PHYSICAL DIAGNOSIS:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract with Maimonides Medical Center on behalf of The City College to purchase the teaching of Introduction to Medicine I and II; 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 with Maimonides Medical Center on behalf of The City College to purchase the teaching of Physical Diagnosis; and be it further

RESOLVED, That the total of both such purchases shall not exceed an estimated cost of $582,849 for the initial one year term, chargeable to FAS Code 218901400, during the fiscal year ending June 30, 2000. The contracts shall include up to four one-year options for the University to renew in its best interest. The contracts shall be subject to approval as to form by the University Office of General Counsel.

**EXPLANATION:** These negotiated contracts provide for the teaching of Introduction to Medicine I and II, and Physical Diagnosis for 70 students of the Sophie Davis School of Biomedical Education. These single source acquisitions have been advertised as required by law.

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

A. HUNTER COLLEGE – M.P.T. IN PHYSICAL THERAPY:

RESOLVED, That the program in Physical Therapy leading to the Master of Physical Therapy degree to be offered at Hunter College be approved, effective September, 2000, subject to financial ability.
EXPLANATION: The purpose of the proposed program is to prepare clinical professionals who are capable of providing a full range of physical therapy rehabilitation and health care services to meet the diverse needs of patients, as well as promote health and wellness services to the general public. Graduates of the program will be eligible to sit for the New York State licensure exam and the National Physical Therapy Licensing Examination.

Hunter College began offering a Bachelor of Science degree in Physical Therapy in 1969. Since then, required physical therapy competencies have expanded in depth and breadth and current baccalaureate curricula can no longer satisfy the required professional standards. In 1996 the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association mandated that the scope of accreditation include only those education programs that culminate in the awarding of a post-baccalaureate degree as of January 1, 2002. Thus, the proposed Master’s program will replace the current baccalaureate degree and is scheduled to make the transition by 2002 when the present B.S. program will have been phased out and replaced by the graduate curriculum.

B. MEDGAR EVERS COLLEGE – B.S. IN MATHEMATICAL SCIENCES:

RESOLVED, That the program in Mathematical Sciences leading to the Bachelor of Science degree to be offered at Medgar Evers College be approved, effective September, 2000, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to prepare students for mathematics-based careers in such fields as actuarial science, systems analysis, computer science, engineering, and/or careers in the natural sciences and teaching. The program is designed to enhance the education of minorities in advanced mathematics at the undergraduate level and thereby ultimately increase the overall presence of currently under-represented minorities in the mathematical sciences and in mathematics-based disciplines. The faculty of Medgar Evers College is convinced that the positive attitude, well-focused and solid curriculum, consistently high standards, and innovative features inherent in this program will attract and retain an increased number of mathematically-talented minority students from urban communities.

The program builds upon the solid mathematics offerings within the College’s existing A.A. and A.S. degree programs in liberal arts and sciences and also complements and integrates with the College’s long-established two-year core curriculum. The program is therefore cost effective and is consistent with and enhances the mission of Medgar Evers College.

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

A. DISTINGUISHED PROFESSORS: RESOLVED, That the following be designated Distinguished Professors in the departments, and the colleges, and for the periods indicated, with compensation of $21,852 per annum in addition to their regular academic salaries, subject to financial ability:

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<tr>
<th>COLLEGE</th>
<th>NAME</th>
<th>DEPARTMENT</th>
<th>PERIOD</th>
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</thead>
<tbody>
<tr>
<td>The City College</td>
<td>Chang-Rodriguez, Raquel</td>
<td>Foreign Languages and Literatures</td>
<td>February 1, 2000</td>
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<tr>
<td>The Graduate School and University Center</td>
<td>Devitt, Michael</td>
<td>Philosophy</td>
<td>February 1, 2000</td>
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<td>Smith, Neil</td>
<td>Anthropology</td>
<td>February 1, 2000</td>
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<td>The College of Staten Island</td>
<td>Naider, Fred</td>
<td>Chemistry</td>
<td>February 1, 2000</td>
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NO. 7. COMMITTEE ON FACILITIES, PLANNING, AND MANAGEMENT: RESOLVED, That the following item be approved:

A. VARIOUS SENIOR COLLEGES (THE CITY COLLEGE, HUNTER COLLEGE, JOHN JAY COLLEGE, NEW YORK CITY TECHNICAL COLLEGE, AND QUEENS COLLEGE) – UPGRADE BATHROOM FACILITIES:

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Charles J. Nafie & Associates to provide plans, specifications, cost estimates and construction supervision for bathroom upgrades in eleven buildings at five CUNY Senior Colleges: The City College, Hunter College, John Jay College, New York City Technical College, and Queens College, CUNY Project No. CA088-796; 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: This project will renovate bathrooms at senior colleges for compliance with the Americans with Disabilities Act and the New York City Building Code and will also address the growth and change of the student population over time.

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 items be approved:

A. THE CITY COLLEGE – COLLEGE ASSOCIATION BYLAW AMENDMENTS:

RESOLVED, That the Board of Trustees of The City University of New York approve the following amendments to the Bylaws of The City College Student Services Corporation, Inc.:

ARTICLE II, Section 2. Membership (fifth paragraph):

Six students enrolled at The City College shall be members of the Board. [Three] Two of the student Board members shall be the Presidents of the [three] two student governments. The remaining [three] four student Board members shall be selected by the appropriate student government from among the elected student government members. The six student seats on the Board shall be allocated on a basis which will provide representation, as nearly as practicable, to each student government in proportion to the student activity fees paid by their respective constituencies.

ARTICLE IV, Section 3. Budget Committee:

There shall be a five member Budget Committee, [three] two of whom will be the student government presidents and one of whom shall be selected by the student government with the majority of seats on the Board from among its representatives on the Board. The other members of the Budget Committee shall be an Administrative Board member appointed to the Committee by the President of the College and the Treasurer of the Corporation. The Chair of the Budget Committee will be elected by the members of the Budget Committee. The Committee will receive and review student activity fee budget requests and will develop and allocate a budget subject to the review of the Corporation. The Committee will work with the Secretary-Executive Director of the Corporation and the [Manager] Director for the Student Center in the preparation of the annual budget request for the Student Center to be submitted to the Board.

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

EXPLANATION: The proposed amendments to The City College Student Services Corporation, Inc. (College Association) Bylaws are necessitated by the recent consolidation of the day and evening undergraduate student governments into one undergraduate student government. The consolidation was effectuated by the Board of
Trustees on June 28, 1999, Cal. No. 6.G., when it approved amendments to The City College Governance Plan. The proposed amendments to the College Association’s Bylaws reflect the changes in the governance plan which resulted in the College now having two student governments, undergraduate and graduate, rather than three. The amendments preserve the allocation of student seats on the Board and the Budget Committee, as nearly as practicable, to each student government in proportion to the student activity fee paid by their respective constituencies.

B. THE CITY COLLEGE – AUXILIARY ENTERPRISES BOARD BYLAW AMENDMENT:

RESOLVED, That the Board of Trustees of The City University of New York approve the following amendments to the Bylaws of The City College Auxiliary Enterprises Corporation:

ARTICLE II, Section 1.4:

Five student members enrolled at The City College. [Three] Two shall be the Presidents of the [three] two Student Governments. [Two] Three shall be selected by the appropriate Student Government from among the student government members elected by the students. The student seats shall be allocated on a basis which will provide representation, as nearly as practicable, to each of the student bodies in proportion to their enrollment by headcount.

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

EXPLANATION: The proposed amendments to The City College Auxiliary Enterprises Corporation Bylaws are necessitated by the recent consolidation of the day and evening undergraduate student governments into one undergraduate student government. The consolidation was effectuated by the Board of Trustees on June 28, 1999, Cal. No. 6.G., when it approved amendments to The City College Governance Plan. The proposed amendments to the Auxiliary Enterprise Board’s Bylaws reflect the changes in the governance plan which resulted in the College now having two student governments, undergraduate and graduate, rather than three. The amendments preserve the allocation of student seats on the Board, as nearly as practicable, to each student government in proportion to the student enrollment by headcount from their respective constituencies.

C. THE CITY COLLEGE – THREE YEAR ALLOCATION OF EVENING STUDENT GOVERNMENT SURPLUS:

RESOLVED, That the Board of Trustees of The City University of New York approve the allocation of the Evening Student Government Surplus (Reserve) Fund of about $84,000 over a three year period commencing with the 1999-2000 fiscal year in the following proportions: (1) $30,000 for the Finley Student Center Computer Laboratories; (2) $25,000 for furnishing the Undergraduate Student Government Offices, the Student Lounge, and the Finley Student Center Conference Rooms; and (3) $29,000 for the Recreation and Fitness Center.

EXPLANATION: The Evening and Day Session Student Governments at The City College have been consolidated into an Undergraduate Student Government. There is a reserve fund of approximately $84,000 from the portion of the student activity fee which had been earmarked for the evening student government, because the evening student government had been inactive for several years. The allocation of the reserve fund over three years has been approved by the Undergraduate Student Government, the Budget Committee and Board of Directors of the College Association, and is recommended by the College President. Pursuant to the expenditure plan, the facilities for which the reserve funds are allocated will be made more available to evening students. The three year expenditure plan requires the approval of the Board of Trustees because the CUNY Fiscal Accountability Handbook for student activity fees requires that actions to allocate surpluses (reserves) beyond the current fiscal year be subject to the approval of the Board of Trustees.

NOTE: See Appendix A
D. THE GRADUATE SCHOOL AND UNIVERSITY CENTER – ESTABLISHMENT OF AUXILIARY ENTERPRISE BOARD:

RESOLVED, That the Board of Trustees approve the establishment of The CUNY Graduate School and University Center Auxiliary Enterprises Corporation, and the proposed Bylaws and certificate of incorporation of the auxiliary enterprise board; and be it further

RESOLVED, That the Board of Trustees repeal its waiver of Board Bylaw Section 16.10 in connection with auxiliary enterprises at The Graduate School and University Center.

EXPLANATION: The Graduate School and University Center ("GSUC") is establishing an auxiliary enterprise board as required by Article XVI of the Board Bylaws. The Board previously waived the Bylaw requirement that GSUC establish an auxiliary enterprise board because auxiliary enterprises were not significant and no need for a separate auxiliary enterprise board was perceived. In connection with its move to a new building, GSUC now desires to increase the types and extent of auxiliary enterprises provided and requires an auxiliary enterprise board to oversee, supervise and review such activities.

In accordance with Board Bylaw Section 16.10, the Bylaws and certificate of incorporation of the auxiliary enterprise board have been approved by the GSUC President and reviewed by the University Office of General Counsel. The name of the auxiliary enterprise board is The CUNY Graduate School and University Center Auxiliary Enterprises Corporation. The auxiliary enterprise board will be responsible for auxiliary enterprises including food services, bookstore operations, vending and game machines, housing services, copying services, printing services, and other related enterprises to assist the students, faculty, administrative staff, alumni, and others in the GSUC community. Its governing board will be composed of the GSUC President or his/her designee as chair, five students, three administrators, and two faculty members.

NO. 9. 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>
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<tr>
<td>BARUCH COLLEGE</td>
<td>Doctor of Laws</td>
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<td>Dr. Mong Joon Chung</td>
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(To be awarded at the June 1, 2000, Commencement)

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<tr>
<th>BARUCH COLLEGE</th>
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<tr>
<td>Mr. Richard A. Grasso</td>
<td>Doctor of Laws</td>
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(To be awarded at the June 2, 2000, Commencement)

Upon motions duly made, seconded and carried, the Public meeting was adjourned at 5:14 P.M., to go into Executive Session.

SECRETARY GENEVIEVE MULLIN

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

HELD

JANUARY 24, 2000

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

The Executive Session was called to order at 5:21 P.M.

There were present:

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

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

The absence of Chairman Herman Badillo, and Trustee Md. Mizanoor R. Biswas was excused.

The Board went into Executive Session to discuss personnel matters.

Upon motions duly made, seconded and carried, the Executive Session was adjourned at 7:11 P.M.

SECRETARY GENEVIEVE MULLIN
MINUTES OF THE MEETING OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK
HELD
FEBRUARY 22, 2000
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
John J. Calandra
Kenneth E. Cook
Michael C. Crimmins
Alfred B. Curtis, Jr.
Randy M. Mastro

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
Kisha Fuentes
Anthony Vargas
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 Christoph M. Kimmich
Interim President Howard L. Lapidus
Interim President Sidney I. Litzman
President Gerald W. Lynch
Interim President Roberta S. Matthews

John Morning
Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld

Bernard Sohmer, ex officio

President Antonio Perez
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 announced that as in the past, CUNY-TV is transmitting today's meeting of the Board of Trustees live on cable Channel 75.

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 February 22, 2000 (including Addendum Items) be approved:

(a) ADDENDUM:  Withdraw the following:


(b) ADDENDUM:  Add the following:

D.19.  BROOKLYN COLLEGE – CHANGE IN TITLE FOR EXECUTIVE COMPENSATION PLAN PERSONNEL – (AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH):

<table>
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<th>FIRST NAME</th>
<th>CURRENT TITLE</th>
<th>PRIOR TITLE</th>
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<td>Hassett</td>
<td>Patricia</td>
<td>Senior Vice President</td>
<td>Senior Vice President</td>
<td>9/1/00</td>
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This action reflects a return from a leave of absence and a modification in title.

NO. 2.  CHANCELLOR'S REPORT:  RESOLVED, That the Chancellor's Report for February 22, 2000 (including Addendum Items) be approved:

(a) ADDENDUM:  Withdraw the following:

D.2.  HUNTER COLLEGE CAMPUS SCHOOL UPGRADE OF THE PLAYGROUND AND ADJACENT BUILDING PERIMETER:  The item is withdrawn.  This entry is included in Addendum Item D.1.

(b) ADDENDUM:  Add the following:

PART C:  FISCAL MATTERS
SECTION II:  CONTRACTS FROM $20,000 TO $100,000 (CAPITAL BUDGET)

D.4  HUNTER COLLEGE CAMPUS SCHOOL RENOVATION OF THE SCIENCE LABORATORY FACILITIES:

RESOLVED, That the Board of Trustee of The City University of New York authorize the Secretary of the Board to execute a contract with the firm of Graf & Lewent Architects for professional design and construction–related services as required for renovation of the science laboratory facilities at Hunter College Campus School, CUNY Project No. HC006-099.  The contract cost of $82,004 shall be chargeable to the City Capital Budget Project No. HC006-099.  The contract shall be subject to approval as to form by the University Office of General Counsel.
EXPLANATION: This project will upgrade the science laboratories at Hunter College Campus Schools to accommodate computer teaching technology and to comply with current safety standards and accessibility requirements.

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

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting and Executive Session of January 24, 2000 be approved.

At this point Trustee Calandra joined the meeting.

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

A. THE CITY UNIVERSITY OF NEW YORK – EXECUTIVE COMPENSATION (SALARY) PLAN:

Statement of Trustee Morning regarding the Executive Compensation Salary Plan:

I think there is concern with regard to this and I would like to express it. It seems to me that we have done a great deal to break apart this University in some actions we have taken in the past, specifically in regard to remediation where I think we have sort of a two-class system, frankly. It seems to me that to take this approach on executive salaries, breaking it out into four categories, is a further stratification that I think may prove to be ultimately harmful to the sense of unity of the University. I think one of the strengths of our system in contrast to others is that we do have a great a sense of parity and equality among all of the executives. I certainly believe that definitely we must have an increase in salaries for presidents and other key executives in the University. But I think my response to this would be to move that this be referred to the appropriate Committee again for further consideration. More specifically, I think one possibility might be to look at a way to provide increases in the appropriate areas but without this sort of caste system, these four strata. I think the Chancellor's discretion could be relied upon to provide appropriate raises for these individuals, but without having this kind of block-step of categories.

Statement of Trustee Curtis regarding the Executive Compensation Salary Plan:

This Committee has worked long and hard to get this proposal on the table and I am sure that Trustee Morning understands that this is a step in the right direction, that it is imperative that we pass this compensation plan today. The ECP has not undergone significant revision since its adoption in 1987, and salaries paid to senior executives have not kept pace with the national market, placing the University at a competitive disadvantage. Recognizing that competitive compensation for the Chancellor, the presidents, and other senior executives is imperative to the success of The City University of New York, the Board engaged the services of William M. Mercer, Inc. in Spring, 1999, to conduct a market analysis and review. Based primarily on this review and other studies of comparable institutions, a revised salary plan has been designed. The primary objective of the proposed salary plan is to provide a total composition program that addresses the need to be competitive with the national market and a need to acknowledge the complexity of individual institutions.

We have got presidents and executives who are underpaid. We need to attract and keep good presidents. The pay scale has not kept pace with the economy in other institutions, and we must reward presidents and senior staffers for the excellent job they do. The plan includes recommendations for modifying salaries and other non-base compensation features. The plan also introduces a performance-based compensation structure with future salary growth tied to annual performance reviews. I strongly urge that we approve the recommendation of this Committee and at a future date, if we so desire, we can revisit it and perhaps provide some modification, but I strongly urge that we pass this proposal.
Statement of Chancellor Goldstein regarding the Executive Compensation Salary Plan:

City University is well out of lockstep with respect to any other system that I know. We have done our due diligence to look at other systems and tried to align compensation relative to the complexity of an organization, market conditions, and what is consistent in higher education across these United States. To pretend that one particular institution’s chief executive deserves the same compensation when the level of complexity and depth of the institutions are very, very different seems to me not to be consistent or appropriate for a great University. So I would take exception that this is a caste system. It is not a caste system at all. There is no hierarchical rank with respect to one institution’s importance or value relative to another and I would ask that you look very deeply at this compensation plan. The fact is that vice presidents and deans at institutions are invariant with respect to their compensation. There is not going to be any different levels of compensation, so there is no caste system or value placed in the administrative ranks. What we are doing is saying very simply that to attract and maintain chief executive officers at our colleges requires that we must be attentive to market conditions and the market conditions very, very clearly dictate a plan very comparable to what it is that we are proposing.

At this point Trustee Mastro joined the meeting.

Statement of Trustee Wiesenfeld regarding the Executive Compensation Salary Plan:

This University is, whether we desire it so or not, at this moment a federation of many colleges. Together they represent four different market sectors and each of them are part of the larger market. We don’t create the market. We don’t control the market. As much as every one of us and every faculty member, not only those who testified at the public hearing last week, but all of the faculty believes that City University is a unique University with a unique mission, nonetheless, it is part of a marketplace. Everything is part of a marketplace and we have to respond to it.

There has also been concern expressed that we are paying attention to the needs of the senior executives of this University, but what about the faculty. I think the most eloquent testimony regarding this issue was presented, very briefly and probably not knowingly, by President Horowitz of The Graduate Center when she said that in doing this we add, if you will, water and we will eventually lift all boats, and that will lead us to look at the equability of compensation of other units of this University, particularly faculty. We have to start somewhere. We are exceedingly behind the times. This is the best result certainly for the moment and we should move ahead because the postponement may make us look more deliberative, but I don’t think it will make us look any more logical. I would urge that we move forward, vote this out in the affirmative, and move ahead.

Statement of Trustee Sohmer regarding the Executive Compensation Salary Plan:

It is difficult to ignore John Morning’s argument. And it is not an argument which says that we don’t need to compensate our executives, but it does say that the very structure differentiates them needlessly. Most conditions can be met very easily by merely broadbanding the salary range and leaving it to the discretion of the Chancellor and the Trustees where in that broadband folks fit. To automatically classify schools by a now defunct procedure, the Carnegie classification, and then say this has something to do with compensation for chief executives is just the kind of strawman which I think is not terribly meaningful. I would strongly suggest that it either be considered now or in the very near future to broadband the chief executive’s salaries and place them, because of the complexity of their jobs, some place in that broadband and not automatically say that there are four roman numerals to which you either do or do not fit.

WHEREAS, Executive Compensation Plan (ECP) resolutions in 1987 and in 1994 state “that periodically...but no less frequently than every five years, the Board of Trustees shall review national peer data to compare and reassess its Executive Compensation (Salary) Plan”, Board Minutes, June 27, 1994, Cal. No. 6.D.; and

WHEREAS, The last salary study undertaken by the University was completed in May 1994; and

WHEREAS, In February 1999, the Board of Trustees engaged the services of William M. Mercer, Inc., to perform such a review on its behalf; and
WHEREAS, Chapter 263 of the Laws of 1987 authorizes the Board of Trustees to establish and implement a Salary Plan for executive staff following consultation with the Governor’s Office of Employee Relations and the Division of the Budget, and further requires the Board of Trustees to file a proposed Salary Plan Report with the Chairs of the Senate Finance Committee and the Assembly Ways and Means Committee and the Director of the Budget at least 60 days prior to the effective date of the Plan; now therefore be it

RESOLVED, That the Salary Plan Report (dated January 21, 2000) for the Executive Compensation Plan be approved effective May 1, 2000; and be it further

RESOLVED, That the Chancellor is authorized to take all necessary actions to effect the implementation of the Salary Plan pursuant to Chapter 263 of the Laws of 1987 and to develop appropriate guidelines thereunder.

EXPLANATION: The Salary Plan covering executive staff at the University, known as the Executive Compensation Plan (ECP), has not undergone significant revision since its adoption in 1987. Salaries paid to senior executives have not kept pace with the national market and have placed the University at a competitive disadvantage.

The Board recognizes that competitive, market driven compensation for the Chancellor, the Presidents and other senior executives is necessary and critical to the success of The City University of New York and central to the Board’s mandate to improve standards and promote accountability.

To this end, the Board has taken two actions designed to address this need. First, effective September 1, 1999, the Board increased the salary of the Chancellor to $250,000 thus achieving parity with the salary paid to the Chancellor of the State University of New York (SUNY) at that time.

Second, The Board engaged the services of William M. Mercer, Inc., through competitive bid, to conduct a market analysis and review.

The primary objective of the proposed Salary Plan is to provide a total compensation program that addresses the need to be competitive with the national market and the need to acknowledge the complexity of individual institutions while promoting and recognizing individual excellent performance. The Salary Plan Report provides recommendations for the total compensation package including salary ranges for each title within the Executive Compensation Plan, as well as recommendations for modifications to the non-base compensation component of the plan (i.e., housing, severance, etc). The salary ranges for all titles are such that the salaries of incumbents are absorbed within the proposed ranges, thus eliminating the need to immediately increase current ECP salaries or incur other costs. For the title of President, salary ranges have been developed which reflect the division of the colleges into four distinct groups. The senior college groupings are based, in part, on the size, nature and complexity of the institutions. Movement of ECP staff through the ranges (toward the maximum) will be based on annual assessments of individual performance. These merit assessments will be pursuant to stated criteria and a well defined process that will be developed by the Chancellor and reviewed by the Board of Trustees. Any future modifications of salaries, within the appropriate range, and within the ECP, will be at the discretion of the Board of Trustees. Trustee John Morning abstained.

NOTE: See Appendix B

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

A. THE CITY UNIVERSITY OF NEW YORK (CENTRAL OFFICE) – UNIVERSITY INITIATIVE FOR THE PURCHASE OF COMPUTER EQUIPMENT:

WHEREAS, New York State law permits the Board of Trustees (the “Board”) of The City University of New York (the “University”) to make purchases through contracts let by the United States, the State of New York, the City of New York, or the Board of Education of the City of New York; and
WHEREAS, The University is committed to providing state-of-the-art technology to every faculty member, maximizing computer access for students, streamlining administrative applications at the colleges of the University (the “Colleges”) and effectuating cross-campus compatibility in computer hardware, software, applications and connectivity; and

WHEREAS, The University is committed to decreasing costs through volume purchasing where appropriate; and

WHEREAS, The Chancellor wishes to streamline the procurement process for colleges; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York authorize the colleges to purchase workstations, servers, networking equipment, and related peripheral devices under existing General Services Administration, or City of New York, or State of New York, or Board of Education of the City of New York contracts pursuant to law and University regulations. Such purchases shall not exceed a total estimated cost of $5,000,000 chargeable to New York City or New York State Capital Budget or tax levy funds during the fiscal year ending June 30, 2000; and be it further

RESOLVED, That the colleges of The City University of New York submit proposed acquisitions under this resolution to the Chancellor for review; and be it further

RESOLVED, That the Chancellor report such acquisitions to the Board by September 30, 2000.

EXPLANATION: This initiative will ensure increased standardization of computer equipment, promote articulation between systems, decrease costs based on volume acquisitions, and expedite college procurement of computer equipment.

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

A. BOROUGH OF MANHATTAN COMMUNITY COLLEGE – CERTIFICATE IN OFFICE AUTOMATION:

RESOLVED, That the program in Office Automation leading to a Certificate to be offered at Borough of Manhattan Community College be approved, effective September, 2000, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to provide students with the essential skills and knowledge necessary to perform effectively within the integrated electronic modern office environment. The program is designed for individuals who are currently employed and need to upgrade their skills, as well as for those who need to prepare for immediate employment. Borough of Manhattan Community College has, for many years, offered courses that enhance employment possibilities of individuals by upgrading their skills. The proposed Certificate program would offer courses in a sequential framework that would enable students to attain employment in a short period of time.

All of the courses required in the proposed curriculum are already offered on a regularly scheduled basis and support other degree programs at the College. In addition, all credits earned in completing the Certificate can be applied towards the Associate degree program in Office Automation.

B. BOROUGH OF MANHATTAN COMMUNITY COLLEGE – A.A. IN WRITING AND LITERATURE:

RESOLVED, That the program in Writing and Literature leading to the Associate in Arts degree to be offered at Borough of Manhattan Community College be approved, effective September, 2000, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to provide the opportunity for students to prepare in the basic liberal arts and sciences for the first two years of college education with particular emphasis on writing and literature so they may transfer into a broad spectrum of upper division baccalaureate programs in English Literature, Language Arts, or related disciplines at four-year colleges. The program is designed to focus, enrich, intensify, and strengthen students’ education in communication arts and critical thinking in order to provide them with the diverse
humanistic literacy that today’s global market demands. Specific articulation agreements have been secured with Brooklyn College and Hunter College. The proposed curriculum builds on existing courses in the liberal arts and sciences. Since students will be drawn from those currently enrolled at the College and since qualified faculty are in place to teach all the courses in the program, no additional costs are anticipated to implement this program.

At this point Trustee Curtis left the meeting.

C. LEHMAN COLLEGE – CUNY INSTITUTE FOR IRISH-AMERICAN STUDIES:

RESOLVED, That the CUNY Institute for Irish-American Studies be established at Lehman College 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 Institute is to foster educational, scholarly, and artistic activities that focus on various aspects of the Irish-American experience and culture, their origins, and their role in shaping the development and culture of New York City and the nation. The University currently sponsors a number of significant centers and institutes for ethnic and area studies. The development and collaboration of these institutes broadens the understanding of different cultures and how they have contributed to the development of American society and culture. This interchange also results in educational and cultural opportunities for CUNY students and the larger New York City community.

The proposed Institute will evolve as financial support becomes available. An Advisory Board, comprised of representatives from the colleges, as well as appropriate cultural and educational institutions, will assist in providing leadership and guidance to the Institute.

At this point Trustee Cook joined the meeting.

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

A. HUNTER COLLEGE – CENTRAL CHILLER AND BOILER PLANT PROJECT:

WHEREAS, Pursuant to an Energy Cost Reduction Program (“ENCORE”) Agreement dated February 14, 1997 among the Power Authority of the State of New York (“NYPA”), The City of New York (“City”), the Board of Education of the City School District of the City of New York (“BOE”), The City University of New York (“CUNY”), and the New York City Health and Hospitals Corporation (“HHC”), NYPA agreed to finance the cost of and provide program management and implementation services for certain energy efficiency programs of CUNY, BOE, and HHC; and

WHEREAS, Pursuant to the ENCORE Agreement the sum of $10.7 million is available for CUNY senior college programs; and

WHEREAS, CUNY has identified as the most urgent senior college energy program need the replacement of aging and inadequate decentralized refrigeration equipment with a new, more efficient central heating and cooling plant at Hunter College (“the Project”); and

WHEREAS, The total cost of the Project is estimated not to exceed $19.5 million; and

WHEREAS, NYPA will provide design, construction and project management for the Project and will finance a portion of the Project cost, not to exceed $10.7 million (the “NYPA Share”), pursuant to a Customer Installation Commitment (“CIC”) as authorized by the ENCORE Agreement; and

WHEREAS, The NYPA share will be repaid over a 10-year period from energy savings realized in the CUNY operating budget; and
WHEREAS, The Dormitory Authority of the State of New York ("DASNY") will, pursuant to a memorandum of understanding among NYPA, CUNY, and DASNY (the "MOU"), serve as the CUNY Authorized Representative for the Project and provide the balance of Project cost from CUNY bond proceeds in an amount estimated not to exceed $8.8 million (the "CUNY Share"); now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary to execute an initial and a final CIC, the MOU, and all other instruments, documents, or agreements necessary to give effect to this resolution; and be it further

RESOLVED, That the City University Construction Fund is hereby requested to authorize DASNY to serve as the CUNY Authorized Representative for the Project and to provide the CUNY Share.

EXPLANATION: The Project will provide Hunter College with (i) a central, expanded chiller plant to replace aging and inadequate equipment and provide sufficient capacity to meet Master Plan goals and reach spaces not currently air conditioned and (ii) a central high-pressure boiler plant to replace the existing expensive and corrosive Con Edison steam service. The energy cost savings from these installations have been calculated as sufficient to repay the NYPA share over a 10-year period.

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>THE CITY COLLEGE</td>
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<tr>
<td>Ms. Joyce Coppin</td>
<td>Doctor of Humane Letters</td>
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<td>Dr. Nathan Glazer</td>
<td>Doctor of Humane Letters</td>
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<td>Mr. David Halberstam</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>Mr. George Lamming</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>Mr. Henry J. Stern</td>
<td>Doctor of Laws</td>
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<td>(To be awarded at the June 2, 2000, Commencement)</td>
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<td>THE GRADUATE SCHOOL AND UNIVERSITY CENTER</td>
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<td>Dr. Anna Jacobson Schwartz</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>Dr. A. Jess Shenson</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>Dr. Walter J. Turnbull</td>
<td>Doctor of Music</td>
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<td>(To be awarded at the June 1, 2000, Commencement)</td>
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<tr>
<td>HUNTER COLLEGE</td>
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<tr>
<td>George J. Mitchell, Esq.</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td></td>
<td>(To be awarded at the April 6, 2000, Public Leadership Program)</td>
</tr>
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HUNTER COLLEGE

Dr. Rose Dobrof  
Doctor of Humane Letters

Dr. Harold Lewis  
Doctor of Humane Letters

Dr. Irwin Redlener  
Doctor of Science

(To be awarded at the June 1, 2000, Commencement)

HUNTER COLLEGE

Mr. James Earl Jones  
Doctor of Fine Arts

Richard Riley, Esq.  
Doctor of Humane Letters

Dr. Oscar Arias Sanchez  
Doctor of Humane Letters

(To be awarded at the June 2, 2000, Commencement)

HUNTER COLLEGE

Ms. Bel Kaufman  
Doctor of Humane Letters

Gabrielle Kirk McDonald, Esq.  
Doctor of Laws

(To be awarded at the January 25, 2001, Commencement)

QUEENS COLLEGE

Dr. Erika Eichhorn Bourguignon  
Doctor of Humane Letters

Mr. Arnold Franco  
Doctor of Humane Letters

Mr. George Perle  
Doctor of Music

(To be awarded at the June 7, 2000, Commencement)

NO. 9. COMMITTEE ON STUDENT AFFAIRS AND SPECIAL PROGRAMS:

Report of Committee Chairman Crimmins:

Although there weren’t any action items before the Committee on Student Affairs and Special Programs this month, the Committee received a report from the New York Public Interest Research Group (NYPRIG). The CUNY Bylaws provide that recipients of extramural student activity fees shall present an annual report to the Chancellor for the appropriate Board Committee detailing the activities, benefits, and finances of the extramural body as they pertain to the colleges where students are paying an extramural fee. NYPRIG is a Statewide student-directed research and advocacy group. It is funded through student activity fees that are voted upon by students through the referendum process. Currently NYPRIG chapters exist at seven CUNY campuses. This year the activities of the Brooklyn College Chapter were highlighted. Students learn public speaking, writing, research, and media skills while working on such issues as voter registration, citizenship, anti-sweatshop legislation, toxic wastes, and public transit. A copy of the complete report is on file in the Office of the Secretary.

B. TRUSTEE CONGRATULATIONS: Chairman Badillo, on behalf of the Board of Trustees and everyone at the University, offered congratulations and best wishes to Trustee Mizanoor Biswas on his marriage to Tajan on January 28.
C. BROOKLYN COLLEGE – INTRODUCTION OF NEW PRESIDENT: Chairman Badillo stated that on behalf of the Board of Trustees, I would like to extend a very hearty welcome to Dr. Christoph Kimmich, who became the eighth President of Brooklyn College on February 1. And as we all know, Dr. Kimmich served as Interim Chancellor for almost two years and we are delighted to have him here with us again in his new position. Congratulations and best wishes.

D. STUDENT/ALUMNI HONORS: Chairman Badillo called on Trustee Crimmins, who announced the following:

1. Vivian Ka, a student in City College’s Sophie Davis School of Biomedical Education was named to USA Today’s 11th Annual All-USA College Academic First Team, and Sherry Hsu, another Sophie Davis student was named to the Academic Second Team. Both students have perfect 4.0 academic averages.

The teams consisting of twenty students each were selected by a panel of judges from 828 students nominated by colleges throughout the country. Students chosen to participate in these academic teams are being honored for their academic excellence and community service throughout the country.

I am happy to say they are both with us today with Dr. Judy Meyer, Associate Dean for Student Affairs of the CUNY Medical School, and I would like them stand up and take a bow. We congratulate them on their academic achievements and for their leadership roles and activities on and off campus.

2. Ann Cammet, a third-year law student at the CUNY School of Law, has been selected by Skadden, Arps, Slate, Meagher, & Flom to be one of twenty-seven Skadden Fellows for the year 2000. This Fellowship was established eleven years ago to fund law students and judicial clerks who provide civil legal services to the poor. Ms. Cammet is only the fourth CUNY Law School student to receive this prestigious Fellowship and so we congratulate her too.

E. CONDOLENCES: Chairman Badillo announced the following:

1. On behalf of the Board of Trustees and the Administration, I would like to offer condolences to the family of the late Samuel J. Silberman, who passed away on January 29, 2000. Mr. Silberman was a strong advocate for social work education and research and he created awards for educators and scholarships for students. It was through his largess that the Hunter College of Social Work was constructed.

2. I would also like to offer condolences on behalf of the Board of Trustees and the Administration, to the family of the late Norman Henkin who passed away on January 30, 2000. He served as a member of the Board of Higher Education from February 28, 1969 to December 31, 1973. Mr. Henkin was a member of the Board during the University’s expansion years.

3. It is with a note of sadness that I extend condolences on behalf of the Board of Trustees and the Administration to the family of the late Etta Proshansky, who passed away on February 12, 2000. The wife of former Graduate School President Harold Proshansky, she was a part of The Graduate Center community for many years and a generous participant in its activities.

F. PRESIDENTS HONORS: Chairman Badillo called on Trustee Calandra who announced the following:

1. On February 2, President Antonio Perez of the Borough of Manhattan Community College was recognized for the work he and the College have been doing to meet the educational needs of Chinese Americans, particularly in New York’s Chinatown, by the New York City Hall Lions. He was also named an "Advisor" to the City Hall Lions.

On March 30, President Perez will receive a Good Scout award from the Boy Scouts of America at a reception in Washington Heights. This award recognizes his contributions in creating more educational opportunities in the communities of upper Manhattan, and in particular in Washington Heights.
G. FACULTY HONORS: Chairman Badillo called on Trustee Calandra who announced the following:

1. Professor Rose Dobrof, the Founding Director of Hunter College’s Brookdale Center on Aging, and a member of Hunter’s School of Social Work faculty until her retirement in 1995, was awarded the prestigious Claude Pepper Award for Excellence. This award is presented to a professional in the field of aging, who has demonstrated ongoing commitment to the development of a continuum of services to enable older people to live with dignity, independence, and autonomy.

2. Dr. Katherine Nelson, Distinguished Professor of Psychology at The Graduate School and University Center, received the 1999 Award for Distinguished Scientific Contributions to Child Development from the Society for Research and Child Development.

3. Dr. Glenn Peterson, Professor of Anthropology at The Graduate School and University Center, was appointed a member of the Federated States of Micronesia’s Mission to the United Nations. In this position he will serve as the Mission’s representative to the Third Committee on Social, Cultural, and Humanitarian concerns.

4. Professor Ana Celia Zentella of Hunter College was the recipient of the 1999 ALLA Book Award for her publication, Growing Up Bilingual. The ALLA Book competition is held every three years and the award is given for the best book published within the last five years on any facet of anthropology that concerns issues related to the U.S. Latinas/Latinos and their communities.

H. COLLEGE HONORS: Chairman Badillo called on Trustee Ruiz who announced the following:

1. Hunter College is listed as Number 276 on the Philanthropy 400 listing in the November 4, 1999 issue of The Chronicle of Philanthropy. To be included in the list of 400, organizations had to raise at least $22 million from private sources, that is foundations, corporations or individuals. Hunter College was the only CUNY institution to be on the list.

2. Brooklyn College has been recognized for leadership in the field of student character development by “The Templeton Guide: Colleges that Encourage Character Development,” a guidebook released nationwide last year. Brooklyn College was cited for its Freshman Year Program, which was inaugurated in 1984 to equip first year students with the skills they need for academic achievement.

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 January 24, 2000 Board meeting:

THE CITY COLLEGE

A. $954,726 NIH to Roman, S., Administration, for “Cellular/Molecular Basis of Development: Research Center.”

B. $555,595 NIH to Roman, S., Administration, for “Cellular/Molecular Basis of Development-Research Center (Supplement).”

C. $404,883 WHITAKER FOUNDATION to Weinbaum, S., Mech. Engineering, for “Establish an Interdepartmental Ph.D. Program in Biomedical Engineering.”

D. $399,775 US DEPARTMENT OF EDUCATION to DeJongh, J., Education-Admin., for “Undergrown Railroad Educational and Cultural Programs.”

E. $360,774 US DEPARTMENT OF TRANSPORTATION to Paaswell, R., Transportation, for “University Transportation Research Center-Administration (Parent Account) (YR12).”

F. $348,421 NSF to Lazaridis, T., Chemistry, for “Career: Molecular Modeling of Membrane Protein Folding and Membrane Fusion.”

Program.”

H. $285,634 NIH to Boto, W., Biology, for “Minority International Research Training Grant.”

I. $153,350 US DEPARTMENT OF EDUCATION to Shapiro, N., Education-Admin., for “Preparing Tomorrow’s Teachers to Use Technology.”

J. $145,100 NIH to Spatz, L., Microbiology, for “Viral Etiology of Systemic Lupus Erythematosus.”

K. $137,000 BMDO to Gertner, I., Computer Science, for “Designing Radar Waveforms Processing the Thumbtack Ambiguity Functions.”

L. $120,000 ARO to Agrawal, A., Civ. Engineering, for “Development of a Laboratory for Dynamic Testing of Structures & Materials at The City College of New York.”

**NEW YORK CITY TECHNICAL COLLEGE**

A. $170,000 NEW YORK CITY HEALTH AND HOSPITALS CORPORATION to Melikian, Y., for “Medical Billing & Coding Specialist Training.”

B. $137,000 US DEPARTMENT OF EDUCATION to Falk, W., for “Child Care.”

**QUEENS COLLEGE**

A. $300,000 NATIONAL ENDOWMENT FOR THE HUMANITIES to Cogswell, M., The Louis Armstrong House and Archives, for “Repair and Restoration of The Louis Armstrong House.”

B. $211,495 NEW YORK CITY BOARD OF EDUCATION to Leiner, M., The School of Education, for Townsend Harris High School/Queens College Collaborative Project.”

C. $149,298 NIH/NATIONAL INSTITUTE ON DRUG ABUSE to Magazine, H., The Biology Department, for “Vascular Smooth Muscle Opioid Receptors.”

D. $134,959 NEW YORK CITY BOARD OF EDUCATION to Longo, P., The School of Education, for “Louis Armstrong Middle School and The Queens Partnership for Middle School Reflective Practice.”

E. $118,102 PACE/PAPER, ALLIED-INDUSTRIAL CHEMICAL & ENERGY 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 DOE: Phase II Implementation.”

**THE COLLEGE OF STATEN ISLAND**

A. $218,911 NEW YORK STATE EDUCATION DEPARTMENT to Sonnenblick, C., for “Literacy/GED – Workforce Investment Act.”

B. $151,063 NIH to Kest, B., w/University of Illinois, for “Sex-Specific Genetic Mediation of Pain & Analgesia.”

C. $137,485 DHHS to Reese, L., for “Scholarships for Disadvantaged Students.”

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

1. It is wonderful to see Dean Kristin Glen back at the table. We wish you a very speedy recovery and we miss you at the Law School, even though I know that you have been back several hours a day. It is wonderful to see you and we wish you a total recovery in your health.

2. I would like to extend my congratulations to President David A. Caputo (Hunter College) on having been offered and subsequently accepting the position of President at Pace University. David will stay with us until Bastille Day when he will formally leave the University. We will miss you and it is wonderful that you will still be in New York, and we look forward to closely working with you as well. Congratulations, David.
3. I, too, welcome Christoph Kimmich to the Council of Presidents. He did a very distinguished job as Interim Chancellor and I know he is going to bring Brooklyn College to even greater heights. It is wonderful to see you here, Christoph, and I look forward to working with you.

4. Dr. Irwin Polishook has stepped down after twenty-four years of service as President of the Professional Staff Congress. Dr. Richard Boris, the First Vice President, succeeds him for the remainder of his term. We note our profound appreciation for the very fine work that Dr. Polishook did on behalf of this University for over three decades, and we certainly look forward in the weeks and months ahead of showing our appreciation for his exemplary work.

5. With respect to the State budget, I testified on February 2 before the Assembly Ways and Means and Senate Finance Committees of the Legislature in Albany. We presented a very balanced statement about the Governor’s budget, which I said publicly was a very good start. In fact, it is a turn for the better from what we have seen in recent years. We will continue to work closely with the Governor’s office and the legislative leadership on budgetary improvements to the Executive Budget and are hopeful at the end of this process that we will get restorations and favorable consideration on some of the items that we think are vital in order for this University to continue its process of renewal.

There are a whole panoply of activities planned around our CUNY Legislative Action Committee (CLAC). Presidents have been asked to represent their boroughs with legislators in their districts and we expect a very, very important and expanded set of outreach to get consideration, especially on several items that we think are so vitally important for this University.

First and foremost, in the last twenty years since 1980, this University has lost over 19% of its full-time faculty. Great universities cannot continue to be great unless they are able to attract and maintain full-time faculty. And it is not just full-time faculty. It is academic support personnel that we have lost in large numbers over this period of time as well. This will be the focal point for the actions that we take over the next several months and we are hopeful that we will get many of the things restored, especially in the area of full-time faculty.

The Board of Trustees will be in Albany on March 6 and 7. A number of presidents and members of the Chancellery will accompany the Board, and we have a series of events planned for those two days to work with the various legislators.

6. The statements about enrollment are not positive. FTE's are down by about 1.8% at the senior colleges and 1.7% at the community colleges. CUNY’s enrollment is declining in part because the number of students who leave the University every year exceeds the number of new students that come in. CUNY must do more than attract new students, it also must retain its students until they graduate. Certainly, much of the public discussion that started in the summer and proceeded through the fall, until the Regents vote, did not serve us well in that so many students and stakeholders felt somewhat at bay with respect to knowing what the University was prepared to do for students.

We have tried very, very desperately to get those messages across. I will be sending a letter out to over 80,000 juniors in the schools in this City to talk about the great opportunities that this University has, and trying to convince them of how important this University is to their life’s ambitions. I, personally, have been involved in a number of radio and TV spots, not only talking with our students but talking about this great University and why students ought to give serious consideration to coming here. The campaign for changing the conversation about City University continues and you will see in the next several weeks and in the months ahead other ads positioning this University in ways that we haven’t seen before.

And, lastly, I have directed that each of our presidents and colleges within each of the boroughs have a series of receptions for guidance counselors and others who are involved in student decisions to go to one university as opposed to another. I will be attending each of those borough meetings and hopefully we will be able to answer questions that may be certainly not answerable by certain people right now.
7. Presidential searches are moving ahead. We expect to conclude the President’s searches at Baruch, LaGuardia, and Queensborough, and shortly thereafter Kingsborough. It is my intention also, working with Chairman Badillo, to expedite the search for the next President of Hunter College.

8. Efforts at City College are proceeding at a quiet but methodical level. We have gone through our very, very complete analysis of workload issues at City College, and issues around centers and institutes. On March 2, I believe, we will have a science, engineering and technology strategic planning committee ready to go. Stanford Roman, our Interim President at City College, is putting together yet another team that ultimately will have a strategic plan for the Middle States visit that occurs in early fall. We hope to announce publicly, given that we have done all of this work in a very quiet way, working with various faculty groups and administrators at City College and putting in people at key positions, a search for a new President at City College as well.

9. I am pleased to say that we have received a very warm and gracious letter from the Director of the Whitney Museum of American Art, Mr. Maxwell Anderson. In a letter to Professor Sally Webster of Lehman College, he has indicated that all students at CUNY for this next academic year will be admitted to the Whitney Museum free of charge. This is very consistent with a vision, if you will, a wish and a hope that I have, as we launch the CUNY Honors Academy, to provide a cultural passport for our students who wish to avail themselves of the great cultural depth that exists in this wonderful City. The Whitney Museum is the first to come on board and we expect many other announcements in that way as well.

Chairman Badillo stated that apropos of what the Chancellor said on the question of enrollment, I think you should all know that the Chancellor and I recently had a press conference with President William Thompson and Chancellor Harold Levy of the Board of Education, in which we agreed to extend the College Now program to every high school in the City and to cover every grade, beginning with the 9th grade and going through the 10th, 11th and 12th grades. All of you college presidents will be assigned to individual high schools to make sure that we cover all of them, because what I am most concerned about is the incredible drop-out rate from high schools in the 9th and 10th grades, where about 50% of the students drop-out. If we can get those students to stay in high school and graduate, we will have a tremendous increase in enrollment, but more importantly we will insure that the avenues of opportunity will be open to those young people who now have no place to go. So, this is a very important development.

Secondly, in the Winter 2000 issue of CUNY Matters there is a letter from me regarding a program called Child Health Plus. What this involves is the fact that we have in this City a huge percentage of people who have no health insurance at all, because they are too young for Medicare and they have a job and, therefore, they don’t qualify for Medicaid. Now, I have ascertained that there are 37,000 students in The City University who have children who are under nineteen years old. We are going to be going into each college, beginning probably with BMCC, and we are going to hold a press conference very shortly. I would like the individual college presidents to identify these individuals and help us to get them enrolled in the Child Health Plus Program because it doesn’t cost them anything, and even though we can’t provide for the parents at least we can provide for the children, and that’s very important. There is no reason why we should not insure that all 37,000 of those students are covered. So, I appreciate the support of every college president and of all the members of the Board of Trustees.

Upon motions duly made, seconded and carried, the meeting was adjourned at 5:17 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 27, 2000

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

The Chairperson called the meeting to order at 4:36 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
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld

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
Lorrie Christian
Towanda Washington

Chancellor Matthew Goldstein
Interim Deputy Chancellor Patricia Hassett
President David A. Caputo
President Dolores Fernandez
President Ricardo R. Fernandez
President Frances Degen Horowitz
President Edison O. Jackson
President Charles C. Kidd, Sr.
President Christoph M. Kimmich
Interim President Howard L. Lapidus
Interim President Sidney I. Lirtzman
President Gerald W. Lynch

Interim President Roberta S. Matthews
Int. Pres. 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 Trustee George J. Rios was excused.
A. VIDEOTAPING OF BOARD MEETING: Chairman Badillo announced that this meeting is being transmitted over cable Channel 75, CUNY-TV, and this is the usual procedure to let the public know what’s going on.

B. NEW COMMITTEES: Chairman Badillo announced that he has established the following committees:

1. The Committee on Community Colleges, which will be chaired by Trustee Nilda Soto Ruiz. The other members are Trustee Kenneth Cook, who will serve as Vice Chairman, and Trustees John Morning, Kay Pesile, Mizanoor Biswas, and Bernard Sohmer. President Antonio Perez, Borough of Manhattan Community College, will represent the Council of Presidents, and Dr. Nahma Sandrow, Professor of English at Bronx Community College, will be the faculty representative for community colleges.

As I mentioned to all of you, now that we have gotten a resolution approved for the senior colleges, I want to begin to look at what's happening at the community colleges to see how we can improve the performance of the community colleges as well. I consider this to be a very important committee and it will be tying in as far as possible with the similar community college committee which has long been established at the State University.

2. The Hunter College Presidential Search Committee, which will be chaired by Vice Chairman Benno Schmidt. The other Trustee members are John Calandra, Kenneth Cook, Randy Mastro, and Nilda Soto Ruiz.

3. I'm also establishing a search Committee for General Counsel and Vice Chancellor for Legal Affairs. We've asked and Trustee John Calandra has agreed to chair this Committee. After consultation with the Chancellor, the other members of this Committee will be named.

C. CONGRATULATIONS – DR. IRWIN POLISHOOK: On behalf of the Board of Trustees, Chairman Badillo offered congratulations to Dr. Irwin Polishook on the occasion of his retirement as President of the Professional Staff Congress. For nearly 25 years, Dr. Polishook has always placed his commitment to his constituents and to the interests of the University first. He has served with dedication and devotion and we wish him well in all his future endeavors.

D. TRUSTEES’ ALBANY TRIP: Chairman Badillo commented that you may have noticed a photo montage of the Board of Trustees' visit to Albany on March 6 and 7. Vice Chairman Benno Schmidt, Trustees John Calandra, Kenneth Cook, Alfred Curtis, George Rios, Jeffrey Wiesenfeld, Mizanoor Biswas, Bernard Sohmer and I, as well as our Secretary, Genevieve Mullin, were in attendance, together with Chancellor Matthew Goldstein, Vice Chancellors Sherry Brabham, Jay Hershenson, Emma Macari, and Louise Mirrer, Mr. Ernesto Malave, and Presidents Ricardo Fernandez, Frances Horowitz, Gerald Lynch, Roberta Matthews, Antonio Perez, Marlene Springer and Michael Zibrin.

This was a very successful and well attended event which included a legislative reception and meetings with Secretary Brad Race, Deputy Secretary Jeffrey Lovell, Senators Joseph Bruno and Kenneth LaValle and members of the Senate Higher Education Committee, as well as Speaker Sheldon Silver, Assemblyman Edward Sullivan and all of the New York City Senate majority.

We found that the University was very well received this time around in Albany, and they felt that the University was progressing. The atmosphere was very positive on the part of the Governor's office and the leaders of the State Senate and the Assembly. I want to thank the Trustees, the Vice Chancellors, and the college Presidents for being there.

E. PRESIDENT’S HONORS: Chairman Badillo called on Trustee Curtis who announced the following:

1. President Marlene Springer of The College of Staten Island, has been appointed to the American Council on Education's Council on Leadership and Institutional Effectiveness. She will serve until December 31, 2002.
F. FACULTY HONORS: Chairman Badillo called on Trustee Curtis who announced the following:

1. Dr. John Corigliano, Distinguished Professor of Music at Lehman College, has won the Academy Award for best original score for the film, "The Red Violin." The Canadian film chronicles the story of one violin over several centuries and has already earned the composer that nation's highest award, the Genie.

2. Dr. George Wolberg, Professor of Computer Science at The City College, received one of the three 1999-2000 Mayor's Awards for Excellence in Science and Technology in the Young Investigator category. He was honored for his seminal contributions to the field of digital imaging. These prestigious awards are presented each year to New York City's best scientists and engineers, and 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.

3. Dr. Bogart Leashore, Dean of Hunter College's School of Social Work, was elected President of the National Association of Deans and Directors of Schools of Social Work.

4. Professor Thomas Head, of the History Department at Hunter College, received a Guggenheim Fellowship.

5. Professor Joan Tronto of the Political Science Department at Hunter College, will be a Rockefeller Visiting Fellow at the Princeton University Center for Human Values during her sabbatical next year.

6. Professor Neil Smith, Distinguished Professor of Anthropology and Geography at The Graduate School and Hunter College, was awarded Distinguished Scholarship Honors by the Association of American Geographers Council for his contribution to understanding how the spatial movements of capital produce uneven geographic commitment, and his commitment to the cause of scholarship in geography.

At this point Trustee Mastro joined the meeting.

7. Professor Clare Carroll, Chair of the Comparative Literature Department at Queens College, has been awarded a Fulbright Scholarship for lecturing and research for a full academic year at Trinity College in Dublin, where she will explore the "Irish Exiles in Europe in the Early Modern Period."

8. Professor Lois Bianchi, of the Queens College Media Studies Department, has been awarded a Fulbright Program senior scholar grant for lecturing and research in Croatia from March to August 2000. She will use the grant to explore the evolution of broadcast news in Croatia since the fall of the Soviet Union, particularly the attempts to set up non-state-controlled media.

9. Dr. Richard Lieberman, Professor in the Social Science Department and Director of the LaGuardia and Wagner Archives at LaGuardia Community College, has received the Sloan Public Service Award of the Fund of the City of New York for his "concrete, measurable, and important contributions to the quality of life in New York City."

G. COLLEGE HONORS: Chairman Badillo called on Trustee Ruiz who announced the following:

The Graduate School and University Center was one of 27 doctoral degree institutions honored by the Quality Education for Minorities, (QEM), Network for its important contribution to the number of doctoral degrees in the fields of mathematics, the physical sciences, and engineering earned by African-Americans, Alaskan Natives, American Indians, and Hispanics.

H. 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 February 22, 2000 Board meeting:

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

A. $347,090 UNITED STATES DEPARTMENT OF EDUCATION to Akst, G., for "TITLE III (Strengthening
BROOKLYN COLLEGE

A. $269,014 NEW YORK STATE EDUCATION DEPARTMENT to Caref, A., Continuing Education, for "Adult Ed RFP."
B. $253,713 UNITED STATES DEPARTMENT OF EDUCATION to Tucker, J., and Marquis, J., Educational Services, for "Brooklyn College Educational Talent Search Program."

THE CITY COLLEGE

A. $375,000 VARIOUS to Roman, S., Med. School-Admin., for "CUNY Medical School Administration Support."
C. $157,371 NEW YORK STATE EDUCATION DEPARTMENT to Rogers, W., Administration, for "Liberty Partnership Program."
D. $123,329 UNITED STATES DEPARTMENT OF TRANSPORTATION to Paaswell, R., Transportation, for "University Transportation Research Center – Technology Transfer (Year 12)."
E. $120,000 NSF to Cummins, H., Physics, for "Experimental Studies of the Liquid-Glass Transition."

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

A. $778,694 NEW YORK CITY BOARD OF EDUCATION to Flugman, B., for "Staff Leadership Professional Development."
B. $310,980 NIH to Mollenkopf, J., for "Immigration Second Generation in Metropolitan New York."
C. $150,000 OPEN SOCIETY INSTITUTE to Gittell, M., for "Getting Smart about Welfare: A National Collaborative on Welfare Reform and Postsecondary Education."

HERBERT H. LEHMAN COLLEGE

A. $225,000 THE RESEARCH FOUNDATION OF THE STATE OF NEW YORK to Paull, M., for "The New York State Small Business Development Center."
B. $100,000 W. K. KELLOGG FOUNDATION to Saravia-Shore, M., for "The Bronx Educational Alliance/Lehman College Enlace Planning Grant."

HUNTER COLLEGE

A. $480,171 PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Luine, V., Psychology, for "Minority Biomedical Research Support Program."
B. $276,167 NEW YORK CITY BOARD OF EDUCATION to Patti, J., and Knoll, M., Curriculum & Teaching, for "Staff Leadership Program."
C. $250,000 NEW YORK DEPARTMENT OF HEALTH to Kass, D., Center for Occupational and Environmental Health, for "Critical Event Response System."
D. $210,750 PHS/NIH/NATIONAL INSTITUTE FOR NEUROLOGICAL DISORDERS & STROKE to Filbin, M., Biological Sciences, for "Role of Myelin Protein, MAG, in Spinal Cord Regeneration."
E. $124,000 **TINKER FOUNDATION** to Randall, L., Economics, for “Preventing Repetition & Increasing Achievement in Primary Schools in 4 Latin American Countries.”

F. $120,000 **NEW YORK STATE EDUCATION DEPARTMENT** to Gamble, M., Curriculum & Teaching, for “Teacher Opportunity Corps.”

G. $112,313 **PHS/NIH/NATIONAL CANCER INSTITUTE** to Diem, M., Chemistry, for “Detection of Cancerous Cells in Cancer Diagnosis.”

H. $100,000 **NATIONAL SCIENCE FOUNDATION** to Goss, D., Chemistry, for “Characterization of the Interactions of Eukaryotic Initiation Factors, Ribosomes, and mRNA.”

**MEDGAR EVERS COLLEGE**

A. $400,000 **NEW YORK CITY DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT** to Oliver, E. T., Continuing Education and External Programs, for “Flatbush Beacon Center.”

B. $360,376 **NEW YORK CITY DEPARTMENT OF HOMELESS SERVICES** to Oliver, E. T., Continuing Education and External Programs, for “Passage to Prosperity Program.”

C. $340,920 **NEW YORK STATE EDUCATION DEPARTMENT** to Withers, D., Office of Institutional Assessment and Accountability, for “VATEA Program Supporting Occupational Education.”

D. $311,793 **NEW YORK STATE EDUCATION DEPARTMENT** to Oliver, E. T., Continuing Education and External Programs, for “Central Brooklyn School-to-Career Opportunities Partnership.”

E. $304,800 **NEW YORK CITY DEPARTMENT OF EMPLOYMENT** to Oliver, E. T., Continuing Education and External Programs, for “Summer Youth Employment Program.”

F. $246,985 **UNITED STATES DEPARTMENT OF EDUCATION** to Heusner, W., Continuing Education and External Programs, for “Talent Search Program.”

G. $235,000 **NEW YORK STATE EDUCATION DEPARTMENT** to Shujaa, M., School of Liberal Arts and Education, for “Liberty Partnership Program.”

H. $200,000 **NEW YORK STATE EDUCATION DEPARTMENT** to Gamble, M., Continuing Education and External Programs, for “Liberty Partnership Program.”

I. $200,000 **NEW YORK STATE DORMITORY AUTHORITY** to Karan, H., School of Science Health and Technology, for “Purchase of Science Equipment.”

J. $194,688 **UNITED STATES DEPARTMENT OF EDUCATION** to Oliver, E. T., Continuing Education and External Programs, for “Student Support Services Program.”

K. $175,000 **NEW YORK STATE EDUCATION DEPARTMENT** to Simmons, E., Continuing Education and External Programs, for “Parent Advocacy Program.”

L. $170,842 **NEW YORK STATE EDUCATION DEPARTMENT** to Oliver, E. T., Continuing Education and External Programs, for “Nursing Assistant Training Program.”

M. $164,089 **NEW YORK STATE EDUCATION DEPARTMENT** to Oliver, E. T., Continuing Education and External Programs, for “Adult Literacy Education Program.”

N. $150,600 **THE AFTER SCHOOL CORPORATION OF THE OPEN SOCIETY INSTITUTE/SOROS FOUNDATION** to Oliver, E. T., Continuing Education and External Programs, for “After School Summer Youth Employment Program.”

O. $150,202 **NEW YORK STATE LABOR DEPARTMENT** to Oliver, E. T., Continuing Education and External Programs, for “PAVE Training Program.”

P. $140,000 **NEW YORK CITY HUMAN RESOURCES ADMINISTRATION AND CUNY** to Oliver, E. T., Continuing Education and External Programs, for “College Opportunity to Prepare for Employment (COPE) Program.”
Q. $105,277 NEW YORK CITY DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT to Oliver, E. T., Continuing Education and External Programs, for “Youth Development Initiative.”

R. $100,000 NATIONAL AERONAUTICS AND SPACE ADMINISTRATION to Johnson, L., Physical, Computer, and Environmental Sciences Department, for “Atmospheric/Ocean and Environmental Science.”

NEW YORK CITY TECHNICAL COLLEGE

A. $200,000 NATIONAL SCIENCE FOUNDATION to Soiffer, S., for “Computer Science, Engineering and Mathematics Scholarship (CSEMS) Program.”

B. $170,000 NEW YORK CITY HEALTH AND HOSPITALS CORPORATION to Melikian, Y., for “Medical Billing & Coding Specialist Training.”

C. $152,880 NEW YORK CITY BOARD OF EDUCATION to Nwoke, G., and Braneky, J., for “Instructional Technology Professional Development.”

THE COLLEGE OF STATEN ISLAND

A. $150,000 RFSUNY/SBA to Affron, M., and Schwartz, M., for “Small Business Development Center.”

B. $109,530 NSF to Stark, R., for “Molecular Structure and Function of Fruit Cuticle Polyesters.”

YORK COLLEGE

A. $830,859 NEW YORK CITY BOARD OF EDUCATION to Shilling, W., English, for “CUNY Literacy Enhancement Program.”

B. $298,599 NATIONAL INSTITUTES OF HEALTH to Divale, W., Social Sciences, for “MARC Program at York College.”

C. $136,000 NEW YORK CITY COUNCIL to Barnes, R., Office of Administrative Affairs, for “Bursar Stations.”

I. ORAL REPORT OF THE CHANCELLOR: Chancellor Goldstein reported the following:

1. I again want to thank Chairman Badillo and Vice Chairman Schmidt for leading the delegation to Albany on March 6 and 7. It was a very fruitful exchange and I think we left with confidence that we are going to get the kind of support that we hope ultimately to see when the budget finally is put to rest. The faculty and students were splendid, and the PSC was very helpful, and I think all of us, together, have been a marvelous team.

2. The five legislative breakfasts organized and hosted by President Springer in Staten Island, President Kimmich in Brooklyn, President Lynch in Manhattan, Interim President Lapidus in Queens, and President Ricardo Fernandez in the Bronx were well-attended.

3. We continue to work with members in the Governor’s office, the Assembly and the Senate as we go through the legislative season to insure that The City University of New York gets favorable consideration on the things that we deem important for us to move forward.

The next step in the process before the conference committees get moving is to see if we can reach an understanding on revenue projections. We understand that just a couple of hours ago Assemblyman Silver and the Governor have reached agreement on revenue. Senator Bruno is now behind closed doors with the Governor and they are moving ahead to see if they can reach agreement as well. Once those revenue targets are reached, then the conference committees will start meeting and that’s a good sign that it’s moving ahead. We are coming close to when a budget is supposed to be presented, so it’s not a rare event for us to understand that we will not have a budget probably on time, but hopefully it won’t be too long in the making.
4. On the City side, we’re working with City Hall and the City Council to advance three major operating priorities: support for full-time faculty, the COLLEGE NOW program, and restoration of the Merit Scholarship program. There will be a breakfast reception for the full City Council on April, 24 at Borough of Manhattan Community College at 8:15 A.M., and certainly all of you are invited.

5. We are in the endgame of four presidential searches and we hope that either by the end of April or certainly no later than the May meeting we will have had the four Presidential searches completed and new leaders for those four important campuses.

6. We started interviewing this past Saturday for the new position of Senior Vice Chancellor and Chief Operating Officer. We are receiving nominations and applications for the position of Vice Chancellor for Legal Affairs and General Counsel, and Vice Chancellor for Budget, Finance and Computing. And we are near announcing the University’s first Dean of Teacher Education that this University has had in quite a number of years.

7. Our CUNY Business Leadership Council met on March 9, and I’m delighted to say that this is an engaged group of very prominent men and women. Robert Friedman, a limited partner at Goldmann, Sachs, is actively involved in a committee that has been appointed to look strategically at science, engineering, and architecture at City College. Alair Townsend, publisher of Crain’s New York Business, hosted a wonderful breakfast for SUNY Chancellor King, Board of Education Chancellor Levy, and myself. Robert Catell, Chairman and CEO of Keyspan, is aggressively supporting the TOPS program. Edward Vick, the new chairman of Young & Rubicam, is going to be spending a day or two at City College helping us advance a strategic marketing campaign for the University. Joseph Grano, President of Paine Webber will be the keynote speaker at the Jobs Fair on April 6. He is very interested in a proposed program for an Internet-based assessment of needs of companies in the area and seeing how we can align them with students here at the University. Debra Wright is working with us on some issues that we’re dealing with, with Kathryn Wylde, President and CEO of the New York City Investment Fund, in partnership with incubators. Bernie Mendik has agreed to serve in a leadership capacity as we ask the Business Advisory Council to assist us in our facilities operation and our procurement practices. I’m particularly interested in using e-commerce as a way to help facilitate our purchasing across this University, and I think if we do it with resolve, it’s hard to believe that we will not experience a great savings that we ultimately could re-deploy back into the University for basic operations.

8. Many of you know that Chancellor Harold Levy and I named Larry Edwards as Deputy to the Chancellors. This is the first time in the history of these two organizations where there is a true structural relationship that we’re establishing and we will welcome Larry Edwards to this organization in due course.

9. And lastly, I would be remiss for not indicating that President Carolyn Williams also has been appointed to an ACE Commission on Government and Public Affairs for a four-year program. We applaud both President Springer and President Williams in this important honor.

Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 1 through 5)

**NO. 1. UNIVERSITY REPORT:** RESOLVED, That the University Report for March 27, 2000 (including Addendum Items) be approved:

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

<table>
<thead>
<tr>
<th>DEPARTMENT TITLE</th>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>PRIOR TITLE</th>
<th>CURRENT RATE</th>
<th>PREVIOUS RATE</th>
<th>EFFECTIVE DATE</th>
</tr>
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<tbody>
<tr>
<td>Language and Cognition</td>
<td>Benedetto</td>
<td>Rosemary</td>
<td>Assistant Professor</td>
<td>$71,818</td>
<td>$60,571</td>
<td>2/1/00*</td>
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</table>
D. 20.  HOSTOS COMMUNITY COLLEGE – ELECTION OF DEPARTMENT CHAIRPERSON:

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<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>TITLE</th>
<th>DEPARTMENT</th>
<th>SALARY RATE</th>
<th>EFFECTIVE DATES</th>
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<tbody>
<tr>
<td>Benedetto</td>
<td>Rosemary</td>
<td>Associate Professor</td>
<td>Language and Cognition</td>
<td>$71,818</td>
<td>2/1/00 – 6/30/03</td>
</tr>
</tbody>
</table>

*Approved by the Deputy Chancellor.

NO. 2.  CHANCELLOR’S REPORT: RESOLVED, That the Chancellor’s Report for March 27, 2000 (including Addendum Items) be approved:

NO. 3.  APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting of February 22, 2000 be approved.

NO. 4.  COMMITTEE ON ACADEMIC POLICY, PROGRAM, AND RESEARCH: RESOLVED, That the following items be approved:

A.  THE CITY COLLEGE – ADVANCED CERTIFICATES IN CHEMICAL ENGINEERING, CIVIL ENGINEERING, COMPUTER SCIENCE, ELECTRICAL ENGINEERING, MECHANICAL ENGINEERING, AND ENGINEERING MANAGEMENT:

RESOLVED, That the following six programs: Chemical Engineering, Civil Engineering, Computer Science, Electrical Engineering, Mechanical Engineering, and Engineering Management, all leading to the Advanced Certificate to be offered at The City College be approved, effective September, 2000, subject to financial ability.

EXPLANATION: The purpose of the proposed certificate programs is to provide engineers the opportunity to improve their technical skills and to keep abreast of the latest developments in their engineering fields as well as the opportunity to acquire new skills. The certificates will also provide engineers who hold bachelor’s degrees but who are not employed in engineering jobs the opportunity to obtain a thorough and relatively fast upgrading of their less specialized undergraduate education in order to become more employable in the engineering job market. Thus, the fundamental rationale for these certificates is to provide an opportunity for life-long learning for engineers and computer scientists in today’s rapidly evolving technological environment.

An Advanced Certificate in Special Topics will be awarded by the School of Engineering upon satisfactory completion (minimum GPA of 3.00) of twelve credits of prescribed professional graduate level courses that constitute coursework for each special topics certificate program. All courses are chosen for their applicability to everyday practice and they are designed to cover the latest changes relevant to each special topics field. Students may eventually elect to enroll in one of the Professional Master’s degrees offered at The City College. All credits for completed courses in the Advanced Certificate programs may be applied towards a master’s degree.

B.  THE CITY COLLEGE – B.E. IN COMPUTER ENGINEERING:

RESOLVED, That the program in Computer Engineering leading to the Bachelor of Engineering degree to be offered at The City College be approved, effective September, 2000, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to provide students with a balanced knowledge of the design, analysis, and applications of computer systems including a broad understanding of both computer hardware and software. Students will also have the opportunity to develop the technical background that would enable them to become specialists in subfields of computer engineering or to branch out into related fields. Graduates of the program will be eligible to continue on to graduate study in computer engineering or enter a variety of technical and managerial fields such as biomedical engineering, patent law, business administration, and information technology management.
According to a recent survey by the Information Technology Association of America, almost 200,000 jobs in computer and information technology remain unfilled, yet the Engineering Workforce Commission states that only 19,600 bachelors degrees in electrical and computer engineering were awarded in 1997. Thus, graduates of the proposed program would be entering a highly favorable job market.

**NO. 5. 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>CUNY SCHOOL OF LAW</td>
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<tr>
<td>Ms. Ida Ines Torres</td>
<td>Doctor of Laws</td>
</tr>
<tr>
<td>Paul Igasaki, Esq.</td>
<td>Doctor of Laws</td>
</tr>
<tr>
<td>Gay McDougall, Esq.</td>
<td>Doctor of Laws</td>
</tr>
<tr>
<td>(To be awarded at the May 26, 2000, Commencement)</td>
<td></td>
</tr>
<tr>
<td>JOHN JAY COLLEGE OF CRIMINAL JUSTICE</td>
<td></td>
</tr>
<tr>
<td>Mr. Kofi Annan</td>
<td>Doctor of Laws</td>
</tr>
<tr>
<td>Dr. Martin Symonds</td>
<td>Doctor of Science</td>
</tr>
<tr>
<td>Mr. Danny Glover</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td>Mr. John Lewis</td>
<td>Doctor of Laws</td>
</tr>
<tr>
<td>Marcia Robinson Lowry, Esq.</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td>(To be awarded at the May 31, 2000, Commencement)</td>
<td></td>
</tr>
<tr>
<td>NEW YORK CITY TECHNICAL COLLEGE</td>
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</tr>
<tr>
<td>Mr. Martin Jaffe</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td>(To be awarded at the June 8, 2000, Commencement)</td>
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Upon motions duly made, seconded and carried, the Public meeting was adjourned at 4:55 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
MARCH 27, 2000

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

The Executive Session was called to order at 5:00 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
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

Chancellor Matthew Goldstein
Interim Deputy Chancellor Patricia Hassett
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari
Acting University Dean Robert Ptachik
Mr. Donal Farley

The absence of Trustee George J. Rios was excused.

The Board went into Executive Session to discuss real estate and personnel matters.

Upon motion duly made, seconded and carried, The Executive Session was adjourned at 5:37 P.M. to go into Public Session.

SECRETARY GENEVIEVE MULLIN
The Public Session reconvened at 5:40 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
Nilda Soto Ruiz
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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

Interim President Sidney I. Lirtzman
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari

The absence of Trustee George J. Rios was excused.

Upon motions duly made, seconded and carried, the following resolution was adopted: (Calendar No. 6)

NO. 6. COMMITTEE ON FACILITIES, PLANNING, AND MANAGEMENT: RESOLVED, That the following item be approved:

A. THE CITY UNIVERSITY OF NEW YORK – SALE OF PROPERTY TO THE MOUNT SINAI SCHOOL OF MEDICINE:

RESOLVED, That the Board of Trustees of The City University of New York ("University") authorize the conveyance by the Dormitory Authority of the State of New York ("Authority") to the Mount Sinai School of Medicine ("School") of
title to the facility located at 10 East 102nd Street, New York, New York, and known as the Basic Sciences Building, pursuant to an installment payment agreement providing for aggregate payments totaling $13.4 million, to be deposited in The City University's Investment Pool Account; 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, including Supplemental Agreement T to the Agreement of Lease dated as of June 12, 1967 among the Authority, the City University Construction Fund ("Fund"), and the Board of Higher Education in the City of New York (predecessor to the University) ("Supplemental Agreement T"), subject to approval as to form by the University Office of the General Counsel of all such documents; and be it further

RESOLVED, That the Chairperson or Vice Chairperson of the Board of Trustees is hereby authorized to make such amendments to Supplemental Agreement T as he shall deem appropriate or necessary in accordance with the advice of the General Counsel to the Board of Trustees, and that the signature of the Secretary of the Board on Supplemental Agreement T, as so amended, shall be conclusive evidence of the approval by the Board of Trustees of such amendment; and be it further

RESOLVED, That the Board of Trustees of The City University of New York request the Fund to execute and deliver Supplemental Agreement T.

EXPLANATION: The Basic Sciences Building was acquired in 1975 by the Authority on behalf of the University and leased at nominal cost to the School until June 30, 1999, when the affiliation agreement between the School and the University was terminated. Negotiations have been undertaken to sell the Basic Sciences Building to the School, which has continued in occupancy as a holdover tenant. These negotiations have concluded in the proposed installment sale agreement for conveyance of the property to the School at an aggregate purchase price of $13.4 million. Supplemental Agreement T will operate to withdraw the facility from the 1967 Agreement of Lease, under which it was acquired by the Authority. Approval and execution of Supplemental Agreement T by the parties thereto will allow the Authority to consummate the sale on behalf of the University.

The net proceeds of the sale, after deducting any closing costs and expenses, will be used over the next five years to fund various initiatives consistent with the goals articulated in the University's FY 2000-2001 Budget Request. The University will receive these funds and account for them as part of its Investment Pool Account, providing an annual report to the Board regarding the revenues, earnings and expenses. Trustee Randy M. Mastro recused himself. Trustee John J. Calandra abstained.

Upon motions duly made, seconded and carried, the following resolutions were unanimously adopted: (Calendar Nos. 7 and 8)

NO. 7. BARUCH COLLEGE - DESIGNATION OF PRESIDENT:

RESOLVED, That Mr. Edward V. Regan be designated President of Baruch College, effective July 15, 2000, at a compensation to be recommended by the Chancellor to the Board, subject to financial ability, and that he be appointed Professor with tenure in the School of Public Affairs.

EXPLANATION: The Search Committee, appointed by Chairman Herman Badillo and Chaired by Trustee Kathleen M. Pesile, following the conclusion of an extensive national search, recommended three finalists for the Baruch presidency. Mr. Regan is being recommended by the Chancellor to the Board of Trustees as President of Baruch College. Mr. Regan brings many years of experience in senior governmental positions, as well as experience in university governance, teaching and academic publishing. Mr. Regan was most recently a Distinguished Fellow at the Jerome Levy Economics Institute at Bard College.

President-designate Regan thanked Chairman Badillo and members of the Board for this appointment. It is something I'm looking forward to. It's an exciting opportunity for me to be able to follow in your Chancellor's footsteps. He's done a wonderful job in bringing Baruch up to be a superb institution. I look forward to getting his
advice, getting your advice, working with Sidney Lirtzman, and working with the faculty. Much of the discussion out there has been about the superb student body that's at Baruch, described to me by one student when talking about the diversity of the student body as breathtaking. That's the kind of an atmosphere that attracts me and, along with a superb faculty, will be a place where I will enjoy working and an institution that, again building on the great work that's been done by the Chancellor, will continue to grow in terms of its educational excellence and its contributions to this great City. Thank you very much.

Chairman Badillo stated that, as he said during the Executive Session, all the Trustees were delighted to have you because it should be a signal to the entire establishment in this City, the State, and the nation that we want to bring up the standards in the entire City University, and that we want to make Baruch College the premier institution, certainly as far as the financial community is concerned.

NO. 8. QUEENSBOROUGH COMMUNITY COLLEGE – DESIGNATION OF PRESIDENT:

RESOLVED, That Dr. Eduardo J. Marti be designated President of Queensborough Community College, effective July 1, 2000, at a compensation to be recommended by the Chancellor to the Board, subject to financial ability, and that he be appointed Professor with tenure in the Department of Biological Sciences and Geology.

EXPLANATION: The Search Committee, appointed by Chairman Herman Badillo and Chaired by Trustee Nilda Soto Ruiz, following the conclusion of an extensive national search, recommended three finalists for the Queensborough Community College presidency. Dr. Eduardo J. Marti is being recommended by the Chancellor to the Board of Trustees as President of Queensborough Community College. Dr. Marti brings many years as a faculty member and senior academic administrator to this position. He has served as President of Corning Community College since 1994, and was President of Tompkins Cortland Community College from 1986 to 1994.

President-designate Marti thanked the Trustees very much for their vote of confidence in making this appointment. I sincerely hope that the tenure that I will hold at Queensborough will be one that will bring honor and prestige to The City University of New York. I also want to thank the faculty of Queensborough for being so forthright and so enlightened as to choose me as their new President. And lastly, but not least, let me thank the Chancellor, who was the person that truly attracted me to come to this University. His mission for the University is one that I want to be part of that team, and I want to make certain that we bring to Queensborough the glory that is certainly required in this day and age.

I cannot leave this chair without telling you that the ability and the opportunity to serve the population of Queensborough is a tremendous honor. I am an immigrant, as you all know, and there was a time in my life where a faculty member at New York University called me in and said, “No, you can’t withdraw. No, you must go on.” And he somehow found the way for me to be able to do what I have done, and it was because of Charlie Segal that I was able to complete my degree at New York University. If I can do that for one student at Queensborough, I can finish my career with my head high. So I thank you from the bottom of my heart for this opportunity.

Upon motions duly made, seconded and carried, the Public meeting was adjourned at 5:49 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 24, 2000
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
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
Kathleen M. Pesile
George J. Rios
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 President Roberta S. Matthews
Interim Deputy Chancellor Patricia Hassett
President Antonio Perez
President Fred W. Beaufait
Int. Pres. and Dean Stanford R. Roman, Jr.
President David A. Caputo
President Marlene Springer
President Dolores Fernandez
President Carolyn G. Williams
President Ricardo R. Fernandez
Interim President Michael Zibrin
President Frances Degen Horowitz
Dean Kristin Booth Glen
President Edison O. Jackson
Interim Vice Chancellor Sherry Brabham
President Charles C. Kidd, Sr.
Vice Chancellor Jay Hershenson
President Christoph M. Kimmich
Vice Chancellor Emma E. Macari
Interim President Sidney I. Litzman
Vice Chancellor Brenda Richardson Malone
President Gerald W. Lynch
Vice Chancellor Louise Mirrer

The absence of Trustees John Morning and Nilda Soto Ruiz was excused.
A. VIDEOTAPING OF BOARD MEETING: Chairman Badillo announced that CUNY-TV is transmitting this afternoon's meeting of the Board of Trustees live over cable Channel 75. This is an important community service and will help provide the public with additional opportunities to observe the work of the Board and the University.

B. CONDOLENCES: On behalf of the Board and the Administration, Chairman Badillo offered condolences to the family of the late Reverend Robert Ross Johnson, who served as a member of the Board, when it was known as the Board of Higher Education, from 1969 to 1974. Reverend Johnson was a founder of York College, and in 1970 he chaired that College's presidential search committee. He was an advocate for the education of minorities and the development of the liberal arts faculty.

C. CITY COLLEGE PRESIDENTIAL SEARCH COMMITTEE: Chairman Badillo announced that he has asked Trustee Randy Mastro to serve as Chairman of The City College Presidential Search Committee. The other Trustee members of this Committee are Satish Babbar, John Morning, Kathleen Pesile, and George Rios. This is an important search and I'm delighted that these Trustees have agreed to serve.

D. CHANCELLOR'S HONORS: Chairman Badillo stated that he is pleased to announce that Chancellor Goldstein has been invited to serve on two prestigious committees. The first, the Group of 35, a blue ribbon Task Force on New York City Commercial Space, headed by Senator Charles Schumer, will focus on specific proposals and development sites that can alleviate the shortage of commercial space. The second, established by Governor Pataki, is an Advisory Committee that will refine the mission of the Rivers Institute, develop a business plan and organizational structure, establish a research agenda, develop affiliations with other research and educational facilities, and identify funding and endowment sources. The Rivers Institute will be a world class rivers and estuary research and educational institute in the Hudson Valley.

At this point Trustee Calandra joined the meeting.

E. FACULTY HONORS: Chairman Badillo called on Trustee Curtis, who announced the following:

1. Professor Chang-rae Lee of the English Department at Hunter College, has received a Guggenheim Fellowship.

2. Professor Margaret E. Carhan, Dorothy Epstein Professor of History at Hunter College, was awarded a Woodrow Wilson Fellowship for next year.

3. Professor Phillip Kasinitz of the Department of Sociology at Hunter College, has been awarded a Visiting Scholarship at the Russell Sage Foundation for academic year 2000-2001.

4. Professor Heather Hendershot of the Department of Media Studies at Queens College, will be serving as a Fellow at the Shelby Cullom Davis Center at Princeton University during the 2000-2001 academic year.

5. Professor Dimitra Karabali of the Department of Physics and Astronomy at Lehman College, has been named an Institute for Theoretical Physics Scholar for 2000 through 2002. The Institute, located at the University of California, Santa Barbara, is one of the world's foremost centers for theoretical physics. Only seven scholars are selected for this title each year. Dr. Karabali is the second Lehman faculty member to receive this honor. Congratulations to all the professors.

F. STUDENT/ALUMNI HONORS: Chairman Badillo called on Trustee Crimmins, who announced the following:

1. Vivian Ka, a student in The City College's Sophie Davis School of Biomedical Education, has won a Fulbright Fellowship for Study Abroad. Beginning in February 2001, she will spend a year at the University of Western Sydney at Macarthur, Australia, where she will study and conduct research on the concepts and theory of Chinese medicine.

2. Lia Lynch, an English/Honors/French student and a Hunter College Mellon Minority Undergraduate Fellow, has been awarded an Andrew W. Mellon Fellowship in Humanistic Studies. Ms. Lynch is one of 85 students from throughout the country to be awarded this most prestigious award for graduate work in the Humanities. She has also
received a President’s Fellowship from Princeton University, where she will be studying 17th century English Literature.

3. Ms. Emer Martin, an alumna and recent valedictorian at Hunter College, has received a Guggenheim Fellowship. We congratulate all of these students for their honors.

G. 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 March 27, 2000 Board meeting:

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

A. $379,776 UNITED STATES DEPARTMENT OF EDUCATION to Kieran, M., and Murphy, C., for “FIPSE – Demonstration Project for Underpresented Population to Gain Access to Careers in Technology.”

LAGUARDIA COMMUNITY COLLEGE

A. $210,074 ALFRED P. SLOAN FOUNDATION to Saunders, W., Adult and Continuing Education Division, for “Industrial Management Resource Program (IMRP) (Year 2).”
B. $136,749 NEW YORK CITY HUMAN RESOURCES ADMINISTRATION to Watson, S., Adult and Continuing Education Division, for “Uplift Skills Training Extension Program.”
C. $122,500 NEW YORK CITY DEPARTMENT OF EMPLOYMENT to Watson, S., Adult and Continuing Education Division, for “Summer Youth Employment Program.”

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

A. $181,217 NEW YORK CITY BOARD OF EDUCATION to Moshyannnis, T., for “Training Program for Crisis Management Paraprofessionals.”
B. $171,886 NEW YORK STATE EDUCATION DEPARTMENT to Flugman, B., for “Special Topics Seminar Series on Adult Education for the Big Five.”

HUNTER COLLEGE

A. $560,527 PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Luine, V., Biological Sciences, for “RISE Program at Hunter College.”
B. $223,616 NATIONAL ENDOWMENT FOR THE HUMANITIES to Perez, N., Center for Puerto Rican Studies, for “Arranging and Describing Records on Puerto Rican Migration History.”
C. $100,000 NEW YORK STATE DEPARTMENT OF HEALTH/AIDS INSTITUTE to Seals, B., and Joseph, C., Center for AIDS, Drugs and Community Health, for “Center for Community Action to Prevent AIDS: AIDS Education and Outreach Program – School Based Initiative.”

NEW YORK CITY TECHNICAL COLLEGE

A. $200,000 NATIONAL SCIENCE FOUNDATION to Soiffer, S., for “Computer Science, Engineering and Mathematics Scholarship (CSEMS) Program.”
B. $196,757 DEPARTMENT OF HEALTH AND HUMAN SERVICES to Richardson, K., for “Nursing Retention Enhancement Program.”
C. $170,000 NEW YORK CITY HEALTH AND HOSPITALS CORPORATION to Melikian, Y., for “Medical Billing & Coding Specialist Training.”
D. $100,839 NEW YORK CITY BOARD OF EDUCATION to Gawkins, A., for “Literacy Standards Project.”
QUEENS COLLEGE

A. $148,527 PACE/PAPER, ALLIED-INDUSTRIAL CHEMICAL & ENERGY INTERNATIONAL UNION to Markowitz, S., Center for the Biology of Natural Systems, for "Needs Assessment for Medical Surveillance of Former Workers at the Idaho Falls Engineering and Environmental Laboratory, Phase II Implementation."

YORK COLLEGE

A. $190,000 UNITED STATES EDUCATION DEPARTMENT to Gao, P., Student Development, and Richards, L., Natural Sciences, for “McNair Postbaccalaureate Achievement Program.”

H. ORAL REPORT OF THE CHANCELLOR: Chancellor Goldstein reported the following:

1. Budget deliberations continue to grind toward a conclusion in Albany. The Legislature is out this week and will be back in Albany on May 1. We continue to be in close touch with both the Governor's office and the legislative leadership. We're delighted that significant progress has been made on key issues for CUNY through the conference committee processes. We expect improvements in our full-time faculty, in base aid for community colleges, and increases in the TAP program among some other areas, as well. But we are still waiting for the process to grind to a halt, and at the end we expect to be in a much better position than we were at this time last year.

2. With respect to the City budget, we're pleased that Mayor Giuliani's Executive Budget has appropriated $5 million for the very important College Now Program - something that is one of the high priorities for this University. In my discussions with Interim Chancellor Harold Levy we are moving ahead aggressively to start putting in the necessary architecture to build on that very successful program.

3. I'm delighted by our five legislative borough meetings, and then a sixth in the Borough of Manhattan dealing with guidance counselors, principals, and superintendents to really develop the kind of relationships that this University wants and should have with the schools. We've learned considerably from those meetings, and on the basis of the meetings we have adjusted some of our own administrative procedures here in the University. We expect that these kinds of relationships will grow and that we will learn mightily from those efforts.

4. Finally, Mr. Chairman, I would like to commend Lehman College's Distinguished Professor of Music John Corigliano for winning the Academy Award for his sound track in the movie, "The Red Violin." And for you opera lovers, if you haven't gotten the sound track of "The Phantom of the Opera," you'll want to get it. It's a beautiful piece of music. We're very proud to have him among our ranks in this University.

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 April 24, 2000 (including Addendum Items) be approved:

NO. 2. CHANCELLOR’S REPORT: RESOLVED, That the Chancellor’s Report for April 24, 2000 (including Addendum Items) be approved:

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting and Executive Session of March 27, 2000 be approved.
NO. 4. COMMITTEE ON FISCAL AFFAIRS: RESOLVED, That the following items be approved:

A. 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/Aztec Incorporated under existing General Services 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 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 cost of $1,850,000 chargeable to Capital Project Number 144900.

EXPLANATION: On February 22, 1999, Cal. No. 4.D., the Board approved the first phase of Hunter College’s multi-year information technology plan to upgrade its network infrastructure for faculty, staff, and students. This second phase involves wiring and electronics upgrade of the West, East, and North Buildings, to connect student laboratories and faculty and administrative offices to the existing campus-wide backbone network. The wiring will also facilitate electronic communication and access to the Internet.

At this point Trustee Mastro joined the meeting.

B. BOROUGH OF MANHATTAN COMMUNITY COLLEGE – BEQUEST FROM DENNIS L. BONNER:

RESOLVED, That, on behalf of the Borough of Manhattan Community College, the Board of Trustees of The City University of New York accepts with gratitude the bequest of the late Dennis L. Bonner for the purpose of establishing the Dennis L. Bonner Scholarship Fund at the Borough of Manhattan Community College; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorizes the transfer of principal and all accrued interest from said bequest of Dennis L. Bonner from the CUNY Investment Fund to the BMCC Fund, Inc., to be invested, managed, and administered as part of the Borough of Manhattan Community College’s endowment in accordance with the agreement approved as to form by the University Office of General Counsel.

EXPLANATION: In his will, the late Dennis L. Bonner, who served for many years as Admissions Director of Borough of Manhattan Community College, instructed that one fourth of the remainder of his estate be given to the Borough of Manhattan Community College. Mr. Bonner directed that his legacy be added to the College’s endowment for the purpose of establishing a scholarship fund. BMCC’s endowment is managed and administered by the BMCC Fund, Inc. The income generated by Mr. Bonner’s gift is to be used to award scholarships to students at Borough of Manhattan Community College.

The bequest, amounting to two hundred twenty-one thousand twenty-nine dollars and eighty seven cents ($221,029.87), has been deposited into the CUNY Investment Fund.

C. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) – COLLEGE OUTREACH AND PREPARATION PROGRAM:

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 conduct a pilot College Outreach and Preparation Program. The contract or contracts shall be awarded on the basis of best value to a responsive and responsible proposer(s) after public advertisement and sealed submission of a Request For Proposal pursuant to law and University regulations. The contract or contracts shall include up to four one-year options 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: The University will conduct a pilot College Outreach and Preparation Program ("COPP") for up to five hundred (500) adults who possess high school diplomas or equivalency diplomas but lack the essential skills necessary for success in college-level work. This acquisition represents no fiscal commitment on the part of the University; the contractor fees will be paid by its students.

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

A. MEDGAR EVERS COLLEGE – AMENDMENT TO MASTER PLAN:

WHEREAS, On January 24, 2000, the Board of Trustees of The City University of New York approved a program in Mathematical Sciences leading to the Bachelor of Science degree to be offered at Medgar Evers 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; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York requests that the New York State Board of Regents amend the Master Plan of Medgar Evers College so as to permit the College to offer the above-cited program in Mathematical Sciences leading to the Bachelor of Science degree.

EXPLANATION: Following the State Education Department’s review of Medgar Evers’ proposal for a Bachelor of Science degree in Mathematical Sciences, 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).

At this point Trustee Biswas joined the meeting.

B. THE GRADUATE SCHOOL AND UNIVERSITY CENTER – RESEARCH INSTITUTE FOR THE STUDY OF LANGUAGE IN URBAN SOCIETY:

RESOLVED, That the Research Institute for the Study of Language in Urban Society be established 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, February 27, 1995, Cal. No. 5.B.

EXPLANATION: The purpose of the proposed Institute is to conduct basic and applied research on urban linguistic issues, with special emphasis on the acquisition of fluency and literacy in second and foreign languages in the University and the public schools. The Institute will facilitate articulation with University and public school faculties and administrations, providing research-based answers to language questions that affect their curriculum and professional development, as well as their basic understanding of the linguistic contexts in which they work. The Institute will also study ways to make language instruction and language acquisition at CUNY and in the New York City public schools, both in ESL and modern languages, models for multilingual universities and school systems throughout the country.

The City University of New York is located in one of the most complex linguistic environments in the US; these demographics are reflected in the linguistic characteristics of the public schools and the University. This linguistic complexity is a source of pride for all who value diversity and appreciate the positive contributions made by immigrants and minorities to life in the City, but it also poses significant educational challenges. The Institute can provide research-based answers to many of the language questions faced by the University and the public schools, by similar institutions in other cities, and by the scholarly community at large. The mission of the Institute will thus
mesh well with that of the University, among whose goals are the preparation of students for careers, graduate and professional education, and community outreach.

The Institute’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. BARUCH COLLEGE – NAMING OF THE WILLIAM AND ANITA NEWMAN CONFERENCE CENTER:**

RESOLVED. That the Board of Trustees of The City University of New York approve naming the conference center on the 7th floor of the 151 East 25th Street building, which houses the William and Anita Newman Library, the William and Anita Newman Conference Center.

**EXPLANATION:** William Newman (Class of 1947) and Anita Newman have made a gift to the Baruch College Fund of two million dollars ($2,000,000). The Fund has received $500,000 of the pledged two million dollars. The remainder will be given to the College in increments of $250,000 or more.

In the past several years, the generosity of William and Anita Newman has been extraordinary. For the fourth time they are making a seven-figure gift to the College. Initially, we placed their names on our library in recognition of this generosity. With subsequent gifts we established the Steven L. Newman Real Estate Institute and in 1997 we named the facility located at 137 East 22nd Street, Steven L. Newman Hall.

Mr. Newman is a Trustee of the Baruch College Fund and contributes leadership and stature to the Fund. His commitment to the mission of Baruch College will assist in affording future generations of students the opportunity for an education of the highest caliber.

In recognition of the generosity of the Newmans, Baruch College wishes to name the Conference Center the William and Anita Newman Conference Center.

The President of the College enthusiastically supports this resolution.

**B. THE CITY UNIVERSITY OF NEW YORK – AMENDMENT TO THE CUNY OPTIONAL RETIREMENT PROGRAM TO ENHANCE THE CASHABILITY OPTION – TIAA-CREF:**

RESOLVED. That the Board of Trustees of The City University of New York authorize an amendment to the November 26, 1990 resolution regarding The City University’s Optional Retirement Program (ORP) by permitting, upon severance from full-time employment with the University, a lump sum distribution to a maximum of 100% of the CREF accumulations within the TIAA-CREF Regular Annuity Accounts, including approved alternate funding vehicles of the participant (subject to the rules of the funding vehicle) if the participant will never meet the eligibility requirement for retiree health coverage provided by the City of New York; and be it further

RESOLVED, That the foregoing actions shall be implemented effective July 1, 2000, to the extent authorized by applicable statute.

**EXPLANATION:** The City University of New York’s current cashability rule which limits a CUNY participant from receiving more than two-thirds of the TIAA-CREF accumulation (not to exceed 100% of CREF accumulations) was implemented in 1991 in order to assure a degree of lifetime income, as well as to assure continuity of the New York City Employee Benefits Program retiree health benefits for those eligible. The current cash policy is overly restrictive for employees who leave CUNY with less than sufficient service to qualify for retiree health coverage, in that it precludes them from receiving cash until retirement age (55 or 62). In addition, upon reaching retirement age they are eligible for only 67% of their CREF accumulations. There is no reasonable justification to continue these restrictions.
This amendment would not change the rules for participants whose entire accumulations are in TIAA. These employees would still be prohibited from obtaining a lump sum distribution directly from their accounts. With respect to these funds in TIAA, effective April 1, 1991 TIAA-CREF introduced the Transfer Payout Annuity (TPA) whereby participants may elect to transfer TIAA accumulations to CREF in ten (10) annual installments, regardless of an employer’s cashability policy. These restrictions remain in effect.

C. THE CITY UNIVERSITY OF NEW YORK – AMENDMENT TO THE CUNY OPTIONAL RETIREMENT PROGRAM TO PERMIT LOANS FROM THE RETIREMENT ANNUITY – TIAA-CREF:

RESOLVED, That the Board of Trustees of The City University of New York authorize a modification to the University’s agreement with the Teachers’ Insurance and Annuity Association and the College Retirement Equities Fund (TIAA-CREF) amending the Optional Retirement Program of The City University of New York to permit active employees who have a vested contract and former employees, to apply for pension loans from the TIAA-CREF Regular Annuity Accounts, subject to TIAA-CREF’s loan policy; and be it further

RESOLVED, That the foregoing actions shall be implemented effective July 1, 2000, to the extent authorized by applicable statute.

EXPLANATION: The City University of New York currently does not have a loan provision for the ORP participants who participate in the TIAA-CREF annuity. In contrast, the Teachers’ Retirement System of New York currently permits in-service employees to apply for loans under the Qualified Pension Plan (QPP). A modification of CUNY’s ORP to provide this option to active members would bring some measure of parity with the public pension system to which other instructional staff members belong. In addition, permitting former employees to obtain loans from their CUNY ORP gives participants some access to funds while still securing the individual retirement income payable upon the attainment of normal retirement age and ensuring future continuity of retiree health coverage.

D. THE CITY UNIVERSITY OF NEW YORK – REAPPOINTMENT OF A SITTING COMMISSIONER OF THE CITY UNIVERSITY OF NEW YORK CIVIL SERVICE COMMISSION:

RESOLVED, That the Board of Trustees of The City University of New York hereby authorize and consent, effective May 1, 2000 to the renaming by the Chancellor of The City University of New York of Ms. Marilyn Flood as Commissioner of the Civil Service Commission of The City University of New York, for an additional term of six years to begin on June 1, 2000 and to expire on May 31, 2006.

EXPLANATION: On June 27, 1994, Cal. No. 6.E., the Board of Trustees of The City University of New York authorized the naming of Ms. Marilyn Flood as Commissioner of The City University of New York Civil Service Commission. Furthermore, in accordance with Section 15.1(a) of the New York State Civil Service Law, and the June 27, 1994 Board of Trustees resolution, Ms. Flood was appointed for a term to expire on May 31, 2000. Through the reappointment of Ms. Flood for the statutory six-year term, this resolution enables The City University of New York to continue to operate under the rules and regulations of its own Civil Service Commission, as provided by the New York State Education Law and as governed by the New York State Civil Service Law.

Ms. Flood currently serves as Executive Director of the New York County Lawyers Association. Her previous positions include Associate Executive Director for Programs of the YWCA of the City of New York, Program Director of Child Care Action Campaign, Executive Director of the New York City Commission on the Status of Women, and Director of Employee Relations of the New York City Department of Personnel.
NO. 7. COMMITTEE ON FACILITIES, PLANNING, AND MANAGEMENT: RESOLVED, That the following items be approved:

A. HUNTER COLLEGE – ESTABLISHMENT OF THE HC ECONOMIC DEVELOPMENT CORPORATION AND “INCUBATOR” PROJECT AT THE BROOKDALE HEALTH CENTER:

RESOLVED, That the Board of Trustees of The City University of New York (i) approve the establishment of the HC Economic Development Corporation, (ii) authorize the President of Hunter College to execute a five-year agreement on behalf of Hunter College with the HC Economic Development Corporation for the use of the Rotunda at the Brookdale Health Science Center at 425 East 25th Street, New York, NY, for the purpose of developing and “incubating” new businesses, and (iii) approve the execution by the HC Economic Development Corporation of a five-year agreement with the New York City Investment Fund (“Fund”) and others to use the Rotunda space for the Incubator Project. Each of the above-mentioned agreements shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: Hunter College proposes to establish a separately incorporated not-for-profit corporation for the charitable purpose of fostering economic development in New York City and advancing the educational and research mission of the College through the enhancement of faculty, student, and staff involvement in new technology, entrepreneurship, and economic and community development. The HC Economic Development Corporation would be governed by a board of directors consisting of Hunter College personnel and members of the business and education communities. The HC Economic Development Corporation’s first venture would be to participate in the Fund’s Incubator Project, to be located in the Brookdale Health Science Center at 425 East 25th Street, New York, NY.

It is unlikely that the University will be able to fund the renovation of the Rotunda for several years. In the intervening time, these agreements will allow the Incubator to be built and use newly constructed office and research space on this floor, while also providing valuable educational and economical development opportunities for Hunter College students and faculty. The Incubator will be a private corporate partnership, spearheaded by the New York City Investment Fund, concerned with developing and “incubating” new business in the emerging new media industry. The renovated space remains the property of Hunter College.

Under the terms of the two agreements, Hunter College would receive the benefits of:

- Approximately $2.2 million from the New York City Investment Fund to renovate the Rotunda in exchange for use of the space.
- Rental fees from the Incubator.
- Internships, employment, and research opportunities for Hunter College students and faculty with the Incubator and its clients.

In addition,

- The HC Economic Development Corporation would receive an equity interest in each of the Incubator’s clients.

Both agreements will be for a five-year period with one five-year renewal option subject to the approval of both parties.

B. NEW YORK CITY TECHNICAL COLLEGE – FIRE ALARM 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 New York City Technical College to upgrade its fire alarm 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. The contract cost shall be chargeable to the State Capital Construction Fund, Project No. NY045-092, for an amount not to exceed $867,700. The contract shall be subject to approval as to form by the University Office of General Counsel.
EXPLANATION: This project will upgrade the fire alarm systems in the College's Namm Hall, G Building, Pearl Building, and the Atrium Building to comply with law and code.

The Board of Trustees of The City University of New York approved the design firm of Rolf Jensen & Associates on May 26, 1998, Cal. No. 7.F.

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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<th>COLLEGE</th>
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<td>BARUCH COLLEGE</td>
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<tr>
<td>Mr. Michael R. Bloomberg</td>
<td>Doctor of Laws</td>
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<td>(To be awarded at the June 2, 2000, Graduate Commencement)</td>
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<td>BROOKLYN COLLEGE</td>
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<td>Ms. Maya Angelou</td>
<td>Doctor of Humane Letters</td>
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<td>Ms. Joan Ganz Cooney</td>
<td>Doctor of Humane Letters</td>
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<td>Ms. Constance E. Lieber</td>
<td>Doctor of Humane Letters</td>
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<td>Mr. A.M. Rosenthal</td>
<td>Doctor of Humane Letters</td>
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<td>(To be awarded at the June 1, 2000, Commencement)</td>
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<td>LEHMAN COLLEGE</td>
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<tr>
<td>Ruben Blades, Esq.</td>
<td>Doctor of Humane Letters</td>
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<td>Mr. Oscar de la Renta</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>Mr. Serafin Mariel</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>(To be awarded at the June 1, 2000, Commencement)</td>
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Statement of Trustee Sohmer regarding Trustee attendance in Executive Sessions:
At one point or another I was sitting in an executive session of a Committee meeting and was directed to leave that meeting. I believe that was an incorrect thing to do. Various Trustees agreed that it was the correct thing to do and, therefore, I wrote to the State Attorney General since I believe it's a transgression of the Constitution of the State of New York. I have a response from Robert Freeman, Executive Director of the New York State Department of State Committee on Open Government, which says I was right and that no Trustee may be excluded from an executive session for any reason whatsoever. They may recuse themselves, which is an entirely different question, but they may not be excluded. I have transmitted a copy to the Secretary for inclusion in the minutes (See below).

Vice Chairman Schmidt stated that if that is a copy of the letter you were kind enough to send me I think you might want to give it to our General Counsel because I think that's a letter that admits of more than one conclusion as applied to your facts. I'd be very interested in our General Counsel's view.

Chairman Badillo stated that he understands that this had to do with the salaries of the professors. And you, as one of the professors, are a person who would benefit. Therefore, it would be a conflict of interest. In the meantime, we will not have any briefing that may compromise the situation, so the proposed Executive Session on the question of salaries is cancelled. In view of the fact of your position we would not go ahead with labor negotiations until we have come to an agreement.

* * * * * * *
February 17, 2000

Attorney General Elliot Spitzer
State of New York
Office of the Attorney General
The Capital
Albany, NY 12224

Dear Mr. Attorney General,

I am Bernard Sohmer, Chair of the University Faculty Senate of the City University of New York, and consequently an ex-officio member of the Board of Trustees (relevant portion of law 6204 attached). At a meeting of the Committee on Faculty and Staff Affairs, a standing committee of the Board, on February 1, the chair of the committee asked that the committee go into executive session, at which point I was asked to leave.

The purpose of the session was a discussion of the imminent collective bargaining sessions with the union of which I am a member. I might have recused myself, but I believe that is my decision to make, and that the other trustees behaved improperly. Would you please comment on this action?

Yours,

Bernard Sohmer
Chair

Attachment: 6204. Board of trustees. 1. The board of trustees shall govern and administer the city university. The control of the educational work of the city university shall rest solely in the board of trustees which shall govern and administer all educational units of the city university.

2. Structure of the board of trustees:
   (a) The board of trustees shall consist of seventeen trustees. Ten of the trustees shall be appointed by the governor with the advice and consent of the senate. Five of the trustees shall be appointed by the mayor of the city of New York with the advice and consent of the senate. One ex-officio trustee shall be the chairperson of the university student senate. One ex-officio non-voting trustee shall be the chairperson of the university faculty senate.
   (b) The ex-officio trustees shall be afforded the same parliamentary privileges as are conferred upon the appointed trustees. The ex-officio trustees shall be subject to every provision of any general, special or local law, ordinance, charter, code, rule or regulation applying to the appointed trustees of the board with respect to the discharge of their duties including, but not limited to, those provisions setting forth codes of ethics, disclosure requirements and prohibiting business and professional activities. The chair of the university faculty senate shall not participate as a voting trustee in any matter.

April 14, 2000

Mr. Bernard Sohmer
Chair
City University of New York
University Faculty Senate
535 East 80th Street
New York, NY 10021

The staff of the Committee on Open Government is authorized to issue advisory opinions. The ensuing staff advisory opinion is based solely on the information presented in your correspondence.

Dear Mr. Sohmer:

I have received your letter of March 8, as well as the materials attached to it. You have sought an advisory opinion relating to the Open Meetings Law.

You wrote that you serve as Chair of the University Faculty Senate of the City University of New York, and that in that role, you are an ex officio member of the Board of Trustees. Nevertheless, at a meeting of the Committee on Faculty and Staff Affairs, "a standing committee of the Board", the chair of that committee moved to enter into
executive session to discuss collective bargaining negotiations and asked that you leave. It is your view that as a Trustee, you had the right to be present.

In this regard, I offer the following comments.

First, attached to your letter is an excerpt from §6204 of the Education Law pertaining to the Board of Trustees of the City University. Subdivision (2) describes the membership of the Board and specifies that the "chairperson of the university faculty senate" is an "ex-officio" member, that the "ex-officio trustees shall be afforded the same parliamentary privileges as are conferred upon the appointed trustees" and that they are subject to the same laws as other members with respect to the discharge of their duties. In short, as an ex officio member of the Board, you have the same privileges and responsibilities as other members.

Second, § 105(2) of the Open Meetings Law states that: "Attendance at an executive session shall be permitted any member of the public body and any other persons authorized by the public body." Based on the foregoing, I believe that you have the right to attend any executive session of any public body upon which you serve as a member. For instance, because you are a member of the Board of Trustees, the Board, in my view, could not preclude you from attending any executive session that it conducts.

Third, however, the question in my opinion is whether you are a member of the Committee on Faculty and Staff Affairs, or whether, as a member of the Board of Trustees, you had the "privilege" to attend. As you may be aware, the Open Meetings Law pertains to meetings of public governing bodies, such as the Board of Trustees, and committees and similar bodies consisting of members of governing bodies. Section 102(2) of that statute defines the phrase "public body" to include:

...any entity for which a quorum is required in order to conduct public business and which consists of two or more members, performing a governmental function for the state or for an agency or department thereof, or for a public corporation as defined in section sixty-six of the general construction law, or committee or subcommittee or other similar body of such public body.

Although the original definition of "public body" enacted in 1976 made reference to entities that "transact" public business, the current definition as amended in 1979 makes reference to entities that "conduct" public business and added specific reference to "committees, subcommittees and similar bodies" of a public body.

In view of the definition of "public body", I believe that any entity consisting of two or more members of a public body would fall within the requirements of the Open Meetings Law [see Glens Falls Newspapers, Inc. v. Solid Waste and Recycling Committee of the Warren County Board of Supervisors, 195 AD2d 898 (1993); also Syracuse United Neighbors v. City of Syracuse, 80 AD 2d 984(1981)]. Therefore, a standing committee of Board of Trustees members in my view constitutes a public body subject to the Open Meetings Law that is separate and distinct from the Board of itself. Further, as a general matter, I believe that a quorum consists of a majority of the total membership of a body (see General Construction Law, §41). As such, since the Board of Trustees, by statute, consists of seventeen members, its quorum is nine [see also, Education Law, §6204(3)(d)]. If a committee consisting of five Board members is designated, its quorum would be three.

Again, as a member of the Board of Trustees, I believe that you have the right to attend its executive sessions pursuant to § 105(2) of the Open Meetings Law. If you are not a member of the Committee on Faculty and Staff Affairs, I do not believe that you would have the right to attend an executive session of that public body, unless there is some independent authority to do so based on a rule, policy or other privilege conferred by the Board of Trustees upon its members. It is suggested that you seek to ascertain whether the privilege of attending executive sessions of committees of the Board has been granted to members of the Board who are not members of committees.

I hope that I have been of assistance.

Sincerely,

Robert J. Freeman
Executive Director
(Subsequent to the above discussion, the following correspondence was sent and received.)

April 27, 2000

The Honorable H. Badillo  
Chair, Board of Trustees  
535 East 80 Street  
New York, NY 10021

Dear Herman,

Since I have made my point, let me assure you that I have no desire to impede the workings of the Board. Therefore, were I to be asked to recuse myself, appropriately, I will absent myself from Board or Committee meetings-on my initiative.

Cordially,

Bernard Sohmer

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May 2, 2000

The Honorable Bernard Sohmer  
Chair  
University Faculty Senate  
The City University of New York  
535 East 80th Street  
New York, New York 10021

Dear Bernie:

Thank you for your gracious letter of April 27. I intend to schedule an executive session briefly at the Monday, May 22 meeting of the Board of Trustees on the topic of collective bargaining and request that you recuse yourself from participation.

Thank you for your cooperation.
Sincerely,

Herman Badillo


* * * * * * * * * *

Upon motions duly made, seconded and carried, the Public meeting was adjourned at 5:01 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

APRIL 24, 2000

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
Michael C. Crimmins
Alfred B. Curtis, Jr.

Ronald J. Marino
Randy M. Mastro
Kathleen M. Pesile
George J. Rios
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
Acting University Dean Robert Ptachik

The absence of Trustees John Morning and Nilda Soto Ruiz was excused.

The Board went into Executive Session to discuss personnel matters.

Upon motion duly made, seconded and carried, The Executive Session was adjourned at 5:30 P.M. to go into Public Session.

SECRETARY GENEVIEVE MULLIN
MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK

HELD

APRIL 24, 2000

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

The Public Session reconvened at 5:31 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
Kathleen M. Pesile
George J. Rios
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
Lorrie Christian
Towanda Washington

Chancellor Matthew Goldstein
Interim Deputy Chancellor Patricia Hassett
President Dolores Fernandez
President Antonio Perez
President Carolyn G. Williams
Interim President Michael Zibrin
Vice Chancellor Jay Hershenson

The absence of Trustees John Morning and Nilda Soto Ruiz was excused.

Upon motions duly made, seconded and carried, the following resolution was adopted: (Calendar No. 9)

NO. 9 KINGSBOROUGH COMMUNITY COLLEGE – DESIGNATION OF PRESIDENT:

RESOLVED, That Dr. Byron N. McClenny be designated President of Kingsborough Community College, effective July 15, 2000, at a salary to be recommended by the Chancellor to the Board, subject to financial ability, and that he be appointed Professor with tenure in the Department of Health, Physical Education and Recreation.
EXPLANATION: The Search Committee, appointed by Chairman Herman Badillo and chaired by Trustee Alfred B. Curtis, following the conclusion of an extensive national search, recommended three finalists for the Kingsborough Community College presidency. The Chancellor is recommending Dr. Byron N. McClenny to the Board of Trustees as President of Kingsborough Community College. Dr. McClenny is nationally known as a leader in community college education. He has been a community college president for the past 29 years, and has been the President of the Community College of Denver since 1986. He was previously the Chancellor and Foundation President of the Alamo Community College District and the President of Parkersburg Community College.


Chancellor Goldstein stated that he supports the recommendation, and that we are honored and privileged to have a man of the stature of Byron McClenny join this great University. I look forward to working with him and the faculty and others at Kingsborough Community College as we advance the goals of that great institution.

Vice Chairman Schmidt stated that he recused himself from this vote because he has had the pleasure of working with Dr. McClenny in connection with a charter school that the Edison Project operates in Denver on whose Board he sits. For this reason he thought it was best that he not participate in the formal action.

President-designate McClenny stated that he is really excited about the opportunity to work with your Chancellor and with this Board and with the faculty and staff of Kingsborough. That's a very strong College and I'm thrilled to have the chance to join those good people. I think you can look forward to great things there, knowing what I know about them and knowing what I know about myself, which is that I'm very passionate about what community colleges are in business to do, and you can count on my 100 percent and beyond effort there. So thank you so much for this opportunity. We really look forward to it. New York City has always been one of my favorite places and I finally will get to live here.

Chairman Badillo thanked Trustee Curtis and the members of the Search Committee for the effort that they put in. I know that the search was a very difficult and time-consuming effort, so thank you on behalf of all of the members of the Board.

Upon motions duly made, seconded and carried, the following resolutions were unanimously adopted: (Calendar Nos. 10 and 11)

NO. 10. LAGUARDIA COMMUNITY COLLEGE – DESIGNATION OF PRESIDENT:

RESOLVED, That Dr. Gail O. Mellow be designated President of LaGuardia Community College, effective August 1, 2000, at a salary to be recommended by the Chancellor to the Board, subject to financial ability, and that she be appointed Professor with tenure in the Department of Social Sciences.

EXPLANATION: The Search Committee, appointed by Chairman Herman Badillo and chaired by Trustee Satish K. Babbar, following the conclusion of an extensive national search, recommended four finalists for the LaGuardia Community College presidency. The Chancellor is recommending Dr. Gail O. Mellow to the Board of Trustees as President of LaGuardia Community College. Dr. Mellow is currently the President of Gloucester County College and previously held senior administrative positions at Rockland Community College and Quinebaug Valley Community-Technical College.

Chancellor Goldstein stated that he is delighted that Dr. Gail Mellow will be joining this great University. LaGuardia has an extraordinary history and an even more splendid future, and I couldn't think of anybody who could navigate that future than Dr. Gail Mellow. I think we're privileged to have her with us.

President-designate Mellow stated that she is simply delighted to be here and honored to be chosen to be the third President of LaGuardia Community College. My sense is that LaGuardia is the future. It is the most diverse place that I have ever seen, and it has both the promises and the challenges. I look forward to working with the Chancellor
and with this Board, and with the really extraordinary faculty and staff to meet the demands of those students. It's just a wonderful honor and a privilege, and I look forward to working with you all. Thank you.

Chairman Badillo thanked Trustee Satish Babbar, who was Chairman of the search committee, and the members of the search committee for their outstanding and time-consuming effort that led to this successful conclusion.

NO. 11. HUNTER COLLEGE – APPOINTMENT OF INTERIM PRESIDENT:

RESOLVED, That Dr. Evangelos John Gizis be appointed Interim President of Hunter College, effective July 15, 2000, 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. Gizis be granted a leave from his position as Vice President for Administration at Hunter College.

EXPLANATION: Dr. Gizis has been Acting Provost and Senior Vice President for Academic Affairs at Hunter College since 1998. Previously he had served as Hunter’s Vice President for Administration (1996-1998). He has previously held senior administrative positions at three other CUNY colleges, including Acting President at both Hostos (1976-1977) and Borough of Manhattan Community Colleges (1985-1986), and Deputy to the President and Chief of Staff at Queens College (1995-1996).

Chancellor Goldstein stated that Dr. Gizis has a long and distinguished history at City University, having served in many capacities at Hunter and at other colleges within the system. I think that during the time he will be at the helm as Interim President he will keep that great institution moving until we are successful in recruiting and appointing a permanent president.

Upon motions duly made, seconded and carried, the Public meeting was adjourned at 5:40 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

MAY 22, 2000

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

The Chairperson called the meeting to order at 4:35 P.M.

There were present:

Herman Badillo, Chairman
Benno C. Schmidt, Jr., Vice Chairman

John J. Calandra  Kathleen M. Pesile
Michael C. Crimmins  George J. Rios
Alfred B. Curtis, Jr.  Nilda Soto Ruiz
Ronald J. Marino  Jeffrey S. Wiesenfeld
John Morning

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
Lorrie Christian
Gloria Washington

Chancellor Matthew Goldstein  Interim President Roberta S. Matthews
Interim Deputy Chancellor Patricia Hassett  President Antonio Perez
President Fred W. Beaufait  Int. Pres. and Dean Stanford R. Roman, Jr.
President David A. Caputo  President Allen Lee Sessoms
President Dolores Fernandez  President Marlene Springer
President Ricardo R. Fernandez  President Carolyn G. Williams
President Frances Degen Horowitz  Interim President Michael Zibrin
President Edison O. Jackson  Dean Kristin Booth Glen
President Charles C. Kidd, Sr.  Interim Vice Chancellor Sherry Brabham
President Christoph M. Kimmich  Vice Chancellor Jay Hershenson
Interim President Howard L. Lapidus  Vice Chancellor Emma E. Macari
Interim President Sidney I. Litzman  Vice Chancellor Brenda Richardson Malone
President Gerald W. Lynch  Vice Chancellor Louise Mirrer

The absence of Trustees Satish K. Babbar, Kenneth E. Cook, and Randy M. Mastro was excused.
A. VIDEOTAPING OF BOARD MEETING: Chairman Badillo announced that as in the past this meeting will be carried live on CUNY TV Channel 75 so that the public may know what is going on during our deliberations.

At this point Trustee Calandra joined the meeting.

The calendar items were considered in the following order:

Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 6 and 12)

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

A. BARUCH COLLEGE – CENTER FOR TRANSITION AND LEADERSHIP IN GOVERNMENT:

RESOLVED, That the Center for Transition and Leadership in Government be established at Baruch College in accordance with the Policy Guidelines on Research Centers and Institutes set forth by the Board of Trustees, February 27, 1995, Cal. No. 5.B.

EXPLANATION: The purpose of the proposed Center is to provide access to non-partisan, scholarly policy research that would allow newly elected decision-makers in New York City government to grapple with complex issues without first having to acquire years of “on the job experience.” The Center will bring together outstanding individuals with distinguished government careers as well as scholars and other relevant experts to focus on the demands of governing New York City -- providing public services and regulating non-governmental activities that impact New York’s citizens.

Term limit laws are beginning to affect the governance of large municipalities across the nation. New York City is confronted with the challenge to mitigate the negative impacts of term limits due to the loss of institutional memory and experienced government leadership. The vast majority of New York City’s elected officials, including the Mayor, Comptroller, Public Advocate, four of the five Borough Presidents and 36 of the 51 members of the City Council, are ineligible to run for reelection for their current Offices. Thus, there is a major need for transition planning that encompasses the City Council, the Executive Branch, Oversight Agencies and, because of education’s importance to the future of the City, the Board of Education. Hence, the need for the proposed Center for Transition and Leadership in Government.

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.

B. BARUCH COLLEGE – CENTER FOR EDUCATIONAL LEADERSHIP:

RESOLVED, That the Center for Educational Leadership be established at Baruch College in accordance with the Policy Guidelines on Research Centers and Institutes set forth by the Board of Trustees, February 27, 1995, Cal. No. 5.B.

EXPLANATION: The purpose of the proposed Center is to provide the opportunity for research, training, and technical assistance in educational leadership. The primary research focus of the Center will be the study of educational leadership in urban educational systems and the dissemination of information related to research findings and best practices. This research agenda will include the financing and administration of schools, the creation of new instructional delivery systems for education, a comparative analysis of alternative governance structures employed by other urban school systems, the practice of instructional leadership in urban schools, and management strategies for implementing change.

The Center will also develop wide-ranging professional development programs to serve New York City’s public school administrators. Programs to be developed will include mentoring of new administrators, teaching planning and
management strategies to district and school administrative personnel, developing coordination between information
technologies and the administration of districts, and conducting experimental projects with selected schools and
districts involving new instructional strategies and administrative structures.

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. 12. COMMITTEE ON LONG RANGE PLANNING: RESOLVED, That the following item be approved:

A. THE CITY UNIVERSITY OF NEW YORK – MASTER PLAN FOR THE CITY UNIVERSITY OF NEW YORK—
2000 - 2004:

Statement of Chancellor Goldstein regarding the Master Plan:
The Master Plan that is under consideration is required by State law to be filed with the New York State Board of
Regents and the State Education Department. This is a cyclical process and every five years we have to put forward
a new Master Plan.

I would say without equivocation that this Master Plan is probably the most comprehensive lens that I have seen, in
the time that I have been at The City University of New York, with some important ideas, challenges, and the
capacities and capabilities that this University has to really make an important impact in the society in which we live,
especially in training our students for a very complex world that they will be facing as they leave the University.

One of the things I would like to say is that there has been very extensive consultation as this Master Plan was in its
developmental stage. All of you should have received the memorandum from me detailing the number of meetings
that took place by the Chancellery over the past several months to truly engage the community. And by the
community I mean, faculties from all of our campuses, the University Faculty Senate, students, people connected
with our classroom work, academic support services, and so forth. That extensive set of consultations says to me
that this really is derived from those consultations and certainly is not a top down kind of process. Many committees
were formed that Vice Chancellor Mirrer, in particular, and her staff consulted with. The presidents all were asked to
work extensively with their faculties as appropriate and, of course, the Faculty Senate was consulted. We received
written responses from the Faculty Senate and much of their concerns or ideas have been incorporated into the
document as well.

Having said that, however, I still believe that there are individuals in this large community that we call The City
University of New York, that may have felt that they were not a part of the number of meetings that took place over
the past several months. They may not have been people connected with the University Faculty Senate and they
may have felt for whatever reasons that they did not engage with the presidential processes that took place over the
past several months. At the Public Hearing there was something like 45 people that were signed to testify, and about
30 of them who testified were very supportive and felt engaged by the planning process and said. But there were
others that felt that they didn’t have adequate time to read the document and participate as fully as they would have
liked. Having listened to those testimonies and in order to insure that there is even further consultation I have
decided to conduct a Chancellor’s Forum that will take place here in this room on June 15, from 10 A.M., to 12 noon,
and on June 16 from 10 A.M., to 12 noon. It just appears to me that it would be the right and proper thing to hold
these forums. I will conduct them and the Chancellery will be there, and we will get this out to the community as early
as tomorrow so that people can adjust their calendars.

Based on what we hear and areas that we feel are compelling that were not captured in the document that we will
vote on tonight, I will recommend that the Board consider some of these ideas at our June Board meeting. I would
like to reach the date of June 1, on which we are legally responsible to submit the full document and which I hope we
will.

I would only conclude by saying that we have wonderful opportunities at this University, the way that we are
structured and some of the vision that has been created for us by all of these various groups that I have mentioned,
to really do some extraordinary things. We have great challenges in our teacher education programs. All of us know
about the crises that we are facing not only in this City by beyond. and we are going to provide a great focus on that. The Master Plan speaks very intelligently and forthrightly about where we are going to go.

It also talks about the need for this University to start building distinguished programs. The concept of the flagship environment will create great opportunities and bring great attention to this University. The need to revisit the whole basics of liberal learning and what it means to have a liberal education at The City University of New York is very much a part of this document. The degree to which we are going to provide new modalities for academic support services that this University has not done much of in the past. We know that we need to create those safety nets for students and the document speaks very forcefully about how we intend to proceed.

And, of course, there are all of our new collaboratives with the Board of Education. It is wonderful that Chancellor Levy is the first Chancellor in a very long time that really sees a K-16 seamless transition as we do at this University and I think that is going to have a profound impact. And, the degree to which this University can really provide an opportunity to help the economic climate of this City in ways that are important and helpful, not only to our students but to businesses, in providing a work force for those businesses. I think these are things that this University is starting to think of in fresh ways. Those are some of the things that I think highly of in this Master Plan and look to engage the community even beyond this evening.

Statement of Trustee Crimmins regarding the Amendment to the Master Plan:
I wanted to just introduce a very simple and straightforward amendment probably to the preamble of the Master Plan that has been presented. I just would like to add the following sentence: “As the cost of the tuition is a hardship for many students and limits their access to the University, every effort should be made to keep or lower tuition levels for the next four years.” It would seem to me that tuition increases were introduced at a time when there was a fiscal emergency. Now after all these years have gone by and we seem to have such a tremendous surplus in terms of the budget, we should be committed at least to making every effort to hold the line. We should go on record as the Board of Trustees for the University to try to keep or lower tuition for the next four years. That should be, to me, a part of the Master Plan that is pretty self-evident.

I think one of the things we are doing as Trustees is we are supposed to be Trustees for the students, as well as for the University, and I don’t see any reason why we can’t take a position in favor of keeping the tuition low. Obviously it will have to be worked out in terms of what negotiations go on with the Governor and with the Legislature. But I certainly think we as Trustees have a right to put in our proposed Master Plan that we believe that tuition should be held and, if possible, lowered. I think that’s a good thing for us to go on record saying.

Statement of Chairman Badillo regarding the Amendment to the Master Plan:
As you know, I was never in favor of tuition when I was in Congress, but as I pointed out to you, that was imposed upon us by the Congress. The reality is that the question of tuition is something that comes from the Governor and the State legislature and the Mayor and the City Council. Therefore, while I have worked with them to propose increases in tuition, I think that is a question that we have to debate every year with whoever the Mayor or the Governor is. As you know, and I have said over and over again, when we had a Democratic Governor, Mario Cuomo, and a Democratic Mayor, David Dinkins, tuition was increased, as well as when we had a Republican Governor and Mayor. But it is not really a function of the Board of Trustees, and while we would all like to do it, I don’t think that we should be assuming that we can overcome the legislative mandates.

Statement of Vice Chairman Schmidt regarding the Amendment to the Master Plan:
I certainly share the view that the opportunity for students to attend CUNY should not be limited by any consideration of ability to pay. But I think there is a serious policy question about which reasonable people could differ as to whether increasing and improving the Tuition Assistance Program, and that type of legislation which provides tuition benefits and at very high levels, and I wish even higher levels, for people who lack the financial means to afford higher education. I think there is a very legitimate issue about whether that, as a general policy, is a better policy for the State as a whole and even for The City University than a policy of lowering tuition. So, it is because I see that as a legitimate issue for debate that I would not support your motion, but I do think we all, I can’t speak for anyone else, share your view that CUNY should be fully accessible.
Statement of Trustee Wiesenfeld regarding the Amendment to the Master Plan:
The Vice Chairman’s point is well taken. The approach of attempting to supplement TAP is the correct approach because with all resources being finite, if we are holding the line on tuition, we are, in fact, bringing the students, if you will ahead of the game over time with inflation being existent, although smaller than it used to be. At the same time we are engaged in an advocacy as members of the Board of Trustees for additional full time faculty, increases in our capital program, and so forth. With all due respect this would become a diversion. It is not a realistic approach to the economy of City University in this century.

Statement of Trustee Morning regarding the Amendment to the Master Plan:
I feel it would be appropriate for members of this Board to go on record as being opposed to any tuition increases over the next four years. I understand your reluctance, but it seems to me that there is no harm in making our position on this matter perfectly clear, unless some of us may have some sense that indeed there is a threat to tuition in the near or long term future. Barring that, I think it would be helpful to our students to at least let them know that this Board is opposed to any tuition increases, even if it is out of our hands. I think we would be sending a very clear signal to City Hall and Albany.

Statement of Trustee Ruiz regarding the Amendment to the Master Plan:
It seems to me that many of the members have expressed support for the students. The issue here is how do we support the students and make The City University affordable, and I have heard this sentiment from many of my colleagues. Perhaps what we need here is a compromise in exacting language that portrays the sentiment of support of the students, within fiscal realities, if TAP is again something that we should be negotiating and advocating for. The bottom line is that we want to make it easier for students, more realistic for students to attend The City University within fiscal realities that we do not have control over. So perhaps we can come to some language that expresses our support and yet also acknowledges that we have to work within the reality of the economic situation.

Statement of Trustee Rios regarding the Amendment to the Master Plan:
At one level I can sympathize with this motion tremendously. But I would likely vote against it for the simple reason that I have been trained in management by objectives. If we put this into our Master Plan within six months to a year we ought to have a benchmark of how far and how many efforts and how many calculations we did. We can’t embrace progress in that direction at six months, in my foreseeable future, one year or the four-year time line. I believe almost everyone at this table, the presidents, Chancellor, prior chancellors have given testimony at the time of these deliberations in all the forms highlighted by our Chairman and Vice Chair, and I see it simply as more appropriate to wage the battle where the battle is. In our Master Plan this a benchmark where we hold ourselves policy wide. And I just can’t see it operating at six months or one year. I don’t see how I would fold this into the Mayor’s management by objectives and tally it. So, I hear it warmly. I just don’t see it for the Master Plan via amendment.

Statement of Trustee Sohmer regarding the Amendment to the Master Plan:
The sentiment is clear. It is inconceivable for me that anyone around this table doesn’t accept the sentiment. I believe that actually Msgr. Crimmings’ statement should be augmented by another statement which says that it is an obligation of the State to support public higher education in the State of New York. The argument against this is, that at some point in the future, the people in Albany will decide that they are even less responsible for what they should be responsible for and, therefore, this Board, which is the only Board that has the authority to vote for a tuition increase, would be forced to vote for a tuition increase because of a default in Albany. And, therefore it seems to me that the sentiment and iterate sentiment, about tuition should be incorporated in this Master Plan and, unfortunately, I can’t vote for it, not because of my not believing in it very strongly, but because I have been denied the vote.

Statement of Trustee Marino regarding the Amendment to the Master Plan:
I would like to continue what Trustee Wiesenfeld was saying earlier, and that is these decisions are always trade-offs. Is it more important for the students to have a maintenance of a lower of tuition or is it more important to allow us to give raises to faculty members so that better faculty members are attracted to the University in order to educate those students? Or is it more important to make sure we have an adequate capital budget in order to improve the facilities that the students will use? If we found ourselves in a situation like today and we could project forever that the
economy would simply be going north in a positive way, that would be great, but we know these go in cycles. We might find ourselves in two years where if we agree that we shouldn’t raise tuition, what would be the result? Would the result then be after a series of increases for the faculty we would force ourselves into actually cutting faculty members in order to stay within budget? That’s probably a goal that is antithetical to exactly where you want to go, Monsignor. You want to have a better University for those same students. All I am saying is that there might have to be the consideration or a tuition increase at some time in the future, I don’t know. I hope we don’t. I think we agree with your sentiment, but the reality of the situation is that we might have to deal with that issue some time in the future.

The motion to amend the Master Plan was defeated by a vote of three ayes, seven noes, and one abstention.

RESOLVED. That the Board of Trustees of The City University of New York adopt the Master Plan of The City University of New York, 2000-2004, for submission to the Board of Regents.

EXPLANATION: New York State Education Law requires that the University submit a Master Plan, or Master Plan update, to the Regents every four years, and that it “make recommendations . . . for the organization, development, and coordination” of the University.

This Master Plan lays out a vision for the University for the next five years. It builds on planning initiatives which have taken place over the past five to ten years and reinforces the themes and directions addressed in the University’s 2000-2001 budget report. It references the goals put forth in the Report of the Mayor’s Task Force on The City University and describes initiatives to be undertaken by the University and the colleges:

- Creating a flagship environment with highly selective colleges and a University-wide Honors College;
- Improving teacher education;
- Expanding the use of technology in teaching;
- Supporting academic achievement through K-16 collaboration and innovative college and outreach programs;
- Establishing a CUNY-wide economic development initiative;
- Movement toward establishing core curricula throughout the University.

It also discusses, relevant to the next five years: admissions, assessment, recruitment, retention and enrollment, administrative structures and systems, and resources, and sets benchmarks in many of these and other areas.

The plan reflects changes at CUNY under new leadership on the Board and in the Chancellory. Trustee Michael C. Crimmins abstained.

NOTE: See Appendix D

At this point Trustee Ruiz left the meeting.

B. TRUSTEE HONORS: Chairman Badillo stated that on behalf of the Board of Trustees and the Administration, I would like to congratulate Vice Chairman Benno Schmidt on the birth of his granddaughter. Congratulations.

Chairman Badillo offered congratulations on behalf of the Board of Trustees and the Administration to Trustee Alfred Curtis who received the Community Service Award from Vision Services for the Blind and Visually Impaired. This is a non profit agency whose mission is to provide services to help blind and visually impaired seniors to maintain their independence at home in their communities. Congratulations, Trustee Curtis.

At this point Trustee Pesile joined the meeting.

Chairman Badillo offered congratulations on behalf of the Board of Trustees to Trustee Bernard Sohmer on his reelection as Chairman of the University Faculty Senate. Congratulations also to the officers of the University Faculty Senate, who were also reelected for a two year term: Prof. Cecelia McCall, Vice Chair; Prof. Karen Kaplowitz, Treasurer; and Prof. Susan O’Malley, Secretary.
C. CONDOLENCES: On behalf of the Board of Trustees and the Administration, Chairman Badillo offered condolences to the family of the late Dr. Gurston Goldin who served as a member of the Board of Higher Education from January 25, 1974 to June 11, 1980. Dr. Goldin chaired the Board’s Committee on Academic Affairs and was an advocate for teacher education. Dr. Goldin also served as a member of the City University Construction Fund from 1978 to 1979 and again from 1981 to 1997.

Chairman Badillo also offered condolences on behalf of the Board of Trustees and the Administration to the family of the late Dr. Emanuel R. Piore, who served as a member of the Board of Higher Education from August 2, 1976 to June 11, 1980. Dr. Piore served as a member of the Board’s Committee on Academic Affairs.

D. PRESIDENTS HONORS: Chairman Badillo called on Trustee Curtis, who announced the following:

1. President Ricardo Fernandez of Lehman College and President Carolyn Williams of Bronx Community College received “Child’s Champion” Awards from the Bronx Council Boy Scouts of America for their outstanding achievements.

2. President Allen Lee Sessoms of Queens College will be awarded an honorary doctorate from Soka University in Tokyo on Wednesday, March 31, 2000 in recognition of his efforts in the fields of public higher education, international understanding between peoples and non-governmental organizations, and public diplomacy.

E. FACULTY HONORS: Chairman Badillo called on Trustee Curtis, who announced the following:

1. Joyce E. King, Associate Provost and professor in the School of Liberal Arts and Education at Medgar Evers College received a “Distinguished Career Contribution” award for her research on emancipatory education, alienation in education, teacher development and consciousness, the ideology of race, and Black women’s leadership from the American Educational Research Association.

2. Dr. Paul J. Gottlieb, Assistant Professor of Medicine in the Department of Microbiology and Immunology at the Sophie Davis School of Biomedical Education at City College, has received a prestigious “Career Award” from the National Science Foundation for the development of a program for integrated study and research in virology.

3. Dr. Jimmy Feng, Associate Professor of Mechanical Engineering in the Benjamin Levich Institute for Physico-Chemical Hydrodynamics at City College has received a prestigious “Career Award” from the National Science Foundation for pursuit of a fluid-mechanical study of the processing of self-reinforced polymer composites.

F. STUDENT/ALUMNI HONORS: Chairman Badillo called on Trustee Crimmins, who announced the following:

David Kovacs and Matthew Rotando, students in the English Department at Brooklyn College have been selected to receive Fulbright Student Awards. Both students will be graduating in 2000 with Master’s Degrees in Fine Arts. Mr. Kovacs will be teaching English as a foreign language at the University of Budapest. Mr. Rotando will be studying creative writing at the University of Peradeniya in Sir Lanka.

Ms. Marcia Lillian DeVoe, a classics major at Brooklyn College, is the recipient of a 2000 Beinecke Brothers Memorial Scholarship. This substantial award is granted to college juniors of exceptional academic promise, who plan to attend graduate school in the arts, humanities or social sciences. Ms. DeVoe is the only student from a public urban college to receive this award and one of only 21 in the country.

Ms. Lia Lynch, an honor student at Hunter College has been awarded the Ford Foundation Predoctoral Fellowship. Last month we congratulated Ms. Lynch for being named a recipient of the Andrew W. Mellon Fellowship in Humanistic Studies. Her dilemma is that she can accept only one of these very prestigious nationally competitive fellowships.
Mr. Imran Chowdhury and Ms. Jillian Lubow, students at Hunter College have been selected as Jeannette K. Watson Summer Fellows. This program offers freshman and sophomore students the opportunity to participate in valuable summer internships for three consecutive summers. Mr. Chowdhury and Ms. Lubow are two of only fifteen students from New York colleges selected for this new Summer Fellowship Program of the Thomas J. Watson Foundation.

Mr. Paul Pfeiffer, a recent graduate of Hunter College's MFA Program was awarded the recently established Bucksbaum Award. This award is to be given to an emerging artist whose work is included in the Whitney Biennial.

G. 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 April 24, 2000 Board meeting:

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

A. $134,481 NEW YORK STATE EDUCATION DEPARTMENT to Deagan, D., for “Adult Education Literacy Program (WAI) Workforce Investment Act.”

THE CITY COLLEGE

A. $565,315 NYC/HRA to Mackillop, J., Ace, for “Poised-Perfect Opportunity for Individual Skills and Educational Development – A Program for Pregnant TANF Participants.”
B. $500,000 NASA to Alfano, R., IUSL, for “Tunable Solid State Lasers and Optical Imaging Program.”
C. $330,996 NEW YORK STATE EDUCATION DEPARTMENT to Slater, M., Med. School-Admin., for “Step-Gateway to Higher Education Program.”
D. $315,000 DOE to Alfano, R., IUSL, for “Center for Laser Imaging and Cancer Diagnostics.”
E. $315,000 NASA to Alfano, R., IUSL, for “Tunable Solid State Lasers and Optical Imaging Program.”
F. $255,200 NEW YORK STATE EDUCATION DEPARTMENT to Plaisir, J., Education-Admin., for “Bilingual Education.”
G. $248,289 ROCKLAND TEACH CTR. to Posamentier, A., EDA, for “Mathematics and Science Certification Program.”
H. $220,001 NIH to Levitt, J., Biology, for “Mechanisms of Visual Context Effects in Visual Cortex.”
I. $197,289 NJ DOT/US DOT to Holguin-Vera, J., Transportation, for “NJ Link to 21st Century Phase 1.”
J. $177,834 LOCKHEED to Saadawii, T., Elec. Engineering, for “ARL/BAA Telecommunication.”
K. $150,000 NYSERDA to Diyamandoglu, V., Civ. Engineering, for “Disinfection By-Product Formation during Sequential Application of Ozone-Chlorine & Ozone-Chloramine...”
L. $110,000 DOE to Sarachik, M., Physics, for “Metal-Insulator Transitions in Two and Three Dimensions.”
M. $102,000 NSF to Mauri, R., Chem. Engineering, for “Coalescence & Phase Separation during Spinodal Decomposition of Solvent Mixtures Far from The Critical Point.”
N. $100,000 NEW YORK STATE EDUCATION DEPARTMENT to Job, Y., Administration, for “Extended School Day/Violence Prevention Program.”

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

A. $295,528 MTA/LIRR to DiBello, L., for “Training and Evaluation on the RSMS.”
B. $150,000 CITIGROUP FOUNDATION to Birenbaum, H., for “Project Stretch.”
NEW YORK CITY TECHNICAL COLLEGE

A. $286,331 NASA/UNCF to Woytowich, R., for “Computer Engineering Technology Computer-Based Control.”

B. $200,000 NATIONAL SCIENCE FOUNDATION to Soiffer, S., for “Computer Science, Engineering and Mathematics Scholarship (CSEMS) Program.”

C. $170,000 NYC HEALTH AND HOSPITALS CORPORATION to Melikian, Y., for “Medical Billing and Coding Specialist Training.”

QUEENS COLLEGE

A. $830,859 NEW YORK CITY BOARD OF EDUCATION to Schwartz, S., The School of Education, for “CUNY Literacy Enhancement Project.”

THE COLLEGE OF STATEN ISLAND

A. $135,000 NYSED/DDE to Ciaccio, L., and Sanders, J., for “Dwight D. Eisenhower Professional Development Program.”

YORK COLLEGE

A. $292,947 NYS SMALL BUSINESS ADMINISTRATION to Thomas, R., and Cook, K., Institutional Advancement, for “York College Small Business Development Center.”

B. $166,612 NEW YORK CITY to Thomas, R., and Williams, M., Adult and Continuing Education, for “New York City Adult Literacy Initiative.”

H. ORAL REPORT OF THE CHANCELLOR: Chancellor Goldstein reported the following:

1. I would like the record to read that Vice Chairman Benno Schmidt’s new granddaughter’s name is Silvy. It is a lovely name. I too would like to extend congratulations to Trustee Alfred Curtis on the award he received last week from the Brooklyn Advisory Board of Vision Services for the Blind & Vision Impaired and to congratulate Trustee Sohmer as well, and other members who were elected to new terms in the Faculty Senate.

I would also like to congratulate Dr. Barbara Bowen of Queens College on her election as President of the Professional Staff Congress and extend congratulations to the other officers on their election. We look forward to working with her and others of the PSC.

2. I would like to note that Trustee Nilda Soto Ruiz’s husband Israel is being operated on as we speak and that is the reason that Trustee Ruiz had to leave early. Our prayers are with the family that he has a speedy recovery.

3. I would like to congratulate President Gerald Lynch and his wife Gay on the marriage of their daughter, Elizabeth Alice Lynch to Kevin Joseph Mulhern.

4. Congratulations to University Security Coordinator Jose A. Elique on his appointment as Chief of Police at the University of Nevada, the Las Vegas Campus. We will have an ample going away party for him. We appreciate his long and distinguished service to this University.

5. I am pleased to announce that Dr. Nicholas Michelli is here with us this evening. You may know that he was recently offered the position of University Dean for Teacher Education. In fact it is on the University Report, and he is now officially a part of the CUNY family. Dr. Michelli comes with a long and distinguished history in matters of teacher education. He is a reformer and I think he is going to have an enormous impact as this University works closely with the schools to insure not only an adequate supply of teachers, but that they are well trained and provide
the kinds of the opportunities for young people that desperately need inspired teachers in the classroom. I would like him to stand so that he can be recognized.

6. The Board will be awarding eight Salk Scholarships tonight along with five honorary awards. There will be a Salk Scholarship ceremony on Tuesday, May 30, at 9:15 A.M. in the Hunter College faculty dining room. NBC TV Health News Reporter Max Gomez is the guest speaker. I hope that all presidents and Trustees are able to attend this event, as it is one of the great showcases of CUNY graduates.

7. I sent to the Board under separate cover a very comprehensive memorandum detailing the adopted State budget. I would like the record to read that we see this adopted budget as a true turn-around budget for The City University of New York. This is the first time that we have seen in quite some time some real increases to the body of our funds to really make a difference in the University. Very shortly we will be going through the allocation algorithms to start deploying resources so that our presidents can start a hiring process that we feel will lead to great depth and robustness in our academic programs on our campuses.

8. I testified before the City Council’s Finance and Higher Education Committees several days ago and that was a good exchange of views. I spoke to Chairman Berman just a couple of hours ago and reinforced to him that we are hoping the City Council will augment the Executive Budget so that we can get even further resources for the faculty line request that is pending with that Council. I do want to thank our presidents, faculty, staff, students, and friends of the University for the tireless work that they continue to do as of today, working with the Council and, of course, helping to get a relatively good budget at the State level.

9. I was pleased to participate in our third meeting with the CUNY Business Leadership Council. I was joined by Chairman Badillo and Vice Chair Schmidt. The Council has now grown to a good solid critical mass of very, very prominent citizens in this City. I am even more pleased to say that they are actively involved now, not just listening to me giving lectures about all of the good things that are happening at the City University, but really working with us hand-in-hand as we address some of the issues that we can certainly use help with.

10. I was negligent while we were discussing the Master Plan to point out, although I think most people know, that the person who really shouldered the great majority of the work here, whose work was exemplary beyond imagination was Vice Chancellor Louise Mirrer. I think she just needs to be given special recognition for the work that she did really in writing and thinking through and working through all of the constituencies for what I think is a fine plan for the University.

11. And, finally, I thank all of you who attended a reception last week that we hosted for Board of Education Chancellor Harold Levy. This was a serendipitous scheduling event for us. Several weeks ago we planned this for May 18th, and we were very prophetic to the extent that we knew he was going to be appointed Chancellor on May 17th. A good time was had by all and Chancellor Harold Levy affirmed again that he is very anxious to see City University as a true partner in developing the K through 16 fabric that we feel is so essential for this University really to make an impact on the lives of our students in the City.

Chairman Badillo stated that the University Report includes the appointment of Dr. Nicholas Michelli, to whom the Chancellor referred as Dean for Teacher Education. This, as many of us know, is a very important appointment, because it really is a new appointment. We have had the position of Dean for Teacher Education in the past in the 70’s, but we hadn’t filled that position for many years. We needed to fill that position, because you remember some years ago the Vice Chairperson of the Board of Regents was here and she pointed out that at some of the colleges of the City University, the teachers who were graduating were not passing the Regents exam on teacher education. We now can move with a new Dean for Teacher Education to insure that every college is able to perform at top level, especially because, as we all know, the largest percentage of teachers in the Board of Education come from the City University. So this is, to us, a very important appointment.
Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 1 through 5 and 7 through 11)

**NO. 1. UNIVERSITY REPORT:** RESOLVED, That the University Report for May 22, 2000 (including Addendum Items) be approved:

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

D.4. ADMINISTRATIVE DESIGNATION – COMMITTEE APPROVAL NOT REQUIRED – REM TITLES CONVERTED INTO EXECUTIVE COMPENSATION PLAN TITLES AS OF MAY 1, 2000:

Page 4 THE CITY COLLEGE – The salary rate for Doris Cintron is revised to read “$72,042”.

Page 5 HUNTER COLLEGE – The salary rate for Larry Joyce is revised to read “$79,488”.

Page 8 LAGUARDIA COMMUNITY COLLEGE – The payroll title for Colette Wagner is revised to read “Assistant Dean” instead of “Professor/Assistant Dean”.

Page 11 QUEENSBOROUGH COMMUNITY COLLEGE – The payroll title for Diane H. Call is revised to read “Assistant Dean” instead of “Professor/Assistant Dean”.

Page 16 THE CENTRAL OFFICE – The department title for Catherine Yang is revised to read “Vice Chancellor for Facilities Planning, Construction and Management”.

**NO. 2. CHANCELLOR’S REPORT:** RESOLVED, That the Chancellor’s Report for May 22, 2000 (including Addendum Items) be approved:

**NO. 3. APPROVAL OF MINUTES:** RESOLVED, That the minutes of the regular Board meeting and Executive Session of April 24, 2000 be approved.

**NO. 4. BOARD MEETING DATES FOR THE 2000-2001 ACADEMIC YEAR:** RESOLVED, That the following schedule of meeting dates be approved for the academic year 2000-2001:

- Monday, September 25, 2000
- Monday, October 23, 2000
- Monday, November 20, 2000
- Monday, January 29, 2001
- Monday, February 26, 2001
- Monday, March 26, 2001
- Monday, April 23, 2001
- Monday, May 21, 2001
- Monday, June 25, 2001

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

A. **BARUCH COLLEGE – MARKETING CONTRACT:**

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 marketing and advertising services. The contract shall be awarded on the basis of best value to a responsive and responsible proposer after public advertising and submission of sealed proposals in response to 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 $500,000, chargeable to FAS Code 232601407, 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:** The College will obtain these services to develop and implement promotional strategies for the purpose of increasing the College’s market share of qualified students in the metropolitan area.
B. THE COLLEGE OF STATEN ISLAND – NETWORK INFRASTRUCTURE (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, 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 New York State OGS Contract Number PT00313, pursuant to law and University regulations; and be it further

RESOLVED, That the total of both such purchases shall not exceed a cost of $1,580,000, chargeable to Capital Project Number 144900.

EXPLANATION: On February 22, 1999, Cal. No. 4.C., the Board approved the first phase of The College of Staten Island’s multi-year information technology plan to upgrade its network infrastructure for faculty, staff, and students. On October 25, 1999, Cal. No. 4.E., the Board approved the second phase of such plan. This third phase involves wiring and network electronic upgrading to create a new network backbone including network switches and routers. The new backbone 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 email servers, web servers, and various databases.

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 Level II and Level III 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 $668,000, chargeable to FAS Code 234803409, during the fiscal year ending June 30, 2001.

EXPLANATION: This contract will provide uniformed guard service at the College’s new campus. All guards assigned to The Graduate Center are fingerprinted and undergo extensive background checks prior to assignment.

D. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) – PURCHASE OF UNIVERSITY-WIDE INTEGRATED LIBRARY SYSTEM:

RESOLVED, That the Board of Trustees of The City University of New York authorize the University Contracting Office to purchase servers from Sun Microsystems Incorporated under existing State of New York Contract Number PT00086, 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 servers from IBM Corporation under existing State of New York Contract Number P006142, 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 an Aleph 500 library system from ExLibris USA Incorporated under existing State University of New York Contract pursuant to law and University regulations; and be it further

RESOLVED, That the total of all such purchases shall not exceed $2,000,000, chargeable to Capital Project 144900.

EXPLANATION: The University will replace its obsolete library system with Aleph 500, a library system which is Internet based and will permit instant retrieval of electronic books and articles.
E. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) – UNIVERSITY-WIDE ELEVATOR, ESCALATOR, AND DUMBWAITER MAINTENANCE SERVICES:

RESOLVED, That the Board of Trustees of The City University of New York authorize the University Contracting Office to purchase maintenance services for elevators, escalators, and dumbwaiters under existing New York State Contract Numbers CMS0134, CMS0135, CMS0136, CMS0138, CMS0215, CMS0242 and CMS0357, pursuant to law and University regulations. Such purchases shall not exceed a total estimated cost of $2,700,000, chargeable to the appropriate colleges’ FAS Codes, during the fiscal year ending June 30, 2001.

EXPLANATION: These State contracts will provide the colleges with maintenance and repair services for elevators, escalators, and dumbwaiters.

NO. 7. COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION: RESOLVED, That the following item be approved:

A. QUEENS COLLEGE – AMENDMENTS TO THE GOVERNANCE PLAN:

RESOLVED, That the following amendments to Sections II(B) and VIII(B) of the Queens College Academic Senate Charter (Governance Plan) be approved, and that the indicated descriptive headings be added to each section of the Governance Plan.

1. Section II(B) regarding the student composition of the Academic Senate is amended to read as follows:

B. Students – 30

   1. Undergraduate – [Twenty-seven (27)] Twenty-four (24) who on the record date approved by the Academic Senate have a cumulative index of at least 2.0 and are not on probation.

      a) Seventeen (17) Day Session student Senators.

         1. Eight (8) Day Session student Senators shall be elected at large by Day Session students.

         2. Three (3) Day Session student Senators shall be elected by Day Session students from each of the following groups:

            a. Lower sophomore, upper freshman, and lower freshman classes;

            b. Lower junior and upper sophomore classes;

            c. Upper senior, lower senior, and upper junior classes.

      b) [Six (6)] Three (3) Evening student Senators shall be elected at large by Evening students.

      c) Two (2) SEEK student Senators shall be elected at large by SEEK students.

      d) Two (2) ACE student Senators shall be elected at large by ACE students.

   2. [Three (3)] Six (6) Graduate Division student Senators who on the record date approved by the Academic Senate have a cumulative index of at least 3.0 and are not on probation, shall be elected at large by Graduate Division students.
2. Section VIII(B) regarding the election of committee members by the Academic Senate is amended to read as follows:

B. All committee members shall be elected by the Academic Senate in accordance with its Bylaws, [from among nominees provided by a nominating committee and/or by nominations from the floor.]

3. The following descriptive headings be added to each section of the Governance Plan.

Section I – Responsibilities of the Academic Senate
Section II – Membership of the Academic Senate
Section III – Election of Members
Section IV – Meetings of the Academic Senate
Section V – Rules of Order
Section VI – Officers and Executive Committee
Section VII – Term Limits for Officers
Section VIII – Academic Senate Committees
Section IX – College-wide Committees
Section X – Selection and Review of Academic Officers
Section XI – Voting Rights of Lecturers, Promotion to Full Professor
Section XII – Presidential Search Committee
Section XIII – Amending the Academic Senate Charter

EXPLANATION: These amendments to the Queens College Governance Plan have been approved by the Queens College Academic Senate and are recommended by the College President. The Academic Senate of Queens College is composed of 90 voting senators, with 60 faculty senators and 30 student senators. The first amendment changes the allocation of the 30 student senators to reflect changes in student enrollment figures, by reducing evening undergraduate representation from six seats to three and doubling the graduate division representation from three to six. The proposed student composition will consist of 24 undergraduate and six graduate students, with the 24 undergraduates divided as follows: 17 day session, 3 evening, 2 SEEK, and 2 ACE (Adult Continuing Education).

The second amendment provides that all committee members shall be elected in accordance with the Bylaws of the Academic Senate, rather than under a nomination process set forth in the Governance Plan which currently provides that the committee members shall be elected from among nominees provided by a nominating committee or by nominations from the floor. The third amendment adds a descriptive heading to each of the 13 sections of the Governance Plan.

NOTE: Matter underlined is new; matter in brackets is deleted. (See Appendix C)

NO. 9. COMMITTEE ON STUDENT AFFAIRS AND SPECIAL PROGRAMS:

RESOLVED, That the following items be approved:

A. BROOKLYN COLLEGE – STUDENT ACTIVITY FEE INCREASE:

RESOLVED, That the student activity fees paid by students at Brooklyn College be increased by $5.00 per semester and summer session, effective the Fall 2000 semester, in accordance with the following student activity fee schedules for the (1) College of Liberal Arts and Sciences (Day Session); (2) School of General Studies (Evening); (3) Undergraduate Summer Session; (4) Graduate Division; and (5) Graduate Summer Session.

EXPLANATION: The student activity fee schedules represent an increase of $5.00 which will be earmarked for the Student Center Board, increasing the allocation for the student union for $27.50 to $32.50 in each category. This portion of the fee was last increased 1991.

A referendum was held March 11-March 16, 2000. In accordance with Section 16.12(c), the College President authorized a referendum to take place at a time other than in conjunction with student government elections because
this fee will be paid by the entire student body of the College, and the three student governments have their elections at different times. The vote was 510 in favor and 186 opposed, with 5% of the eligible students voting. The College President supports the increase.

The earmarkings to the allocating bodies as set forth in the schedules have been approved by the Board and may only be changed by further Board action. Local earmarkings at the College are also set forth below for each of the student activity fee schedules. The local earmarkings have been established and are subject to change at the College in accordance with the referendum process set forth in Board Bylaw section 16.12, provided there is no change in the total fee. The student activity fees allocated by NYPIRG are refundable, in accordance with procedures subject to the approval of the College President.

STUDENT ACTIVITY FEE SCHEDULES

(1) College of Liberal Arts and Sciences (Day Session)

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<td>.85</td>
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<tr>
<td><strong>Total Student Activity Fee</strong></td>
<td><strong>$91.55</strong></td>
<td><strong>$96.55</strong></td>
</tr>
</tbody>
</table>

Within the $47.70 College Association fee, the following local earmarkings will exist: $18.60 for Athletics and Recreation, $5.00 for the Career Service Center, $2.00 for the Emergency Medical Service, $1.00 for Student Concerts, $1.00 for the Radio Station, $3.50 for the Academic Club Association, $0.20 for the Drop-in Center, $1.00 for SOFEDUP (disabled students), $2.40 for the Student Forensics Society, $10.00 for the Health Care Clinic, and $3.00 for Child Care. Within the $8.50 Student Government Fee, the following local earmarkings exist: $0.20 for the Riverrun Journal, $0.50 for the Broeklundia Yearbook, $0.50 for the Student Film Society, $0.25 for Hatikvah, and $0.25 for On Campus, with the remaining $6.80 going to Student Government, clubs, and other activities. Four dollars ($4.00) of the student activity fee is jointly allocated by the College Association and the Student Government, with $2.50 locally earmarked for student newspapers and $1.50 to the lay Advocate Program. Both the Student Government and the College Association must approve the budgets for the student newspapers and the Law Advocate Program.

(2) School of General Studies (Evening Session):

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE</th>
<th>PROPOSED FEE</th>
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</thead>
<tbody>
<tr>
<td>Student Government</td>
<td>$5.00</td>
<td>$5.00</td>
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<tr>
<td>Student Center Board</td>
<td>27.50</td>
<td>32.50</td>
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<tr>
<td>College Association</td>
<td>16.00</td>
<td>16.00</td>
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<tr>
<td>NYPIRG</td>
<td>2.00</td>
<td>2.00</td>
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<tr>
<td>University Student Senate</td>
<td>.85</td>
<td>.85</td>
</tr>
<tr>
<td><strong>Total Student Activity Fee</strong></td>
<td><strong>$51.35</strong></td>
<td><strong>$56.35</strong></td>
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</tbody>
</table>

LOCAL EARMARKINGS: Within the Student Government fee, the following local earmarkings exist: $1.26 for the Nightcall newspaper, with the remaining $3.74 for clubs, Student Government and other activities. Within the $16.00 College Association fee, the following local earmarkings exist: $5.00 for Athletics, $1.00 for the Emergency Medical Service and $10.00 for the Health Care Clinic.
(3) Undergraduate Summer Session:

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE</th>
<th>PROPOSED FEE</th>
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<tbody>
<tr>
<td>Student Government</td>
<td>$2.50</td>
<td>$2.50</td>
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<tr>
<td>Student Center Board</td>
<td>27.50</td>
<td>32.50</td>
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<tr>
<td>College Association</td>
<td>24.00</td>
<td>24.00</td>
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<tr>
<td>University Student Senate</td>
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<td>.85</td>
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<tr>
<td>Total Student Activity Fee</td>
<td>$54.85</td>
<td>$59.85</td>
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Within the $24.00 Undergraduate Summer Session College Association Fee, the following local earmakings will exist: $10.00 for Athletics, $1.00 for the Emergency Medical Service, $10.00 for the Health Care Clinic, and $3.00 for Child Care.

(4) Graduate Division:

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE</th>
<th>PROPOSED FEE</th>
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<tbody>
<tr>
<td>Student Center Board</td>
<td>$27.50</td>
<td>$32.50</td>
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<tr>
<td>Student Government</td>
<td>16.75</td>
<td>16.75</td>
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<tr>
<td>College Association</td>
<td>10.00</td>
<td>10.00</td>
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<tr>
<td>University Student Senate</td>
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<td>.85</td>
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<tr>
<td>Total Student Activity Fee</td>
<td>$55.10</td>
<td>$60.10</td>
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</table>

LOCAL EARMARKINGS: The following local earmakings exist within the Student Government fee: $2.00 for the graduate student newsletter, $1.00 for first-class mailings, $2.00 for equipment, $1.00 for personnel and $0.75 for audit. The College Association fee of $10.00 is locally earmarked for the Health Care Clinic.

(5) Graduate Summer Session:

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE</th>
<th>PROPOSED FEE</th>
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<tbody>
<tr>
<td>Student Center Board</td>
<td>$27.50</td>
<td>$32.50</td>
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<tr>
<td>Student Government</td>
<td>2.50</td>
<td>2.50</td>
</tr>
<tr>
<td>College Association</td>
<td>10.00</td>
<td>10.00</td>
</tr>
<tr>
<td>University Student Senate</td>
<td>.85</td>
<td>.85</td>
</tr>
<tr>
<td>Total Student Activity Fee</td>
<td>$40.85</td>
<td>$45.85</td>
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</tbody>
</table>

LOCAL EARMARKINGS: The College Association fee of $10.00 is locally earmarked for the Health Care Clinic.

B. THE CITY UNIVERSITY OF NEW YORK – ESTABLISHMENT OF MINIMAL STANDARDS FOR A HEALTH SERVICES OFFICE:

RESOLVED, That the Board of Trustees of New York require all colleges to adopt the minimal standards set forth in the document *A Model for Health Services Provision at The City University of New York: The Minimal Standards.* Colleges will provide health and wellness awareness education, administer and manage the immunization program, maintain referral resources, provide a resting area, and administer first aid treatment that includes over-the-counter medication; and be it further

RESOLVED, That the use of student activity fees to support health services be limited to the establishment of more comprehensive services.

EXPLANATION: This resolution serves to ensure that all colleges will provide students with a base level of health and wellness education and access to health care. Health education leads to a decrease in risk-taking behavior and promotes a more positive attitude. A student’s well-being is an important factor influencing the successful completion of his/her college education. Health education and access are critical components to student health and, therefore, to student retention and academic success. The aforementioned services will be provided in an appropriate space
identified by the College utilizing existing resources. Colleges may, however, expand the level of health care services by combining tax levy/college resources with student activity fees and other grant funds.

Chairman Badillo stated that as you know I have been carrying on a campaign to insure that the students who have children under nineteen get registered and get covered by Child Health Plus because we have 40,000 students who have children under nineteen. Because they are poor by definition, they generally don’t have health insurance or coverage by any HMO, and because they are poor, they can get Child Health Plus free of charge. So, therefore, I have gone to some of the colleges, but this should be an ongoing year-round campaign, which ties in with the health services that Trustee Crimmins is talking about.

NO. 8. COMMITTEE ON FACILITIES, PLANNING, AND MANAGEMENT: RESOLVED, That the following items be approved:

A. KINGSBOROUGH COMMUNITY COLLEGE – ACADEMIC VILLAGE:

RESOLVED, That the Board of Trustees of The City University of New York accept the design of the Academic Village at Kingsborough Community College, as prepared by Gruzen Samton LLP/Davis Brody Bond LLP, Associated Architects, with a construction budget of approximately $16.2 million; 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: The Academic Village is the first new structure to be built on the Kingsborough Community College campus under the school’s 1994 Master Plan. It will accommodate, in 41,350 square feet, offices for community-related programs such as Continuing Education, College Now for high school students, and community outreach programs, including a Distance Learning Center. The Early Childhood Education Department and the Child Care Center will be housed in the building, and there will be 5,500 square feet of general academic instructional space. Site improvements include parking for 271 cars and a shaded walkway leading to the Leon M. Goldstein High School for the Sciences, now in construction on a site northeast of the Academic Village.

B. THE CITY UNIVERSITY SCHOOL OF LAW – RENOVATION:

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Beyer Blinder Belle Architects and Planners to provide professional services as required for the design of the renovation and expansion of the CUNY School of Law; 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: This project will reconfigure and renovate the existing CUNY School of Law building to respond to current academic needs and provide for the addition of a new part-time program. The building was originally constructed in 1955 as a junior high school, and its 1986 conversion no longer meets the school’s needs. This project will include design and construction of a multi-purpose/Moot Court Room, a 100-student classroom, additional faculty and student organization offices, and a new multi-media lab.

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

C. LEHMAN COLLEGE – CONSOLIDATED COMPUTER CENTER PHASE II:

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Jambhekar Strauss Architects to provide professional services as required for the design of the Consolidated Computer Center – Phase II at Lehman 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: This project, located in the sub-basement and basement of Carman Hall, includes the renovation of a two-story space with a floor area of 10,800 GSF and the addition of a mezzanine. The project will enable the College to install and network systems, such as satellite up-link and down-link dishes, a computerized video distribution console, and classroom interactive and distance learning. As a result, this facility will serve as the central hub for audio, video, and data distribution throughout the campus and will consist of a computerized multi-media control station, broadcast and media production studios, editing facilities, and a teleconferencing center. In conjunction with Phase I (the Information Technology Resources Center), this project will provide facilities and systems required to establish Lehman College as the hub for the Bronx Information Network, a collaborative of Bronx institutions, educational facilities, and organizations.

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

NO. 10. 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:

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>DEGREE</th>
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<tbody>
<tr>
<td>BARUCH COLLEGE</td>
<td></td>
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<tr>
<td>Irwin Engelman, Esq.</td>
<td>Doctor of Laws</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>NEW YORK CITY TECHNICAL COLLEGE</td>
<td></td>
</tr>
<tr>
<td>Mr. Frank McCourt</td>
<td>Doctor of Humane Letters</td>
</tr>
</tbody>
</table>

(To be awarded at the June 2, 2000, Graduate Commencement)

NO. 11. SALK SCHOLARSHIPS: RESOLVED, That the Board of Trustees approve the award of the Jones E. Salk Scholarships to the following graduates who have been recommended by the Chancellor:

WITH STIPEND

<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mikhail Paltielov</td>
<td>Queens College</td>
</tr>
<tr>
<td>Simon Wu</td>
<td>Brooklyn College</td>
</tr>
<tr>
<td>Yulianna Russak</td>
<td>Hunter College</td>
</tr>
<tr>
<td>Frank Appah, Jr.</td>
<td>The City College</td>
</tr>
<tr>
<td>Robert Wesolowski</td>
<td>Hunter College</td>
</tr>
<tr>
<td>Carlo Casulo</td>
<td>Hunter College</td>
</tr>
<tr>
<td>Stanley Josue</td>
<td>York College</td>
</tr>
<tr>
<td>Cristian Castro</td>
<td>The City College</td>
</tr>
</tbody>
</table>
HONORARY (In order selected)

Georgia Anyatonwu  The City College
Roger Maginley   The City College
Kalman Friedman   Brooklyn College
Irina Erlikh      Brooklyn College
Edward Ruperto    Queens College

Upon motions duly made, seconded and carried, the meeting was adjourned at 5:40 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
JUNE 26, 2000
AT THE BOARD HEADQUARTERS BUILDING
535 EAST 80TH STREET – BOROUGH OF MANHATTAN

The Chairperson called the meeting to order at 4:37 P.M.

There were present:

Herman Badillo, Chairman
Satish K. Babbar
Wellington Z. Chen
Michael C. Crimmins
Alfred B. Curtis, Jr.
Md. Mizanoor R. Biswas, ex officio

John Morning
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld
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
Gloria Washington

Chancellor Matthew Goldstein
Interim Deputy Chancellor Patricia Hassett
Vice Chancellor Jay Hershenson

The absence of Vice Chairman Benno C. Schmidt, Jr., and Trustees John J. Calandra, Kenneth E. Cook, Ronald J. Marino, Randy M. Mastro and Kathleen M. Pesile was excused.
A. VIDEOTAPING OF BOARD MEETING: Chairman Badillo announced that as in the past this meeting will be transmitted live on CUNY-TV, Cable 75, so that everyone in the community will know what we are doing here.

B. INTRODUCTION OF NEW TRUSTEE – WELLINGTON Z. CHEN: Chairman Badillo announced that we have a new Trustee and it is with great pleasure that I introduce Mr. Wellington Z. Chen, whose appointment to the Board was confirmed by the State Senate on June 22, 2000. He is replacing Anne Paolucci and will serve out the remainder of her term. He was born in Hong Kong and is an architect. He will be a welcome addition to this Board. On behalf of the Board and the Administration, Mr. Chen, I welcome you and congratulate you.

Upon motion duly made, seconded and carried, the public meeting was adjourned at 4:39 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

JUNE 26, 2000

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

The Executive Session was called the to order at 4:40 P.M.

There were present:

Herman Badillo, Chairman

Satish K. Babbar
John J. Calandra
Wellington Z. Chen
Kenneth E. Cook
Michael C. Crimmins
Md. Mizanoor R. Biswas, ex officio

Alfred B. Curtis, Jr.
Kathleen M. Pesile
George J. Rios
Jeffrey S. Wiesenfeld

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
Acting University Dean Robert Ptachik

The absence of Vice Chairman Benno C. Schmidt, Jr., and Trustees Ronald J. Marino, Randy M. Mastro and Kathleen M. Pesile was excused.

The Board went into Executive Session to discuss personnel matters.

Upon motion duly made, seconded and carried, The Executive Session was adjourned at 5:07 P.M. to go into public session.

SECRETARY GENEVIEVE MULLIN
MINUTES OF THE MEETING OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK
HELD
JUNE 26, 2000
AT THE BOARD HEADQUARTERS BUILDING
535 EAST 80TH STREET – BOROUGH OF MANHATTAN

The Public Session reconvened at 5:12 P.M.

There were present:

Herman Badillo, Chairman

Satish K. Babbar
John J. Calandra
Wellington Z. Chen
Kenneth E. Cook
Michael C. Crimmins

Alfred B. Curtis, Jr.
John Morning
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld

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
Lorrie Christian
Kisha Fuentes
Gloria Washington

Chancellor Matthew Goldstein
Interim Deputy Chancellor Patricia Hassett
President Fred W. Beaufait
President David A. Caputo
President Frances Degen Horowitz
President Charles C. Kidd, Sr.
President Christoph M. Kimmich
Interim President Howard L. Lapidus
Interim President Sidney I. Lirtzman
President Gerald W. Lynch

President Antonio Perez
Int. Pres. and Dean Stanford R. Roman, Jr.
President Marlene Springer
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 Trustees Ronald J. Marino, Randy M. Mastro and Kathleen M. Pesile was excused.
At this point Trustee Weisenfeld left the meeting.

C. TRUSTEE CONGRATULATIONS – JOHN CALANDRA: Chairman Badillo announced that on May 31, 2000 the State Senate confirmed the reappointment of Trustee John Calandra as a Trustee. Congratulations.

At this point Trustee Weisenfeld rejoined the meeting.

The calendar items were considered in the following order:

Upon motions duly made, seconded and carried, the following resolutions were unanimously adopted: (Calendar Nos. 8 through 12)

NO. 8. CENTRAL OFFICE - DESIGNATION OF GENERAL COUNSEL AND VICE CHANCELLOR FOR LEGAL AFFAIRS:

RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Frederick P. Schaffer as General Counsel and Vice-Chancellor for Legal Affairs, effective August 21, 2000, at a salary to be determined by the Chancellor, within the approved range, subject to financial ability.

EXPLANATION: Mr. Frederick P. Schaffer is being recommended to the Board of Trustees for appointment as General Counsel and Vice-Chancellor for Legal Affairs at the conclusion of an extensive search. Mr. Schaffer has most recently been a partner in the litigation department at Schulte Roth & Zabel LLP where his practice areas included state and federal court commercial and securities litigation and employment law. Mr. Schaffer has significant experience in public service, having held the positions of Counsel to the Mayor of the City of New York and Chief Litigating Assistant Corporation Counsel of the City of New York, as well as Assistant United States Attorney for the Southern District of New York. In addition, Mr. Schaffer has taught at the Benjamin N. Cardozo School of Law.

NO. 9. CENTRAL OFFICE - DESIGNATION OF SENIOR VICE CHANCELLOR AND CHIEF OPERATING OFFICER:

RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of David H. Freed as Senior Vice Chancellor and Chief Operating Officer, effective July 1, 2000, at a salary to be determined by the Chancellor, within the approved range, subject to financial ability.

EXPLANATION: The position of Senior Vice Chancellor and Chief Operating Officer has been created as part of the reorganization of the Central Office. Mr. Freed was selected after an extensive search. He has two decades of experience in senior administrative positions in university and other not-for-profit organizations and has most recently been the President of Overlook Hospital in Summit, New Jersey. He previously held positions at Hahnemann University in Philadelphia, Pennsylvania, The Mount Sinai Medical Center in New York City, and The Museum of Modern Art. He is the author of more than forty professional publications and has taught at The Mount Sinai School of Medicine, New York University, and New York City Technical College.

NO. 10. CENTRAL OFFICE - DESIGNATION OF VICE CHANCELLOR FOR BUDGET, FINANCE, AND ADMINISTRATIVE COMPUTING:

RESOLVED, That the Board of Trustees of The City University of New York approve the appointment of Sherry Brabham as Vice Chancellor for Budget, Finance, and Administrative Computing, effective July 1, 2000, at a salary to be determined by the Chancellor, within the approved range, subject to financial ability.

EXPLANATION: Ms. Sherry Brabham is being recommended by the Chancellor to the Board of Trustees for appointment as Vice Chancellor for Budget, Finance, and Administrative Computing at the conclusion of an extensive search. Ms. Brabham has held the position of Interim Vice Chancellor for Budget, Finance and Information Services since February 1999, and has performed successfully in that role. Ms. Brabham has more than 15 years of experience in related positions in The City University system, including Vice President for Finance and Business at Queens College, and University Budget Director.
NO. 11. CENTRAL OFFICE - DESIGNATION OF VICE CHANCELLOR FOR STUDENT DEVELOPMENT AND
ENROLLMENT MANAGEMENT:

RESOLVED, That the Board of Trustees approve the appointment of Dr. Otis O. Hill as Vice Chancellor for Student Development and Enrollment Management, effective August 14, 2000, at a salary to be determined by the Chancellor, within the approved range, subject to financial ability.

EXPLANATION: Dr. Otis O. Hill is being recommended by the Chancellor to the Board of Trustees for appointment as Vice Chancellor for Student Development and Enrollment Management at the conclusion of an extensive search. Dr. Hill has spent almost three decades as an administrator and faculty member at Kingsborough Community College where he has been Vice President for Student Development for the past six years. Dr. Hill, who holds an Ed.D. in Labor Studies from Rutgers University, has been widely recognized by the Kingsborough community for his innovative leadership in establishing programs in support of student development and retention.

Trustee Biswas stated that he would like to thank the chancellery and especially Chancellor Goldstein and Chairman Badillo for giving the students a Vice Chancellor for Student Affairs. At the same time, I just want to thank somebody who I never had the opportunity to thank in front of you. I had the pleasure of working with Lester Jacobs, who has been my friend and my mentor and I would like to thank him.

Trustee Cook stated that he would like to also thank Lester Jacobs for the immeasurable help he has given me, particularly prior to committee meetings to brief me on what was on the agenda and what we had hoped would take place. It was very good to be informed Les, thanks a million for everything.

Chairman Badillo stated that he also wants to point out that Trustee Biswas, representing the students, has been the one fighting the hardest to make sure that this position was restored to the University.

NO. 12. QUEENS COLLEGE - DESIGNATION OF INTERIM PRESIDENT:

RESOLVED, That Dr. Russell K. Hotzler be appointed Interim President of Queens College, effective September 1, 2000 with an annual salary at the applicable presidential level to be determined by the Chancellor, subject to financial ability, and that during the period of his service as Interim President, Dr. Hotzler be granted a leave from his position as University Dean for Academic Affairs.

EXPLANATION: Dr. Hotzler has served as University Dean for Academic Affairs since 1996. During his twenty-five years at Queensborough Community College, he held the positions of Dean and Vice President of Academic Affairs and Associate Dean of Administration, as well as Professor in the Department of Mechanical Engineering Technology and Design Drafting.

D. APPRECIATION OF SERVICE: Chairman Badillo stated that we have had a very busy year as you know, and we put in a substantial number of new presidents. On behalf of the Board as we end this year, I would like to express appreciation to several people who have served the University with dedication over the past several months. Thanks to Sidney Lirtzman, Interim President of Baruch College, Michael Zibrin, Interim President of Kingsborough Community College, Roberta Matthews, Interim President of LaGuardia Community College and Howard Lapidus Interim President of Queensborough Community College.

Our appreciation and thanks also to Patricia Hassett, Interim Deputy Chancellor, Roy Moskowitz, Acting General Counsel and Vice Chancellor for Legal Affairs, and Lester Jacobs, Interim University Dean for Student Services.

And last but not least our deep appreciation and thanks to Allen Lee Sessoms, President of Queens College and David Caputo, President of Hunter College, both of whom served their colleges and the University with distinction for five years.
President Caputo stated that he would like to thank both Chairman Badillo and Chancellor Goldstein for the opportunity to address the Board today. It has been a privilege and an honor to serve as Hunter's twelfth president. Even though it is five years, it is a relatively short time that has been marked by extensive change at Hunter and, indeed, throughout CUNY. I have served with three different Chancellors and three different Board Chairs. The one common characteristic of CUNY during this period has been the commitment to improvement. I want to thank everyone at the Board of Trustees, the Chair, the Chancellor and everyone at 80th Street who assisted me as we tried to advance both the Hunter and the CUNY agendas.

The Hunter faculty, staff, and students are exceptional and clearly reflect the quality and promise of CUNY. I will miss them and I am pleased we were able to accomplish so much in such a short period of time. I know that everyone will be supportive of Dr. Evangelos Gizis and that he will provide the outstanding leadership characteristic of all of his work at CUNY during the interim phase. I am confident Hunter’s new president will continue the tradition of strong leadership and hope.

Now, to my fellow presidents, who were always a source of inspiration, I wish you continued success. You have the responsibility for your individual campuses and I am confident you will keep the beacon lit for the next generation of New York City students who will depend upon CUNY for the education they need. CUNY can and will continue to provide the needed educational leadership if you as presidents, with the leadership of Chancellor Goldstein and his staff and Chair Badillo and the entire Board of Trustees along with the publicly elected leadership of the City, State, and nation, vow to maintain CUNY’s dual mission of excellence and access.

I take with me many fond memories of the past five years and I want to thank everyone responsible for them. The fondest memory, however, are the looks of hope, accomplishment, and promise each Hunter graduate had as they walked across the commencement stage.

I am pleased that the Pace presidency will permit us to stay in the City, which Alice and I enjoy so much. It will also permit me to keep in touch with the many friends we have made at Hunter and throughout all of CUNY. Thank you for a fulfilling five years and I wish you all the best in the months and years ahead. Thank you, Mr. Chairman.

E. FACULTY HONORS: Chairman Badillo called on Trustee Curtis who announced the following:

1. Dr. Frances Fox Piven, Distinguished Professor of Political Science and Sociology at The Graduate School and University Center, has been selected co-recipient of the 2000 American Sociological Association Distinguished Career Award for the Practice of Sociology.

2. Dr. Setha Low, Professor of Environmental Psychology and Anthropology at The Graduate School and University Center, has been awarded the Robert B. Textor and Family Prize for Excellence in Anticipatory Anthropology by the American Anthropological Association.

3. Richard Jolly, a Senior Research Fellow at The Graduate School and University Center and co-director of the United Nations Intellectual Historic Project, is one of twelve scholars to receive a research grant from the new Carnegie Scholars Program award by the Carnegie Corporation. This is the first time in thirty years that the foundation supporting individual scholarship. The grant will permit Mr. Jolly, a noted development economist, to pursue his work on narrowing global income inequities.

4. Professor Terry Mizrahi, of Hunter College’s School of Social Work, has been elected president of the National Board of Directors of the National Association of Social Workers. Dr. Mizrahi will assume the presidency in January 2001 and will serve for two years. The National Association of Social Workers is the largest membership organization of professional social workers in the world.

5. Professor Pat Passlof, of The College of Staten Island, has received an Award of Merit Medal for Painting from the American Academy of Arts and Letters.
6. Dr. Carolle Charles, Associate Professor of Sociology and Anthropology at Baruch College, has received a Fulbright Award for 2000-2001 for study and research in Haiti.

7. Dr. Shlomo Silman, a Broeklundian Professor in the Department of Speech Communication, Arts and Sciences at Brooklyn College, has received this year's Audiology Research Achievement Award from the American Academy of Audiology. Dr. Silman was honored for his insights into auditory function that have had a significant impact on the clinical practice of audiology.

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

1. Elanit Z. Rothschild, majoring in Political Science and Sociology at Queens College, has been chosen for the year 2000 Harry S. Truman Scholarship for graduate studies, one of just 79 students in the country to receive this honor. The Truman Scholarships are awarded to college juniors committed to careers in government, education, or other parts of the not-for-profit sector.

2. Robert DeSuze, a member of the Brooklyn College Mellon Undergraduate Fellowship and the Honor’s Academy, has been awarded one of the coveted Gates scholarships. Mr. DeSuze is a Theatre major and plans to attend graduate school to earn his Ph.D.

3. Rina Lazar and Uri Schneider, students at Queens College have received scholarships from the Mitsui USA Foundation. These scholarships are awarded based upon strong academic performance, commitment to the Business and Liberal Arts Program, and demonstrated interest in International business and its cultural environment.

4. Kenyatta Carter, Kate Lushpenkp, and Tara Lynch of The College of Staten Island, have been selected as Jeanette K. Watson Summer Fellows. Taruna Sadhoo, Tara Wachter, and Rose Weixel of Queens College have also been selected as Jeanette K. Watson Summer Fellows. These students will participate in paid and supervised internships for ten weeks during three consecutive summers at sites that enhance their academic and career goals. The Fellows are encouraged to sample work in at least two of three sectors: non-profit, government service, or private enterprise. CUNY students competed with 40 students from eight local colleges and universities for fifteen internship fellowships and were successful in securing eight of these internships.

5. Waltrudis Buck of Hunter College, Adrienne Ivory of Queens College, Susan Mirti-Fusco of Kingsborough Community College, Vonita Yvonne Vaughn of New York City Technical College, and Joanne McDonough, Maria Milagros Ortiz, and Ngozi Ugochi Eronini of Lehman College are recipients of the Women’s Forum Educational Awards for 2000. The purpose of the award is to encourage mature women to fulfill their potential through the pursuit of an undergraduate college education, and to enhance their capabilities to provide productive and supported service to their communities.

G. 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 22, 2000 Board meeting:

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

A. $126,519 UNITED STATES DEPARTMENT OF EDUCATION to Cohen, M. A., for “FIPSE (Asynchronous Distance Learning/Telementoring Program).”

B. $100,000 NEW YORK CITY DEPARTMENT OF EDUCATION to Deagan, D., for “Adult Literacy Program GED.”

BROOKLYN COLLEGE

A. $218,395 NATIONAL INSTITUTES OF HEALTH to Raphan, T., Computer and Information Science, for “Multidimensional Dynamics of the Vestibulo-Ocular Reflex.”
B. $155,512 NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT to Ackroff, K. and Sclafani, A., Psychology, for “Alcohol Appetite: A Nutrient Conditioning Analysis.”

C. $151,000 NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT to Nishiura, J., Biology, for “Academic Research Enhancement Award Control of . . . by Apoptosis.”

THE CITY COLLEGE

A. $179,000 NEW YORK CITY BOARD OF EDUCATION to Dyasi, H., Education-Admin., for “Developing Teachers and Teacher Facilitators for School District 3 & 5 in NYC.”

B. $110,000 DOE to Acrivos, A., Levich Institute, for “The Rheology of Concentrated Suspensions.”

HERBERT H. LEHMAN COLLEGE

A. $905,818 UNITED STATES DEPARTMENT OF EDUCATION to Fletcher, D., for “Bronx Community Technology Centers Network.”

B. $260,066 NATIONAL INSTITUTES OF HEALTH to Swartz, K., Phillips, R., and Prohaska, V., for “Lehman College Psychology Research Development.”

C. $212,371 NATIONAL INSTITUTES OF HEALTH to Aisemberg, G. O., for “Homeobox Genes and Neuronal Differentiation.”

HUNTER COLLEGE

A. $325,000 JOHN A. HARTFORD FOUNDATION to Ivry, J., School of Social Work, for “Geriatric Social Work Practicum Implementation.”

B. $273,322 PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Mootoo, D., Chemistry, for “Synthesis of Stable Galacto Disaccharide Mimetics.”

C. $237,736 PHS/NIH/NATIONAL INSTITUTE OF MENTAL HEALTH to Zeigler, H. P., Psychology, for “Neural Control of Behavior.”

NEW YORK CITY TECHNICAL COLLEGE

A. $170,000 NEW YORK CITY HEALTH AND HOSPITALS CORPORATION to Melikian, Y., for “Medical Billing & Coding Specialist Training.”

B. $100,839 NEW YORK CITY BOARD OF EDUCATION to Gawkins, A., for “Literacy Standards Project.”

QUEENS COLLEGE

A. $359,350 NIH/NATIONAL HEART, LUNG, AND BLOOD INSTITUTE to Bittman, R., The Chemistry and Biochemistry Department, for “Structural Properties of Membranes.”

B. $200,000 DEFENSE ADVANCED RESEARCH PROJECTS AGENCY to Kwok, K., The Computer Science Department, for “Translingual Access of Chinese Text Using English.”

C. $200,000 THE NEW YORK COMMUNITY TRUST to Markowitz, S., The Center for the Biology of Natural Systems, for “The Deposition and Accumulation of Polychlorinated Biphenyls (PCB’S) in New York Watersheds.”

YORK COLLEGE

A. $440,977 NEW YORK STATE EDUCATION DEPARTMENT/ALE to Thomas, R. and Williams, M., Adult and Continuing Education, for “New York City Adult Literacy Initiative.”
M. ORAL REPORT OF THE CHANCELLOR: Chancellor Goldstein reported the following:

1. Let me first welcome our newest Trustee, Mr. Wellington Z. Chen to the Board. It is wonderful to meet you and I look forward to working with you in the years ahead and I am delighted to have you as a member of the Board.

2. I would like to extend our warmest congratulations on behalf of the Board and the presidents to Chairman Badillo on his reappointment to the Board. We look forward to his continued wisdom and focus as this University meets the challenges ahead. I understand that it was a real love-fest in Albany and that people really were so delighted to move this appointment ahead. It was unanimous with great claims. So we are very pleased for you and wish you the very best.

3. I am also delighted that Trustee John Calandra will be with us for another term. He, too, was very warmly received and his appointment was reaffirmed on May 31. John, I look forward to working with you in the years ahead.

4. Congratulations to Trustee Wiesenfeld who has joined the venerable Stanford C. Bernstein Company. We look for great things ahead in his future as he works over the next several months understanding option pricing models and all of that esoteric kinds of stuff, black holes, option pricing, model pricing, and so forth.

5. Let me also say how delighted I am, as I near completion of my first year as Chancellor. I would like to just indicate appreciation to Trustee Nilda Soto Ruiz for her continuing good work on the Academic Policy Committee. Some very important work came out of that committee, Trustee Ruiz, and I look forward to working with you in the years ahead as your committee really takes on some of the challenges that we have for this University.

Trustee Alfred Curtis, your Faculty, Staff, and Administration Committee was a very important and active committee this year with the executive compensation plan and the total revolutionary efforts that your committee has come forward with in performance based assessments for the executives in this University. We are told that there is no other University in the United States that has come forward with such a comprehensive, all-encompassing paradigm for how to address very thorny issues. It was wonderful working with you on that and other matters as well.

I am sorry Trustee Ronald Marino is not here because with Vice Chancellor Brabham some very good work was initiated in reforming the instructional staff model and other kinds of financial statements that we need to better understand as we do the work that is necessary in that important division. So I thank him in his absence.

And, of course, Monsignor Crimmins for the very good work in Student Affairs. It was your tenacity and your focus on issues of student affairs that really convinced me, along with Trustee Biswas, that we really needed to elevate the importance of student life around this table. With a new vice chancellor in place I look forward to working with you on those matters as well.

Trustee Mastro is not with us today but his was a very, very active committee and we passed some very important transactions this year and I look forward to working with him as well.

And for the others around the table, this has been an important and very active year. Much really has happened. We are capturing this in a document that will be made available so that people have a better sense of the kinds of accomplishments this Board, working with the chancellery, our presidents, and our faculty have achieved to make this University the kind of University we would all like to see.
I would like to reiterate what Chairman Badillo said in thanking the Interim Presidents who worked so well this year. Howard Lapidus, Sidney Lirtzman, Roberta Matthews, and Michael Zirbin, thank you all for the work that you did. You made my life easier by bringing your long experience and counsel to me as well.

A very special thanks to Interim Deputy Chancellor Patricia Hassett, who is somebody who gets things done. When you ask her to do a job it is done with intelligence, quickly, and methodically. I personally am going to miss her. She is going on to a very important job at Mt. Sinai Medical Center working with Dr. Jack Rowe as Vice President and Chief Compliance Officer and Executive Assistant to the President, really a position of great importance and great stature and we certainly wish her well. Patricia, it has always been a pleasure.

As a Chancellor or as a member of the Board, you have a very, very special relationship with a counsel. This is somebody you close the door with, you roll your sleeves up and nothing is held back. I thank Acting Vice Chancellor for Legal Affairs, Roy Moskowitz, for the very good advice that he has given me from the very first day I walked back into this building. I know that you are going to have a brilliant career ahead of you. We are going to miss you and we wish you the very best. You have been just a great vice chancellor and we thank you for your services to this University.

I think we need to single out our faculty, staff, and students of this University for their many achievements. We had approximately 28,000 students who graduated this past spring who are going to leave this University and go on to do many important things in the life of this City and important things in the professions. The kinds of actions that we have taken as presidents, Trustees, faculty, student representatives, and staff of this University in helping to mold these people I think is really noble work. I thank all of you for making that so important for these people as they meet the challenges in their life.

6. All of you have been provided documentation on the State budget, so there is really no need for me to revisit that. I would like to say on the City side that we did get an additional $5 million for the College Now Program and through the legislative process, particularly the City Council, we got restoration of $6.5 million for the CUNY Merit Scholarship Program which we are very, very excited about. We got over $17 million in capital budget projects that were a result of the City Council, and that is going to help this University in a very significant way including Phase I for Medgar Evers. We look forward to getting the model for that wonderful academic complex and we will see if we can get that done this year. And, of course, we got money for the Structural Biology Center at City College. It is so important that we have this extraordinary new facility that will be the result of a full partnership with the ten leading biomedical and medical organizations in this City. I see great things coming out of that effort.

However, we did not receive the money in the City budget that we had hoped to from the City Council for faculty positions, but we will be able to deploy a very significant number of faculty positions as a result of this budget that we received. We are now in the process of putting those data together, but we estimate about 150 new faculty positions, not nearly enough but a great start. Hopefully, if we have a commitment in principal in the years ahead for more faculty, we will start turning around an area that is so vitally important to the health and vitality of this great University.

7. I would like to congratulate President Gerald Lynch who will receive a degree of Doctor of Law Honoris Causa from the University of Ireland in Galway. This is a very prestigious award accorded to a small number of people distinguished in scholarship in the arts, commerce, business or administration.

At this point Trustee Curtis left the meeting.

8. There is a bill pending the Governor’s signature that was passed by the State Senate and the State Assembly which will provide for circumstances and conditions for our students to satisfy their work assignments on campuses consistent with activities under the City’s welfare program. We are hoping that the Governor will sign this legislation as we think that this will be a great benefit for all of our students.

9. We are not going to participate in the early retirement incentive, in part because we believe that faculty positions really are at such a level at this University and we have had so many ERI’s in the past several years. You get 50%
on the dollar and when you net this out, over a period of time the end result, we believe, will be a smaller number of faculty positions so we have decided not to participate in that particular program.

At this point Trustee Curtis rejoined the meeting.

10. And lastly, Mr. Chairman I would like to report on the two Chancellor’s Fora that were conducted on June 15 and 16. As you know these fora were intended to provide an opportunity for members of the University community and others who had not previously commented on the University’s Master Plan for 2000-2004 to present their views and observations. I am pleased to tell you that fifty-five people signed up to speak and a vast majority of those that did speak supported the Master Plan or various parts of it. In addition, forty speakers attended the Board’s Public Hearing on May 15, and thirty of them spoke strongly in favor of the Master Plan. We do have video and audiotapes of the fora available. I would like to take just a few moments to very briefly go over my impressions of those two fora.

Speakers commented on the direction that the University’s leadership had taken over the past year or so. In particular speakers were particularly supportive of replenishing the full-time faculty, creating a flagship environment at CUNY, establishing a CUNY honors college, supporting teacher education, expanding College Now, enhancing student services, developing a more coordinated effort to better serve students with disabilities, and enhancing instructional technology. There were speakers who represented a wide spectrum of professionals at this University – distinguished professors, professors, department heads, program heads, deans, directors, student leaders, and so forth. There were several observations that I believe should be given consideration as the University moves forward to implement the Master Plan over the next four years and I would like to draw your attention and request that they be communicated to the Board at your discretion.

First, a number of speakers were concerned to underscore the role of faculty in developing curriculum. As I responded at the fora, it is clearly the prerogative of the Board to establish policies relating to the University’s educational offerings. We must, however, also balance this with faculty involvement and responsibilities in shaping a core curricular across the University. As we balance these legitimate principles, we should continue and must continue to keep in mind our shared objective to assure that all CUNY graduates are fully prepared to realize their potential.

Second, there were several speakers who stressed the importance of the University’s goals for diversity, which are discussed in the Master Plan, in particular, continuing to recruit a diverse faculty and professional staff to serve CUNY’s diverse student body. This commitment to diversity was made clear in the two Long Range Planning committee meetings, but I certainly reaffirmed that for all to hear at the two fora as well.

Third, a concern was expressed by a number of speakers to seek improvement of our funding at the University, something that everybody around this table understands. While the Master Plan really is not a budget document, clearly CUNY’s requests to funding partners in the City and State over the next four years will have to reflect the needs for this University. In a related fashion the University must, as one of the speakers noticed, develop and maintain a physical plant that truly enables academic quality to be attained and maintained.

And, lastly, a number of speakers made suggestions for implementing some portions of the Master Plan, including scientific research and enhancement for instructional technology. One of the issues that we are going to have to face is that if we are serious about attracting good scientists to this University, it is not just a salary, it is not just providing graduate student support, it is equipping laboratories and so forth. We need to understand this if we want to be a player in this regard and I think all of us do.

Certain speakers were concerned about reaffirming that this University will maintain accessibility to those students who wish to study here. I reaffirmed that again and again at both fora saying that CUNY will continue to provide access to all students with a high school diploma or its equivalent. Within a system comprising seventeen undergraduate colleges there will be many entry points that take into account student preparation and academic success and we certainly must be mindful of that. The plan certainly says that and that needs to be stated over and over again.
There were views, as we heard at the Long Range Planning Committee, from others who were not necessarily of the staff of this University. They weren’t faculty or students, but people that had affiliations and were friends of this University, and certainly their comments are always welcome and we will be mindful of their involvement over the years ahead.

There were issues about enough consultation in the development of the Master Plan and as I said over and over again, and I will say again tonight, the Master Plan is derived largely from the strategic planning initiatives that happen at our campuses. This is not something that starts and stops on a particular day or a week. This is very much what universities are about. They are constantly looking at themselves in ways to improve and to address challenges that they face on a daily basis. Those plans which are either strategic plans that presidents initiate every two, three, or five years, Middle States plans, regulatory bodies that require plans, all were funneled through the presidents and the Master Plan really derived from those kinds of extensive consultation with our faculty. In addition, of course, my staff has met, over the past several months as this plan was put in order, with faculty groups, discipline councils, members of presidents’ staffs, students, and a whole variety of people, and so I feel very comfortable that there was extensive consultation.

I will say that in the end this Master Plan must be viewed as a living document that will be shaped through thoughtful analysis and deliberation by the University’s many constituencies. And as we pursue the important goals of the Master Plan I intend to continue listening to and talking with members and friends of the University community who are working to help CUNY realize its extraordinary potential.

With that, Mr. Chairman, I will conclude my remarks.

Upon motion duly made and seconded, the recommendation to forward the following letter to the Board of Regents was unanimously approved.

June 26, 2000

The Honorable Herman Badillo  
Chairman  
Board of Trustees  
City University of New York  
535 East 80th Street  
New York, New York 10021

Dear Chairman Badillo:

I am pleased to report to you on the two Chancellor's Fora that were conducted last week, on June 15th and 16th. As you know, these Fora were intended to provide an opportunity for members of the University community and others who had not previously commented on the University's Master Plan 2000-2004 to present views and observations. A total of fifty-five people signed up to speak; the vast majority supported the Master Plan or various parts thereof. As you know, forty speakers attended the Board's public hearing on May 15th. Thirty of these spoke in favor of the Master Plan. Video and audiotapes of the Fora are available.

At the Fora, speakers commented on the direction the University's leadership has taken. They discussed the University's concern to strengthen academic quality and the Plan's references to the provision of a range of services for students of various levels and abilities. In particular, speakers praised the Plan's blueprint for

• replenishing the ranks of full-time faculty
• creating a flagship environment at CUNY
• establishing a CUNY-wide Honors College
• supporting improved Teacher Education and the professionalization of the teaching force
• expanding College Now
• enhancing student services
• developing a more coordinated effort to better serve students with disabilities
• increasing the number of certificate programs to better serve the workforce, and
• enhancing instructional technology.

I would like to note that the speakers included several Distinguished Professors, as well as department and program heads, deans, directors, and student leaders. It is particularly noteworthy that the University's most distinguished faculty found reason for optimism - some said for the first time in many years - in the Master Plan's program of academic renewal. Also noteworthy was the enthusiasm of those involved in the delivery of student services, and their interest in the University's plans for enhancement in this area.

There were several observations that I believe should be given consideration as the University moves forward to implement the Master Plan over the next four years. I would like to draw these to your attention and request that they be communicated to the Board of Trustees.

• First, a number of speakers were concerned to underscore the role of faculty in developing curricula. As I responded at the fora, it is clearly the prerogative of the Board to establish policies relating to the University's educational offerings. The Master Plan describes faculty involvement and responsibility in its sections on establishing core curricula throughout the University. As we balance these legitimate principles we will continue to keep in mind our shared objective to assure that all CUNY graduates are fully prepared to realize their potential.

• Second, a concern was expressed by several speakers to stress the importance of the University's goals for diversity - in particular continuing to recruit a diverse faculty and professional staff to serve CUNY's diverse student body. The Board's commitment to diversity was made clear at its two Long Range Planning Committee meetings, but I feel it important to reaffirm that commitment as we move forward to achieve the Master Plan's objectives.

• Third, a concern was expressed by a number of speakers to seek improved funding for the University. While the Master Plan cannot serve as a Budget Request, clearly CUNY's requests to funding partners in the City and State over the next four years will have to reflect the needs its successful implementation entails. In related fashion, the University must, as one speaker noted, develop and maintain a physical plant that enables true academic quality to be attained.

• A number of speakers made suggestions for implementing some portions of the Master Plan, including scientific research and enhancement of instructional technology. My staff has taken note of these suggestions and we will ensure their consideration as those specific areas are addressed.

Some speakers expressed concern about access to the University. As I said in response to several speakers, CUNY has and will continue to provide access to all students with a high school diploma or its equivalent. Within a system comprising seventeen undergraduate colleges, there will be many entry points that take into account student preparation and opportunities for academic success. The need for ongoing consultation was raised by some, including former University officials who would have preferred a more formal involvement on their part in the process of the Plan's formulation. Their views, and the views of others are always welcome. I note, however, that submissions to the Master Plan were provided by all colleges. These submissions emerged from long-range planning documents produced in full consultation with faculty and students. There were numerous meetings between my staff and faculty, provosts, and deans to help flesh out the Plan's contours. Two Long Range Planning Committee meetings of the Board were held with the participation of the elected Chairmen of the University Faculty Senate and University Student Senate (who fully supported the Plan). There was a Public Hearing with forty speakers. And, at the Board meeting itself there was discussion and debate prior to the unanimous approval of the Plan.
Chairman Badillo, I believe that the University benefited from these two Fora. The Master Plan is, in the end, a living document that will be shaped through thoughtful analysis and deliberation by the University's many constituencies. As we pursue the important goals of the Master Plan, I intend to continue listening to and talking with members and friends of the University community who are working to help CUNY realize its extraordinary potential.

Sincerely,

Matthew Goldstein

Trustee Wiesenfeld stated that he is not looking to embarrass the Chancellor but he recalls a year ago at this time as we were concluding another year here at the Board that we thanked then Interim Chancellor Christoph Kimmich for stewarding this University at sometimes difficult moments and now, of course, he is our distinguished President of Brooklyn College. At that time Chancellor Goldstein arrived with great promise and I think it should be stated that he was always saying in the beginning, we want to change the conversation about CUNY. And certainly we have come a long way in a year, largely due to the Chancellor's leadership as well, and the conversation has been changed. If you speak to people on the street, not only people who know education and who know the life blood of the City, people do have a feeling that this University is definitely on the right track once more and we should thank Chancellor Goldstein for his efforts.

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

NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for June 26, 2000 (including Addendum Items) be approved:

ADDENDUM: Add the following:

A.A.3. APPOINTMENT WITH WAIVER OF THE BYLAWS – COMMITTEE APPROVAL NOT REQUIRED (APPROVAL BY OFSR) (SW INDICATES WAIVER OF SEARCH)

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D.70. THE CENTRAL OFFICE – SPECIAL INCREMENT WITHIN TITLE (OTHER THAN NEW STEPS)

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NO. 2. CHANCELLOR’S REPORT: RESOLVED, That the Chancellor’s Report for June 26, 2000 (including Addendum Items) be approved:

(a) ERRATA: Revise the following:

THE CITY COLLEGE – Page B012 – Revision of previous action taken by the Board (Instructional Staff-Annual): The entry for David Meyer is withdrawn.

(b) ADDENDUM: Add the following:


NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting and Executive Session of May 22, 2000 be approved.

NO. 4. COMMITTEE ON ACADEMIC POLICY, PROGRAM, AND RESEARCH: RESOLVED, That the following items be approved:

A. THE GRADUATE SCHOOL AND UNIVERSITY CENTER - PH.D. IN URBAN EDUCATION:

RESOLVED, That the program in Urban Education leading to the Ph.D. degree to be offered at The Graduate School and University Center be approved, effective September, 2000, subject to financial ability; and be it further

RESOLVED, That a Master Plan Amendment be approved for The Graduate School and University Center to offer the Ph.D. degree in Urban Education.

EXPLANATION: The purpose of the proposed program is to prepare graduates who have a broad understanding of the complex issues facing urban education in America to become leaders in educational research and policy analysis. The special focus of the program will be at the intersection of two principal research agendas: (1) issues of curriculum and instruction in urban schools, and (2) policy addressing 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 dramatic shifts have occurred 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 in preparing many students in a meaningful way for their future. Systemic educational reform is now, by necessity, rising to the top of our national political agenda, and 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.
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, is ideally positioned to provide a research-validated knowledge base for education that would impact directly on the City of New York as well as on the next generation of research and policy leaders.

B. THE CITY COLLEGE – M.S. IN BIOMEDICAL ENGINEERING:

RESOLVED, That the program in Biomedical Engineering leading to the Master of Science degree to be offered at The City College be approved, effective September, 2000, subject to financial ability.

EXPLANATION: The purpose of biomedical engineering, as an interdisciplinary field of study, 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 proposed program is designed 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 decades of the twentieth century. The proposed Master of Science degree fits, academically, between the undergraduate concentration in biomedical education within the existing engineering programs at The City College and the recently approved (1999) Ph.D. program in Biomedical Engineering at the CUNY Graduate School. Graduates of the M.S. program will be qualified to either enter the lucrative employment market in this field or continue in the Ph.D. program.

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” of one million dollars from the Whitaker Foundation to establish the Ph.D. curriculum in Biomedical Engineering. Funding from the Whitaker Foundation has also provided for three new laboratories to be developed at The City College. In addition, all the course requirements for the M.S. program in Biomedical Engineering assimilate with the Ph.D. program. Therefore, the program is cost effective and no additional faculty or staff will be needed to implement the proposed program.

Statement of Chancellor Goldstein regarding Student Retention and Graduation:

We have a very significant problem in this University retaining our students. There are certain things that we can do and there are certain things that are outside of our ability to change. One of the things that I think we can do is to develop a covenant with our students that if they come in and meet our admissions criteria for entering a particular academic program, we will provide the course work to insure that they can make adequate progress towards their degree.

One of the things that we can do, for example, is to start coordinating the schedule of courses on one campus with another, especially advanced courses. If you are a mathematician and you are interested in taking a course in anthropology and your particular campus is not going to be giving that course, it seems to me that the chairs of departments across the University could coordinate those kinds of offerings to insure that a course in anthropology would be offered each semester so that any student who is advanced enough to take that course knows that some place at the University will give it.

Secondly, we can work to more effectively devise registration grids that are much more student friendly, that students can avail themselves of. Sometimes there is impedance in the system because the course grid, schedule of classes, is designed in such a way that it may not maximize that particular performance. So those are just a couple of things.

And we are going to ask each of the presidents to come forward with plans that not only will help reform some of the practices on campuses but the degree to which they can integrate some of their offerings to insure that those courses are given. Vice Chancellor Mirrer will be working with the presidents over the summer and the fall to get those plans in place. We will report on the implementation periodically.
C. THE CITY UNIVERSITY OF NEW YORK – STUDENT RETENTION AND GRADUATION:

WHEREAS, The Chancellor and the Board of Trustees are committed to improving student retention and graduation and recognize the importance of encouraging persistence and providing students with supportive academic services; therefore be it

RESOLVED, That effective Fall 2000 each college shall take all necessary steps to ensure that courses required for the completion of degree requirements be offered in sufficient number and with sufficient frequency to guarantee that qualified students maintaining full-time status and good academic standing are able to complete all program requirements within the minimum timeframe specified for their degree; and be it further

RESOLVED, That all students be provided with well-designed academic advisement and coordinated academic course schedules and that the colleges utilize collaborative arrangements among campuses, that include the use of educational technology, and other means by which students' programmatic needs can be satisfied.

EXPLANATION: Studies have established that student retention within the University is affected by numerous factors including financial, work-related and personal matters. However, it is also well established that regardless of individual circumstances, student experiences at college can facilitate or discourage retention and learning. College administrative services that are slow and unresponsive to student needs, difficulties with registration and course scheduling, and inadequate advisement constitute barriers that impede student progress and graduation.

The proposed resolution seeks to ensure that presidents and their designates provide efficient, well-designed college services and coordinated schedules that satisfy student needs and facilitate retention, academic progress and timely graduation from both associate and baccalaureate degree programs. The resolution also seeks to ensure that the colleges are in compliance with the Regulations of the Commissioner of Education which require that coursework be offered with sufficient frequency to enable students to complete each curriculum within the minimum time normally required for degree completion.

NO. 5. COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION: RESOLVED, That the following item be approved:

A. DISTINGUISHED PROFESSORS: RESOLVED, That the following be designated Distinguished Professors in the departments, and the colleges, and for the period indicated, with compensation of $21,852 per annum in addition to their regular academic salaries, subject to financial ability:

<table>
<thead>
<tr>
<th>COLLEGES</th>
<th>NAMES</th>
<th>DEPARTMENT</th>
<th>PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Graduate School and University Center</td>
<td>Deng, Francis M.</td>
<td>Political Science</td>
<td>September 1, 2000</td>
</tr>
<tr>
<td>Queens College</td>
<td>Ghosh, Amitav</td>
<td>Comparative Literature</td>
<td>September 1, 2000</td>
</tr>
<tr>
<td>The Graduate School and University Center</td>
<td>Horwich, Paul</td>
<td>Philosophy</td>
<td>September 1, 2000</td>
</tr>
<tr>
<td>Hunter College</td>
<td>Luine, Victoria</td>
<td>Psychology</td>
<td>September 1, 2000</td>
</tr>
<tr>
<td>Lehman College</td>
<td>Pan, Victor</td>
<td>Mathematics and Computer Science</td>
<td>September 1, 2000</td>
</tr>
<tr>
<td>The Graduate School and University Center</td>
<td>Schwartz, Lia</td>
<td>Hispanic and Luso-Brazilian</td>
<td>September 1, 2000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Literatures</td>
<td></td>
</tr>
</tbody>
</table>
Trustee Sohmer noted that this distinction terminates in one year so the period should probably be from September 1, 2000 to August 31, 2001.

Report of Committee Chairman Curtis:

I would like to apprise the Board of an information report regarding the status of the revised executive compensation plan which was received by the Committee at our June 6th meeting. As you know, the new plan became effective on May 1st. Chancellor Goldstein reported that the first performance-based compensation adjustments were awarded pursuant to an adaptive process put in place for the first transitional year. For the 2000-2001 academic year, the University has begun the goal setting target for development required under the plan.

The Chancellor has identified and shared with each college the University goals, which derive from the broad vision of the University, outlined in the Master Plan. These goals focus on three University priorities: raising academic quality, improving student success, and enhancing financial management effectiveness. Over the next few weeks each college will tailor these goals to its own individual mission and institutional environment. The Chancellor reported that he will then meet with each president to discuss these goals and targets and will subsequently hold additional meetings at the end of the academic year to assess the performance of each college. A similar process will be carried out for college and other executives.

It was clear from the Chancellor’s report that a great deal of thought and effort has gone into the implementation of the Board’s plan for the compensation of executives. This process will lead to greater accountability. It will foster alignment of individual executive goals to University and college goals. It will create a clear linkage between performance and rewards. The process is cutting edge for CUNY and for higher education in general. The Committee appreciated receiving this report from the Chancellor and I deem it sufficiently important to share with my colleagues on the Board.

At this point Trustee Calandra left the meeting.

**NO. 6. COMMITTEE ON FACILITIES, PLANNING, AND MANAGEMENT:** RESOLVED, That the following items be approved:

**A. BROOKLYN COLLEGE - REHABILITATION OF THE WHITMAN AND GERSHWIN THEATERS – INTERIOR RENOVATION OF THE WHITMAN THEATER:**

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 for the rehabilitation of the Whitman and Gershwin Theaters, Phase II. 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. BY066-798, for an amount not to exceed $2,800,000.00. The contract shall be subject to approval as to form by the University Office of General Counsel.

**EXPLANATION:** The project will provide architectural and electrical upgrades for the Whitman Theater.

The Board of Trustees of The City University of New York approved the selection of the consulting architects OMNI Architects, P.C., on September 28, 1998, Cal. No. 7.A., and construction of Phase I of this project on March 27, 2000, Cal. No. 1., of the University Report.
B. QUEENS COLLEGE – MECHANICAL EQUIPMENT PURCHASE PACKAGE FOR POWERMAKER 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 and deliver two high pressure steam absorption chillers and sixteen air handling units. 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. QC-025-090, for an amount not to exceed $814,500. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: This contract will provide equipment for centrally air conditioning Powdemaker Hall, a 188,000 SF classroom and faculty office building. The Dormitory Authority of the State of New York will install these units under a separate contract, as part of the extensive renovation of Powdermaker Hall.

C. HOSTOS COMMUNITY COLLEGE – RENOVATION OF 500 GRAND CONCOURSE:

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Goshow Architects to provide professional services as required for the design of the renovation of 500 Grand Concourse at Hostos Community 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: This project will provide improvements to the 500 Grand Concourse building, including infrastructure rehabilitation, code compliance work, waterproofing of exterior surfaces and upgrading of interior finishes.

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

D. NEW YORK CITY TECHNICAL COLLEGE – STAGE TECHNOLOGY PHASE II:

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Helfand Myerberg Guggenheimer Architects to provide professional services as required for the design of Stage Technology Phase II at New York City Technical 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: This project will expand the school's existing Stage Technology facilities, currently being renovated as part of Phase I, with a new addition built to house scene and set construction areas, a design studio, offices, storage and a loading/receiving area.

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

E. THE CITY COLLEGE – RENOVATION OF MARSHAK BUILDING:

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Flad & Associates to provide professional services as required for the renovation of the Marshak Building 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: This project will provide for structural reinforcement and improvement of mechanical components of the Marshak Building at The City College, while allowing for the continued function of the building's science and other academic uses, through relocation of current occupants to swing space and phasing of construction, as appropriate.

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

F. BROOKLYN COLLEGE – WEST QUADRANGLE BUILDING:

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 the West Quadrangle Building at Brooklyn 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: This project will construct a new 140,000-gross square feet building pursuant to the school’s Master Plan. This building will consolidate student services and provide functional and accessible Physical Education facilities, classrooms, and campus service facilities. This project also involves the demolition of the deteriorated and inadequate two-story Plaza Building and its connecting pedestrian bridge to the east quadrangle, construction of a new west quadrangle, and an expanded Bedford Avenue crossing.

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

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

A. QUEENSBOROUGH COMMUNITY COLLEGE – CONSOLIDATION OF STUDENT ACTIVITY FEES:

RESOLVED, That the existing $52.85 per semester Full-time Day Student Activity Fee be maintained and renamed the Full-time Student Activity Fee and the existing $22.85 per semester Part-time Day Student Activity Fee be maintained and renamed the Part-time Student Activity Fee, effective Fall 2000, in accordance with the following schedule:

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>FULL-TIME</th>
<th>PART-TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Association</td>
<td>$49.00</td>
<td>$20.00</td>
</tr>
<tr>
<td>NYPIRG</td>
<td>$ 3.00</td>
<td>$ 2.00</td>
</tr>
<tr>
<td>University Student Senate</td>
<td>$ .85</td>
<td>$ .85</td>
</tr>
<tr>
<td>Total Student Activity Fee</td>
<td>$52.85</td>
<td>$22.85</td>
</tr>
</tbody>
</table>

The summer session fee shall continue to be $14.85, of which $14.00 is allocated by the College Association and $0.85 by the University Student Senate; and be it further

RESOLVED, That the Full-time and Part-time Evening Student Activity Fees of $38.85 and $17.85 be rescinded.

EXPLANATION: This action is a result of the merging of the Day and Evening student governments into one combined student government last year. The consolidation of student governments was achieved through a student referendum in Spring 1999, and in accordance with the local student government constitutions. As a result, the existing two-tier structure of day and evening full and part-time student activity fees has become obsolete. This resolution establishes one full and part-time student activity fee schedule applicable to all students.

A referendum on changing the student activity fee structure, in accordance with University Bylaw Section 16.12, was held in conjunction with student government elections on April 11 and 12, 2000. The vote on the referendum was 416 in favor, and 223 opposed with 6.3% of the eligible students voting on the referendum. The College President supports this reconfiguration of the student activity fee.
Within the College Association Fee, the following local earmarkings for full-time and part-time students will continue to exist: Student Government ($15.00/$3.50); Student Union ($1.50/$1.00); Athletics and Recreation ($10.00/$5.00); Cultural Council ($3.00/$2.00); and Tutoring Services ($12.00/$4.50).

Within the College Association Summer Session Fee, the following local earmarkings will continue to exist: Student Activities ($2.50); Student Union ($1.00); Athletics and Recreation ($5.00); and Cultural Council ($1.50).

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

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

B. HUNTER COLLEGE – UNDERGRADUATE STUDENT ACTIVITY FEE INCREASE:

RESOLVED, That the student activity fee paid by undergraduate students at Hunter College be increased from $68.35 to $69.85 for full-time students and from $46.95 to $47.70 per semester for part-time students, effective Spring 2001, in accordance with the following schedule:

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE</th>
<th>PROPOSED FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td></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>$45.75/$22.70</td>
<td>$47.25/$23.45</td>
</tr>
<tr>
<td>NYPIRG</td>
<td>$4.00/$4.00</td>
<td>$4.00/$4.00</td>
</tr>
<tr>
<td>University Student Senate</td>
<td>$0.85/$0.85</td>
<td>$0.85/$0.85</td>
</tr>
<tr>
<td>Total Student Activity Fee</td>
<td>$68.35/$46.95</td>
<td>$69.85/$47.70</td>
</tr>
</tbody>
</table>

The Summer Session Student Activity Fee shall be increased from $23.05 to $23.30 and be allocated as follows: College Association ($7.05); Student Government ($13.40); NYPIRG ($2.00); and University Student Senate ($0.85).

EXPLANATION: The proposed student activity fee schedule represents an increase of $1.50 in the undergraduate full-time, $0.75 in the undergraduate part-time and $0.25 in the Summer Session student activity fee schedules, which will be locally earmarked for the Medical Office and will be allocated by the College Association. This will increase the local earmarkings for the Medical Office from $0.50 to $2.00 for full-time students, from $0.25 to $1.00 for part-time students and from $0.50 to $0.75 for the Summer Session. The additional funding will support more health care and health education programs at the 68th Street and Brookdale campuses.

A referendum was held in accordance with University Bylaw Section 16.12, in conjunction with student government elections held May 2 and 3, 2000. The vote on the referendum was 544 in favor and 53 opposed, with 4% of the eligible students voting on the referendum. The College President supports the fee increase because of the overwhelming support of those voting (91%) and the need for increased funding to supplement health care and health education programs on both campuses.

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 ($2.00/$1.00); 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, $0.75 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.

At this point Trustee Calandra rejoined the meeting.

Chairman Badillo stated that as you know this is the last meeting of the academic year. You remember that last year I told you that you would have to work all summer and I was right, you did. But you did such a great job, that now I am going to wish you a restful summer. As a matter fact I wanted to talk about the things we have done, but so many things have been accomplished, as the Chancellor pointed out, that we are going to put it in a written document. But I wanted to take the opportunity to thank all the members of the Board of Trustees, and especially to thank Chancellor Goldstein and the staff, and the college presidents for a job well done. But if I have to summarize in one sentence what the document will say, it is this, last year we were considered a University adrift. This year we are a University on the move, thanks to all of you.

Upon motions duly made, seconded and carried, the Public meeting was adjourned at 6:38 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

SEPTEMBER 25, 2000

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

The Chairperson called the meeting to order at 4:35 P.M.

There were present:

Herman Badillo, Chairman
Benno C. Schmidt, Jr., Vice Chairman

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. Wiesendfeld

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

Secretary Genevieve Mullin
Frederick P. Schaffer, General Counsel and Vice Chancellor for Legal Affairs
Hourig Messerlian, Executive Assistant
Lorrie Christian
Kisha Fuentes
Anthony Vargas

Chancellor Matthew Goldstein
Executive Vice Chancellor Louise Mirrer
Senior Vice Chancellor David H. Freed
President Fred W. Beaufait
President Dolores Fernandez
President Ricardo R. Fernandez
Interim President Evangelos John Gizis
President Frances Degen Horowitz
Interim President Russell K. Hotzler
President Edison O. Jackson
President Charles C. Kidd, Sr.
President Christoph M. Kimmich
President Gerald W. Lynch
President Eduardo J. Marti

President Byron N. McClennen
President Gail O. Mellow
President Antonio Perez
President Edward V. Regan
President Marlene Springer
Int. Pres. and Dean Stanford R. Roman, Jr.
Dean Kristin Booth Glen
President Carolyn G. Williams
Vice Chancellor Sherry Brabham
Vice Chancellor Jay Hershenson
Vice Chancellor Otis O. Hill
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone

The absence of Trustees Satish K. Babbar, Wellington Z. Chen, and Ronald J. Marino was excused.
A. **VIDEOTAPING OF BOARD MEETING:** Chairman Badillo announced that CUNY-TV is transmitting today’s meeting of the Board of Trustees live on cable Channel 75, so that the public can observe the work of the Board and of the University.

B. **RECENT CUNY PUBLICITY:** Chairman Badillo stated that I think you have all been impressed with the recent publicity that we have been getting at The City University especially John Calandra and I and Al Curtis, who were attacked when we sponsored the remediation resolution. In those days we were a lonely group and we were accused of ethnic cleansing and all kinds of charges. I just want to mention some of the articles that specifically talked about what we have done. This past week we read that rather than the University being completely decimated, because it had been predicted we would lose more than 40% of the entire student body, for the first time in five years registration has increased. And as you saw, those who were critical of the fact that we were going to eliminate the SEEK program were proven wrong in the article that was published last week in *The New York Times*.

You also have read that we have improved the teacher testing grades in six out of the eight colleges. Actually, six have passed the State standards and the others have improved and, as you know, we now have a Dean for Teacher Education, so we should be able to take care of those two very shortly too. And then, of course, we announced the continuation of the billion-dollar plan for capital improvements.

Some time ago our Vice Chairman Benno Schmidt had written, “An Institution Adrift.” In a very short period of time we have gone from an institution adrift to a University on the move. The important thing is that some of these changes are changes that have taken thirty years to bring about, so it is not just a casual article in the newspaper, it is a very fundamental change. In fact, we have accomplished so many things that we have put them all in a brochure called, “A University on the Move.”

I want to thank all the Trustees for the support that you have given us even when we had signs all over the place at these Board meetings and even when there were pickets and other demonstrations. I wanted to call attention to the support of the Trustees, because I know in your own way each of you had pressures that were put on you and you were attacked in many different ways, so I want to thank you for your continuing support.

C. **REGENTS’ APPROVAL OF MASTER PLAN:** Chairman Badillo stated that you read that the Regents approved the master plan, and remember when we got the remediation resolution approved it was by one vote, thanks to Harold Levy, who was the deciding vote when he was serving on the Board of Regents. This time the Board of Regents approved the master plan by a vote of 10 to 4. So, not all of us had a restful summer. Matt Goldstein and I and a lot of the vice chancellors spent time in the summer making sure that we would have the necessary support.

D. **INTRODUCTION OF NEW PRESIDENTS AND STAFF:** Chairman Badillo stated that he would like to welcome the new presidents officially. We are very pleased to have Ned Regan at Baruch College, Byron McClenny at Kingsborough Community College, Gail Mellow at LaGuardia Community College, Eduardo Martí at Queensborough Community College, and the interim presidents Russell Hotzler at Queens College and Evangelos Gizis at Hunter College. We certainly wish them success in their new endeavors.

We also want to welcome the new General Counsel and Vice Chancellor for Legal Affairs, Frederick Schaffer, David Freed, Senior Vice Chancellor and Chief Operating Officer, and Otis Hill, Vice Chancellor for Student Development and Enrollment Management. We also congratulate Sherry Brabham who has been appointed Vice Chancellor for Budget, Finance, and Administrative Computing, and Louise Mirrer, who is now the Executive Vice Chancellor.

E. **TRUSTEE HONORS:** Chairman Badillo stated that on behalf of the Trustees and the Administration it is my pleasure to extend congratulations to Trustee Nilda Soto Ruiz, who is the recipient of the National Puerto Rican Coalition’s Award for Life Achievement in Education. This award is presented to distinguished Puerto Ricans who have worked to improve the quality of life of the Puerto Rican community and to society as a whole. Through their contributions and achievement, honorees serve as role models for Puerto Rican and Latino youth and emphasize the importance of attaining a higher education. Congratulations to you, Trustee Ruiz.
Trustee Calandra stated that on behalf of my colleagues I would like to extend our congratulations to Chairman Herman Badillo, who was honored on Friday by the Coalition of Italian American Organizations. As a former board member of that organization, I can tell you that it is rare indeed that they go out and honor a non-Italian American. But in Herman’s case, I think it was well deserved. The award reads: “The Coalition of Italian American Organizations proudly presents its Leadership in Education and Government Award to Herman Badillo for a career dedicated to public service and unwavering friendship to the Italian American community and his fight to raise standards at The City University of New York at the Coalition’s 17th Annual Dinner, Friday, September 22, 2000.”

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

F. HON. JAMES A. CAVANAGH – MEMORIAL RESOLUTION:

WHEREAS, The Honorable James A. Cavanagh served The City University arduously and insightfully from June 11, 1980 to March 21, 1985; and

WHEREAS, During his period of service as a Trustee, he had devoted himself without stint or restraint to the service of the University, utilizing his great skills and talents, acquired and finely honed during more than forty years in the public service of New York City; and

WHEREAS, James Cavanagh served as chair of the Committee on Facilities, Planning, and Management and Contract Review, and as chair or member of almost every crisis management committee established during his tenure as a Trustee; and

WHEREAS, His contributions to the progress and stability of the University in its funding and budgetary practices in a time of fiscal constraints were crucial and invaluable; and

WHEREAS, He endeared himself to his colleagues, the administration, and the University community; now therefore be it

RESOLVED, That the Board of Trustees, on behalf of The City University and its administrators, extends its deepest sympathy to his wife Mary Delano, his sons James and Christopher, his stepchildren and his grandchildren.

G. PRESIDENT’S, FACULTY, AND STAFF HONORS: Chairman Badillo called on Trustee Curtis, who announced the following:

1. President Frances Horowitz of The Graduate School and University Center has been chosen to become a Fellow of the New York Academy of Sciences. The Fellowship is a distinction conferred on a limited number of scientists who have made outstanding contributions to the advancement of science.

2. Dr. Thomas Head, Professor of History at The Graduate School and University Center, who is working on saints, relics, and patronage in Western Christendom in the years 200 to 1215, has won a Guggenheim Fellowship for 2000.

3. Professor Mike Wallace, who teaches history at John Jay College of Criminal Justice and The Graduate School and University Center, and is also Director of the Gotham Center of New York City History, and is working on the “History of New York City Since 1898,” has also won a Guggenheim fellowship for 2000. Guggenheim fellows are appointed on the basis of distinguished achievement in the past and exceptional promise for future accomplishments.

4. Dr. Scott D. Westrem, Professor of English at Lehman College and The Graduate School and University Center, was awarded the Annual Faculty Mentoring Award for 1999-2000 from the National Association of Graduate Schools. Congratulations.
5. Brenda A. Scranton, Vice President for Student Development at Bronx Community College, has been elected Regional Representative for the National Council on Student Development for the 2000-2001 term. The NCSD is the leading professional organization for student affairs administrators in two-year colleges.

6. Frederick P. Schaffer, General Counsel and Vice Chancellor for Legal Affairs at the Central Administration, will receive the Legal Aid Society’s Distinguished Pro Bono and Public Interest Lawyer Award at a ceremony on Monday, October 2, 2000. This award is in recognition of extraordinary professional contributions to the work of the Legal Aid Society over a period of many years. Chief Judge Judith S. Kaye will present the award.

H. STUDENT AND ALUMNAE HONORS: Chairman Badillo called on Trustee Crimmins, who announced the following:

1. Natasha Ghee, Lihran Hirschkorn, and Lucille Spiropoulos, business and liberal arts students at Queens College, were each awarded scholarships from the National Association of Securities Professionals. They were chosen on the basis of their strong academic performance and demonstrated interest in financial services careers.

2. Marisol Santos, a student at LaGuardia Community College, and Blanca Bedoya, a student at Queensborough Community College, were awarded scholarships from the Coca Cola Two-Year College Scholarship Foundation. The scholarships are awarded in recognition of the academic and community service records of these two students at their respective colleges.

3. Sandra Gonzalez, a graduate of the School of Architecture at The City College, has been awarded the Charles E. Inniss Internship from the City University Construction Fund. This internship is named for the late Charles Inniss, former Chairman of the Construction Fund and a former member of the Board of Trustees.

4. Dr. Lawrence A. Tabak, an alumnus of The City College, has been appointed Director of the National Institute of Dental and Craniofacial Research at the National Institutes of Health. Dr. Tabak currently directs the Center for Oral Biology Aab Institute of Biomedical Sciences, at the University of Rochester.

5. Deborah Willis, an alumnus of The City College, has been named a year 2000 MacArthur Fellowship award recipient. Individuals cannot apply for MacArthur Fellowships; they must be nominated. Also known as the “genius” awards, the fellowships are five-year grants to individuals of all ages and from all fields and offer recipients the flexibility to pursue their work without reporting requirements. Ms. Willis is an historian of photography, a curator, and a photographer. She has been a leading scholar in the investigation and recovery of the rich legacy of African-American photography.

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 26, 2000 Board meeting:

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

A. $750,000 UNITED STATES DEPARTMENT OF LABOR EMPLOYMENT & TRAINING ADMINISTRATION to Alexander, R., and Bragg, S., for “JTPA Regional Consortium.”

B. $301,114 NEW YORK CITY HUMAN RESOURCES ADMINISTRATION (HRA) to Jones, J., and Lambert, J., for “COPE (College Opportunity to Prepare for Employment).”

BROOKLYN COLLEGE

A. $254,713 UNITED STATES DEPARTMENT OF EDUCATION to Marquis, J., Educational Services, for “Brooklyn College Educational Talent Search Program.”

B. $212,000 UNITED STATES DEPARTMENT OF THE INTERIOR to Schreibman, M., Biology, for “Cooperative Agreement between the United States Department of the Interior National Park Service and The Research Foundation of The City University of New York.”
C. $204,122 NATIONAL SCIENCE FOUNDATION to Gavin, R., Biology, for “Function of Myosins in Tetrahymena.”

D. $195,063 NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT to Magliozzo, R. S., Chemistry, for “Catalase – Peroxide Catalysis in Antibiotic Activation.”

E. $137,001 NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT to Raphan, T., Computer and Information Science, for “Spatial Orientation & Plasticity in the Vestibular System.”

THE CITY COLLEGE

A. $645,890 NSF to Fosnot, C., Education, for “Mathematics in The City: Professional Development.”

B. $622,090 NIH to Fishman, M., Chemistry, for “MBRS – Score Program at City College.”

C. $507,885 NEW YORK CITY DEPARTMENT to Fillos, J., Civil Eng., for “Characterization of Primary Settling Tank….”

D. $464,166 LOCKHEED to Saadawii, T., Elec. Eng., for “ARL/BAA Telecommunication…”

E. $456,818 NSF to Akins, D., Chemistry, for “CCNY Sem Collaborative.”

F. $375,000 NASA to Alfano, R., IUSL, for “IRA: Tunable Solid State Lasers and Optical Imaging.”

G. $361,655 NIH to Wallman, J., Biology, for “Vision and Etiology of Axial Myopia.”

H. $351,000 ONR to Acrivos, A., Levich, for “Electro-Separation for On-Line Monitoring and Cleaning…”


J. $309,625 NIH to Deacon, D., Psychology, for “Brain Potential Semantic Processing and Attention.”

K. $235,000 NEW YORK STATE EDUCATION DEPARTMENT to Roth, M., SEEK, for “Collegiate Science and Technology Entry Program.”

L. $220,000 NSF to Watkins, C., ENGA, for “Computer Science, Engineering and Mathematics Scholarship…”

M. $189,000 NASA to Austin, S., Computer Science, for “An Urban Collaborative for Network Connectivity…”

N. $150,000 NEW YORK STATE EDUCATION DEPARTMENT to Dyasi, H., Education, for “DDE Program: Science Education Consortium for NYC Schools.”

O. $124,713 US ARMY to Ravindran, K., Computer Science, for “Modeling and Implementation of Concurrent Control Services…”

P. $116,000 NSF to Guyden, J., Biology, for “Thymic Nurse Cell: Internalization, Survival…”

Q. $110,588 NYC MTA/BARUCH COLLEGE to Holguin-Vera, J., Trans., for “Urban Goods Movement Model-Phase 2.”

R. $100,000 NASA to Andreopoulos, Y., Mech. Eng., for “High Resolution Experiments of Compressible Turbulence…”

S. $100,000 NSF to Gunner, M., Physics, for “PFF: Role of Electrostatic Forces in Protein…”

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

A. $243,050 NIDCD to Strange, W., for “Cross-Language Studies of Vowel Acoustics and Perception.”
HERBERT H. LEHMAN COLLEGE

A. $1,249,995 UNITED STATES DEPARTMENT OF EDUCATION to Rothstein, A. L., for “Lehman Urban Teacher Education.”

B. $397,274 UNITED STATES DEPARTMENT OF EDUCATION to Rothstein, A. L., for “Urban Teacher Recruitment: Corridors to Teaching Careers.”


D. $155,706 THE GREENWALL FOUNDATION to Wolfe, M., and Campos, A., for “Classroom Based Assessment Project.”

NEW YORK TECHNICAL COLLEGE

A. $286,331 NASA/UNCF to Woytowich, R., for “Computer Engineering Technology.”

B. $200,000 NATIONAL SCIENCE FOUNDATION to Soiffer, S., for “Computer Science, Engineering and Mathematics Scholarship Program (CSEMS).”

C. $152,880 NEW YORK CITY BOARD OF EDUCATION to Nwoke, G., and Braneky, J., for “Instructional Technology Professional Development.”

QUEENS COLLEGE

A. $2,326,749 PAPER, ALLIED-INDUSTRIAL, CHEMICAL AND ENERGY WORKERS INTERNATIONAL UNION (PACE) to Markowitz, S., Center for the Biology of Natural Systems, for “Medical Surveillance of Former and Current Workers at the Gaseous Diffusion Plants of the Department of Energy: Phase II Implementation.”

B. $385,206 UNITED STATES DEPARTMENT OF EDUCATION to Anderson, P., Dean of Students Office, for “Queens College Upward Bound Program.”

C. $201,162 UNITED STATES DEPARTMENT OF EDUCATION to Rosa, C., Dean of Students Office, for “Student Support Services at Queens College.”

D. $130,000 UNITED STATES DEPARTMENT OF AGRICULTURE to Kant, A., Family, Nutrition and Exercise Science Department, for “Consumption of Energy-Dense, Nutrient-Poor Foods by American Children.”

QUEENSBOROUGH COMMUNITY COLLEGE

A. $546,611 NEW YORK STATE EDUCATION DEPARTMENT to Katz, M. D., and Beltzer, S., for “Perkins III.”

B. $253,496 UNITED STATES DEPARTMENT OF EDUCATION to Parra, M., for “Project Bridge III: A Support Services Program for Students with Disabilities.”

C. $200,000 NEW YORK STATE EDUCATION DEPARTMENT to Katz, M. D., and Meyer, M. A., for “Tech-Prep Consortium of Queens.”

THE COLLEGE OF STATEN ISLAND

A. $251,413 NEW YORK STATE EDUCATION DEPARTMENT to Glynn, A., Guerin, K., Jeffreys, M., and Straker-Banks, A., for “Vocational Education Institutional Grant.”

B. $236,825 DHHS to Lunney, M., for “Advanced Nurse Education Program.”
C.  $219,492 NEW YORK STATE EDUCATION DEPARTMENT to Jackson, C., for “Liberty Partnerships Program.”

D.  $125,804 NSF to Ciaccio, L., and Sanders, J., for “New York Collaborative for Excellence in Teacher Preparation (CETP).”

YORK COLLEGE

A.  $225,000 NATIONAL AERONAUTICS AND SPACE ADMINISTRATION (NASA) to Thomas, R. C., and Schlein, J., Institutional Advancement/Natural Sciences, for “Science, Engineering, Mathematics and Aerospace Academy.”

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

1. We are delighted at seeing a wonderful new group of presidents and I certainly look forward to working with you in the years ahead as you position your campuses for the distinction that you, your faculty, staff, and administration certainly are capable of doing. I also want to welcome Interim President Evangelos Gizis. This is his first official role as Interim President at the Board and we welcome you here as well. You’ve had a wonderful summer and it is a delight working with you.

Of course, nobody is more delighted than I am that we have three wonderful new vice chancellors, Rick Schaffer, David Freed, and Otis Hill, who have worked quite assiduously this summer on important matters for the University. It is wonderful to have you with us and I appreciate your acceptance of the offer to join the Administration and we look forward to working with you. Of course it is wonderful to work with Sherry Brabham, who has been around for a while, in her new role as Vice Chancellor.

Congratulations Rick Schaffer on that very, very prestigious award and I will be there to share in your joy. I would also mention that Executive Vice Chancellor Louise Mirrer has been nominated and will receive a prestigious award from the YWCA as one of the one hundred most influential women of this year at an award ceremony at the Grand Hyatt. Congratulations to you, Louise.

Chairman Badillo, I was privileged to be at the Coalition Dinner the other night. It was a wonderful evening and we were really proud of you getting that award, and we look forward to other awards for you.

2. With respect to the affirming of the University’s master plan, I would like to spend just a moment thanking Commissioner Mills who was very, very helpful and very strongly supportive of the direction that the University is taking. He wrote what I thought was a very balanced and important commentary of where he saw the University going and how this new master plan fit into that. We owe Commissioner Mills a lot of gratitude and we are working very closely with him on a whole variety of areas. Chancellor Carl Hayden, who showed exemplary leadership on the Regents, was articulate, balanced, and smart in the manner in which he presented the case for the master plan. This was a difficult job and we are very grateful to him as well.

As I said in a letter to Chairman Badillo after the two Chancellor’s fora that occurred early this summer, the master plan for me is a living document. It is not a document that is written in stone and is inviolate over time. Indeed, good master plans adapt to the time and we would imagine that our master plan will be adapting to changes that the University sees over the next four to five years. So I think that’s an important thing to show that it has malleability, it has flexibility, and it has an opportunity to be moderated somehow as we determine the need to do so.

Underlying the master plan for me is a very, very basic theme that I think has always been at the core strength of this University, but, unfortunately, has really not been articulated strongly enough nor advanced enough, and that is the notion of the integrated University. We are as strong as a University as we are by our campuses working collaboratively with one another. Underlying the whole notion of a flagship environment is the notion of complementarity, the notion that we are going to be hiring faculties that will be informed by the faculties that we are
hiring at other institutions around the system in areas that we think have the capacity to achieve flagship status, and the notion of an integrated university is so fundamental for that to happen.

Secondly, the notion of transferability, articulation, and retention, is all a function about the need for this University to work more collaboratively among our campuses. Those themes are really so fundamental. The work that we are doing with New York City Public Schools Chancellor Harold Levy really can only be done if one looks at the University through the lens of an integrated university. So I would hope in the months and the years ahead as this master plan really takes hold and really is the navigator for the manner in which this University addresses its challenges that we keep focused on this very basic principle. I think it is a principle that will lead to a stronger and more prominent University.

3. In the master plan there is a call for a core curricular that a number of Trustees have been very, very strongly supportive of, the notion of American History being a discipline that really needs to have serious consideration as we start to look at our core curricular across the University.

Under the leadership of Executive Vice Chancellor Mirrer, she and her staff and the faculty are moving aggressively. She has engaged the leadership of David Nasaw, who is an eminent historian and the executive officer of the Ph.D. program at The Graduate School, to assist in looking at American History as a discipline to be embraced throughout our campuses, in working with faculty groups around the campuses. Louise will be working with the Faculty Senate over the next couple of months at a major conference where core curricular and general education requirements will be discussed, and I think this is critical. This is a point where there is a balance between the needs and ideas expressed by Trustees in conditions and parameters that would define core curricular and the very legitimate prerogatives of the faculty as they work to develop the necessary courses that will be developed over time. I look forward to that very real collaboration and it is a collaboration that, for me, is an inviolate principal in the way that we will proceed. I think the University will be stronger for that.

4. We are in high season now for the development of a budget to be presented to the Board that ultimately would be sent to the Governor for consideration as part of his executive budget. We originally were thinking about bringing a recommendation to the Board in October. I just don't think that that is appropriate. I think it is much better to bring a recommendation to the Board in November as this would give the administration much more opportunity to work very collaboratively with faculty as we seek their ideas in a very complex message. I will be meeting with the Faculty Senate tomorrow. I have met with leadership in the Faculty Senate over the past few weeks and have really sent out that clarion call that the administration is deeply interested and serious about ideas that we can incorporate as the administration develops its budget message for consideration by the Board. We look forward to doing that and hope that we will have a budget document that we will all be very pleased with.

5. Our enrollment picture, as Chairman Badillo indicated, is very promising. Our latest data show overall the University’s enrollment is ahead 2/10ths of a percent, but most importantly our new freshmen are up on the order of magnitude of 5 or 6% depending upon whether they are senior college enrollments or community college enrollments. What I need to underscore and what we have underscored many times here at our Board meetings is that we don’t have a real problem attracting students. Students want to come to City University because we have a very distinguished faculty. We have extraordinary facilities and those facilities are getting better and better and better. And we have a very strong alumni base and very dedicated professionals on our campuses that care about students.

But where we are weak and where we must improve is retaining our students, and part of the notion of the integrated University, part of that very, very basic principle, is addressed to retaining students. We want our students to stay at City University and we want them to achieve whatever their objectives are at our University. I lament sometimes over the fact that we do lose students and we have to understand why we are losing them and remedy that problem as aggressively as we can. We are making tremendous efforts in this area, and we are starting to see good improvement but we have a lot more to do and we will.

6. I am delighted, as Chairman Badillo indicated, about the progress that we are making in our teacher education programs. I don’t know if another group of campuses in the State of New York has improved to the degree that our
programs have improved in the last year or two. I think this goes right to leadership on our campuses with our presidents, the work that we are doing with our deans and our faculties, taking difficult decisions about making higher entrance requirements to get in and higher requirements to stay in the program.

We have an obligation in this City to provide strong teachers for the New York City Public Schools System and other systems and we are committed to do it. I want to publicly applaud our leadership on our campuses, the very good work that we are seeing of University Dean Nicholas Michelli, and the very good work that he is doing, and the vote of confidence that we are getting from the Board of Education.

They came to us this summer for the Chancellor's Fellows Program and we had approximately 330 students that went through that program and 97% of those students passed the first two examinations and now are in the New York City public schools teaching. That is a remarkable achievement for this University and again I commend our leadership and our faculty on those campuses that participated. And, in fact, when the Regents were in the City, a number of them called me and said how impressed they were in how we were able to quickly put together a program that really now is a model. I would imagine next summer the 330 is probably going to be multiples of five or six of that cohort because this University has shown that when given the challenge, it meets that challenge and it does what it needs to do to address this very compelling issue that we all face in this City.

7. We are in the midst of collective bargaining with the Professional Staff Congress that represents our faculty and so far those meetings are going well. We have received from the PSC their platform that they are seeking for consideration. I can’t indicate when these negotiations will be completed, but with the good work of Vice Chancellor Malone and the great assistance that we are receiving from former Deputy Mayor Randy Levine, we hope to have a contract with our faculty signed in not the too distant future.

8. Kudos to Kingsborough Community College on having been invited by the League for Innovation in Community Colleges to join a select fifteen other community colleges in the League’s 21st Century Learning Outcomes Project. Congratulations to you, President McClenney on that wonderful honor. It brings our community colleges into the great forefront, and with the wonderful committee that is being chaired by Nilda Soto Ruiz, I expect even greater things from our community colleges.

9. I was very, very pleased to participate in the TeleMedia Accelerator at Borough of Manhattan Community College. We are working very closely with the New York City Investment Fund under the leadership of Henry Kravitz and Jerry Spier. And really kudos to President Antonio Perez. He is the man that jumped out of the box quickly, and not only saw the opportunity but got a 9% equity position, which may turn out to be a great revenue stream for the Borough of Manhattan Community College. Antonio, congratulations on your doing exemplary work. We are going to use that model throughout our campuses where appropriate, to develop accelerators and incubators.

10. Kudos also to Dean John Mogulescu. He has just brought in a gear-up grant of a little in excess of $4 million from the Department of Education. That is a major, major award and we congratulate you for the very good work that you have done there.

11. City College's School of Architecture after nine years of languishing with provisional accreditation, now has full accreditation for five years. Congratulations to Dean George Ranalli on that. That is a splendid piece of good news for City College. And President Roman, we congratulate you on that as well.

12. Lastly, I would say that under the very able leadership of Vice Chair Benno Schmidt and Trustee Randy Mastro, the two very high profile searches that we are conducting for new presidents at Hunter College and at City College are going along very well. We have developed strong pools for both of those campuses.

13. The last thing I would say on just sad news is that many of you know that Sophie Davis passed away a week and a half ago. She and her husband Leonard Davis have been true icons at City College and have really helped transform that great institution over many years. We were represented at the funeral by Interim President Stanford Roman. We will miss her cheerfulness and her excitement about the Sophie Davis School and also about City College overall.
Trustee Ruiz stated that she just wanted to mention that she had the opportunity to observe some of the teaching fellows. Chancellor Levy had asked that senior staff go out in the first two weeks of school and visit, and one of the things he wanted to know about was, how were these fellows doing? I was very pleased to see their enthusiasm. They came from the world of art, the world of law, the world of communication arts and they had left very good positions because they wanted to give back.

I will tell you that I am pretty hard when I look at classrooms. They were very nicely set up. They treated their students well. And more importantly, I asked them how they felt the training was that they had received and to a person they said they were pleased. The ones that I observed came from Lehman and from Brooklyn and they were pleased and were going right back to get more training. So I do want to emphasize that that program, through the leadership of Vice Chancellor Mirrer and the University, is doing very, very well.

Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 1 through 6)

NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for September 25, 2000 (including Addendum Items) be approved:

(a) ERRATA: Revise the following:

MEDGAR EVERS COLLEGE

P.B-2 APPOINTMENT WITH TENURE (AFFIRMATIVE ACTION REPORT ON FILE) (SW INDICATES WAIVER OF SEARCH): The entry for Kariamu Asante is withdrawn and hereby reentered under APPOINTMENT OF PROFESSORIATE STAFF (AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING, VISITING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH).

(b) ADDENDUM: Add the following:

D.44 MEDGAR EVERS COLLEGE - ADMINISTRATIVE DESIGNATION WITH COMMITTEE APPROVAL (EXECUTIVE COMPENSATION PLAN – AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH):

<table>
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<th>Dept. Title</th>
<th>Last Name</th>
<th>First Name</th>
<th>Salary Rate</th>
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<td>Barney</td>
<td>Vincent</td>
<td>$105,000</td>
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D.45 QUEENSBOROUGH COMMUNITY COLLEGE – APPOINTMENT OF ANNUAL INSTRUCTIONAL STAFF MEMBERS WITH EQUIVALENCIES (AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING, VISITING, AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH):

<table>
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<tr>
<th>Dept. Title</th>
<th>Last Name</th>
<th>First Name</th>
<th>Salary Rate</th>
<th>Effective Date(s)</th>
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<td>Electrical and Computer Engineering Technology Substitute Assistant Professor</td>
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<td>Robert</td>
<td>$54,665</td>
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ERRATA: Revise the following:

D. 11, P. 5 LEHMAN COLLEGE – ADMINISTRATIVE DESIGNATION – COMMITTEE APPROVAL NOT REQUIRED (EXECUTIVE COMPENSATION PLAN – AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH): The effective date for Annette D. Digby is revised to read “9/1/00”.

D. 15, P. 7 QUEENSBOROUGH COMMUNITY COLLEGE – AWARDING OF SALARY SUPPLEMENTS TO INSTRUCTIONAL STAFF – RECRUITMENT/RETENTION INITIATIVE: The effective date George Sherman is revised to read “7/1/00”.

D. 36, P. 14 QUEENSBOROUGH COMMUNITY COLLEGE - AWARDING OF SALARY SUPPLEMENTS TO PROFESSORIATE STAFF – RECRUITMENT/RETENTION INITIATIVE: The effective dates for Robert Kueper are revised to read “9/27/00-1/26/01”.


NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting and Executive Session of June 26, 2000 be approved.

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

A. LEHMAN COLLEGE - TELEPHONE SWITCH PURCHASE:
RESOLVED, That the Board of Trustees of The City University of New York authorize Lehman College to purchase a telephone switch upgrade from Lucent Technologies, Inc., under existing State of New York Contract Number PT54085/CMS0686, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $671,000, chargeable to FAS Codes 236601306 and 236601321, during the fiscal year ending June 30, 2001.

EXPLANATION: Lehman College will upgrade its telephone switch. This capital improvement will be financed through Certificates of Participation.

B. MEDGAR EVERS COLLEGE – LEASE-PURCHASE OF XEROX DIGITAL COPIERS:
RESOLVED, That the Board of Trustees of The City University of New York authorize Medgar Evers College to lease-purchase fourteen Xerox digital copiers from Xerox Corporation under existing New York State Contract Number PT00608, pursuant to law and University regulations. Such five-year lease-purchase shall not exceed a total estimated cost of $770,554, chargeable to FAS Codes 2-114-01-303 in five equal parts of $154,111, during the fiscal years ending June 30, 2001, June 30, 2002, June 30, 2003, June 30, 2004, and June 30, 2005.

EXPLANATION: The College will lease-purchase these copiers to service administrative as well as academic operations throughout its three campus locations.

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

A. MEDGAR EVERS COLLEGE - B.S. IN COMPUTER INFORMATION SYSTEMS:
RESOLVED, That the program in Computer Information Systems leading to the Bachelor of Science degree to be offered at Medgar Evers College be approved, effective January 2001, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to provide students with a course of study that is well grounded in the fundamental body of computing and information systems knowledge as it is applied to business management. The program is designed to prepare computer information specialists who can both use information technologies as well as develop information systems that meet business information needs. Graduates of the
program will be eligible for positions in such titles as systems analyst, information systems manager, database administrator, and network manager.

Information technologies remain in a rapid state of growth and change creating a major challenge for businesses to develop, maintain, and update their data resources. This dynamic is also creating an ever increasing demand for information systems specialists. Many experts predict this trend will continue into the twenty-first century without any sign of abatement.

The proposed program builds upon courses offered in existing baccalaureate programs at the College in Business and Accounting and in the Associate in Applied Science degree program in Computer Applications. The program is therefore cost effective and an appropriate addition to the liberal arts and career programs offered by Medgar Evers College.

NO. 6. COMMITTEE ON FACILITIES, PLANNING, AND MANAGEMENT: RESOLVED, That the following items be approved:

A. THE CITY UNIVERSITY OF NEW YORK (CENTRAL OFFICE) - A/E CONSULTANT REQUIREMENTS CONTRACT FOR SPACE PLANNING AND INTERIOR RENOVATION:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a requirements contract with the firm of Thomson Architects PC for architectural and engineering related work orders, according to fee schedules negotiated by the University and contained in such contract. The term of the contract is one year and includes up to four one-year options for the University to renew in its best interest. The cost of the contract shall not exceed $200,000 funded by the State Capital Construction Fund. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: This is a retainer contract for architectural, engineering, and other construction-related services, on an as-needed basis, in connection with the University's capital construction projects at various locations of CUNY’s Central Administration. This requirements contract will provide the tool to address expeditiously emergencies and other related problems as they occur. Assignments may be in the areas of space planning, feasibility studies, architectural, general construction, plumbing, mechanical systems, control systems, electrical and communications systems, structural, site work, and furniture and furnishings specifications.

B. QUEENSBOROUGH COMMUNITY COLLEGE - RENOVATION AND EXPANSION OF THE OAKLAND ART GALLERY BUILDING:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Queensborough Community College for renovation and expansion of the art gallery in the Oakland Building at Queensborough Community College. 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 City Capital Budget Project No. QB175-098, for an amount not to exceed $3,201,951. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: This project will renovate the Queensborough Community College Art Gallery, located in the Oakland Building to accommodate the rapid growth of the Gallery. It will provide for the safe display and storage of artwork within the Gallery and for the rehabilitation of the Oakland Building, which is comprised of the Gallery, faculty dining, and lounge space. The work includes the addition of 2,125 square feet of exhibition and work space, new mechanical, electrical, plumbing, and fire protection systems, and the addition of an elevator.

A resolution for the selection of the design firm of Beatty Harvey and Associates was approved on June 27, 1994, Cal. No. 4.A.
C. BROOKLYN COLLEGE - VARIOUS RENOVATION PROJECTS:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract with the firm of Fox & Fowle Architects P.C., for professional design and construction-related services as required for various renovation projects at Brooklyn College. The contract cost of $260,777 shall be chargeable to City Capital Budget Project Nos. HN-K002 and HN-C002. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: This project will design the renovation of several spaces in Whitehead Hall and Ingersoll Hall to provide: a new radio facility for the Brooklyn College student radio station; new television editing facilities; an interactive physics lab; five 125-seat lecture halls and one 275-seat lecture hall; and approximately fourteen general instructional classrooms accommodating 30 students each.

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

D. THE COLLEGE OF STATEN ISLAND - PLANT OPERATIONS BUILDING 2M RENOVATION:

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Richard Dattner & Partners Architects P.C., to provide professional services as required for the design of the exterior/interior renovation of the 2M Building at The College of Staten Island; 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: This project will upgrade the 121,140 gross square foot 2M Building, currently an empty and unused building, to provide a general storage/warehouse facility. The work includes repairs to the roof, exterior facade, windows, complete new sprinkler, electrical, heating and ventilation, and plumbing systems and re-configuration of space for the Building and Grounds operation.

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

E. JOHN JAY COLLEGE OF CRIMINAL JUSTICE - AMENDMENT TO RENOVATION PROJECT RESOLUTION:

RESOLVED, That the Board of Trustees of The City University of New York amend the Resolution, and its attachment, "Trust Agreement Amended Schedule I", adopted at the meeting of May 24, 1999, Cal. No. 8. B., for contracts for renovation and improvement projects at John Jay College of Criminal Justice; and be it further

RESOLVED, That the Board of Trustees of The City University of New York approve Trust Agreement Amended 2000 Schedule I, updated to reflect current needs, and, as updated, approved by the State Director of the Budget; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize an increase in the costs of the contracts to be paid from the B&E Fund from $2,314,000 to $2,834,000.

EXPLANATION: The updated schedule reflects increases and decreases in cost estimates, the deletion of certain projects, and the addition of new projects. The B&E Fund, which is available only for the Haaren Hall facility at John Jay College of Criminal Justice, contains an amount sufficient to pay the increased costs.

F. LAGUARDIA COMMUNITY COLLEGE - LEASE RENEWAL (SPLENDOR FORM, INC.):

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a lease for approximately 71,440 square feet of space at 29-10 Thomson Avenue, Long Island City, N.Y. to
Splendor Form, Inc. The agreement shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: In July of 1998, the Dormitory Authority of the State of New York, on behalf of the University, purchased 29-10 Thomson Avenue in Long Island City for use by LaGuardia Community College. The facility, which already housed the College as a tenant, was acquired subject to existing short-term leases of three other commercial tenants in the building. The leases for the commercial tenants were subsequently assigned to CUNY from the Dormitory Authority.

The College will ultimately renovate and occupy all of the floors in this building. It is anticipated that in the next two to three years, the University will have sufficient capital funding to start renovation work in those spaces now occupied by the commercial tenants. In the intervening time, the University will allow the three commercial tenants to remain in the building under new short-term lease extensions. Allowing these tenancies to continue under short-term leases will provide continued rental income from these leases.

One of these three tenants, Splendor Form, Inc., is an apparel company. The terms of their proposed lease extension are as follows:

Extended Term: 7/1/99 to 12/31/04 (original lease ended 6/30/99).
Area: 71,440/SF of space. (part of the 4th Floor).
Base Rent: $357,200 ($5.00/SF).
Cancellation Rights: The University can cancel the entire lease with six months' notice or part of the lease with three months notice.

G. LAGUARDIA COMMUNITY COLLEGE - LEASE RENEWAL (E. GLUCK COMPANY):

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a lease for approximately 233,270 square feet of space at 29-10 Thomson Avenue, Long Island City, N.Y. to E. Gluck and Company. The agreement shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: In July of 1998, the Dormitory Authority of the State of New York, on behalf of the University, purchased 29-10 Thomson Avenue in Long Island City for use by LaGuardia Community College. The facility, which already housed the College as a tenant, was acquired subject to existing short-term leases of three other commercial tenants in the building. The leases for these commercial tenants were subsequently assigned to CUNY by the Dormitory Authority.

The College will ultimately renovate and occupy all of the floors in this building. It is anticipated that in the next two to three years, the University will have sufficient capital funding to start renovation work in those spaces now occupied by the commercial tenants. In the intervening time, the University will allow the three commercial tenants to remain in the building under new short-term lease extensions. Allowing these tenancies to continue under short-term leases will provide continued rental income from these leases.

One of these three tenants, E. Gluck Company, is a distributor of watches and other accessories. The terms of their proposed lease extension are as follows:

Extended Term: 1/1/01 to 12/31/05 (the original lease ends on 12/31/00).
Area: 233,270/SF of space. (part of 1st Floor, Part of 7th Floor, Entire 5th Floor and Entire 6th Floor).
Base Rent: $1,854,496 per annum ($7.95/SF).
Cancellation Rights: The University can cancel the lease with six months' notice anytime after 12/31/02.

Trustee Jeffrey S. Wiesenfeld abstained.
H. LAGUARDIA COMMUNITY COLLEGE - LEASE RENEWAL (MERCURY BEECH-MAID, INC.):

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a lease for approximately 77,200 square feet of space at 29-10 Thomson Avenue, Long Island City, N.Y. to Mercury Beech-Maid, Inc. The agreement shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: In July of 1998, the Dormitory Authority of the State of New York, on behalf of the University, purchased 29-10 Thomson Avenue in Long Island City for use by LaGuardia Community College. The facility, which already housed the College as a tenant, was acquired subject to existing short-term leases of three other commercial tenants in the building. The leases for these commercial tenants were subsequently assigned to CUNY from the Dormitory Authority.

The College will ultimately renovate and occupy all of the floors in this building. It is anticipated that in the next two to three years, the University will have sufficient capital funding to start renovation work in those spaces now occupied by the commercial tenants. In the intervening time, the University will allow the three commercial tenants to remain in the building under new short-term lease extensions. Allowing these tenancies to continue under short-term leases will provide continued rental income from these leases.

One of these three tenants, the Mercury Beech-Maid, Inc., is a sportswear apparel company, which uses this space for offices, shipping and showrooms.

The terms of their proposed lease extension are as follows:

- Extended Term: 7/1/99 to 6/30/01 (the original lease ended 6/30/99).
- Area: 77,200/SF of space. (part of the 9th Floor).
- Base Rent: $278,574 ($3.61/SF) - First Year.
  $293,574 ($3.80/SF) - Second Year.
- Cancellation Rights: The University can cancel the lease with six months' notice.

I. 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 (i) the financing of certain capital facilities for The City University of New York ("University") as set forth on the 2000 Capital Project Schedule and incorporated by reference herein (the "2000 Projects") from the issuance of bonds and notes by the Dormitory Authority of the State of New York ("Authority") pursuant to the Authority's City University System Consolidated Fourth General Revenue Bond Resolution (the "Bond Resolution") and (ii) the leasing by The City University Construction Fund ("Fund") of the 2000 Projects for the use of the University, the Agreement and Lease relating to the Bond Resolution among the Authority, the Fund and the University ("2000 Agreement") and any required Supplemental Agreement and Lease ("Supplemental Agreement"), be, and the same hereby are, 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 2000 Agreement and the Supplemental Agreement on behalf of the University and 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 2000 Agreement and 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 the advice of the General Counsel and Vice Chancellor for Legal Affairs, and that any such change shall be
communicated to the Secretary of the Board of Trustees by the General Counsel and 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 2000 Projects or the 2000 Agreement or Supplemental Agreement: the Secretary of the Board of Trustees, the Chancellor, the Senior Vice Chancellor and Chief Operating Officer, the Vice Chancellor for Budget, Finance and Administrative Computing, the Vice Chancellor for Facilities Planning, Construction and Management, and the General Counsel and Vice Chancellor for Legal Affairs.

EXPLANATION: The New York State Capital Budget for fiscal year 2001 includes appropriations and reappropriations for the 2000 Projects, in accordance with the previously approved five-year capital plan of the University. To provide financing for the 2000 Projects, the Authority, upon the recommendation of the State Division of the Budget, has adopted the Bond Resolution and is preparing to issue bonds in October 2000.

The Bond Resolution, like the previous general resolutions, creates a building and equipment reserve fund, expected to be established at five percent of the construction costs of the 2000 Projects and paid from the annual payments made by the Fund pursuant to the 2000 Agreement. The Bond Resolution also includes a new provision that allows the debt service reserve fund requirement to be met with surety bonds and letters of credit instead of cash or government obligations. This change is intended to provide flexibility in structuring future transactions, it is not expected to be utilized for the 2000 issuance.

The foregoing Resolution also authorizes the execution and delivery on behalf of the University of the 2000 Agreement, a Supplemental Agreement, and any other documents required in connection with this issue of bonds by the Authority. The 2000 Agreement is substantively identical to the agreement executed among the University, the Fund, and the Authority in 1994.

**CITY UNIVERSITY 2000 CAPITAL PROJECT SCHEDULE**

<table>
<thead>
<tr>
<th>Senior Colleges</th>
<th>State Share</th>
<th>City Share¹</th>
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<tbody>
<tr>
<td>Brooklyn College – West Quad Renovation</td>
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<tr>
<td>The City College – Shepard Hall Façade Phase III</td>
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<tr>
<td>John Jay College – Phase II Design/Construction</td>
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<td>Law School – Renovation</td>
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<td>Lehman College – Computer Center Phase II</td>
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<td>Staten Island – 2M Renovation Phase II</td>
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<td>University-wide – Facilities Preservation/Condition Assessment</td>
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<td>University-wide – Health and Safety/Condition Assessment</td>
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<tr>
<td>University-wide – Health and Safety/Asbestos Abatement</td>
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<td>University-wide – Access for Persons w/Disabilities</td>
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<td>University-wide – Education Technology Initiative Phase IV</td>
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<td>University-wide – Facility Modernization</td>
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<td>University-wide – Science and Technology Equipment</td>
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<td>University-wide – Telecommunications Infrastructure</td>
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<td><strong>TOTAL</strong></td>
<td><strong>$150.00</strong></td>
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Community Colleges
Medgar Evers College – Academic Building One $3.0 $3.0
Kingsborough Community College – Marina Bulkhead $3.75 $3.75
Queensborough Community College – Infrastructure $1.20 $1.20
University-wide – Miscellaneous Community College Projects $2.05 $2.05
TOTAL $10.00 $10.00

TOTAL PROJECT VALUE TO BE FINANCED: $170.00

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.

J. JOHN JAY COLLEGE OF CRIMINAL JUSTICE - PHASE II BUILDING:

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Skidmore, Owings & Merrill, LLP, to provide professional services as required for the design of Phase II Building at John Jay College of Criminal Justice of The City University of New York, CUNY Project No. JJ036-796; 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 will consist of the design and construction of a new facility adjacent to and linked to the existing Haaren Hall. The new 620,000 gsf facility will house classrooms, instructional laboratories, faculty and administrative offices, and associated support spaces. New library, physical education, and assembly spaces will supplement the existing Haaren Hall library, gym and auditorium.

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

Upon motions duly made, seconded and carried, the meeting was adjourned at 5:22 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 23, 2000
AT THE BOARD HEADQUARTERS BUILDING
535 EAST 80TH STREET – BOROUGH OF MANHATTAN

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

There were present:

Herman Badillo, Chairman
Benno C. Schmidt, Jr., Vice Chairman

Satish K. Babbar
John J. Calandra
Wellington Z. Chen
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

D. Michael Anglin, ex officio
Bernard Sohmer, ex officio

Secretary Genevieve Mullin
Frederick P. Schaffer, General Counsel and Vice Chancellor for Legal Affairs
Hourig Messerlian, Executive Assistant
Lorrie Christian
Anthony Vargas
Towanda Washington

Chancellor Matthew Goldstein
Executive Vice Chancellor Louise Mirrer
Senior Vice Chancellor David H. Freed
President Fred W. Beaufait
President Dolores Fernandez
President Ricardo R. Fernandez
Interim President Evangelos John Gizis
President Frances Degen Horowitz
Interim President Russell K. Hotzler
President Edison O. Jackson
President Charles C. Kidd, Sr.
President Christoph M. Kimmich
President Gerald W. Lynch
President Eduardo J. Marti

President Byron N. McLenney
President Gail O. Mellow
President Antonio Perez
President Edward V. Regan
Int. Pres. and Dean Stanford R. Roman, Jr.
President Marlene Springer
President Carolyn G. Williams
Dean Kristin Booth Glen
Vice Chancellor Sherry Brabham
Vice Chancellor Jay Hershenson
Vice Chancellor Otis O. Hill
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone

The absence of Trustee Ronald J. Marino was excused.
A. Videotaping of Board Meeting: Chairman Badillo announced that as usual, that the proceedings will be covered on CUNY-TV, Channel 75, so that the public may know what we are doing here at the Board of Trustees.

B. Trustee Honors: Chairman Badillo stated that on behalf of the Trustees and the Administration, it is my pleasure to extend congratulations to Trustee Alfred Curtis, who was named “Man of The Millennium” by the Staten Island Friends of Hospice Care. Trustee Curtis was honored for his community service and for his support of the Friends of Hospice Care. Congratulations to you, Trustee Curtis.

At this point Trustee Pesile joined the meeting.

C. Introduction of New Trustee: Chairman Badillo extended congratulations on behalf of the Board of Trustees to the new officers of the University Student Senate and called on Trustee Biswas to introduce the new Chairman of the University Student Senate and ex officio member of the Board, Michael Anglin.

Trustee Biswas stated that on behalf of the students of City University of New York, it is my pleasure and distinct honor to introduce Michael Anglin, the new chair of the University Student Senate. Michael is a man of great honor and integrity. He is a third year law student at CUNY Law School. I know that he will make all of us proud and he personally makes me proud. He is a good friend of mine. We have also with us this afternoon the Vice Chair of Legislative Affairs, who is the second in command in USS, Desiree Morgan. Unfortunately the other vice chairs couldn't make it because of a conflict with their classes.

At this point Trustee Calandra joined the meeting.

While I have the opportunity, I would like to take a few more minutes to talk about my tenure at the Board of Trustees. A lot of people asked me how I feel and today I think I am the happiest man on the earth because I've had the opportunity to work with the distinguished crowd here at the table and in the audience. As my good friend and my mentor Jay Hershenson says, this is a good internship and I take it as an internship. I have learned things that I would never have the opportunity to learn. I would simply thank the students of CUNY for giving me the opportunity and believing in me and trusting me. It was quite a long way for me, being a graduate student and newly married and doing everything that I could do, but I am thankful to God for this job.

At this point Trustee Cook joined the meeting.

I have many people to thank and inevitably I will forget some of them, so I will just go with the family instead of names. I would like to thank the presidents of the colleges. A few stand out in my mind and I am not being biased but I've had the opportunity to work with some of them more than others. President Antonio Perez from BMCC, it was wonderful working with you on a few projects. Another person that I want to thank for his help and his guidance and advice is President Christoph Kimmich, then Interim Chancellor Kimmich. President Fred Beaufait, thank you for listening to the students of New York City Tech. We had few meetings to take care of some of the problems that we had and you are a true champion. I'd like to thank you from the bottom of my heart and all the other presidents that I've gone to and especially the new president of LaGuardia Community College, Gail Mellow.

I have had the opportunity to work with Chancellor Matthew Goldstein and he is to me a man with a lot of prestige, a lot of zeal, a lot of enthusiasm. I know the students are in his heart. Jay Hershenson of course, and Louise Mirrer, Sherry Brabham, Brenda Malone, Rick Schaffer and David Freed. My good friend, Les Jacobs, whose work I always admired. He was a tremendous help to me growing up in this building. He was always a friend and a helpful person to me. I don't want him to go unnoticed by this Board. Another person of course is the new Vice Chancellor for Student Affairs and Enrollment Management, Otis Hill. I've had the opportunity to work with him for only but still in this short time, he became a good friend. There is somebody who is not here, Bill Proto. He is also a person that I will remember for a long time. Then of course I have few friends that are sort of unsung heroes. Roberta Nord, who is not so much at the front line, but has always been very helpful. Luz Hernandez of Jay's office, and of course, Andre Beckles, my true friend. He took a lot of good pictures, thank you Andre. I have a long list of people to thank and I will forget people so please forgive me once again.
The last group of people that I'd like to thank are my colleagues and every single one of them was very helpful and very respectful and I tried to be respectful to them. There's one person that stands in my mind who was on the very opposite side of where I was, but we became very, very good friends. We have a relationship and I do appreciate his guidance. **Trustee Cook**, thank you for everything. Thank you very much **Trustee Crimmins, Trustee Curtis, Trustee Morning, Trustee Pesile, Trustee Wiesenfeld, Trustee Rios, Trustee Ruiz, Trustee Sohmer, Trustee Calandra, Trustee Babbar**, and Vice Chair of the Board, **Benno Schmidt**. Chairman of the Board **Herman Badillo**, it was nice working with you. I know that we haven't had things that we agreed on, but whatever I had to say, and I would be the first student to say it in front of the crowd, and I know I am taking a big risk, your door was always open for me and I am thankful for that. I feel very fortunate that you did listen. Many of the people don't know that you could be so kind to the students. But I truly agree on that. I know as soon as I get out of this room I'll get a lot of people facing me, but I've got to be honest and I got to see where things are fair. I am very thankful to you and of course another person sitting next to you, **Genevieve Mullin**. Gen, thank you and your staff for putting up with me. Once again, maybe I have forgotten people's names but you all are in my heart. The best thing that I will have is that I will remember about this event and these opportunities.

Lastly, I want to underscore something that I learned in my customer service class. If you misbehave with somebody, I believe people will remember it for 23 and some years, a little more than 23 years. But if you are very good with people, they will remember for only 17 months to 2 years. I like to be in the latter part. I like to be in the 17 months’ bracket. I don't know how much of that I've done to be that way. Thank you very much. It's been wonderful.

Upon motions duly made, seconded and carried, the following resolution was unanimously approved: (Calendar No. 9)

**NO. 9. HON. MD. MIZANOOR R. BISWAS – RESOLUTION OF APPRECIATION:**

WHEREAS, The Honorable Md. Mizanoor R. Biswas served with distinction as the Chairperson of the University Student Senate and ex officio member of the Board of Trustees for an unprecedented three terms beginning in October, 1997; and

WHEREAS, He vigorously defended the concerns of his constituents and was committed to advocating for the development of policies and practices that would improve the quality of student life at the University; and

WHEREAS, He was a very persuasive champion for the reestablishment of the position of Vice Chancellor for Student Development and Enrollment Management; and

WHEREAS, Mizanoor Biswas has gained the respect and admiration of his colleagues for the manner in which he has carried out his responsibilities as a Trustee and Chairperson of the University Student Senate with extraordinary ability and grace; now therefore be it

RESOLVED, That the Board of Trustees extends its most sincere thanks and deep appreciation to the Honorable Md. Mizanoor R. Biswas for his years of service to the students, the Board, and the University, and wishes him continued success in all his future endeavors.

**D. CHANCELLOR’S HONORS:** Chairman Badillo stated that he is pleased to announce that **Chancellor Goldstein** has been asked by **Schools Chancellor Harold Levy** to chair the Blue Ribbon Mathematics Education Commission. The Commission has been charged with ensuring that mathematics instruction is designed to prepare students for success in an increasingly complex, skill-based economy.

**Chancellor Goldstein** was chosen also to become a Fellow of the New York Academy of Sciences for his work in mathematical modeling. Fellowship is a distinction conferred on a limited number of scientists who have made outstanding contributions to the advancement of science.

Also, on October 25th, **Chancellor Goldstein** will receive the Townsend Harris Medal for the Year 2000 from **The City College Alumni Association**. The medal symbolizes recognition of his exemplary contributions as a
distinguished educator.

E. FACULTY HONORS: Chairman Badillo called on Trustee Curtis, who announced the following:

1. Dr. Daniel L. Akins, Distinguished Service Professor of Chemistry at City College, has been named the year 2000 recipient of the Presidential Award for Excellence in Science, Math, and Engineering Mentoring. Dr. Akins, who is the Director of the Center for Analysis of Structures and Interfaces at City College, was among ten individuals and ten institutions that were honored in Washington, DC, for their exemplary service, in encouraging minorities, women and persons with disabilities to pursue careers in scientific and technical fields.

At this point Trustee Mastro joined the meeting.

F. STUDENT AND ALUMNI HONORS: Chairman Badillo called on Trustee Crimmins, who announced the following:

1. Maida Larruiz, a student at Hostos Community College, has been awarded a scholarship from the Lilly Endowment, Inc., Transfer Scholar Program.

2. Dominic Viera, a student at Hostos Community College, was awarded a scholarship from the Coca Cola Two-Year Colleges Scholarship Foundation. The scholarship is awarded in recognition of her academic and community service record at Hostos.

3. Carmen Ramirez, a student at Hostos Community College, has received a scholarship from the New York City Alliance for Minority Participation in Science, Mathematics, Engineering and Technology.

4. Kathleen Torres, a student at Hostos Community College, has received a very generous Gates Millennium Scholarship that will cover her educational expenses from her baccalaureate program through her doctoral studies.

5. Jerilyn Perine, an alumna of The City College, has been appointed Commissioner of Housing Preservation and Development.

6. Robert Sapio, an alumnus of Queens College, has been named Senior Managing Editor at the Daily News.

7. Pearl Vivies, an alumna of Borough of Manhattan Community College, received the Community College Student of the Year Award from the New York State Cooperative and Experimental Education Association.

G. 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 25, 2000 Board meeting:

THE CITY COLLEGE

A. $157,608 NASA to Barba, J., Administration, for “Advanceing Minorities in Science and Engineering Education.”

B. $113,500 NASA to Austin, S., Computer Science, for “An Urban Collaborative for Network Connectivity...”

C. $109,416 NSF to Benenson, G., Computer Science, for “City Technology Curriculum Guides.”

D. $100,000 NASA to Moshary, F., Elec. Engineering, for “The Student Polarimeter Aerosol and Cloud Experiment (SPACE).”

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

A. $169,064 NIDCD to Schwartz, R., for “Research Training Speech and Hearing Sciences.”
HERBERT H. LEHMAN COLLEGE

A. $1,681,600 UNITED STATES DEPARTMENT OF EDUCATION to Shore, M. S., for “Bronx Education Alliance – Gear Up.”

B. $595,079 NATIONAL INSTITUTES OF HEALTH to Swartz, K. B., Aisemberg, G., Jensen, T., Sailor, K., and Wurtzel, E., for “Minority Biomedical Research Support for Continuous Research Excellence at Lehman College.”

C. $171,176 NATIONAL INSTITUTES OF HEALTH to Rachlin, J., for “Minority Access to Research Careers U*Star Program.”

HUNTER COLLEGE

A. $1,625,885 NATIONAL INSTITUTES OF HEALTH to Lipke, P., et al, Biological Sciences, for “Support of Continuous Research Excellence (SCORE).”

B. $1,300,000 HOWARD HUGHES MEDICAL INSTITUTE to Raps, S., Biological Sciences, for “Undergraduate Biological Sciences Education Program.”

C. $496,972 PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Lipke, P., Biological Sciences, for “Minority Access to Research Careers.”

D. $451,687 NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES to Pasquale, G., Brookdale Center on Aging, for “Local District Training Support.”

E. $393,941 NEW YORK STATE EDUCATION DEPARTMENT to Vazquez, J., Curriculum & Teaching, for “New York City Bilingual Education Technical Assistance Center.”

F. $379,875 NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES to Pasquale, G., Brookdale Center on Aging, for “Protective Services for Adults Training Resource System (OCFS).”

G. $359,940 UNITED STATES EDUCATION DEPARTMENT to Lee, C., Dean of Education, and Kelly, M. A., Graves, S., and LeBlanc, G., Educational Foundations and Counseling Programs, for “Bridging the Digital Divide: Preparing Today’s Faculty to Prepare Tomorrow’s Teachers.”

H. $262,038 PHS/NIH/NATIONAL INSTITUTE FOR ALLERGIES & INFECTIOUS DISEASES to Eckhardt, L., Biological Sciences, for “Control of Gene Expression in Myeloma Cells.”

I. $254,500 NEW YORK STATE EDUCATION DEPARTMENT to Walsh, E., Urban Affairs and Planning, for “Liberty Partnership Program.”

J. $252,356 NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES to Pasquale, G., Brookdale Center of Aging, for “Brookdale Center Training: Homeless Training Resource System (OTDA).”

K. $225,000 FORD FOUNDATION to Shipp, S., Urban Affairs and Planning, for “How Historically Black/African-American Institutions have Used Community Development Corporations to Revitalize Communities.”

L. $195,458 MEDICAL & HEALTH RESEARCH ASSOCIATION OF NEW YORK CITY to Klitzman, S., Health Sciences, for “Healthy Homes Initiative.”

M. $194,261 NATIONAL SCIENCE FOUNDATION to McGovern, T., Anthropology, for “Landscapes of Settlement: Historical Ecology in Northern Iceland.”

N. $188,725 UNITED STATES EDUCATION DEPARTMENT to DeGaetano, Y., Curriculum & Teaching, for “Hunter College Bilingual Teacher Education Project.”

O. $153,314 DOD/AIR FORCE OFFICE OF SCIENTIFIC RESEARCH to Polenova, T., Chemistry, for “Acquisition of a 400 MHz Solid State NMR Spectrometer.”
P. $135,000 NATIONAL SCIENCE FOUNDATION to Goss, D., Chemistry, for “Characterization of the Interactions of Eukaryotic Initiation Factors, Ribosomes, and mRNA.”

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

A. $826,182 NEW YORK STATE EDUCATION DEPARTMENT to Guinta, L., for “Vocational Education Program.”
B. $326,953 UNITED STATES DEPARTMENT OF EDUCATION to Couture, J., for “Talent Search Program for 900 Junior High and High School Students.”
C. $325,758 UNITED STATES DEPARTMENT OF EDUCATION to Texeira, K., for “Upward Bound Program.”
D. $228,907 UNITED STATES DEPARTMENT OF EDUCATION to Masters, L., for “Student Enrichment Program for 250 Disadvantaged Students through Academic Support and Enrichment Services.”
E. $221,054 UNITED STATES EDUCATION DEPARTMENT to Domingo, J., for “The continuation of a Ronald McNair Post-Baccalaureate Achievement Program.”
F. $166,030 NEW YORK STATE EDUCATION DEPARTMENT to Bryant, G., for “Liberty Partnerships Program.”

NEW YORK CITY TECHNICAL COLLEGE

A. $366,099 UNITED STATES DEPARTMENT OF EDUCATION TITLE V to Rojas, E., for “Improving Retention through Career-Base Learning Communities.”
B. $236,335 NEW YORK STATE EDUCATION DEPARTMENT PERKINS III to Schaefer, A., for “Writing, Science and Mathematics.”
C. $200,000 NATIONAL SCIENCE FOUNDATION to Soiffer, S., for “Computer Science, Engineering and Mathematics Scholarship (CSEMS) Program.”
D. $180,994 NEW YORK STATE EDUCATION DEPARTMENT PERKINS III to Fogelman, F., for “Student Support Services.”

QUEENS COLLEGE

A. $450,000 NATIONAL SCIENCE FOUNDATION to Gafney, H., Chemistry Department, for “Excited State Coordination Chemistry, A Different Quenching Encounter.”
B. $215,831 NATIONAL SCIENCE FOUNDATION to Plummer, T., Anthropology Department, for “Late Pliocene Hominid Behavior and Paleoecology at Kanjera, South Africa.”
C. $103,253 NIH/NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT to Liang, Z., Sociology Department, for “Market Transition and Migration in China.”

THE COLLEGE OF STATEN ISLAND

A. $311,250 DHHS to Davis, R., for “In Vivo Analysis of SL Addition in Ascaris Embryo.”

H. ORAL REPORT OF THE CHANCELLOR: Chancellor Goldstein reported the following:

1. Let me join in paying homage to Michael Anglin. It’s good to have you with us and the entire chancellery and I look forward to working with you. Welcome aboard.
2. I join Chairman Badillo in expressing appreciation to Mizanoor Biswas. He has served with great distinction on this Board and I think he is going to extend that good work to society as a whole. It's wonderful to see him and his new wife, happy as they are and really pursuing the kinds of things that will make their family, and all of us as well, proud.

3. I also congratulate Trustee Curtis on being the recipient of Man of the Millennium award. It was a wonderful evening on Staten Island and a good time was had by all. Thank you for including us in that important event.

4. All of you have in your packet a wonderful new brochure called “Study With The Best” and you also have “CUNY Matters.” “Study With the Best” is a way for us to continue to change the conversation about The City University of New York and that's what we are trying to do here. I hope all of you have an opportunity to read that wonderful statement of the great depth of resources that we have at this University that is driven largely by our very distinguished faculty.

5. Those of you who like to surf the web will see that we have a new look to the CUNY website. It's in it's early stages of re-development but it's going to integrate the University in ways that we haven't seen before and we thank Vice Chancellor Jay Hershenson and members of his staff, and Vice Chancellor Mirrer and members of our computing facility here for putting in very good work. We are looking forward to that being an important outreach medium to constituencies that will think about The City University of New York.

6. We are starting our budget season with a lot of aggressiveness. Chairman Herman Badillo, Vice Chair Benno Schmidt, and I will be meeting with the Governor and with the Mayor separately to discuss opportunities that we feel we can reach for the University provided, of course, we have the necessary financial base.

I am delighted that we made the decision to defer by one month bringing a recommendation to the Board for a budget request to be sent to Governor Pataki. We did that to give greater opportunity for real input — significant and honest input — into the development of the budget request. I want to compliment our presidents, in particular, for taking up that charge and working with their governance bodies. We've received essentially from every campus good ideas that we are now starting to see how we can incorporate in the omnibus budget that we are doing.

I want to thank Trustee Sohmer for getting the University Faculty Senate involved as well, and I'm sure we will be getting further information from the University Student Senate as we truly bring in all constituencies in this University to help us bring forth this most important budget document that really defines what we aspire to become and the things that we need to do it. It's a little easier this year because we do have a master plan and the budget, of course, is going to be directly related to that piece of architecture that really we build on as we look forward to the next four to five years.

7. I'm pleased to say that the two presidential searches that we have underway are moving along splendidly. The City College search which is being chaired by Trustee Randy Mastro is moving along splendidly. We have a very rich group of truly distinguished men and women that we have been interviewing and very soon the City College Committee will be reporting out and we hope some time soon to bring to the University a new president for The City College of New York.

Vice Chair Benno Schmidt is leading the team for Hunter College. The committee will be meeting candidates starting this week and next week and that pool also is a very rich pool. I think it's a strong testament to the work that's been going on at the University over the past couple of years, that is creating enthusiasm by very, very distinguished men and women from all sectors of society to be genuinely interested in bringing their skills, talents, and energy to these important jobs. We expect that the Hunter College search also will move along as nicely and as vigorously as the one at City College.

8. I am pleased to say that our enrollment continues to look very strong. We haven't seen much movement at all. We do now have data on race and ethnicity and those data are very, very promising to the extent that we have not seen any material change at all in the ethnic and racial composition of our population here at The City University of New York. We just have received information on our senior colleges and we expect to get information from our
community colleges as well. That is something that we are all delighted about because we cherish the rich diversity of our student population.

9. The **CUNY-TV Advisory Committee** has been formed under the leadership of **Vice Chancellor Hershenson**. This again is another component of trying to integrate what we do here with constituencies outside of the University to give greater strength, accountability and wisdom if you will, to things that we do at this great University.

I am pleased to tell you that the chair of that Advisory Committee is James Day, the former president of WNET TV. Members include actor Ossie Davis; former president of NBC News Lawrence Grossman; Ambassador Carl Spielvogel who many of you know had a long and distinguished career at Bates Worldwide; Alvin Cooperman, award-winning TV, film, and theatrical producer and creator and president of Madison Square Garden Network and Productions; Stuart Match Suna, founder, developer, and CEO of Silvercup Studios; actress Anne Jackson; Lloyd Morrisett, president of the Markle Foundation; and the list goes on.

**Chairman Badillo** and I were pleased to meet this very distinguished group a few weeks back and we believe with the assistance of this advisory group, helping to guide the thinking of **Vice Chancellor Hershenson** and the director of CUNY-TV **Bob Issacson**, we will bring this important medium to a new level at CUNY and then break the boundaries that have separated this University from some constituencies that we have not been able to meet before.

10. We do have a presidential retreat coming up between November 8th and 10th. Much of it will be focused around the master plan and its implementation. We will have testimony from **Schools Chancellor Harold Levy** who will meet with the presidents to talk about continued outreach with the public schools.

We will have Ira Fuchs at that retreat as well. Some of you may remember Ira as being the Vice Chancellor for our University Information Systems. He left us to go to Princeton, where he assumed the mantle of Vice President for Information Systems. He has just left there to join the Mellon Foundation working at that important organization with Bill Bowen to bring much of the focus of the Mellon Foundation to the use of technology and learning.

I would like to conclude on a note of sadness on the death of Ninfa Segarra's father, Pablo Velez, I don't believe that Ninfa is with us tonight but we express our sincere condolences on that loss.

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 8, and 10)

**NO. 1. UNIVERSITY REPORT:** RESOLVED, That the University Report for October 23, 2000 (including Addendum Items) be approved:

**NO. 2. CHANCELLOR’S REPORT:** RESOLVED, That the Chancellor’s Report for October 23, 2000 (including Addendum Items) be approved:

**NO. 3. APPROVAL OF MINUTES:** RESOLVED, That the minutes of the regular Board meeting of September 25, 2000 be approved.

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

**A. 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 income generated by the Voorhees Endowment Fund, for the purpose of providing instructional materials, equipment, and facilities renovations to support and improve technology education at New York City Technical College during the fiscal year ending June 30, 2001.
EXPLANATION: This is the second year of New York City Technical College's five-year $3.75 million instructional technology enhancement and procurement plan funded through the Voorhees Endowment Fund. In this year the College will spend $750,000 for the following purposes: computers ($45,000), equipment/materials ($430,000), library materials ($150,000), recruitment ($50,000), and facilities renovations for instructional technology ($75,000).

Report of Committee Vice Chairman Rios:
At its last meeting the Trustees approved a resolution to transfer $5 million in investment pool assets to the management of Advent Capital, bringing the total value of assets managed by Advent to $12 million. The total value of our investment portfolio is $145 million. In addition, the Committee received a report from New England Pension Consultants, chosen through an RFP process to assist our University in our efforts to assure due diligence in managing our portfolio. They are advising the University in the development of a formal investment policy and will assist in determining the appropriate asset allocation mix to maximize future earnings, while minimizing potential risks. The committee instructed NEPC to bring options regarding the mix of asset classes to the committee at it's November meeting for further discussion and consideration.

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

A. THE CITY COLLEGE - CENTER FOR ANALYSIS OF STRUCTURES AND INTERFACES:

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

EXPLANATION: The center's research is aimed at broadening the knowledge base in the area dealing with the science and engineering of molecules and materials in the interfacial regime, with a focus on future applications of technologies. The center is currently focused on three research activities: (1) the use of light and its properties to study structure and dynamical process of molecules absorbed onto surfaces of different types of materials, (2) the developing of new materials (with unique properties) made of small numbers of elements, and (3) the characterizing and engineering of materials, using ultrafast laser techniques, for the light based optical computers of the future. Additionally, the center will continue its non-research goal to improve the mechanisms used for the recruitment, retention, and graduation of minority Ph.D.'s in science and engineering.

The impetus for establishing the center now is the mandate of self-sufficiency after a ten-year funding period that was set-forth by the National Science Foundation, the original sponsor of these efforts. Since 1988 the center has raised almost twenty million dollars in external funding for both research and financial support of undergraduate and graduate students. In 1998, students who were supported in the center's laboratories and graduated represented twenty-six percent of the nation's average annual number of African American Ph.D.'s in electrical engineering, twenty percent of African American civil engineers, five percent of Hispanic mechanical engineers, and five percent of African American chemists. The center's efforts have resulted in a retention rate for the production of Ph.D. graduates of eighty-three percent for the last eight years.

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

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

A. BRONX COMMUNITY COLLEGE - REHABILITATION OF TENNIS AND HANDBALL COURTS/NEW TENNIS ENCLOSURE:

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 Rothzeid Kaiserman Thomson & Bee Architects & Planners for professional design and construction-related services as required for the rehabilitation of tennis and handball courts/new tennis enclosure at Bronx Community College. The contract cost of $132,000 shall be chargeable to City Capital Budget Project Nos. HN-X002 and HN-C005. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: This project will include: the renovation of all outdoor handball and tennis court surfaces; the rebuilding of the wall for the handball court; a new enclosure for one tennis court; all utility connections to the new structure; and minor landscaping. The design of the enclosed structure will include a heating, ventilating and air conditioning system to allow year round use of the facility.

B. BRONX COMMUNITY COLLEGE - HALL OF FAME PLAYHOUSE RENOVATION:

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 Kapell & Kostow Architects, P. C., for professional design and construction-related services as required for the renovation of the Hall of Fame Playhouse at Bronx Community College. The contract cost of $124,890 shall be chargeable to City Capital Budget Project No. HN-X002. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: This project will renovate the existing playhouse in the Gould Student Center. The scope of work will include: the renovation of the stage area, rigging systems, and other technical components; renovation of the electrical systems for the lobby, the house, and the stage; the general renovation of the lobby, the house, and other auxiliary support spaces as necessary; and the installation of a new sound system.

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

C. HUNTER COLLEGE - EAST LOUNGE RENOVATION RESOLUTION AMENDMENT:

RESOLVED, That the Board of Trustees of The City University of New York amend the resolution adopted at the meeting of November 22, 1999, Cal. No. 7.A., for renovations to the East Lounge of the North Building at Hunter College, such that the amount of $100,372 be charged to FAS Code 237701 and the balance of $429,228 be charged to Capital Project Number HU061-001.

EXPLANATION: This work was originally requested to be totally funded out of the College’s operating budget repair and maintenance funds. Subsequently, the College has identified capital funds for the capital eligible portions of this project. Some of the equipment components will be funded with operating funds.

D. LEHMAN COLLEGE - CHILDCARE CENTER EXPANSION:

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 expansion of the Childcare 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 cost in an amount not to exceed $897,000 shall be chargeable to State Capital Construction Fund, Project No. LM054-094. The contract shall be subject to approval as to form by the University Office of General Counsel.
EXPLANATION: The Lehman Childcare Center is currently operating from the T-3 Building on the Lehman College campus. Its license is for 40 children. In response to the demand for childcare at Lehman, the Center will be expanded to accommodate an additional 100 children.

The Board of Trustees of The City University of New York approved the selection of the consulting firm of Architrope on January 25, 1999 as part of the University Report Addendum.

E. THE CITY UNIVERSITY OF NEW YORK – DORMITORY AUTHORITY OF THE STATE OF NEW YORK CERTIFICATES OF OCCUPANCY PROGRAM:

RESOLVED, That the Board of Trustees of The City University of New York indicates its priority concern that the Dormitory Authority of the State of New York continue to provide facilities to The City University of New York that are built or maintained by the Authority in accordance with all applicable codes and appropriate building standards; and be it further

RESOLVED, That the Board of Trustees of The City University of New York requests and authorizes the Dormitory Authority of the State of New York to institute a phased program of obtaining Certificates of Occupancy for existing facilities; and be it further

RESOLVED, That the Board of Trustees of The City University of New York requests and authorizes the City University Construction Fund to authorize the Dormitory Authority of the State of New York to apply funds from the University-wide condition assessment project and from building and equipment reserves to continue this program.

EXPLANATION: New York State Education Law Article 125-B, Section 6276 (a), provides that the City University Construction Fund may enter into leases, subleases or other agreements with the Dormitory Authority of the State of New York ("Dormitory Authority"), to which The City University of New York ("University") may be a party and under which the Authority may provide facilities for the use of the University ("Facilities"). Article 125-B further provides, in Section 6281 (a), that the City of New York shall not have the power to modify or change the plans and specifications for such Facilities, nor to require that any such person, firm or corporation employed on work on such Facilities shall perform any such work in any other or different manner from that provided by such plans and specifications, nor to require that any such person, firm or corporation obtain any other or additional authority or permit from the City of New York as a condition of doing such work, nor to impose any condition whatever in relation to the work being done on such Facilities.

Nevertheless, the Dormitory Authority has established, at the request of the University, a practice of obtaining Certificates of Occupancy from the City of New York for newly constructed and substantially renovated Facilities. In addition, the Dormitory Authority has estimated the time required to obtain Certificates of Occupancy for existing Facilities at from five to ten years, and to include this Certificate of Occupancy initiative as part of a University-wide condition assessment project with a combined estimated construction cost of approximately five hundred million dollars ($500,000,000). This Resolution authorizes the implementation of a phased program to obtain Certificates of Occupancy for existing facilities, to be paid through funds from the University-wide condition assessment project and from building and equipment reserves.

Chairman Badillo stated that the reason for the last item is that I was told that the State Legislature had exempted The City University from having to have certificates of occupancy. I said that I didn't know that the State Legislature had exempted a plank from falling on a student's head or a wire from electrocuting someone. My position, and the position of the Trustees, is that all buildings should have a certificate of occupancy if we are going to ensure the safety of the students and the faculty and all the others and that that exemption certainly has no application.
NO. 10. COMMITTEE ON STUDENT AFFAIRS AND SPECIAL PROGRAMS:

Report of Committee Chairman Crimmins:
I would like to add my congratulations to Michael Anglin and I know I speak for all the members of the Committee. We congratulate him and the entire newly elected Senate Steering Committee and we look forward to working with you and your colleagues in the future.

At its meeting on October 3, 2000, the Committee on Student Affairs and Special Programs went into executive session to consider a student disciplinary appeal. The Committee was briefed about extensive recruitment strategies underway to ensure that high school guidance counselors are aware of changes in the admission process. Information was provided about a number of student surveys that will assist in gauging student satisfaction and usage of services.

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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<th>COLLEGE</th>
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<tr>
<td>MEDGAR EVERS COLLEGE</td>
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<tr>
<td>Dr. Shirley A. Jackson</td>
<td>Doctor of Science</td>
</tr>
<tr>
<td>Dr. Yosef Alfredo Antonio ben-Jochannan</td>
<td>Doctor of Humane Letters</td>
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(To be awarded at the December 6, 2000, convocation)

| MEDGAR EVERS COLLEGE     |                             |
| Mr. Tim Reid             | Doctor of Humane Letters    |

(To be awarded at the June 2, 2001, commencement)

Upon motions duly made, seconded and carried, the meeting was adjourned at 5:16 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

NOVEMBER 20, 2000

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
Benno C. Schmidt, Jr., Vice Chairman

Satish K. Babbar
John J. Calandra
Wellington Z. Chen
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

D. Michael Anglin, ex officio
Bernard Sohmer, ex officio

Secretary Genevieve Mullin
Frederick P. Schaffer, General Counsel and Vice Chancellor for Legal Affairs
Hourig Messerlian, Executive Assistant
Lorrie Christian
Anthony Vargas
Towanda Washington

Chancellor Matthew Goldstein
Executive Vice Chancellor Louise Mirrer
Senior Vice Chancellor David H. Freed
President Fred W. Beaufait
President Dolores Fernandez
President Ricardo R. Fernandez
Interim President Evangelos John Gizis
President Frances Degen Horowitz
Interim President Russell K. Hotzler
President Edison O. Jackson
President Christoph M. Kimmich
President Gerald W. Lynch

President Eduardo J. Marti
President Gail O. Mellow
President Antonio Perez
President Edward V. Regan
Int. Pres. and Dean Stanford R. Roman, Jr.
President Carolyn G. Williams
Dean Kristin Booth Glen
Vice Chancellor Sherry Brabham
Vice Chancellor Jay Hershenson
Vice Chancellor Otis O. Hill
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone

The absence of Trustee Ronald J. Marino was excused.
A. VIDEO TAPING OF BOARD MEETING: Chairman Badillo announced that as usual these proceedings will be transmitted over CUNY-TV, Channel 75 so that the public may be informed about what we are doing.

B. TRUSTEE HONORS: Chairman Badillo stated that on behalf of the Trustees and the administration, it is his pleasure to extend congratulations to Trustee Jeffrey Wiesenfeld, who was the guest of honor yesterday at a benefit concert for the Jewish Hospice of Greater New York. He was recognized for his distinguished career in community and civic affairs.

C. TRUSTEE CONDOLENCE: Chairman Badillo, on behalf of the Board of Trustees and the administration, extended condolences to Trustee Ronald Marino on the loss of his father, Romeo Marino, on November 3rd.

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 23, 2000 Board meeting:

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

A. $100,000 NEW YORK CITY MAYOR’S OFFICE to Deagan, D., for “Adult Literacy Program.”

BROOKLYN COLLEGE

A. $205,544 NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT to Lepore, S. J., Psychology, for “Adjustment to Prostate Cancer.”

B. $168,332 NATIONAL INSTITUTES OF HEALTH to Sclafani, A., Psychology, for “Carbohydrate Appetite, Fat Appetite, and Obesity.”

C. $130,709 NATIONAL SCIENCE FOUNDATION to Perdikaris, S., and McGovern, T. H., Anthropology and Archaeology, for “Northern Science and Education Program.”

D. $113,250 NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT to He, Q., Biology, for “Genes for Axon Guidance in the Drosophila Visual System.”

THE CITY COLLEGE

A. $463,282 UNITED STATES DEPARTMENT OF EDUCATION to Shapiro, N., Education, for “Preparing Tomorrow’s Teachers to Use Technology …”

B. $268,023 UNITED STATES DEPARTMENT OF EDUCATION to Gresham, H., Education, for “Upward Bound Program.”

C. $160,613 NEW YORK CITY BOARD OF EDUCATION to Lewis, L., Education, for “Certification Test Preparation.”

D. $138,000 ARMY to Gertner, I., Computer Sci., for “Designing Radar Waveforms Possessing the Thumbtack …”

THE CITY UNIVERSITY OF NEW YORK MEDICAL SCHOOL

A. $113,400 NIH to Roman, S., Admin., for “Physician Assistants Program.”

EUGENIO MARIA DE HOSTOS COMMUNITY COLLEGE

A. $419,012 NEW YORK STATE EDUCATION DEPARTMENT for “College-Wide Academic and Support Services to Students Enrolled in Vocational and Occupational Education Programs.”

B. $190,861 NEW YORK STATE EDUCATION DEPARTMENT to The Office of Academic Affairs, for “Educational Enrichment and Academic Support Services for At-Risk High School Students in
the South Bronx.”

C. $122,200 NEW YORK STATE EDUCATION DEPARTMENT to The Office of Continuing and Workforce Education, for “Adult Basic Education.”

D. $114,000 NEW YORK CITY DEPARTMENT OF CULTURAL AFFAIRS for “The Hostos Center for the Arts & Culture.”

E. $100,000 NEW YORK CITY OFFICE OF THE MAYOR to The Office of Continuing and Workforce Education, for “Adult Basic Education.”

LAGUARDIA COMMUNITY COLLEGE

A. $1,519,988 UNITED STATES DEPARTMENT OF EDUCATION to Kahn, A., and Patterson, M., Academic Affairs Division, for “The Queens Gear Up Project (Year II).”

B. $1,302,712 NEW YORK CITY DEPARTMENT OF CORRECTIONS to Cyril, J., Adult and Continuing Education Division, for “The Inmate Education Program.”

C. $536,096 NEW YORK CITY EDUCATION DEPARTMENT to Dick, M., Adult and Continuing Education Division, for “The Workforce Investment Act.”

D. $424,950 UNITED STATES DEPARTMENT OF EDUCATION (TITLE V) to Arcario, P., Academic Affairs Division, for “The Strengthening Institutions – Hispanic Serving Institutions.”

E. $342,467 UNITED STATES DEPARTMENT OF EDUCATION to Levine, R., Academic Affairs Division, for “The Upward Bound Program.”

F. $251,500 NEW YORK STATE EDUCATION DEPARTMENT to Galvin, S., Academic Affairs Division, for “The Liberty Partnership Program.”

G. $218,689 NEW YORK STATE EDUCATION DEPARTMENT (VATEA) to Zaritsky, J., and Gantzer, J., Academic Affairs Division, for “Augmenting Classroom Instruction.”

H. $213,828 NEW YORK STATE DEPARTMENT OF LABOR to Watson, S., Adult and Continuing Education Division, for “The Senior Green Team Program.”

I. $203,872 UNITED STATES DEPARTMENT OF EDUCATION to Kranis, J., Adult and Continuing Education Division, for “The Low Incidence (Year II) Program.”

J. $156,467 UNITED STATES DEPARTMENT OF EDUCATION to Kranis, J., Adult and Continuing Education Division, for “The Interpreter Education Project.”

K. $155,590 NEW YORK STATE EDUCATION DEPARTMENT (VATEA) to Bieber, J., Academic Affairs Division, and Baldonedo, C., Adult and Continuing Education Division, for “The Career Preparation for a Changing Marketplace: New Technology Program.”

L. $150,000 NEW YORK CITY HUMAN RESOURCES ADMINISTRATION to Watson, S., Adult and Continuing Education Division, for “The Youth Employment Program.”

M. $143,878 UNITED STATES NATIONAL INSTITUTES OF HEALTH to Wu, C., Academic Affairs Division, for “The Bridges to the Future Program.”

N. $119,609 NEW YORK STATE EDUCATION DEPARTMENT (VATEA) to Gantzer, J., Academic Affairs Division, for “The Sustaining and Enhancing Language Development in Vocational and Technical Degree Programs through Faculty Development.”

O. $119,217 NEW YORK STATE EDUCATION DEPARTMENT (VATEA) to Gazzola, J., Student Affairs and Enrollment Management Division, for “Counseling/Advisement/Support Services.”

P. $106,000 NEW YORK STATE EDUCATION DEPARTMENT (VATEA) to Bieber, J., Academic Affairs Division, and Baldonedo, C., Adult and Continuing Education Division, for “Career Preparation

Q. $100,714 NEW YORK STATE EDUCATION DEPARTMENT to Zaritsky, J., and Gantzer, J., Academic Affairs Division, for “Augmenting Classroom Instruction.”

R. $100,000 NEW YORK STATE EDUCATION DEPARTMENT to Dick, M., Adult and Continuing Education Division, for “The Mayor’s Office of Adult Literacy Program.”

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

A. $155,300 RACOLIN FOUNDATION to Martinsons, B., for “The Community and College Fellowship: Re-Entry Program for Ex-Offenders.”

B. $123,383 BRANDEIS UNIVERSITY to Rindskopf, D., for “Fighting Back National Evaluation: Phase VI.”

HERBERT H. LEHMAN COLLEGE

A. $959,333 NATIONAL INSTITUTES OF HEALTH to Swartz, K. B., for “Minority Biomedical Research Support for Continuous Research Excellence at Lehman College.”

B. $233,500 NEW YORK STATE EDUCATION DEPARTMENT to Rothstein, A. L., for “Liberty Partnerships Program.”

KINGSBOROUGH COMMUNITY COLLEGE

A. $617,000 NEW YORK STATE DEPARTMENT OF EDUCATION to Fuhr, M., for “Vocational and Applied Technology Act.”

B. $495,000 NEW YORK CITY BOARD OF EDUCATION to Fuhr, M., for “Train NYC Teachers to Teach Reading & Math.”

C. $400,000 NEW YORK CITY HUMAN RESOURCES ADMINISTRATION to Hill, O., Student Development, for “Assist Parents of Families Receiving Aid for Dependent Children to Achieve AAS Degree & Job Placement.”

D. $227,000 GREENTREE FOUNDATION to Fuhr, M., for “To Provide Tutorials to Underachieving High School Students.”

E. $207,052 NEW YORK STATE DEPARTMENT OF EDUCATION to Wilson, R., Student Development, for “To Help at Risk 9th to 12th Grade H.S. Students.”

F. $192,000 UNITED STATES DEPARTMENT OF EDUCATION to Colarossi, A., Student Services, for “Provide Support Services for Special Needs Students.”

MEDGAR EVERS COLLEGE

A. $432,000 NATIONAL INSTITUTES OF HEALTH to Catapane, E., Biology Department, for “Bridges to the Baccalaureate,” a Collaborative Program with Kingsborough Community College.”

B. $399,663 UNITED STATES DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT to Oliver, E. T., Continuing Education and External Programs, and Egbe, C., School of Business, for “The Establishment of a Community Outreach Partnership Center.”

C. $340,920 NEW YORK STATE EDUCATION DEPARTMENT to Withers, D., Office of Institutional Assessment and Accountability, for “The VATEA Program Supporting Occupational Education.”

D. $263,426 UNITED STATES DEPARTMENT OF EDUCATION to Oliver, E. T., Continuing Education and External Programs, for “The Establishment of a “GEAR-UP” Program.”
E. $246,985 UNITED STATES DEPARTMENT OF EDUCATION to Heusner, W., Continuing Education and External Programs, for “The Talent Search Program.”

F. $245,000 NATIONAL AERONAUTICS AND SPACE ADMINISTRATION to Johnson, L., Physical Sciences Department, for “Space Science Research Alliance.”

G. $194,688 UNITED STATES DEPARTMENT OF EDUCATION to Oliver, E. T., School of Continuing Education and External Programs, for “The Student Support Services Program.”

H. $110,000 NEW YORK STATE EDUCATION DEPARTMENT to Catapane, E., Biology Department, for “The Collegiate Science and Technology Program.”

I. $100,000 NATIONAL AERONAUTICS AND SPACE ADMINISTRATION to Johnson, L., Physical, Computer, and Environmental Sciences Department, for “Atmospheric/Ocean and Environmental Science.”

NEW YORK CITY TECHNICAL COLLEGE

A. $302,994 NEW YORK STATE EDUCATION DEPARTMENT to Poyatt, M., for “Computer Proficiency Prep/WAS.”

B. $286,331 NASA/UNCF to Woytowich, R., for “Computer Engineering Technology Computer-Based Control.”

C. $169,881 NATIONAL SCIENCE FOUNDATION to Schaefer, A., for “Bridges to the Baccalaureate.”

THE COLLEGE OF STATEN ISLAND

A. $480,000 UNITED STATES EDUCATION DEPARTMENT to Ciaccio, L., for “GEAR-UP.”

B. $199,202 NSF to Kress, M., Baruch College, for “Multisensory Calculus for Visually Impaired People.”

C. $113,146 NEW YORK CITY BOARD OF EDUCATION to Ciaccio, L., and Sanders, J., for “Tech Prep.”

YORK COLLEGE

A. $734,911 NATIONAL INSTITUTES OF HEALTH to Johnson, L., Natural Sciences, for “Minority Biomedical Research Support Program (MBRS).”

B. $281,090 UNITED STATES EDUCATION DEPARTMENT to Thomas, R., and Bernardin, J., Adult and Continuing Education, for “Talent Search.”

E. ORAL REPORT OF THE CHANCELLOR: Chancellor Goldstein reported the following:

May I begin by wishing all of the Trustees, our presidents, faculty, students, and others a happy and joyous Thanksgiving.

1. I am pleased to report that the Council of Presidents and the chancellery had a very successful and productive retreat held on November 8 through the 10th. The focus included follow-up and implementation of policy issues identified in the CUNY Master Plan. We also had Chancellor Harold Levy talk about the collaborative programs that continue to work and expand between our two great systems. Ira Fuchs, the former Vice Chancellor for Information Technology and head of the Technology Initiative of the Mellon Foundation, came to talk about areas that this University may find useful as we look to the challenges ahead.

At this point Trustee Calandra joined the meeting.

2. Chairman Badillo, Vice Chairman Schmidt and I met with Mayor Giuliani and Deputy Mayor Anthony Coles prior to the press conference that occurred last week. I am delighted by the reception that we received from the
Mayor, and the show of support for the University. We are hoping, as we go through the budgetary process with City Hall, that some of that goodwill will be created into additional resources for the University. I have a sense that we will see some continued support.

3. We continue to work very closely with the Governor’s office on a number of initiatives that the University is pursuing. Chairman Badillo, Vice Chairman Schmidt, and I have rescheduled the meeting with the Governor that had to be cancelled because of his scheduling problems. We look forward to an honest and thorough sit down with the Governor.

4. The other day I met with Speaker Sheldon Silver and over twenty-five legislators that he brought together for lunch at his office. We were there for about two and a half-hours of a very in-depth discussion about where the University has been over the past couple of years, and where we will be going. It was a good spirited discussion, with a good question and answer session after the presentation I made. I was delighted by that goodwill as well.

5. I have a meeting in Albany tomorrow with Senate Majority Leader Joseph Bruno to discuss the University’s budget request that we are in the process of hopefully approving this evening. Then we will forward it to the Governor and talk about some initiatives that we think will be very helpful. We are working assiduously with the campuses to prepare for the upcoming legislative session that will begin officially after the Governor releases his executive budget, which will occur some time in January.

6. In your folders are some additional data on enrollment changes at the large senior colleges where we implemented the change in the remediation policy, and also data on ethnicity and race that builds on the data that I discussed briefly with the Board last month. As you will see, there are very little changes in race and ethnicity across the University both at the senior colleges and at the community colleges. There are some shifts that are going on in the City of New York and we will know about this in much greater detail when the census data are released some time in January. There are dramatic changes that are occurring in certain of our boroughs and that, indeed, must inform what it is that we look at here in the University. Issues of race and ethnicity in the University certainly need to be informed by what is happening in the City and what is happening in the schools. I would imagine a very thorough discussion will probably take place around the March Board meeting when we have had an opportunity to digest some of these data and the trends that are occurring in the City.

7. At the last Faculty, Staff, and Administration Committee meeting I discussed in some detail the performance objectives and compensation issues for the Executive Compensation Plan. I told the committee at that particular time that I have essentially met now with all of the presidents and we have discussed all of their goals and objectives and the indicators of those goals and objectives. We will have exit interviews with the presidents as the end of the year comes about. This has now become very institutionalized in the whole life of how we bring together all of the campuses consistent with the overall objectives in the Master Plan.

8. I was pleased to be present when Trustee Wellington Chen was honored by the Asian American Higher Education Council on November 16th. Congratulations to him for that extended honor.

9. I join you as well in expressing condolences to Trustee Ronald Marino on the passing of his father.

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

NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for November 20, 2000 (including Addendum Items) be approved:

(a) ADDENDUM: Revise the following:

D.5, P.2 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): The effective date for Spiro D. Alexandratos is revised to read “2/1/01”.

NO. 2. CHANCELLOR’S REPORT: RESOLVED, That the Chancellor’s Report for November 20, 2000 (including Addendum Items) be approved:

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting of October 23, 2000 be approved.

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

A. THE CITY UNIVERSITY OF NEW YORK – 2001-2002 OPERATING BUDGET REQUEST:

RESOLVED, That the Board of Trustees of The City University of New York approve the 2001-2002 Operating Budget Request of $1.473 billion, an increase of $99.2 million, or 7.2%, over the 2000-2001 adopted budget level. This amount includes $23.9 million in baseline needs, and $75.3 million in programmatic initiatives.

At the senior colleges, the overall request is $1.086 billion, an increase of $67.4 million, or 6.6%, over 2000-2001. Of this amount, an increase of $18.0 million (1.8%) is sought for baseline needs, and $49.4 million (4.9%) 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 $387.5 million, an increase of $31.8 million, or 8.9%, over 2000-2001. Of this amount, an increase of $5.9 million (1.6%) is sought for baseline needs, and $26.0 million (7.3%) is sought for critical programmatic initiatives that will be allocated in accordance with a strategic multi-year plan.

EXPLANATION: The 2001-2002 Budget Request is based on the University’s 2000-2004 Master Plan approved by the New York State Board of Regents. It is focused on five areas that are critical to implementing the Master Plan and strengthening CUNY. The Request will support: 300 new full-time faculty; 100 instructional support staff; 50 student services positions; digital core and research library; doctoral student support; management information technology, and infrastructure improvements.

- Creating a Flagship Environment: CUNY has embarked upon a focused strategy to enable it to take its place among the top public institutions of higher education in the country. To help achieve this goal the University is establishing a “flagship environment” that will foster national prominence in targeted undergraduate liberal arts and science programs and professional and graduate programs, particularly in areas where high academic quality allows CUNY to play a unique role among institutions. Plans for the development of flagship programs will be comprehensive. As CUNY becomes an integrated system with nationally prominent programs and recognized excellence in important fields, more and better faculty and students will be attracted to the system and the advantages that follow from a highly valued degree will ensue.

- Supporting Student Success and 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 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.

- Expanding the Use of Technology in Teaching and Learning: The University is mounting technology initiatives designed to enhance instruction and equip graduates with the skills they need to contribute to the City’s and State’s economic vitality in the new information-based economy. The University has already paved the way for such a move. Well-placed initiatives and grant-funded projects, notably CUNY Online (supported by a grant from the Sloan Foundation), have created a base from which to build.
CUNY-wide Economic Development: CUNY plans a comprehensive economic development initiative, which will include a number of specific targeted initiatives, such as an Incubator Development Program, and expansion of the University’s workforce development programs.

Managing Information for Accountability and E-Business and Infrastructure Improvements: CUNY is fundamentally transforming itself for success in an era of diminished resources and heightened performance expectations. Internal information is essential to measuring results against both the strategic objectives profiled in the University’s Master Plan and the tactical goals and targets committed to by each senior manager in the University’s new performance management system. External information is similarly critical to understanding best practices, establishing corresponding standards and accountabilities, and improving customer service at every level.

In order to attract and retain the best students and faculty it is important to provide a safe, inviting, and comfortable environment. The University’s multi-year capital budget has enabled CUNY to create new state-of-the-art facilities, and to renovate and upgrade existing facilities. However, it is imperative that we have the ability to maintain these facilities.

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

A. BARUCH COLLEGE – M.S. IN APPLIED MATHEMATICS FOR FINANCE:

RESOLVED, That the program in Applied Mathematics for Finance leading to the Master of Science degree to be offered at Baruch College be approved, effective January 2001, subject to financial ability.

EXPLANATION: Finance plays an increasingly important role in today’s global economy. In recent years, a significant need has arisen for persons educated to at least the master’s level in specific areas of applied mathematics. Commercial banks, brokerage firms, asset management firms, insurance companies, and hedge funds would all be potential employers of graduates of the proposed program. Thus, the purpose of the proposed program is to offer a graduate level mathematics program of high academic caliber that will prepare graduates for highly remunerated positions in the world of finance.

B. QUEENSBOROUGH COMMUNITY COLLEGE – CERTIFICATE IN DAY CARE ASSISTANT:

RESOLVED, That the program in Day Care Assistant leading to a Certificate to be offered at Queensborough Community College be approved, effective January 2001, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to provide students with the knowledge and skills necessary to work in day care programs caring for infants, toddlers, and preschool children. The program is designed to offer academic preparation and field work experience to both those who currently work in center-based day care programs and those who are inexperienced in the field. Graduates of the program will meet the education requirements and be eligible to apply for the child development associate (CDA) credential, issued by the Council for Early Childhood Professional Recognition, a national accrediting agency.

The expansion of Head Start programs, new universal pre-K initiatives in New York State, and mandated smaller class size for the early childhood grades have all contributed to new staffing demands. Increased funding and new regulations have been established to ensure not only that more centers are available, but also that the center teachers and assistants have appropriate training and education. New York State and Federal Head Start programs require certificates or credentials that involve academic work traditionally provided by colleges.

C. THE CITY COLLEGE – CUNY INSTITUTE FOR URBAN SYSTEMS:

RESOLVED, That the CUNY Institute for Urban Systems be established at The City College 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 Institute is to facilitate, promote, and coordinate interdisciplinary research as it relates to society's pressing issues of land use, mobility, infrastructure needs, and the quality and sustainability of life. The Institute is designed to focus on problems of urban technology and urban systems using disciplines that include engineering, computer science, political science, economics, architecture and planning, law and management. The Institute will be organized to carry out three principal functions: (1) basic and applied research and problem solving, (2) education and training, and (3) technology transfer.

The Institute will have an executive committee drawn from CUNY colleges, which will advise on overall program development, budget issues and institute responsibilities. An external Board of Advisors will also provide guidance. In addition, both graduate and undergraduate students will participate in the work of the institute. This will enrich their academic experience and provide them with valuable practical experience that will help to prepare them for future careers.

D. THE COLLEGE OF STATEN ISLAND – ESTABLISHMENT OF THE DEPARTMENT OF MEDIA CULTURE:

RESOLVED, That a Department of Media Culture be established at The College of Staten Island, effective February 1, 2001, subject to financial ability.

EXPLANATION: In 1977, when Richmond College and Staten Island Community College merged to form The College of Staten Island, a Department of Performing and Creative Arts was established. This department sponsors baccalaureate degree programs in Art, Cinema Studies, Communications, Dramatic Arts, Music, and a master's degree program in Cinema Studies.

The program in Communications was registered in 1990 and quickly grew to be the largest program sponsored by the Department of Performing and Creative Arts. Currently, this program maintains an annual enrollment of approximately 95 students and graduates about 40 students per year. As a consequence, the number of faculty teaching in the Communications program has increased. As a result of the growth of this program and its significance in the curriculum, the College proposes to establish a Department of Media Culture that would encompass the program in Communications and the undergraduate and graduate programs in Cinema Studies. The College believes that in order to better serve the student population the specialized abilities of faculty should be located within a separate, distinct department that would promote faculty collaboration by bringing together the appropriate faculty and curricula.

A separate resolution has been submitted to the Board of Trustees via the University Report Addendum regarding the transfer of personnel. Contingent upon the approval of the establishment of the Department of Media Culture by the Board of Trustees, designated faculty members (10) will be transferred from the Department of Performing and Creative Arts and appointed to the new Department of Media Culture, effective February 1, 2001.

These actions follow consultation with affected faculty and are strongly endorsed by the College Administration.

NO. 6. COMMITTEE ON FACILITIES, PLANNING, AND MANAGEMENT: RESOLVED, That the following items be approved:

A. THE CITY UNIVERSITY OF NEW YORK – CITY FUNDED A/E 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 throughout the University, to be funded by the City Capital Budget; and

WHEREAS, In accordance with law and procedures established by the University, the firms of STV Incorporated and The Hall Partnership 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 a contract with the firm of STV Incorporated for professional design and construction-related work orders, according to fee schedules negotiated by the University and contained in such contract. The contract term is one year and includes 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; 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 with the firm of The Hall Partnership for professional design and construction-related work orders, according to fee schedules negotiated by the University and contained in such contract. The contract term is one year and includes 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; and be it further

RESOLVED, That the total of both such contracts shall not exceed an estimated cost of $1,000,000, under CUNY Project No. CA091-096, chargeable to the City Capital Budget Project No. HN206.

EXPLANATION: The City University of New York requires professional architectural and engineering services on an as-needed basis to address expeditiously facility-related emergencies and other conditions as they occur at various locations throughout the University. Assignments will be in the form of individual work orders and may be in the areas of general construction, plumbing and fire protection, mechanical systems, control and alarm systems, electrical systems, communication and security systems, structural and site work.

B. JOHN JAY COLLEGE OF CRIMINAL JUSTICE – NORTH AND HAAREN HALL INTERIOR RENOVATIONS:

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 construction of space renovations in the Haaren Building and in North Hall at John Jay College of Criminal Justice. 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. JJ011-099, for an amount not to exceed $1,400,000. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: This project will create new classrooms, academic offices, and a forensic science laboratory; renovate the existing lecture hall; and extend an existing staircase in the Haaren Building from the third to the fourth floor.

On February 22, 2000, Cal. No. 1., the Board of Trustees approved the selection of the design firm of Rafael Vinoly Architects, PC.

C. LEHMAN COLLEGE – CHILLER PLANT UPGRADE:

RESOLVED, That the Board of Trustees of The City University of New York accept the design of the chiller plant upgrade at Lehman College, as prepared by Burns and Roe Industrial Corporation with a construction budget of $2,721,943; 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 project, Phase III of the mechanical upgrade project for Lehman College, will address the existing central chilled water plant. The scope of work includes replacing existing chillers, upgrading auxiliary systems, replacement of cooling towers, modifications to the existing chilled water distribution system and the building management and control system.
On October 25, 1999, Cal. No. 7.A., the Board of Trustees approved a resolution for the purchase and delivery of three steam turbine-driven chillers that will be installed as part of this project.

D. NEW YORK CITY TECHNICAL COLLEGE – MASTER PLAN AMENDMENT:

RESOLVED, That the Board of Trustees of The City University of New York approve a Master Plan Amendment for New York City Technical College which provides for the construction and renovation of facilities with a total of 990,424 net assignable square feet (NASF) of space.

EXPLANATION: This Master Plan Amendment was developed to accommodate a New York City Technical College enrollment projection of 10,786 full-time equivalent students (FTEs) in the year 2008 and to coordinate campus planning with the economic, cultural and physical development of downtown Brooklyn.

The space needed to support the college enrollment projection for 2008 is 990,424 NASF. Permanent existing space totals 578,604 NASF or 58% of this projected future need. The plan recommends providing the additional 411,820 NASF (or 42%), corresponding to 633,569 gross square feet (GSF), using a 65% net to gross ratio. The plan includes: (1) constructing a new eleven-story building (494,337 GSF) at Jay and Tillary Streets (site of the existing Klitgord Building), and (2) constructing a new building (401,180 GSF) facing Adams Street (site of the existing Allied Health and G Buildings and of an existing open quadrangle at Namm Hall which will be enclosed).

The new building planned for the Klitgord Building site will provide science facilities, a theatre/auditorium, and the dental hygiene clinic, which will also serve the public, a gymnasium, a college bookstore, and parking. A bridge across Jay Street will connect this new building with existing Namm Hall at the second, third, and fourth floor levels. The second new building to be located at Adams and Johnson Streets will include academic facilities, a conference center, an academic commons, an expansion of the library and specialized teaching facilities for the hospitality department. Enclosing the existing quadrangle will provide an urban campus gathering and circulation space usable year-round.

The plan will enhance its neighboring public environment by providing a new entrance plaza to the College at Jay Street and Tech Place, extending the MetroTech development streetscape and integrating the College campus with the downtown Brooklyn business district.

E. NEW YORK CITY TECHNICAL COLLEGE – LEASING OF THE FOURTH AND ELEVENTH FLOORS AT 25 CHAPEL STREET, BROOKLYN:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a lease, on behalf of New York City Technical College, for the entire Fourth and Eleventh Floors at 25 Chapel Street, Brooklyn, New York. The agreement shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: The University currently rents space in two buildings for New York City Technical College: at 250 Jay Street and 2 MetroTech Center. At 250 Jay Street, the University leases 25,000 square feet of space for classroom and faculty offices at a total annual cost of approximately $750,000 ($30.00/S.F.). The space at this building is not in good condition and is no longer adequate for the College’s needs. Although the lease ends on December 6, 2004, the agreement provides the University with the right to cancel the lease anytime upon one year’s prior written notice to the Landlord. At 2 MetroTech Center, the University leases 19,029 square feet of space for College administrative offices at an annual cost of approximately $656,000 ($34.47/S.F.). The University’s lease expires in September 2001. To renew this lease next year at the MetroTech will likely involve a significant increase in the rental rate.
As an alternative to both the inadequate conditions at 250 Jay Street and the likelihood of significant rental rate in a future lease at MetroTech, the University can vacate both of these sites and combine the College’s operations in a single location at 25 Chapel Street in Brooklyn (the “Howard Building”). The University has arrived at a proposed ten-year lease at the Howard Building for the entire Fourth and Eleventh Floors (approximately 48,000 square feet in total).

The business terms of the proposed lease at the Howard Building are as follows:

- The base rent for the ten-year term will be $1,352,160 ($28.17/S.F.).
- The University will pay its proportionate share of real estate taxes over a base year and operating escalations at 4% per annum.
- The Landlord will provide a new standard building installation per the College’s specifications at a cost not to exceed $40.00 per square foot.
- The Landlord will be responsible for maintenance of building systems.

F. THE CITY UNIVERSITY OF NEW YORK – FY 2001-02 TO FY 2005-06 CAPITAL BUDGET REQUEST:

RESOLVED, That the Board of Trustees of The City University of New York approve a Capital Budget Request for Fiscal Year 2001/02 for approximately $329 million, including $322 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.

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 three years of the five-year plan were supplied in amounts that totaled approximately $520 million for bonded projects and $15 million for minor rehabilitation projects.

The collective total of the first two years of the Capital Budget Request (FY 2001/02-2002/03) for bonded and minor rehabilitation projects reflect the State’s capital funding recommendations and fall within the approximate $507 million in State support that is to be distributed over the next two years. The projects that appear in the third, fourth, and fifth years of the five-year Capital Budget Request (2003/04-2005/06) represent a new funding term.

The Capital Program addresses the major new construction, rehabilitation, and capital equipment needs of The City University. 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.

NO. 7. 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:

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>DEGREE</th>
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<tbody>
<tr>
<td>BARUCH COLLEGE</td>
<td>Doctor of Laws</td>
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</tbody>
</table>

(To be awarded at the June 1, 2001, Undergraduate Commencement)

Chairman Badillo stated that before we adjourn, I want to take this opportunity to thank my colleagues on the Board, the Chancellor, vice chancellors, and the presidents for their hard work and help in making this past year a very
successful and productive beginning to moving the University forward. The attitude toward the University has been
turned around and is so much more positive than it was a year ago, and that is really terrific. Thank you and happy
Thanksgiving and happy holidays to all of you.

Upon motions duly made, seconded and carried, the meeting was adjourned at 5:20 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.)
THE CITY COLLEGE
EVENING STUDENT GOVERNMENT RESERVE FUNDS EXPENDITURE PLAN

The following plan was developed by Rafael Dominguez, President of the City College Undergraduate Student Government (USG), Richard Lawrence, Vice President for Evening Affairs (USG), Dr. Thomas D. Morales, Vice President for Student Affairs and Dean of Students, and Paul Bobb, Associate Dean for Student Life. The plan details the expenditure of reserve funds that were earmarked for the now defunct Evening Student Government. The expenditures will be carried out, exclusively as follows, over a period of three years, commencing with the 1999-2000 academic year.

I. Undergraduate Student Government/Finley Student Center Computer Labs

1. The sum of $30,000, spread over three years, will be utilized for the Undergraduate Student Government/Finley Student Center Computer Labs: R1/115 and R1/114 respectively. These funds will be used to:
   a. purchase new computer workstations and printers.
   b. expand the hours for students on campus during evening hours.

II. Purchase of Furniture for Undergraduate Student Government Offices, the Finley Student Center Conference Rooms, and the Student Lounge.

1. The sum of $25,000, spread over three years, will be utilized to replace old and worn furniture. Consistent with these improvements, the College must provide accessibility to accommodate evening students:
   a. The Undergraduate Student Government Office and Conference Room.
   b. Purchase new furniture for the rear section of the Student Lounge.
   c. Student meeting rooms in the Finley Student Center: R1/208, R1/215 and R1/218.

III. City College Recreation and Fitness Center

1. The sum of $29,000, spread over three years, will be utilized to support the City College Recreation and Fitness Center. Consistent with these improvements, the College must provide the necessary support staff to extend recreational service from 7:30 a.m. to 8:30 p.m. Specifically, these funds will be used to:
   a. Make needed repairs to reopen the Wingate Pool.
   b. Purchase additional recreational and fitness equipment.

In addition, a plaque will be placed in the following locations in which these reserves are utilized:

- The Computer Lab (R1/115 specifically)
- The Student Lounge
- The Wingate Pool

Approved and signed by:

Rafael Dominguez
President
Undergraduate Student Government

Richard Lawrence
Evening Affairs VP
Undergraduate Student Government

Thomas D. Morales, Ed.D
Vice President for Student Affairs and Dean of Students

Paul Bobb
Associate Dean for Student Affairs
### EXECUTIVE COMPENSATION PLAN – SALARY RANGES:

<table>
<thead>
<tr>
<th>Title</th>
<th>Current salaries - Effective 10/1/98</th>
<th>Salary Ranges</th>
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<tbody>
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<td>$250,000 (effective 9/99)</td>
<td>$250,000 - $350,000*</td>
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<tr>
<td>President**</td>
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<td>Senior College: I. Research</td>
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<tr>
<td>II. PhD/MA/BA</td>
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<td>Dean of Law School</td>
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<td>Assistant Dean/Assistant Administrator****</td>
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</table>

(Revised January 21, 2000)

*Salary range of the Chancellor modified to maintain parity with SUNY. All future modifications of salaries within the appropriate range, and within the ECP, are at the discretion of the BOT.

**Senior Colleges I. Research: Baruch, Brooklyn, City, Hunter, GSUC, Queens  
II. PhD/Masters/Baccalaureate: John Jay, Lehman, Staten Island  
III. Baccalaureate/Associate: Medgar Evers, NYCTC, York

Community Colleges  
IV. Associate: BMCC, Bronx, Hostos, Kingsborough, LaGuardia, Queensborough

***Formerly included with University Administrator title.  
****University Assist. Dean/University Assist Administrator & Assist Dean/Assist Administrator titles were formerly REMs
## II. EXECUTIVE NON-BASE COMPENSATION PLAN

<table>
<thead>
<tr>
<th></th>
<th>Current CUNY policy</th>
<th>Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automobile/Auto Allowance</td>
<td>Yes - Chancellor and Presidents receive car and driver, Law School and Medical School Deans provided with car and driver; Deputy Chancellor and Vice Chancellors provided with cars</td>
<td>Continue</td>
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<tr>
<td>Housing</td>
<td>Yes - Senior College Presidents provided with campus-owned or leased residence; Community College Presidents, Medical School Dean and Law School Dean with Housing allowance of $3,000 per month; Acting Presidents receive $2,000 per month (both senior and community); Chancellor receives housing allowance of $7,500/month</td>
<td>Continue with biannual review and modification of housing allowance based on cost of consultation with NYS Division of the Budget</td>
</tr>
<tr>
<td>Involuntary separation</td>
<td>Yes - Stipulated by &quot;Terms and Conditions&quot; document</td>
<td>Continue</td>
</tr>
<tr>
<td>Severance Pay (Voluntary Separation)</td>
<td>No</td>
<td>Institute one semester's salary (lump sum) upon retirement from The University after seven years of service as Chancellor or President in addition to any Travia (sick leave) pay and annual leave pay</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>Yes - same health and welfare benefit options as other University Instructional staff</td>
<td>Continue</td>
</tr>
<tr>
<td>Retirement</td>
<td>Yes - same retirement options as other Instructional staff</td>
<td>Continue</td>
</tr>
<tr>
<td>Permission and limits to earning outside income</td>
<td>Permitted to engage in outside consultation and professional activities up to a maximum of two days per month; days other than regular days off are charged to annual leave</td>
<td>Continue</td>
</tr>
<tr>
<td>Expense Accounts</td>
<td>Non-tax levy expense accounts for reimbursable expenses are submitted with appropriate documentation</td>
<td>Continue</td>
</tr>
<tr>
<td>Memberships in clubs or associations</td>
<td>Most Presidents hold memberships in a limited number of professional associations or organizations</td>
<td>Continue</td>
</tr>
<tr>
<td>Study Leave</td>
<td>Three months at full salary during every 5th year of service in lieu of vacation time for that year; available to the Chancellor, Deputy Chancellor, Vice Chancellors, Presidents, Sr. Vice Presidents, Vice Presidents; also available to Deans and Administrators who report directly to the President</td>
<td>Continue with substitution of Executive Vice Chancellor for Deputy Chancellor and addition of Senior Vice Chancellor as eligible</td>
</tr>
</tbody>
</table>
III. EXECUTIVE COMPENSATION PLAN - SALARY REVIEW

A. Introduction

Innovative, highly competent, visionary and accountable leadership is essential as the University enters the next millennium. The current Executive Compensation Plan (ECP) does not provide the Board, the Chancellor or the college Presidents the ability to offer competitive salaries, to adjust salaries as may be necessary to retain current qualified executives, or to reward excellent performance. This lack of flexibility, as well as the erosion of the University’s executive salaries over time, has resulted in a need to review the plan in an effort to restore the University’s competitive advantage and ensure its ability to attract and retain highly competent employees.

B. History and Background

The Board of Trustees Executive Compensation Plan resolutions (both in 1987 and in 1994) state “that periodically thereafter, but no less frequently than every five years, the Board of Trustees shall review national peer data to compare and reassess its Executive Compensation (Salary) Plan” (Board Minutes 6/27/84). The most recent salary study undertaken by CUNY was completed in May 1994, and shared with the Board of Trustees at that time. The following review is consistent with the stated intention of the Board of Trustees.

The current Executive Compensation Plan of The City University of New York (CUNY) can be traced to the early 1980’s when the Board of Trustees adjusted the salaries of the Chancellor, Deputy Chancellor, Presidents, and Vice Chancellors and eliminated all REMS (salary supplements) for these titles. The base salary plus the REM was replaced by a total salary and was linked, for each executive title, to comparable positions at the State University of New York (SUNY). In 1982, when the Board appointed the late Joseph Murphy as Chancellor, the explanation in the Board’s resolution stated:

“This resolution fixes the salary of the Chancellor of The City University of New York at the same level as the current salary of the Chancellor of the State University of New York, with the understanding that parity in salary between these positions will be maintained in the future.” (Board minutes, 6/22/82)

The Board of Trustees also linked the salaries of incumbent CUNY Presidents to the salaries of presidents at SUNY (Board minutes, 12/21/81).

During the mid 1980’s, the Board continued to review and adjust the salaries of CUNY executive staff, in consultation with the State Division of the Budget, and in relation to comparable salaries and positions at SUNY. In 1986, the Board eliminated REMS for the titles of Vice President, University Dean/University Administrator, Dean, Administrator, Assistant Vice President, University Associate Dean/University Associate Administrator, and Associate Dean/Associate Administrator. These titles were added to the Executive Compensation Plan and salaries were linked to equivalent positions at SUNY (Board minutes, 1/27/86, 4/28/86, 11/24/86).

At its meeting of October 20, 1987, The City University Board of Trustees adopted the Salary Plan Report that contained the Executive Compensation (Salary) Plan covering the Chancellor, the College Presidents, the Deans of the Medical School and the Law School and the University’s senior officers at the central administration. The Salary Plan Report (with amendments) and the Terms and Conditions of Employment for Staff in The Executive Compensation Plan (adopted by the Board on 1/1/87) are the documents that govern the current Executive Compensation Plan. The Salary Plan Report was developed in accordance with Chapter 263 of the Laws of 1987, which authorized both The City University of New York and The State University of New York to establish and implement salary plans in consultation with the New York State Division of the Budget, and the Governor’s Office of Employee Relations with a 60 day notification to the Ways and Means Committee of the State Assembly, the Finance Committee of the New York State Senate, and the Director of the Budget.

In accordance with Board policy at that time, senior executive salaries (Chancellor, Deputy Chancellor, Presidents, Vice Chancellors, and the Deans of the Medical School and the Law School) were to be adjusted annually in accordance with general increases for State Commissioners. Salary increases for the executive titles of Vice President and below (Dean, Administrator, Assistant Vice President, Associate Dean, Associate Administrator and corresponding University titles at the central office) were to be adjusted in accordance with general salary increases for New York State Management/Confidential (M/C)
employees. In 1994, the Board amended the Salary Plan resolution so that future salary adjustments for all titles in the Executive Compensation Plan would be linked to general salary increases for New York State M/C employees. This change was designed to promote greater comparability with SUNY and consistency within the administration of CUNY's Executive Compensation Plan.

C. Salary Increases

Because CUNY’s current salary plan links adjustments in salaries and salary ranges for all positions in the Executive Compensation Plan to salary increases for New York State Management/Confidential (M/C) Employees, the salary adjustments awarded to staff in the Executive Compensation Plan over the years have been extremely modest and have not kept pace with the national competitive market.

Since 1990, for example, Presidents have received increases totaling a mere 16.25%. This contrasts sharply with the 40.6% increase reported for executives by the College and University Personnel Association (CUPA) for the same period.

During the five-year period, from 1988 through 1993, only two salary increases were implemented for senior executive titles (5% in June 1988 and 4% in April 1993). The other executive titles (Vice Presidents and below) received salary improvements in 1989 (5%), 1990 (5.5%; senior vice presidents: 3.8%), and 1993 (4%).

As noted earlier, in 1994 all executive increases were linked to salary improvements for New York State M/C employees. As a result of this change in policy, eligible Executive Compensation Plan employees received salary increases in 1994 (5.25%), in 1997 (3.5%), and in 1998 (3.5%). In July 1999, the Board adopted a resolution increasing the salary of the Chancellor to $250,000, the same salary as was paid to the SUNY Chancellor at that time.

D. Salary Study

As stated, CUNY’s Salary Plan has not undergone significant revision since its adoption by the Board of Trustees in 1987. In Fall 1996, the Board moved to engage the services of a consultant to survey peer colleges and universities, to gather current market comparability data and to review other elements of total compensation, including the use of the compensation system to foster and reward individual excellent performance. The consultant was also to examine performance assessment tools as well as other indirect compensation and salary administration strategies. The firm of William Mercer, Inc. was the vendor selected by the Board of Trustees, through competitive bid, for this purpose. Mercer gathered data through the use of customized, as well as existing, national surveys. In particular, data from the College and University Personnel Association's Administrative Compensation Survey, a custom cut of that same survey and a peer systems survey conducted by Mercer were reviewed. In addition to Mercer's study, CUNY conducted a customized telephone survey and examined the 1996-1999 Alabama Survey of Administrative Salaries.

The results of the reviews are found in the attached appendices as follows:

☑ Appendix I provides a salary comparison of chief executives (Chancellors) at peer University systems.
☑ Appendix II provides a salary comparison of presidents at single institutions.
☑ Appendix III provides CUNY and SUNY salaries for positions in the Chancellory along with averages cited by the Alabama Survey of Administrative Salaries.
☑ Appendix IV provides a salary comparison of senior executives at CUNY and SUNY.

E. Modifications

On the basis of material gathered from the Mercer review along with the Alabama Survey of Administrative Salaries Report and CUNY surveys, a recommendation to modify the structure of the current Executive Compensation Plan and the associated salaries has been developed. The restructuring of the salary plan establishes, for the first time in CUNY, a tiering of the colleges into four groupings that are similar in nature to the SUNY campus groupings and which correspond roughly to the Carnegie classifications for institutions of higher education. Further, the new structure represents a true performance-based compensation structure. Increases in salary will be based on evaluations of performance and goal attainment as determined by the Board of Trustees (for the Chancellor), the Chancellor (for the Presidents and Chancellory), or President (for campus executives). There are no automatic increases as a result of this change. All salary improvements are driven by and subject to a performance review. Campus or system funds will absorb all performance-based increases recommended in the future. Similarly, funds for
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Presidential severance upon retirement, as well as future housing allowance increases will be absorbed by the colleges or the Chancellory.

1. Structure:

1a. Tier Differential

Under the plan, each CUNY college will be placed into one of four groupings based on the following criteria:
- Ratio of doctoral faculty to full-time faculty
- Percentage of enrollment in graduate programs
- Percentage of degrees awarded in graduate programs
- Five-year average headcount enrollment
- Complexity of regular as well as professional programs at undergraduate and graduate levels

Campuses placed in the first CUNY grouping, Research, have on average 35 percent of degrees awarded in graduate programs. The CUNY Graduate School and University Center awards approximately 300 doctorates annually, and much of that instruction is delivered on these campuses. Enrollment in graduate programs in this tier of CUNY campuses is 24.7%, comparable to the SUNY University Center average of 27.5%.

Campuses in the second grouping, Ph.D/Master's/Baccalaureate, are somewhat smaller than those in the first grouping, with headcount enrollments between 8,000 and 12,000 students. These campuses have a lower level of involvement in the doctoral programs and a lower level of external funding for sponsored programs. However, they maintain significant graduate degree programs at the Master's level and a complex array of undergraduate programs.

The third grouping, Baccalaureate/Associate includes four-year colleges that do not offer programs at the graduate level and/or enroll a substantial number of students in associate degree programs.

The fourth grouping, Associate, comprises the community colleges of the CUNY system.

Based on the above, the CUNY campuses will be grouped in the following manner:
- Research Campuses: Baruch College, Brooklyn College, The City College, Hunter College, The Graduate School and University Center, Queens College.
- Ph.D/Master's/Baccalaureate Campuses: John Jay College of Criminal Justice, Lehman College, the College of Staten Island.
- Baccalaureate/Associate Campuses: Medgar Evers, New York City Technical College, York College.
- Associate Campuses: Borough of Manhattan Community College, Bronx Community College, Kingsborough Community College, Queensborough Community College, LaGuardia Community College, Hostos Community College.

1b. Change to Titles included in the plan

The salary plan reflects the inclusion of the Assistant Dean/Administrator titles that are currently compensated with REMs. Incorporating these titles within the ECP completes the migration of key executives from REM status to the ECP as originally contemplated in the 1982 proposed Executive Compensation Plan.

Further, the plan identifies "Secretary of the Board" and "Senior Vice Chancellor" as unique titles with corresponding salaries/ranges. The title of Executive Vice Chancellor has replaced the title of Deputy Chancellor.

1c. Performance

The William M. Mercer, Inc., consulting group which participated in structuring the new Executive Compensation Plan will develop, in concert with the Chancellor, a set of recommended performance indicators that will be used to evaluate all executive personnel on an annual basis. These indicators will vary slightly based on the type of position, the level of responsibility and the range of duties. Future salary increases will be determined by individual performance as measured by these indicators.
2. Salary

The salary revisions reflect consideration of a number of sources: the Mercer compensation review, an examination of salaries paid to executives at peer institutions, the Alabama Survey of Administrative Salaries (1999-99), the tiered ranges in effect at SUNY, and market advice received from presidential recruitment firms.

2a. Presidential Salaries:

I. Research campuses: $136,661 - $201,000
II. Ph.D/Masters/Baccalaureate campuses: $129,000 - $177,500
III. Baccalaureate/Associate campuses: $127,500 - $168,000
IV. Associate campuses: $124,500 - $162,000

The overlap between tiers for Presidential salaries allows individual salaries to be based upon several factors, including differing levels of experience among presidents, varying performance review results, and significant differences in market requirements. Within each tier, the salary of a newly recruited president will be determined by his/her background, skill and experience, degrees held, academic accomplishments, special qualifications germane to that presidency, the position held at the time he/she was hired by CUNY and market conditions. Another factor to be considered would be the size of the CUNY college compared to the institution from which the candidate moved.

To determine an appropriate salary level for sitting presidents, the individual's performance while in office will be reviewed, relying in part on a number of indicators that measure how well the institution he/she heads is achieving its mission. The president's performance as it pertains to fiscal and academic management and his/her relationships with students, faculty and staff will also be reviewed.

2b. The Chancellory, Professional School of Deans and Central Office Executive Positions

Chancellor $250,000 - $350,000
Executive Vice Chancellor $145,000 - $224,500
Dean of the Medical School $142,000 - $203,000
Dean of Law School $135,000 - $199,000
Senior Vice Chancellor $124,000 - $192,000
Vice Chancellor $116,964 - $182,000
Secretary of the Board $100,500 - $156,000
University Dean/University Administrator $84,500 - $146,000
University Assoc. Dean/Univ. Assoc. Admin $77,500 - $120,000
University Asst. Dean/Univ. Asst. Admin $66,500 - $103,000

The salary range for the Chancellor reflects the pay range recently approved for the Chancellor of SUNY. Other salaries reflect market considerations including SUNY salaries.

2c. Campus-Based Executive Positions:

Senior Vice President $100,500 - $155,500
Vice President $94,500 - $146,000
Dean/Administrator/Asst. Vice President $84,000 - $130,000
Associate Dean/Assoc. Administrator $70,500 - $109,000
Assistant Dean/Asst. Administrator $63,500 - $100,000

Salary ranges for campus level executives are based on market factors. The ranges absorb current salaries of all incumbents and thus do not require immediate salary increases.

All salary ranges will be subject to periodic adjustment in accordance with the general increases provided for New York State Management/Confidential employees. Further, the salary ranges may be adjusted based on reviews of peer and national market trend data for higher education executive personnel, subject to Board of Trustees approval. These reviews will be conducted periodically, but no less frequently than every five years. Any future modifications of salaries, within the appropriate range, and within the ECP, are at the discretion of the Board of Trustees.

The new ranges will be adequate for the overwhelming majority of executive positions on CUNY campuses. Under this plan, the Chancellor, in exceptional circumstances and upon approval by the Board, may make
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offers beyond the maximum of the salary range. This is consistent with pay practices at SUNY and, like SUNY, no salary of a campus executive could be offered in excess of the president's salary.

3. Non-Base Compensation

The salary plan also includes such other non-cash compensation components as are customary and appropriate for senior executives in higher education. The non-base compensation practices currently in place are retained. The plan also provides for a one semester severance payment upon retirement from the University after seven or more years of service as Chancellor or President. Also included is a biannual review of the housing allowance, based upon housing and cost of living indices in consultation with the Division of the Budget.
## APPENDIX I

**SALARY COMPARISON STUDY OF CHIEF EXECUTIVE OFFICER OF A SYSTEM (CHANCELLOR) PEER INSTITUTIONS**

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>SALARY 1999 ($)</th>
<th>NUMBER OF CAMPUSES*</th>
<th>APPROXIMATE NUMBER OF STUDENTS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>375,500</td>
<td>14</td>
<td>147,233</td>
</tr>
<tr>
<td>Univ. of California</td>
<td>337,300</td>
<td>9</td>
<td>171,154</td>
</tr>
<tr>
<td>Maryland</td>
<td>298,020</td>
<td>11</td>
<td>105,408</td>
</tr>
<tr>
<td>Illinois</td>
<td>291,580</td>
<td>3</td>
<td>68,328</td>
</tr>
<tr>
<td>California State</td>
<td>285,360</td>
<td>23</td>
<td>335,725</td>
</tr>
<tr>
<td>Ohio State</td>
<td>275,004</td>
<td>6</td>
<td>54,509</td>
</tr>
<tr>
<td>SUNY</td>
<td>250,000</td>
<td>64</td>
<td>368,794</td>
</tr>
<tr>
<td>CUNY</td>
<td>250,000</td>
<td>18</td>
<td>196,368*</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>181,527</td>
<td>12</td>
<td>131,590</td>
</tr>
</tbody>
</table>

Average Salary: $282,699

**SOURCE:** Number of campuses and students, 1998 Higher Education Directory. For CUNY, reflects preliminary headcount enrollment for Fall 1999. Salaries: Telephone and E-mail survey

## APPENDIX II

**SALARY COMPARISON STUDY OF CHIEF EXECUTIVE OFFICER OF A SINGLE INSTITUTION PRESIDENT**

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>1999 SALARY ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California-San Francisco</td>
<td>335,000*</td>
</tr>
<tr>
<td>University of California-Berkeley and Los Angeles</td>
<td>294,500</td>
</tr>
<tr>
<td>University of Maryland-Baltimore</td>
<td>268,815</td>
</tr>
<tr>
<td>University of California-San Diego</td>
<td>262,000</td>
</tr>
<tr>
<td>University of Maryland-College Park</td>
<td>257,910</td>
</tr>
<tr>
<td>University of Florida-Florida State</td>
<td>241,610</td>
</tr>
<tr>
<td>University of Illinois-Chicago</td>
<td>235,225</td>
</tr>
<tr>
<td>University of Illinois-Urbana-Champaign</td>
<td>233,630</td>
</tr>
<tr>
<td>California State-San Diego</td>
<td>218,555</td>
</tr>
<tr>
<td>California State-Los Angeles</td>
<td>216,648</td>
</tr>
<tr>
<td>California State-San Francisco</td>
<td>208,848</td>
</tr>
<tr>
<td>University of Texas-Dallas</td>
<td>205,055*</td>
</tr>
<tr>
<td>SUNY-Stony Brook</td>
<td>203,000</td>
</tr>
<tr>
<td>SUNY-Buffalo</td>
<td>175,950</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>165,025</td>
</tr>
<tr>
<td>University of Massachusetts-Amherst</td>
<td>60,000</td>
</tr>
<tr>
<td>City University of New York</td>
<td>136,661</td>
</tr>
<tr>
<td>SUNY-Old Westbury</td>
<td>130,000</td>
</tr>
<tr>
<td>SUNY-New Paltz</td>
<td>112,411</td>
</tr>
</tbody>
</table>

Average Salary: 213,729

**SOURCE:** Telephone and E-Mail Survey

* Also other compensation
## APPENDIX II  SALARY COMPARISON - POSITIONS WITHIN THE CHANCELLORY

<table>
<thead>
<tr>
<th>POSITION</th>
<th>CUNY</th>
<th>SUNY</th>
<th>ALABAMA* SURVEY AVERAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy Chancellor/ Exec. Vice Chancellor</td>
<td>$153,988</td>
<td>$191,939</td>
<td>$147,883</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Range: 148,000 - 192,000</td>
<td></td>
</tr>
<tr>
<td>Vice Chancellor for Academic Affairs/Provost</td>
<td>$116,964</td>
<td>$176,674</td>
<td>$150,260</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Range: 136,801 - 180,500</td>
<td></td>
</tr>
<tr>
<td>Vice Chancellor for Budget and Finance</td>
<td>$116,964</td>
<td>$125,573</td>
<td>$136,249</td>
</tr>
<tr>
<td>General Counsel/Legal Affairs</td>
<td>$116,964</td>
<td>$126,984</td>
<td>$135,458</td>
</tr>
<tr>
<td>Vice Chancellor for Human Resources/ Labor Relations</td>
<td>$116,964</td>
<td>N/A</td>
<td>$105,160</td>
</tr>
<tr>
<td>Vice Chancellor for Facilities Planning</td>
<td>$116,964</td>
<td>Vacant</td>
<td>$107,707</td>
</tr>
<tr>
<td>Vice Chancellor for University Relations</td>
<td>$116,964</td>
<td>$132,072</td>
<td>$135,758</td>
</tr>
<tr>
<td>Vice Chancellor for Student Affairs (Vacant)</td>
<td>$116,964</td>
<td>$103,700</td>
<td>$112,000</td>
</tr>
</tbody>
</table>

*1996-99
## APPENDIX IV  SALARY COMPARISON - SELECTED SENIOR EXECUTIVES - CUNY/SUNY

<table>
<thead>
<tr>
<th>CUNY plan range</th>
<th>SUNY plan range</th>
<th>Selected SUNY Titles</th>
<th>Albany</th>
<th>Buffalo</th>
<th>Binghamton</th>
<th>New Paltz</th>
<th>Purchase</th>
<th>Potsdam</th>
<th>Brockport</th>
<th>Oneonta</th>
</tr>
</thead>
<tbody>
<tr>
<td>$94,928 - $114,901</td>
<td>$73,907 - $125,700</td>
<td><strong>Vice Presidents</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Affairs</td>
<td>$140,604</td>
<td>$130,604</td>
<td>$154,560</td>
<td>$110,000</td>
<td>$118,103</td>
<td>$102,182</td>
<td>$111,780</td>
<td>$110,000</td>
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<tr>
<td></td>
<td></td>
<td>Admin/Finance</td>
<td>$120,000</td>
<td>$180,000</td>
<td>$144,242</td>
<td>$92,899</td>
<td>$107,895</td>
<td></td>
<td>$112,880</td>
<td>$113,814</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Affairs</td>
<td>$127,588</td>
<td>$135,000</td>
<td>$122,600</td>
<td>$91,534</td>
<td></td>
<td>$115,943</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research</td>
<td>$135,000</td>
<td>$140,000</td>
<td>$128,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$92,904 - $112,602</td>
<td>$50,562 - $117,547</td>
<td><strong>Deans</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arts/Sciences/Lib</td>
<td>$165,000</td>
<td>$165,000</td>
<td>$142,800</td>
<td>$95,000</td>
<td></td>
<td>$96,050</td>
<td>$102,000</td>
<td>$83,233</td>
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<td></td>
<td></td>
<td>Arts</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education</td>
<td>$113,317</td>
<td>$140,000</td>
<td>$114,500</td>
<td>$86,000</td>
<td></td>
<td></td>
<td>$94,150</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mng't/Business</td>
<td>$175,000</td>
<td>$200,000</td>
<td>$138,500</td>
<td>$77,551</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engineering</td>
<td>$160,000</td>
<td>$139,500</td>
<td>$77,551</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The SUNY Plan includes an exception that allows campuses to exceed the salary maximum for individual employees.*
SECTION I – RESPONSIBILITIES OF THE ACADEMIC SENATE

The Academic Senate shall be responsible, subject to the Board of Trustees of The City University of New York, for the formulation of policy relating to the admission and retention of students, curriculum, granting of degrees, Campus Life, and the nomination of Academic (full) Deans (as outlined in Section XI). The Academic Senate shall also be responsible for and shall establish rules governing the use of the College name by organizations and clubs. It shall make its own bylaws consistent with the Bylaws of the Board of Trustees, and conduct the educational affairs customarily cared for by a college faculty.

SECTION II – MEMBERSHIP OF THE ACADEMIC SENATE

The Academic Senate shall be a representative body of 90 Senators and 90 Alternates elected by faculty and students, and of those ex-officio nonvoting members designated in Section XI, paragraph F of this Charter. For the purpose of this Charter, the faculty is defined as all full-time Queens College persons in the titles of Professor, Associate Professor, Assistant Professor, Instructor, and Lecturer; students are defined as all Queens College undergraduate and graduate students.

The 90 Senators shall be apportioned as follows:

A. Faculty - 60.
   1. Each academic department shall elect one (1) Senator.
   2. The balance of the 60 faculty Senator seats shall be divided as follows:
      a) Six (6) faculty Senators elected at large from the Division of the Arts.
      b) Six (6) faculty Senators elected at large from the Division of the Social Sciences.
      c) Six (6) faculty Senators elected at large from the Division of Mathematics and the Natural Sciences.
      d) Three (3) faculty Senators elected at-large from the Division of Education.
      e) The remaining faculty Senators shall be elected at large, College-wide.

B. Students - 30.
   1. Undergraduate - Twenty-four (24) who on the record date approved by the Academic Senate have a cumulative index of at least 2.0 and are not on probation.
      a) Seventeen (17) Day Session student Senators.
         1. Eight (8) Day Session student Senators shall be elected at large by Day Session students.
         2. Three (3) Day Session student Senators shall be elected by Day Session students from each of the following groups:
            a. lower sophomore, upper freshman, and lower freshman classes;
            b. lower junior and upper sophomore classes;
            c. upper senior, lower senior, and upper junior classes.
      b) Three (3) Evening student Senators shall be elected at large by Evening students.
      c) Two (2) SEEK student Senators shall be elected at large by SEEK students.
d) Two (2) ACE student Senators shall be elected at large by ACE students.

2. Six (6) Graduate Division student Senators who on the record date approved by the Academic Senate have a cumulative index of at least 3.0 and are not on probation, shall be elected at large by Graduate Division students.

C. Alternates may vote and be counted as part of the quorum when properly seated.

D. Faculty Senators and Alternates shall serve a term of two (2) years.

   a) Half of the faculty Senators and Alternates shall be elected each year.

E. Student Senators and Alternates shall serve a term of one (1) year.

F. 1. Ex officio nonvoting membership shall be extended to:

   a) chairpersons of Academic Senate committees the Parliamentarian of the Academic Senate, and the Ombudsman;
   b) the College President, Provost, Vice Presidents, Deans, Business Manager, and Registrar;
   c) the Presidents of the Day Session, Evening, Graduate, Ace and SEEK Student governments;
   d) the President of the Queens College Alumni Association;
   e) the chairperson of the Queens College chapter of the Professional Staff Congress;
   f) the Chief Librarian;
   g) or a designee of any of the preceding.

2. These members shall have the privilege of the floor, the right to make motions, participate in debate, and all other privileges of membership in the Academic Senate, with the exception of voting or being an officer of the Academic Senate.

SECTION III – ELECTION OF MEMBERS

A. Election of Senators and Alternates shall take place during the spring semester.

B. 1. All full-time faculty members of academic departments may vote in departmental elections to fill departmental Academic Senate seats.

   2. All full-time faculty within an academic division may vote to fill their faculty divisional Academic Senate seats.

   3. All full-time faculty of Queens College may vote to fill College-wide at large Academic Senate seats.

C. The certification of class standing and faculty status shall be made by the Registrar and the Provost, respectively, or their designees.

D. 1. A vote to recall a Senator may be initiated by a petition signed by persons in the Senator's constituency. The number of valid signatures on such a petition must be not less than one-fourth of the total number of ballots cast in the Senator's category in the election at which the Senator was elected.

   2. If a majority of the ballots at the recall election are cast against the Senator, his/her seat shall be declared vacant, and a special election shall be held to fill the unexpired portion of his/her term.

   3. The cost of a recall vote and special election shall be borne by those initiating the successful recall
petition.

4. The Executive Committee shall be responsible for determining the validity of the petition, as well as resolving other questions relating to both elections.

E. The Academic Senate may adopt bylaws regarding the removal from office of habitually absent Senators.

SECTION IV – MEETINGS OF THE ACADEMIC SENATE

A. The first meeting of a new Academic Senate shall take place no later than June 1st, if possible, at which time it succeeds the preceding Academic Senate.

B. This first meeting shall be convened by the Holder of the Chair of the Elections Committee, who shall serve as Holder of the Chair pro tempore, until a permanent Holder of the Chair is elected.

C. The Academic Senate shall meet regularly on the second Thursday of each month from October through May. The January meeting of the Academic Senate shall be optional at the discretion of the Senate’s Executive Committee.

D. Regular meetings of the Academic Senate shall be open to all members of the Queens College community, and all shall have the right to speak on the floor.

E. The Academic Senate may hold special meetings in accordance with its Bylaws.

F. The Academic Senate shall be free to hold executive sessions, without any nonmembers present, save such as may be invited.

SECTION V – RULES OF ORDER

A. The business of the Academic Senate shall be conducted according to Robert’s Rules of Order Revised (latest edition) unless, a quorum being present, a 2/3 majority of members present and voting deems otherwise.

B. A quorum shall consist of one more than one-half of the voting membership.

SECTION VI – OFFICERS AND EXECUTIVE COMMITTEE

A. The Academic Senate shall elect annually from its elected voting membership its Holder of the Chair, Deputy Holder of the Chair, Secretary, and such other officers as it deems necessary. A Recording Secretary, not necessarily a member of the Academic Senate, may be appointed by the Holder of the Chair.

B. There shall be a nine-member Executive Committee of the Academic Senate which will be responsible for preparing an agenda for all meetings and for carrying on the business of the Academic Senate between regular meetings. It shall have such other duties as will be assigned to it by the members of the Academic Senate. The officers of the Academic Senate shall be members of the Executive Committee, with the remainder of the positions filled by election by the Academic Senate so that there shall be three (3) student members.

SECTION VII – TERM LIMITS FOR OFFICERS

Officers of the Academic Senate may serve no more than four (4) consecutive years in any one (1) office.
SECTION VIII – ACADEMIC SENATE COMMITTEES

The Academic Senate shall create such standing, ad hoc, and special committees as it shall deem necessary.

A. Committee memberships shall be open to all members of the instructional staff and to all students who have a cumulative index of at least 2.0 and are not on probation.

B. All committee members shall be elected by the Academic Senate in accordance to its Bylaws.

C. Committees normally shall be composed of an equal number of members of the instructional staff and students, except when otherwise considered appropriate because of the nature of the problem to which the committee will address itself. All committees shall report to the Academic Senate at least once each year.

D. Each committee shall elect from among its membership a Holder of the Chair or Co-holders of the Chair.

E. When feasible, appointments to all Senate committees shall be for a period of two years, on a rotating basis.

F. A person may not serve as a voting member on more than two Academic Senate Committees, of which only one can be a standing committee. No student shall serve on more than one committee of the Academic Senate at one time.

SECTION IX – COLLEGE-WIDE COMMITTEES

The Academic Senate shall create such College-wide committees, as it deems necessary.

SECTION X – SELECTION AND REVIEW OF ACADEMIC OFFICERS

Academic (full) Deans shall be nominated in the following manner:

A. The Academic Senate will elect a Search Committee consisting of five full-time faculty members and five students who are members of or majors in the departments or divisions to be included within the constituency for which the Dean being sought will be responsible. Students elected to Academic Senate Search Committees as representatives from the Division of Education may be either co-majors in Elementary and Early Childhood Education or minors in Secondary Education and Youth Services, or be matriculated in a graduate program in the Division.

1. The Academic Senate shall elect an additional faculty member and an additional student, who are members of or majors in the Division of Education, to serve on the Search Committees for the Deans of Arts, Social Sciences, and Mathematics and Natural Sciences.

2. The Academic Senate shall elect an additional faculty member and an additional student, who are not members of or majors in the Division of Education, to serve on the Search Committee for the Dean of Education.

B. The Committee shall submit to the President a confidential list of at least three to five candidates from which the President shall nominate one to the Board of Trustees for approval. In the event the President rejects all the Search Committee’s choices, the Committee will submit another list of names to the President for his or her consideration. This procedure shall be followed until a Dean is selected.

C. The Search Committee shall follow procedures consistent with Affirmative Action guidelines and shall hear nominations from any member of the campus community for the position of Dean and shall consider for
candidacy any person with distinction within his or her chosen field of study and with demonstrated administrative skill.

D. Review of Dean’s qualifications:
1. At the beginning of every fifth year of a Dean’s term, a Committee (the composition of which shall correspond to the composition of the Search Committee) shall be elected by the Academic Senate to review the Dean’s performance through confidential consultations with departmental chairpeople, program directors, and other persons who are in a position to comment knowledgeably on the Dean’s performance. The Review Committee will then make a confidential report to the President including a recommendation for or against continued appointment. Investigations of the Review Committee shall be conducted with the strictest confidentiality. The findings of the Review Committee shall be reported to the President no later than May 30, of every fifth year of the Dean’s term.
2. If the President does not reappoint the Dean, the Review Committee shall constitute itself as a Search Committee, as outlined above, and nominate additional candidates to the President for consideration.
3. The term "Dean" in the above section refers to all full Deans.

E. Review of the Provost:
At the beginning of every fifth year of the Provost’s term, a Committee (the composition of which shall correspond to the composition of a Dean’s Search Committee) shall be elected by the Academic Senate to review the Provost’s performance through confidential consultations with departmental chairpeople, program directors, and other persons who are in a position to comment knowledgeably on the Provost’s performance. The Review Committee will then make a confidential report to the President including a recommendation for or against continued appointment. Investigations of the Review Committee shall be conducted with the strictest confidentiality. The findings of the Review Committee shall be reported to the President no later than May 30th of every fifth year of the Provost’s term.

F. Review of the Chief Librarian:
At the beginning of every fifth year of the Chief Librarian’s term, a Committee (the composition of which shall correspond to the composition of a Dean’s Search Committee) shall be elected by the Academic Senate to review the Chief Librarian’s performance through confidential consultations with departmental chairpeople, program directors, and other persons who are in a position to comment knowledgeably on the Chief Librarian’s performance. The Review Committee will then make a confidential report to the President including a recommendation for or against continued appointment. Investigations of the Review Committee shall be conducted with the strictest confidentiality. The findings of the Review Committee shall be reported to the President no later than May 30th of every fifth year of the Chief Librarian’s term.

SECTION XI – VOTING RIGHTS OF LECTURERS, PROMOTION TO FULL PROFESSOR

A. In addition to those faculty members authorized by the Bylaws of The City University of New York to vote in departmental elections for chair and for members of the departmental Personnel and Budget Committee, those lecturers who hold Certificates of Continuous Employment shall be entitled to vote.

B. Nominations for promotion to Professor shall be forwarded to the College Committee on Personnel and Budget by the chairperson of the department together with the recommendation of the departmental Committee on Personnel and Budget.

SECTION XII – PRESIDENTIAL SEARCH COMMITTEES

Representatives of the Queens College faculty on Presidential Search Committees shall be elected as follows:
Faculty representatives, of a number to be designated by the Board of Trustees, shall be nominated either by the College Personnel and Budget Committee or by advance, written nomination ballot. Election of the faculty members to the Search Committee shall be by majority vote of the faculty representatives of the Academic Senate. The students will have no vote on faculty representatives.

SECTION XIII – AMENDING THE ACADEMIC SENATE CHARTER

Proposed amendments to the Queens College Academic Senate Charter shall take the form of a resolution, directed to the Board of Trustees, requesting such amendment be enacted. The resolution shall be by a 2/3 majority vote, a quorum being present at a meeting no less than seven (7) calendar days following the written announcement of said proposed amendment.

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MASTER PLAN

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CITY UNIVERSITY OF NEW YORK
MASTER PLAN 2000-2004

PRELIMINARY OBSERVATIONS

During the past several years considerable thought has been given, and action taken, to raise standards in public schools, colleges, and universities. In 1992, for example, the Southern Regional Education Board (SREB) recommended that institutions of higher education make a concerted effort to establish a coordinated definition of college level study that applies to all institutions in a state or institutional system. It also recommended that every institution have exit criteria for remedial courses that establish readiness to begin college-level study. The 320,000 student California State University System approved a plan in February of 1996 to reduce the percentage of students needing remedial education from 45 percent to 11 percent over 11 years. Similar recommendations and approved plans characterize systems and institutions in Texas, Colorado, Florida, Georgia, Massachusetts, and Virginia, among others. As an example of this trend, the Massachusetts Higher Education Coordinating Council, frustrated with poor preparation and shaky academic records of many public college students, ordered state institutions to use tougher admissions standards beginning in 1997.

At the heart of the concern for standards at public institutions of higher education is a sense that public schools have failed to adequately prepare many students who seek a public education. Recently, that sense has been understood by school administrators, school boards, teachers, and public leaders and translated into action so that problems can be addressed much earlier in the educational pipeline. New York State, with its new Regents requirements for high school graduation, is an example. Over the next several years, all students graduating from public high school in New York will be required to pass rigorous Regents examinations in five core subject areas. Other states, such as California, Massachusetts, and Texas, have introduced similar requirements in which expectations of student achievement go well beyond the basic skills and competencies that had been expected in the past.

The City University of New York, in deliberately choosing a course that rests on raising and sustaining higher standards for all students for admission and graduation, is in the mainstream of a nationwide effort to provide more meaningful educational opportunities at institutions of public higher education. The University recognizes that these opportunities must be offered to the widest range of students, including, importantly, those who are among the most highly qualified as well as those who are inadequately prepared for college. As top-rated public institutions accept students with higher and higher abilities, CUNY too must prepare to serve the most talented and qualified. Only by providing such opportunities can the University truly carry out its responsibility to serve urban New Yorkers well.

Moving forward into the 21st century, the University's leadership has determined to focus on the wider range of students, partnering with the public schools to ensure adequate preparation, introducing more rigorous standards for admission - standards equivalent to, at a small number of colleges, the nation's more selective institutions - and improving the quality of academic programs, supports, and services.

This Master Plan represents an effort to define the University's new direction. It describes an institution determined to recover from years of neglect, years in which budgets were continually cut and in which the University was forced to operate within severe fiscal constraints. It is an institution focused on the restoration of standards, on regenerating the strengths of its colleges and its faculty, and on rebuilding its infrastructure. The document describes an institution that seeks to sharpen the missions of its colleges, improve program quality and the delivery of services, and enhance effectiveness and efficiency on the campuses and system-wide. Most importantly, the Master Plan 2000-2004 describes an institution in the mainstream of public higher education - not at the margins. It is an institution in harmony with new, more rigorous standards in the public schools, and at its helm are leaders entrusted with renewing its commitment to New York by providing the widest range of meaningful educational opportunities and outcomes.
APPENDIX D

Minutes of Proceedings, May 22, 2000

CITY UNIVERSITY OF NEW YORK
MASTER PLAN 2000-2004

PREAMBLE: THE NEW MILLENNIUM

The Master Plan 2000-2004 of the City University of New York reflects, for the first time, the long-range goals of CUNY's new leadership: CUNY Board Chairman Herman Badillo, Vice Chairman Benno C. Schmidt, Jr., and Chancellor Matthew Goldstein. These goals emanate from significant changes in policy and practice at the University, including, principally, those recommended by the Mayor's Advisory Task Force on CUNY ("Schmiidt Report"). The Task Force was chaired by the Vice Chairman of the City University Board of Trustees; CUNY's Board Chairman was a member.

The Task Force proposed, above all, that the University's new Chancellor engage "in a comprehensive strategy of institutional renewal." The University's Master Plan 2000-2004 rejoins this proposal, responding to specific Task Force recommendations with strategies that will enable CUNY to constitute itself over the next four years as an effective system, based on high standards and accountability.

Already the University has taken concrete and positive steps to determine a system architecture fashioned by:

- A commitment to raise academic standards by communicating clear, objective standards of college readiness; instituting a congruence between the new Regents requirements for high school graduation and the University's expectations; establishing performance as a condition of graduation from all degree programs; and insisting on quality in every University program on every campus.

- A commitment to provide educational opportunity and ensure diversity within the context of high standards.

- A commitment to render service by collaborating with government agencies and the corporate community to the greater economic, intellectual, and technological good of the City and the State of New York.

- A commitment to account for the way the University carries out its plans, meets its goals, and spends its resources.

In providing both the starting point and a framework for rethinking strategic planning, the Task Force Report has begun to alter the University landscape in significant ways. Specifically:

- The Task Force recommended that CUNY's leaders design a university system that includes first-rate graduate and professional programs and highly selective colleges. The University accepts these recommendations.

  ➢ The University has redesigned admissions criteria at all senior colleges, admitting students through an index that includes academic performance in high school and, for the first time, standardized test scores. Each college has a separate index which, with progressively increased admissions requirements at its most selective colleges, will result in greater differentiation and selectivity over the next four years. Colleges have also been required to constitute admissions review committees that promote a more comprehensive and holistic approach to student achievement.

  ➢ The University has begun to bring in groups of nationally prominent, external consultants to assess CUNY's unique resources for providing high quality programs and determine the investment and emphasis to be placed on basic, applied, and interdisciplinary research. Selected programs will define a "flagship environment" at the University.

  ➢ Faculty positions have been strategically allocated to the colleges in support of the flagship environment.
The University has begun to structure an Honors College, which will afford special benefits, including a "cultural passport," to the most highly qualified students at selected colleges. The Honors College is described in more detail in the section, Vision for the Future — Creating a Flagship Environment with a University-wide Honors College.

• The Task Force recommended that the University organize itself around clear and objective standards.

  ➢ The University has introduced standardized tests as a component of admissions requirements at the senior colleges.

  ➢ The University has determined to ensure that remedial instruction offered is effective by establishing clear standards of readiness for entrance and exit from pre-collegiate coursework.

  ➢ The University has incorporated the new Regents standards into its determination of student preparedness for college-level work.

• The Task Force recommended that CUNY replace its student assessment program with nationally-normed placement and exit instruments, and that senior colleges admit only those students who are prepared to succeed in college-level work.

  ➢ The University has introduced new, nationally normed assessment instruments for placement. These are described in Section III, Admissions, Assessment, Recruitment, Retention and Enrollment Projections 2000-2004.

  ➢ All colleges are now required to use nationally normed, common objective tests to determine when students who have been placed in remedial courses qualify for exit from remediation.

  ➢ Remedial courses are being phased out of the senior colleges.

• The Task Force recommended that congruence be established between the K-12 curriculum and the demands of college-level study.

  ➢ The University and the New York City Board of Education have embarked on a major collaboration to align K-16 standards. An expanded "College Now" outreach program will provide opportunities for college preparatory and credit coursework to high school students, beginning in the ninth grade. The College Now program will eventually involve all of the University's colleges and all of the public high schools in the city. A special focus of the program is performance on Regents examinations, with a view towards aligning Regents standards with University standards and minimizing the need for remedial coursework to be offered at CUNY.

• The Task Force recommended that CUNY strengthens the quality and consistency of its teacher education programs.

  ➢ The University has hired a new University Dean for Teacher Education who is specifically charged with reforming curricula and improving student performance.

  ➢ The University has moved aggressively to initiate activities to raise teacher education program performance and to ensure that all new State requirements for teacher education programs are attained.

  ➢ In response to the critical need that public education plays in contemporary urban society, the University is planning a Ph.D. program in Curriculum and Policy Studies in Urban Education to be offered at the Graduate School and University Center.
The University has raised nearly $1 million in private monies to attract and train highly qualified students for the teaching profession.

The Task Force recommended that the University rethink system governance.

- The University has modified its reporting hierarchy to make presidents directly accountable to the Chancellor.
- The Chancellor has undertaken a major reorganization of the Chancellory to increase efficiency and to ensure a good fit between CUNY's overall institutional strategy and policies and the particular plans and priorities of the individual campuses.
- The Chancellor has introduced performance evaluations for senior administrators across the University to ensure the vigorous enforcement of University policies, including student transfer and program duplication.

The Task Force recommended University-wide fiscal management and accountability and performance-based budgeting.

- The Chancellor has defined a new position, Chief Operating Officer, to undertake a thorough reform of systems, including budget, facilities, and human resources operations, with the goal of requiring budget accountability, increased efficiency, and greater decentralization of personnel decisions.

The architecture for managing and assessing the University created by the Task Force will support the further strengthening of the University and will enhance the availability of high quality educational opportunity as CUNY goes forward into the 21st century.

The following pages of this document describe in some detail a reinvigorated University much more within the mainstream of colleges and systems of quality throughout the nation. In key areas, such as admissions and assessment, articulation, mission differentiation, program improvement, and performance standards and accountability, CUNY has looked beyond its borders — to institutions, for example, in California, Texas, Colorado, Florida, Georgia, Massachusetts, and Virginia. These models, and a thorough review of the literature and data, have enabled CUNY to begin to rethink institutional organization, admissions, and assessment policies, and to take the first steps towards thoughtful coordination of the missions of its campuses.

This coordination presumes a commitment, on the part of CUNY's leadership, to setting priorities and making choices, and a rededication to focusing activities and ensuring access to programs that will preserve and enhance the academic quality of the University.

Core Curriculum

An important aspect of CUNY's reinvigoration is its consideration of what it is that constitutes a college education. A strong, comprehensive representation of the liberal arts, whether in the form of a core curriculum or a distribution requirement, is a fundamental component of the undergraduate curriculum of a liberal arts college. Recently, many have argued that it is also a central component of a "civic education," that is, an education which fosters the development of the skills, attitudes, and dispositions necessary for responsible participation in the democratic process. Over the past several years, CUNY faculties have been reviewing their colleges' general education requirements. This process represents an opportunity for modeling core curricula that can ensure, without sacrificing the distinctiveness of individual campus programs, that all CUNY colleges confer upon their graduates a set of competencies appropriate to a quality institution. It also represents an opportunity to ensure that there is sufficient parity throughout the system for students to be able to transfer easily among CUNY campuses and for the liberal arts component of their degrees to be comparable.
In order to rekindle and redirect discussion of the liberal arts core and the competencies that it should foster, the University plans a new, Chancellor’s initiative, to begin in 2000-2001. The initiative will entail:

- A high-profile, University-wide forum on liberal education. Discussion will bring together the University community in an examination of educational goals. It will stimulate campus-by-campus reexamination of the foundations of a university education, the teaching-learning relationship, and educational outcomes, and draw public attention to the goals of higher education.

- Definition and adoption of a common set of educational goals for our liberal arts components.

- Movement toward establishing core curricula throughout the University.

It is expected that over the next four years, the University will have achieved the following objectives:

At all colleges

- To ensure that all students receive the support they require to excel in a demanding academic environment.

- To improve the ratio of full-time to part-time faculty in order to ensure quality and availability of course work needed for timely graduation.

- To undertake meaningful programmatic review to ensure the continuing stature of the colleges’ best programs and the improvement of those programs that most directly serve to enhance undergraduate, graduate, and professional education.

- To provide professional development opportunities for faculty, particularly in the use of technology to enhance instruction, and to offer leadership opportunities for students.

- To produce an educated and productive citizenry and job force for New York City and State with excellent communication skills in English and the ability to function effectively in a multi-lingual environment.

- To generate and preserve knowledge by conducting high-quality research, scholarship, and activities in the arts.

- To prepare students to work in diverse environments and to use new technologies.

- To provide facilities, including laboratories, appropriate to all programs and accessible to all students.

- To develop clear performance standards and accountability measures at all levels.

At the six community colleges

- To capitalize on the historic mission and on the experience and strength of the community colleges in helping determined students who lack appropriate preparation obtain degrees at the University.

- To draw upon the greater reliability of assessment instruments in reassuring senior college faculty of the level of preparation of students transferring to their colleges. The use of nationally-normed, common objective tests to determine when students who were placed in remedial coursework can move on to credit-bearing coursework ensures quality by ensuring preparedness in math and English.

- To ensure the enforcement of the University’s articulation policy by strengthening and aligning the core curriculum component of lower division coursework.
• To explore, through faculty discussion, ways of ensuring students' preparation for civic responsibilities through exposure to coursework pertaining to American history.

• To develop more flexible programming so as to better respond to changing workforce needs.

• To expand the community colleges' outreach mission through closer ties to unions, business, and industry.

At the eleven senior colleges

• To refine admissions standards to appropriately reflect student achievement and likelihood of success in individual colleges and programs, and to set progressively more rigorous entrance requirements at the University's most selective colleges.

• To recruit a cadre of highly talented students into the University through college honors programs and the new CUNY Honors College.

• To ensure, for all students, core curriculum requirements and liberal arts programs of the highest quality.

• To explore, through faculty discussion, ways of ensuring students' preparation for civic responsibilities through exposure to coursework pertaining to American history.

• To work closely with colleagues across the University to ensure transferability of coursework.

• To provide appropriate coursework in the major, or as prerequisites to the major, so that students can complete degree requirements in a timely manner.

• To recruit talented students into teacher education programs and to provide teacher education programs of the highest quality.

• To expand outreach through closer ties to unions, business and industry.

For graduate and professional programs at CUNY

• To develop an array of flagship programs that allows the University to take its place among the top institutions in the nation.

• To recruit faculty with national and international reputations in support of the flagship environment.

• To provide a broad range of programmatic options, both traditional and innovative, within and across schools. To recruit talented students into teacher education programs and to provide teacher education programs of the highest quality.

• To expand ties to unions, business and industry.

Implicit in these goals is the University's continuing commitment to workforce diversity and development. The statutory charge, defined by the New York State Education Law, to create a diverse workforce that reflects the unique population that the University serves is as necessary and important today as it was decades ago. To this end, the University will continue to act aggressively to adopt policies and procedures designed to ensure that all qualified individuals are given full and fair opportunity to be represented in the workforce. The measure of CUNY's commitment to date is apparent in the statistics. Currently, the University's full-time instructional staff is 16% Black, 9% Hispanic, 7% Asian, and 8% Italian-American. Women comprise 46% of the full-time instructional staff. On the classified staff, 36% are Black, 21% are Hispanic, 5% are Asian, and 6% are Italian American; 49% are women.
Building upon the legal imperatives of equal employment opportunity and affirmative action, the University enters the new millennium with a renewed commitment and an even more expansive mandate. The goal of this expanded initiative will be to provide an environment that eliminates barriers to retention, fosters upward mobility, and encourages full participation by all CUNY employees at all levels of the institution. To this end, the University will increase its training component through the introduction of a faculty and staff training and development initiative designed to strengthen administrative leadership, broaden effectiveness through the use of new technology and enhance the development of required competencies for job growth and success. These opportunities for training, development and continuous learning will facilitate progress within the organization that is based upon fair, consistent and clearly defined measures.

Recognizing that the success of the University is directly attributable to the success of its human resources, this initiative will strategically place the University in a position to continue to meet its mission to serve and reflect the diverse citizenry of the City and State of New York.

***

The pages of this document spell out a specific, programmatic vision for the future, with examples from all colleges. This vision includes:

- Creating a flagship environment with highly selective colleges and a University-wide Honors College;
- Improving teacher education;
- Expanding the use of technology in teaching;
- Supporting academic achievement through K-16 collaboration and innovative college and outreach programs;
- Establishing a CUNY-wide economic development initiative.

It is a vision that recognizes not only the imperatives of modern life and the needs of the City and State. It also recognizes and reinforces the traditional role of a University in developing academic and intellectual potential and the centrality of the liberal arts and sciences in the development of that potential. Our ability to fulfill our historic mission will rest, to a great extent on our ability to attract the finest faculty, for teaching is, in reality, the heart and soul of the University. Our ability to meet the challenges of the new millennium will depend, finally, on whether or not we can produce a generation of critical thinkers.

Realizing this vision will require attention to enrollment trends, budget and revenue trends and opportunities, academic planning, student needs and services, and facilities planning, as well as the needs and expectations of the environment in which we conduct our business. It will also require, over the next four years, additional steps toward operating as a comprehensive and fully integrated system of senior and community colleges, graduate and professional schools. A major effort, entailing faculty research and partnerships with business and industry, will be required to strengthen the University’s role in the economic growth of New York and the development of a workforce prepared to meet the needs of the 21st century.

The University is only as strong as its constituent colleges. Standing alone, however, the colleges lose the opportunity for strength that lies in cohesion and collaboration. Thus one more system priority must be to provide the colleges with the support and flexibility necessary to enable them to capitalize upon their unique strengths and chart a course within the broad mission of the University.

The 2000-2004 Master Plan will require resources. Mindful of the need to be stewards of the public funds and student tuition dollars which the University now receives, CUNY has made 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. Annual budget requests to the City and State will reflect the need for resources above and
beyond current funding levels to ensure the success of the blueprint described in the following pages. We have had some success in raising funds, centrally, from foundation and corporate sources. Such private funding will continue to be sought but it is always in the context of supplemental support. Budget requests and lobbying efforts will ask the City and State for in principle agreement with a Plan that is long-range and therefore dependent on their renewed support through the first years of the new millennium. CUNY is, after all, a public University, and it should be supported by the public it serves.

Only by setting a course and holding steady to that course can the University achieve its objectives; only by holding fast to those objectives can it avoid being buffeted by both internal and external forces.

I. BACKGROUND AND CONTEXT

Under Section 6206 of the New York State Education Law, the Board of Trustees of The City University of New York is required to submit a Master Plan, or Master Plan update, to the Regents every four years, and to "make recommendations . . . for the organization, development, and coordination" of the University. It is in this broad context that the University's Master Plan for 2000-2004 has been prepared. The timing of this Master Plan submission assumes particular significance, for it coincides with major changes in leadership at the University and a renewed commitment to high academic standards and opportunity for the University's urban constituents.

A Decade of Planning

The tradition of assessing its developments and charting its future through the Master Plan process is as old as the University. The 2000-2004 Master Plan has been prepared within that tradition. While describing a new system architecture, it takes into account three major planning documents:

☐ The 1992 Master Plan covered the period 1992-93 to 1995-96. It summarized the University's mission, provided enrollment projections, outlined budgetary and facilities needs, described new system-wide planning activities, and identified goals and objectives. It was approved by the Board of Regents.

☐ The 1994 update reported on developments in enrollment, budget, facilities, academic planning, and programmatic activities.

☐ The 1995 Progress Report was submitted to the Governor and the Legislature in response to a requirement in the State budget that public universities prepare a multi-year plan. It described actions subsequent to the adoption of two important Board resolutions - on Academic Program Planning in 1993 and on University Budget Planning and Policy Options ("37 Points") in 1995. It addressed the reallocation of budget and personnel resources to support academic and administrative changes, enrollment growth, technology, facilities planning, and policies for improving educational quality.

Among the policies and initiatives that emerged in the period since the 1992 Master Plan was adopted are several that stand as landmarks in the evolution of the University at the end of the century.

1. The Academic Program Planning resolution directed the University to take fuller advantage of its capabilities as a multi-campus system. Among other initiatives, it called upon the colleges to undertake long-range planning with regard to academic programs and to implement periodic review of academic programs on a regular basis to assure academic quality. It also provided for the coordination of resource allocations with academic planning activities, encouraged the greater integration of the University through intercollegiate programs and collaboration, and initiated system-wide planning in doctoral education and specialized studies in a number of other areas.
2. The resolutions approved as part of The University Budget Planning and Policy Options (which came to be known as the “37 Points”) were designed to ensure the effective and efficient delivery of educational programs. They focused on various academic areas, including admissions, degree credit requirements, assessment, and remediation, and foreshadowed subsequent Board resolutions in these areas. The program which was set in motion inaugurated changes at the senior colleges that allowed them to set admissions standards criteria which, with one or two exceptions, had been unchanged since 1975. It also set limits on the time students would spend in remedial instruction.

3. A number of Board policies aimed at strengthening standards at the University were set in motion beginning in 1996-97 and strengthened following the arrival of new leadership and new members of the Board of Trustees. These included the establishment of appropriate mechanisms to: determine readiness for college-level work; measure student progress following remediation; evaluate the effectiveness of remedial programs; and shift the administration of remedial instruction to the most appropriate locus in the University. This focus on standards led to the establishment, in 1999, of a University-wide exit from remediation test. All CUNY colleges are now required to use common, nationally-normed, objective tests to determine when students who have been placed in remedial coursework have developed the necessary skills to move on to college level classes.

4. A multi-year planning orientation was adopted in Fall 1998, and encapsulated in the 1999-2000 and 2000-2001 budget messages. A major departure from previous practice, this new orientation opened opportunities for productive long-range thinking and planning and set the stage for the consideration of a range of possible futures.

5. A Business Leadership Council of prominent New Yorkers was established in November 1999 to advise on job opportunities for graduates, emerging industries and careers, internship programs, best business practices, and funding opportunities.

6. The Board of Trustees reaffirmed and strengthened University transfer policies to ensure that they are effective at removing barriers that might impede intra-University transfer. They also directed that students who have earned a City University Associate in Arts (A.A.) or Associate in Science (A.S.) Degree will be deemed to have fulfilled lower division liberal arts and science distribution requirements for a baccalaureate degree. The Board also reaffirmed that all liberal arts and science courses taken at any given City University college be considered transferable, with full credit, to every other City University college. It provided that full credit be granted for these courses in all departments and programs, and that they be recognized for the fulfillment of degree requirements even when transfer occurs before the completion of an associate's degree. The implementation of this Resolution was assisted by the development (1999) of the web-based CUNY Transfer Information and Program Planning System (TIPPS). The heart of TIPPS is an on-line course equivalency guide which provides information on how associate degree courses transfer to each of the senior colleges and how they satisfy lower division general education requirements.

7. The University's Master Plan Amendment was approved by the CUNY Board of Trustees (1999) and the New York State Board of Regents (1999). The Master Plan Amendment authorized the University to change its admissions policy by phasing out remedial education in its senior colleges. Admission to baccalaureate programs at the University is now determined through an index which incorporates SAT scores, high school GPA, total number of high school academic units, and GPA in high school English coursework. Indices have been established which allow distinctions among colleges according to level of selectivity. Faculty review committees examine the applications of students whose indices do not meet the criteria of their first choice colleges and make judgments about admitting these students on a case by case basis.

8. A partnership between the University and the New York City Investment Fund was established in FY 1999-2000 to develop an incubator plan and to design the investment and business support infrastructure for an incubator initiative. These efforts have enabled the University to respond more rapidly to commercially viable incubator initiatives and provide an internal CUNY technical support infrastructure.
9. The CUNY Institute for Software Design and Development (CISDD) was launched in spring 2000. The Institute provides a center for promoting job growth in the software and information technologies industries in New York through the commercialization of advanced software technologies and software engineering methods.

10. A new paradigm for collaboration between The City University and the New York City public schools was announced, in Spring 2000, by the leadership of both systems' Boards and their Chancellors. The systems have established a structural relationship focusing on two priority issues: the effective preparation of high school students for college study and the recruitment and training of talented people for teaching careers.

A Decade of Initiatives

The City University is often a crucible in which national education concerns and priorities are defined and refined. The issues addressed by the University in the past 10 years, and those which will shape the next four years, have been under scrutiny and are transforming higher education on a national level as well as in New York. These issues include: raising admissions and retention standards; improving the quality of teacher education and other academic programs; strengthening the collaboration with the K-12 system to provide a "seamless transition" between high school and college; promoting instructional technology and distance learning, introducing cost efficiencies; providing opportunities for life-long learning; and strengthening economic development strategies.

At CUNY a number of specialized studies, undertaken by faculty and administrative task forces, have issued recommendations that have sought to shape the direction of new programs. These studies have addressed a wide range of student needs and sought ways to make the University most effective in responding to those needs. The reports include:

- Immigration/Migration: the CUNY Student of the Future (1995)
- Degree Credit Requirements at the City University of New York: A Comparison with National Practice (1995)
- Cross Registration and Schedule Coordination (1996)
- Library/Educational Technology (1997)
- Doctoral Program Planning and Doctoral Faculty Replenishment (1997)
- Graduation Rates/Institutional Effectiveness (1997)
- Basic Skills and ESL at the City University of New York, an Overview (1998)
- The Language Immersion Program (1998)
- The University Summer Immersion Program (1998)
- College Now (1999)

In addition, special, ad-hoc Board of Trustee Committees have studied the Seamless Transition from High School to College (1997-1999), Remediation, Performance and Graduation Rates (1997-1998), and the Community Colleges (2000).

At the same time, work has proceeded, through the joint efforts of faculty and administrators, to facilitate articulation among the University's colleges. This included the development of a common calendar. New standardized tests for placement and exit from remediation have been put in place, along with a proficiency exam which students must pass to graduate from associate degree programs and to move from the lower to the upper division coursework. The studies, and the initiatives which emerge from them, are creating a framework for the new system architecture.

The studies have also provided the context for a wide range of policy and planning initiatives to enable the University to promote its broad goals. A number of significant innovations, some of which have become national models, were developed or enhanced as a result of the studies' conclusions.
Collaboration with the New York City public schools has moved forward considerably in this decade. The College Preparatory Initiative (CPI), begun in 1991 has significantly improved the quality of students admitted to the University. College Now, initiated 20 years ago at Kingsborough Community College, has now been expanded to all CUNY colleges and nearly half of all New York City public high schools. The College Now model has been designed to permit earlier intervention, beginning in the ninth grade, to assist participating students. Looking Both Ways, a professional development program designed to promote improvements in writing instruction and assessment in both high school and college, has enhanced the capacity of teachers in both systems to enable students to meet the standards of academic performance that are embodied in the new Regents and in CUNY’s writing exams.

The University Summer Immersion Program (USIP), “Summer Success at CUNY,” designed to facilitate the transition to college through work in the areas of reading, writing, mathematics, and English as a Second Language has grown dramatically. Started in the summer of 1985 with 10 senior colleges offering pilot programs to 500 students, it has expanded by 1999 to serve nearly 18,000 students at all 17 undergraduate campuses. Studies show that students who participated in the USIP performed better and were retained and graduated at a substantially higher rate than underprepared students who did not participate.

The CUNY Language Immersion Program (CLIP), started as a pilot program in the fall of 1995 for students who needed an extended period of time in English as a Second Language classes in order to be successful in college-level coursework. This low-cost program offered at all six CUNY community colleges and at two senior colleges, allows students to voluntarily defer enrollment for up to a year in order to concentrate on the development of English language proficiency, which is essential for success in college. While students are in the CLIP they do not use up their financial aid.

Prelude to Success, begun in January 2000, allows groups of students provisionally admitted to a senior college to fulfill remedial requirements in one semester on a senior college campus while registered at a community college. Upon successful completion of Freshman Skills Assessment Tests students are assured of transfer to the senior college and full degree credit for all college level coursework completed.

The Teaching Opportunity Program scholarships (TOP) were created in response to a shortage of qualified teachers in a number of areas in the New York City school system. The Program has recruited talented students who had not previously considered teaching as a career. It is supported by the University and awards from private foundations and has raised nearly $1 million to date.

Workforce development programs, which ensure that students have the skills they need to enter the workforce, have provided a seamless transition to jobs and careers for thousands of participants. Initiatives in this area include cooperative efforts between the University and the Human Resources Administration and the New York State Department of Labor to provide educational opportunities to public assistance recipients.

State of the art research, especially in the sciences, has allowed CUNY to build a substantial base of economic development activity. Key CUNY economic development efforts have emerged in a number of scientific, engineering, and technology arenas. Among the initiatives are photonics, software design and development and new media, biomedical engineering, and an incubator program to support economic development in New York City and State.

Advances in technology have given faculty and students access to high speed networks to advance their teaching, learning, and research. A Digital Library Initiative, a multi-year, system-wide project, will lead to state-of-the-art library telecommunications, improve instructional laboratories in the libraries, and create a digital core collection to increase the number of reference and research resources that are available to CUNY patrons online “anytime, anywhere.” At the highest level of technology-based curriculum development is CUNY OnLine, a project that brings ten CUNY colleges into a consortium to offer sequences of courses eventually leading to entire degree programs, entirely asynchronously. The CUNY WriteSite, a network-based writing resource for CUNY writers from basic to professional, is an engaging, interactive resource that builds on the national trend toward online writing laboratories.
Despite significant pressures, including changes in higher education nationally, limited budgets and a decline in full-time faculty, the University has nevertheless been able to capitalize on its quality as an academic and research institution and provide an environment in which students and faculty have achieved the greatest distinction. These awards have covered just about every conceivable area of human endeavor.

- The 1999 Pulitzer Prize for History was won by Edwin G. Burrows of Brooklyn College and Mike Wallace of John Jay College for their book, _Gotham: A History of New York City to 1898_.

- This year John Corigliano, of Lehman College, won an Academy Award for his soundtrack to the movie, _The Red Violin_. His latest work, a song cycle titled "Mr. Tambourine Man: Seven Poems of Bob Dylan," received its Carnegie Hall premiere in March.

- Distinguished Professor David Del Tredici, of City College, has won the Pulitzer Prize and 21 ASCAP Awards for his original compositions, and Distinguished Professor Ron Carter was named an American Jazz Master by the National Endowment for the Arts.

- In 1998 the Carnegie Foundation for the Advancement of Teaching named Dr. Judith Summerfield, from Queens College, the New York State Teacher of the Year, the third CUNY faculty member to be so honored by the Carnegie Foundation in four years.

- A major historical study written by Dr. Yaffa Eliach, a member of the Brooklyn College faculty, was a finalist for the National Book Award.

- Also at Brooklyn, Music Professors Noah Creshevsky and Tania Leon each received, in 1999, an American Society of Composers, Authors, and Publishers (ASCAP) award for their catalogue of compositions as well as recent performances of their work.

- In 1995 Rosalind Petchesky, of the Hunter College Political Science Department won a MacArthur Foundation "Genius Award."

- In March 2000, Professor Richard Lieberman, of LaGuardia Community College, was awarded the Sloan Public Service Award from the Fund for the City of New York, for the "ingenuity, energy, and compassion" he brings to his work as Director of the LaGuardia and Wagner Archives, and to the teaching of New York City history.

- Jill Bargonetti, of Hunter College won the Presidential Early Career Award for Young Scientists for gene research related to breast cancer and AIDS.

- Also at Hunter, Professors Andrea Blum (Art), Chang Rae Lee (English) and Thomas Head (History) won Guggenheim Awards, and Professor Margaret Crahan (History) received a Woodrow Wilson Award.

- Several CUNY faculty have received the Mayor's Award for Excellence in Science and Technology including Distinguished Professor and Einstein Professor Dennis Sullivan of the Graduate Center, Distinguished Professor and Einstein Professor Andreas Acrivos, of City College and Distinguished Professor Myriam Sarachik, also of City College.

- In 1996 the Museum of Modern Art presented a retrospective of the photography of Professor Roy De Carava of Hunter College.

- Four faculty at City College (Andreas Acrivos, Herman Cummins, Melvin Lax, Myriam Sarachik), and one at the Graduate Center (Dennis Sullivan) are members of the prestigious National Academy of Sciences.
• Three faculty at City College (Sheldon Weinbaum, Reuel Shinnar, and Andreas Acrivos) are members of the National Academy of Engineering.

• This spring Vivian Ka, who attends the Sophie Davis School of Biomedical Education won a Fulbright Fellowship for study abroad which she will use to study traditional Chinese medicine at the University of Western Sydney in Australia. Ms. Ka, who is the second City College student to win a Fulbright since 1995, also won a place on USA Today's 2000 all-USA College First Team in February.

• Another Sophie Davis Student, Sherry Xin Hsu earned a Second Team award from USA Today with her research on how the compound pravastatin removes plaque from arteries, her work as director of a Harlem tutoring program, and her student government service.

• In 1998 two students from Queens College, Tara Helfman and Joseph Stern, won British Marshall Scholarships for doctoral study in England, out of a total of 34 awarded in the United States.

• Brooklyn College Classics major, Marcia DeVoe has been awarded a prestigious Beinecke Scholarship for graduate study, one of only twenty-one in the country.

• The American Institute of Chemical Engineer's 1998 National Design Competition was won by a team of CCNY chemical engineering students who defeated champions from five other regions.

• John Jay College of Criminal Justice was ranked number one in the country by U.S. News and World Report (1998 – Best Graduate Schools issue) for its criminal justice policy specialization in the Master in Public Administration (MPA) Program.

II. VISION FOR THE FUTURE

Creating a Flagship Environment With Highly Selective Colleges and a University-wide Honors College

Beginning in September 2000, CUNY embarked upon a focused strategy to enable it to take its place among the top public institutions of higher education in the country. To help achieve this goal the University is establishing a “flagship environment” that will foster national prominence in targeted undergraduate liberal arts and science programs, and professional and graduate programs, particularly in areas where high academic quality allows CUNY to play a unique role among institutions.

A central component of CUNY's effort to build disciplinary strength and establish a flagship environment is the replenishment of full-time faculty and the improvement of the ratio of full-time to part-time faculty. This need is apparent from the high percentage of undergraduate course sections taught by adjunct faculty, which increased to 48% at the senior colleges and 49% at the community colleges in the Fall of 1998. The excessive reliance on adjunct teaching is counter to exemplary academic practice and was identified by the New York State Board of Regents' Commission as one of the greatest threats to program quality in higher education.

To increase the number of full-time faculty and improve the full-time/part-time ratio, the University has planned a five-year initiative to recruit highly qualified full-time faculty. The objective is to steadily increase the full-time/part-time faculty ratio each year over the next five years. This initiative, and its eventual goal of a 70/30 ratio of full-time to part-time faculty, is dependent on the State and City's in principle commitment to University objectives. The University's FY2001 Budget Request represents the first phase of this initiative. In each of the following four years the University will request additional support for new full-time faculty.

One approach to replenishing faculty strength in support of the creation of a flagship environment at CUNY is "cluster hiring," a strategic effort to bring to the University significant sized cohorts of new faculty in programmatic areas of importance over a relatively short time frame of three to five years. Cluster areas are selected for their projected and emerging strategic importance to society and the economy, their relation to existing CUNY strengths,
their relevance to educational need, and their intellectual breadth and depth as appropriate for a major academic institution. This model of resource investment has begun to enable the University to attract better quality faculty, who are aware that a major buildup in their area of interest is underway, and allows CUNY and its colleges to build new levels of excellence and prominence in selected areas.

The University began selecting areas for flagship investment during the 1999-2000 academic year; cluster hiring was initiated in four designated areas:

- Photonics
- Teacher Education
- New Media and Computer Science
- Foreign Languages

Selected areas are allocated a multiyear package of resources, including a cluster of faculty and staff positions, and an appropriate level of funds for start-up equipment and facilities.

Initial new faculty hires have been made in the software and new media areas as well as in the area of education/second language acquisition. A broad planning process has been underway for building a major flagship program in photonics, complementing and building upon existing research strengths, including CUNY's New York State Center for Advanced Technology in photonics. Photonics is of increasing importance in communications, computing, displays, data management, and imaging. Applications to medical diagnosis and treatment are a particular focus of CUNY's program.

This initiative is a good example of how the University intends to proceed, and so is described in detail below.

**Photonics Flagship Program**

The photonics flagship initiative is intended to propel CUNY to the very highest ranks of photonics research in universities both nationally and internationally. It will also help raise the stature of The City College, the lead campus for photonics at CUNY, in both the sciences and engineering. The CUNY photonics flagship program will greatly enhance CUNY's ability to contribute economic benefit to New York City and New York State and, because of CUNY's proximity to some of the nation's finest biomedical research institutes, will foster partnerships between the University and these institutions.

**Timeline for Implementation of the Photonics Flagship Program**

**1999-2000 (planning phase)**

Under the auspices of the Central Office of the University, a group of external consultants from photonics intensive industries (Lucent Technologies, NEC, Corning, Lockheed Martin) and major photonics centers (Princeton, Univ. of Rochester, Boston University) have been working with a multi-campus CUNY faculty think tank to develop the broad strategic outlines of the photonics flagship initiative. Plans for participation in the photonics initiative have been solicited from key campuses and have been incorporated into the process. Consultative meetings have taken place with the participating campus administrations. Participating campuses include: The City College (lead campus), Brooklyn College, Queens College, Hunter College, the College of Staten Island and Queensborough Community College. Queensborough will contribute to technical training and support through its Laser and Fiber Optics programs and resources for that purpose have been allocated. Further interaction with campus academic departments and faculty will take place before the end of the academic year.

The emerging plan calls for establishing an overarching Photonics Institute at CUNY to oversee the effort. It calls for the hiring of approximately 20 faculty researchers over the next four to five years, with appropriate start-up equipment and laboratory renovation, the hiring of a like number of scientific and technical support personnel over the same period, and the planning and construction of a 40,000 square foot Photonic Compact Device Center at City College. Of the twenty new research faculty, five or six are to be renowned scholars who, with several distinguished scientists already at CUNY, will form the scientific leadership core of the Institute. Hiring will take
place in several disciplines, including physics, chemistry, chemical engineering, electrical engineering and mechanical engineering. Approximately half the hires will be at City College and the remainder will be at the other four participating senior college campuses. Initial advertisements for the cluster hiring will be placed in late Spring and early Summer. The plan also calls for establishment of special research and educational programs at the graduate and undergraduate levels, and the establishment of close ties with industry and medical/biomedical institutions.

2000-2001

Approximately seven faculty, including four at the leadership level will be recruited, with about half joining CUNY for the Spring semester and the rest arriving for the following Fall. Construction plans for the Device Center will be drawn up by architects and bids let out for Contractors. Plans to integrate CUNY incubator efforts with the photonics initiative will be developed with the intention of having an incubator program in place on the City College campus the following year. An industrial and medical/biomedical advisory board will be established. Partnerships with large industrial corporations and with medical/biomedical institutions will be formalized.

2001-2002

Seven additional faculty including the remaining leadership faculty will be recruited, arriving at CUNY in the Spring and following Fall semesters. Construction of the Device Center will commence. The Institute will be fully organized and functional. About ten of the twenty support personnel will be hired. Except for the Device Center, all equipment for hired faculty will be on order or in place. Space for up to fifteen incubator companies will be in place on or near the City College campus in late Spring; the organizational needs of the incubator facility will also be in place. Recruitment of anchor and other tenants will be ongoing over the Spring semester. Some new educational programs will be in place as will some new research programs for graduates and undergraduates.

2002-2003

Six additional faculty will be recruited, arriving in the Spring and following Fall. Major construction on the Photonics Device Center will be well underway and equipment will be on order. Five to eight photonics related companies will be occupying the incubator facility. Educational and student research programs will be fully in place, and student recruitment will be in full swing.

2003-2004

Any unfilled faculty positions will be re-recruited, with faculty arriving in the Spring and the following Fall. The Institute will be in full swing. The Photonics Device Center will be completed. Five to eight additional incubator companies will be on board.

**Anticipated Five Year Photonics Outcomes:**

- Increase (over 1999 levels) of $5M per year in external grants and contracts for faculty;
- Center level grant funding increased by $2M per year;
- About 12 photonics incubator companies at CUNY;
- 80 new jobs created in New York State due to photonics effort at CUNY;
- Economic impact of photonics effort at CUNY rises to a level of $20M per year;
- 50 new graduate students attracted to CUNY over the five year period;
100 undergraduates move to careers in photonics through choice of major and participation in research and educational programs of the Institute.

At the end of ten years, photonics at CUNY will evolve with changing technological advances and needs. There will be a large cohort of companies in the incubator, as well as a larger cohort of "graduate" companies, many remaining in New York and maintaining close or "alumni" relations with the Institute. Economic development will be at the $40M per year level, including impact of successful companies that continue to exploit value obtained from past affiliation with the Institute. Cumulative economic impact over the ten-year period will be over $150 million.

**Structural Biology**

Another area that will be targeted for flagship designation is the biological sciences. The imminent completion of the human genome sequence represents a colossal achievement, but it also poses daunting scientific challenges. The University plans to respond creatively to anticipated information on the "molecules of life," supporting faculty researchers and students who will mold this information into diagnostic and therapeutic methodologies that are ultimately beneficial to human health. Planned research represents efforts at fundamental discoveries, production techniques, and syntheses that are critical for new applications to human health.

These efforts would be complemented by programmatic development appropriate to the education and training of undergraduate and graduate students. One approach will be to develop the theme of structural biology through new concentrations: within traditional majors and between cognate scientific disciplines. This will make efficient use of University resources and build bridges among faculty participants on the basis of teaching goals as well as research agendas. At the graduate level, a Structural Biology and Molecular Biophysics subdiscipline would also be developed in the Ph.D. programs in Chemistry and Biochemistry.

The structural biology initiative will be strengthened by the University's participation in the building of centralized state-of-the-art facilities at the New York Structural Biology Center. Facilities of this nature will allow researchers to focus on key biomedical problems such as the molecular basis of pathology X (e.g., neurodegenerative diseases, cardiovascular malfunction, obesity, fungal infection) and the self assembly of macromolecules and complexes, membrane proteins, drug-DNA complexes.

**An Integrated System with Flagship Programs**

Plans for the development of flagship programs, including cluster hiring, will be as comprehensive in all areas as the illustration, above, in photonics. All of CUNY's colleges will be advantaged by this initiative, as will CUNY students, though not each in the same way, and from it a small number of highly selective colleges will emerge. As CUNY becomes an integrated system with nationally prominent programs and recognized excellence in important fields, more and better faculty, and students, will be attracted to the system and the advantages that follow from a highly valued degree will ensue. This will become apparent in future years as priorities are revisited, needs are reassessed and new targeted areas are chosen.

**College Planning in the Context of the Flagship Environment**

As the colleges engage in their own academic planning, new programs and the enhancement of existing programs reflect the University's goal to advance to a flagship environment. College planning also supports key themes expressed in the University's Master Plan. As the Board of Trustees approves new programs, and the Chancellery provides institutional resources for existing programs, the focus will be on those that are viewed as central to the college's mission and reputation, central to the needs of the students and communities served by the colleges, and central to the goals of the University.

The largest proportion of new programs under development within the University is in the liberal arts and sciences. However, a significant trend is the increasing demand for and development of master's degree programs in professional areas, including the allied health fields, business, engineering, and architecture. At the undergraduate level, including the associate degree level, the development of professional programs will also be prominent with a particular focus on new programs that will serve workforce and economic development needs in the city. New
associate degree transfer programs are also planned to better serve as career ladders to baccalaureate study for the University's large and diverse community college population.

A number of programs recently approved, or in development, illustrate college efforts to plan with University goals in mind. These include the following.

Baruch College's full-time MBA Program, currently among the top 7% with respect to GMAT scores, aims to achieve a ranking within the top 25 MBA programs nationally.

An AAS program in Multimedia Programming and Design at the Borough of Manhattan Community College, recognized nationally, will provide state-of-the-art technical training for BMCC students and help provide New York's software and new media industries with a qualified work force.

Brooklyn College's Arts Council, in cooperation with the Department of Computer and Information Science is developing proposals that will address the New Media. The specialized Program in Integrated Media Arts will be offered to Master's students in Art, Film, Music, Television and Radio and select undergraduates. Emphasizing collaborative projects and hybrid forms of art, PIMA will explore possibilities for the use of telecommunications in music and related arts through the use of languages such as HTML, Perl, Java, Shockwave, etc.

City College has targeted the Natural Sciences, Engineering, and Architecture for development. Inauguration of a BE program in Computer Engineering and Advanced Certificate Programs in Special Topics in Engineering, pending State approval, and new programs at the master's level in Architecture and Bioengineering are the focus of this effort. The master's program in Bioengineering will complement the University's new and innovative Ph.D. Program in Bioengineering that recently received State approval.

At Hostos Community College an Engineering Sciences program has been designed, with the faculty of the City College Department of Engineering, through which students may complete their Associate degrees at Hostos with full transfer to City College's Engineering programs. The letter of intent has been signed and both institutions are anticipating full implementation in the very near future.

In keeping with the College's mission, Hostos Community College plans to expand its programmatic offerings in the health sciences to address critical workforce shortages in the health care field. Working with community health care providers, the College is also identifying the retraining needs of current employees in various Allied Health professions. Capitalizing on the strengths of existing offerings, and working with employers, the College will expand existing programs and develop new ones to address these retraining needs.

Hunter College plans to establish a master's level program in Biotechnology, built upon the College's broad strengths in the biological sciences. The College is also enhancing its presence in the field of photonics and anticipates that new facilities and staff will enable the proposed programs to attain eminence in the field. In addition the college plans a new MFA program focused on the convergence of digital technologies, particularly in "new media."

John Jay College of Criminal Justice has designated the forensic sciences as an area for special resource enhancement. In addition to its current nationally acclaimed programs in the field, the College plans a master's level program in Forensic Information Systems. The program will train professionals to use the most sophisticated systems of information retrieval and analysis that are used by criminal justice agencies. In November the Board of Trustees approved John Jay's proposal for a baccalaureate program in International Criminal Justice.

Kingsborough Community College has designated information and business-related technologies as an area for resource enhancement. In an innovative collaboration between computer science and business faculty, the College is developing an AAS program in Information Management.

LaGuardia Community College is developing a Deaf Studies option within its AA program in Liberal Arts and Sciences that will allow students to attain competence in American Sign Language and familiarize themselves with
deal culture. The College also plans an AS in Engineering Science that will comprise a dual/joint AS/BE degree to be offered jointly with the City College School of Engineering.

Lehman College has targeted the area of Computer Imaging, Software and New Media Design. The department of Mathematics and Computer Science and the Department of Art have jointly established a program in Computer Imaging and Graphics which brings together concepts of art and design with advanced technology in digital media, animation and modeling. This will further software research and development as well as foster productive relationships with computer-based industry.

Medgar Evers College plans to open a BS program in Mathematical Sciences (currently pending SED approval) that will encompass a number of programs in quantitative and scientific disciplines.

Queensborough Community College is currently engaged in planning two new degree programs: one in computer graphics, and the other, a collaborative effort between the Department of Mechanical Technology and the Department of Art and Photography to offer an Associate Degree in Computerized Art, Design and Manufacturing.

The CUNY School of Law envisages working closely with other graduate professional programs to enrich course availability and educational opportunities available to students and to create and strengthen interdisciplinary collaborations. Plans include the design and distribution of a joint recruitment piece for all of the graduate programs and an initiative which would draw upon the outstanding faculties of the Law School, the Hunter Schools of Social Work, Urban Planning, and Public Health, the Schools of Business and Public Affairs of Baruch College, the Architecture and Engineering Schools of City College, and others.

The Graduate Center, in response to the critical need for research and analysis on the role that public education plays in contemporary urban society, has developed a Ph.D. program in Urban Education. The Program will prepare leaders in educational research and policy analysis who have a broad understanding of the complex issues facing urban education in America.

Establishing a Highly Selective Honors College

Beginning in Fall 2001, the University will embed, in its flagship environment, a new CUNY-wide Honors College.

Honors College students will be selected through an index that includes SAT scores, high school GPA, academic coursework, essay, and interview. The admissions policy will be constructed in such a way as to be non-discriminatory and to reflect the demographics of the University at large.

The Honors College will build on the unique resources of both the University and the City in which it is located. Drawing on faculty from the undergraduate, graduate, and professional schools, it will provide selected students with special opportunities to experience the talent and expertise which exist across the campuses. A "Cultural Passport" will enable CUNY students to experience the riches of New York City, otherwise unavailable to many young people. Discussions are now taking place with leading cultural institutions in New York City.

Honors College students will initially be drawn from the honors programs at a small number of CUNY colleges. These students will take, in common, but on their respective campuses, one Honors College seminar each semester, along with their college honors coursework. For lower division work a cadre of selected faculty from undergraduate, graduate, and professional schools across the University will offer instruction at the college at which Honors students are enrolled. For upper division work, students will have the opportunity, if they wish it, to experience the talent and expertise that exist across the campuses. For these students movement across the campuses will be facilitated to allow them to work with CUNY's finest teachers and scholars and to take advantage of the University's most sophisticated instrumentation and facilities.

Students will engage in specially designed cohort activities, both on campuses and at the various cultural institutions that are the heart and soul of New York City. Regular visits to these institutions will be fully funded
through the Honors College "Cultural Passport" and meetings will be planned with New Yorkers active in the arts as well as in civic and governmental institutions.

The University plans to admit students into the Honors College in Fall 2001. Those accepted for the program will be provided laptop computers and an academic expense account, which can be used to pay for a study abroad or similar, academically enriching experience. The size of the Honors College will increase incrementally from 2001 – 2004.

Improving Teacher Education

The City University of New York has a long-standing commitment to the professional preparation of teachers and takes most seriously its role as a major provider of well-educated and highly skilled professionals for the New York City school system. In recent years the University has moved aggressively to initiate activities to raise teacher education program performance and to ensure that all new State requirements for teacher education programs are attained and that the University's programs remain at the forefront of educational innovation.

Among the University-wide initiatives planned for the next four years are:

- A technology link between CUNY and the New York City Public Schools. This initiative, which will begin at Lehman College in September 2000, will establish "smart classrooms" for pre-service elementary and secondary school teacher education students in the University's schools of education. A special feature of the initiative will involve interactive video-conferencing between college students, who observe master teachers implementing exemplary programs in their classrooms, and teachers who participate in discussions of pedagogical strategies before and after classroom observations. This experience provides an opportunity for teacher education students to see and discuss classroom management strategies in live situations. Students develop an understanding of how to turn theory into practice prior to beginning their student teaching experience.

- A new incentive structure to aid recruitment of students into teacher education programs beginning in the junior year. These students would be provided free tuition in the senior year of college, and at the master's level, and summer stipends following the junior and senior years. They will be required to commit to a teaching assignment in either an area of great need in the public schools (e.g., science, mathematics, foreign languages, bilingual education, reading) or in a SURR (Schools Under Registration Review) school. Selection of students will be based on grade point average in the major.

- An increase in the number of students participating in the Teaching Opportunity Program, i.e., 100 students in summer 2000 and 150 students in summer 2001.

- An internship experience for prospective teacher education students through participation in the University's "College Now" program. This initiative will provide prospective teacher education students the opportunity to assist in the instruction of high school students before and after school.

Over the next four years all colleges offering programs leading to teacher certification will continue to implement strategies to strengthen their education programs and to ensure compliance with recently adopted Regents' requirements for programs leading to teacher certification. This includes the attainment of professional accreditation, meeting student performance expectations on teacher certification examinations and complying with new certificate title structures and all regulatory requirements for enhanced program content.

Activities and strategies employed by the colleges to achieve these requirements include:

- Raising teacher education program admission standards and establishing progression criteria that require students to demonstrate the ability to assume a professional role in the schools. Programs are ensuring consistency among coursework, the State Learning Standards and public school curricula, and using the State Teacher Standards and Teacher Education Standards as guides to curriculum structure and content.
- Strengthening student exposure to core liberal arts and science coursework and appropriate content standards and improving collaboration between Education Faculty and Liberal Arts and Science Faculty.

- Revising established dual/joint programs in education between community colleges and senior colleges and developing new programs to assist articulation.

- Strengthening support services for education students and creating (or enhancing) 'Instructional Resource Centers' to help them master the use of instructional technologies and provide access to the latest teaching resources.

- Strengthening programs by replacing full-time faculty lines in the academic core and teacher education programs (almost 40% of the teacher education faculty lines have been lost system-wide during the past decade).

- Infusing rigorous writing standards throughout the curriculum and requiring repeated and sustained experiences in writing. The particular needs of ESL students for writing instruction beyond ESL coursework will be addressed by these efforts.

- Promoting staff development opportunities for teacher education faculty and pre-service opportunities for students by utilizing resource-rich institutions such as the Lincoln Center Institute and the American Museum of Natural History.

The University is also planning a Ph.D. program in Urban Education to be offered at the Graduate School and University Center. The program is being developed in response to the critical need for research and analysis on the crucial role that public education plays in contemporary urban society. It is anticipated that this innovative new program will be of great significance to those who educate classroom teachers and set educational policy.

Many of the colleges have developed innovative plans to improve their own teacher education programs. Examples follow.

**Baruch College**

Key objectives for The Educational Leadership Program over the next four years are:

- A closer relationship with the New York City Board of Education in developing a new core of school administrators;

- Evaluation of the alternative models for delivering publicly supported education that are being introduced, as well as research in areas related to the supervision of school districts;

- Sponsorship of workshops directed at increasing leadership skills at the school district level.

**Hunter College**

- The college has received funding from the Lucent Foundation to develop a direct video connection between Hunter and classrooms in District Four. This will allow faculty to work with student teachers in real time in a classroom setting, as well as allow students to observe master teachers in action. The College is also creating a new learning space for future teachers. This space will include a new smart classroom and an updated and renovated computer laboratory that will allow students to gain direct and intensive experience with state-of-the-art educational technology.

- Hunter's program for the preparation of teachers of the blind was chosen as the site for distance education of these teachers throughout New York State.
Lehman College

- Urban Teacher Academy Project. This pre-college program is an expansion of the Walton/Lehman pre-
teaching program supported by a three-year, $1.2 million USDE grant intended to create two 9th through 12th
grade "corridors" (Bronx middle school leading to a high school) that will nurture the potential development of
future teachers beginning in middle school.
- Para-Educator Pathways to Teaching Careers program. This is a five-year, USDE-funded program ($1.18
million) begun in 1998 to prepare qualified para-educators to be bilingual elementary school teachers. The
program is designed to support the professional development of paraprofessionals and includes strong
entrance and continuation standards and the continual use of technology throughout the program.

Queens College

- The Queens College School for Math, Science and Technology, which was initiated this year, establishes a
focal point for educational training and development while, at the same time, providing a quality education for
the students enrolled. It will expand incrementally over the next four years.

The College of Staten Island

- Recruiting the Brightest Minds to Teaching Careers. The CSI Teaching Scholars program, funded by the
National Science Foundation, is designed to recruit high-achieving students who are majoring in mathematics,
science, and computer science into teaching. To help address the increasing demand for qualified teachers,
the college is in the process of designing an "alternate track" master's program for individuals who are
changing careers.
- Improving Teacher Preparation. With the support of a FIPSE grant, CSI is promoting pedagogical change both
in teacher education courses and in courses in the liberal arts and sciences.
- Enhancing the Quality of K-12 Teaching. The College supports in-service teachers through the many grant-
funded projects of the Discovery Center that engage practicing teachers in curricular reform based on models
of discovery learning and interdisciplinary teaching. The Discovery Center's grants, which totaled just under $1
million in 1998-1999, are changing the way State Island high schools promote student learning.

Expanding the Use of Technology in Teaching and Learning

Over the next four years, the University will make a major investment in technology initiatives designed to enhance
instruction and to equip graduates with the tools and skills they need to contribute to the City's and State's
economic vitality in the new information-based global economy. In part this investment builds on the infrastructure
developed through the "CUNY Online" project, which was partially funded through a grant from the Alfred P. Sloan
Foundation. The project entailed delivery of courses, training, technical support, and incentives for participating
faculty, and a web-based support structure for students. Its objective was to implement an alternative educational
delivery system that would address the needs of a growing segment of existing CUNY students, and to make CUNY
educational programs, at all levels, available to a set of potential students unable to take part in traditional fully-
synchronous on-campus programs. CUNY faculty, to this point, have used CUNY Online to deliver completely
asynchronous courses as well as for "hybrid" courses, where key aspects of a course are delivered asynchronously
to enhance the student's learning experience.

The University will submit a new grant proposal to the Sloan Foundation in Spring 2000, which will seek partial
funding of a 3-year initiative focusing on:

- Developing a central administrative structure for instructional technology, including professional development;
• Development and delivery of asynchronous and hybrid courses enrolling 10,000 students University-wide by 2003;
• Development and delivery of on-line curricula to health care workers.

CUNY Online Plan, June 2000-June 2003

An aggressive three-year development cycle is planned for the expansion of CUNY Online. This bold new instructional technology initiative will grow and develop in close concert with academic policy-making and academic program implementation as guided by the University’s administration.

Year I - 2000-2001: Special Activity Focus: Expansion of graduate and professional program offerings

• Continue asynchronous course development activities at all levels and across all CUNY campuses. Objective: 100 additional courses.
• Development of a strategic plan for expanding availability of asynchronous graduate and professional degree programs during Phase II.
• Preparation of a three-year implementation plan for an administrative and student services infrastructure to support CUNY Online.
• Development of a comprehensive plan to ensure the economic sustainability of CUNY Online beyond the life of the project.
• Scaling-up of the faculty training effort to support increasing faculty participation, the need for re-training, and the incorporation of a multimedia component to reflect technology advances.
• Development of a plan to enhance the skills of incumbent workers in a critical New York City industry, health and human services – an industry that represents 20% of the employment base of our city – via carefully transitioned web-enhanced, hybrid and asynchronous course offerings in a tier of offerings including certificates, two-year and four-year degrees.
• Preparation of a report on an expanded assessment of CUNY Online’s impact on students and faculty, and on the overall institution.

Year II - 2001-2002: Special Activity Focus: Determining the Appropriate Role for Hybrid and Asynchronous Offerings in CUNY’s Undergraduate programs

• Continue asynchronous course development activities at all levels and across all CUNY campuses. Objective: 100-125 additional courses.
• Drawing upon two years of experience with asynchronous and hybrid undergraduate offerings, develop a comprehensive strategy for applying the asynchronous and hybrid modalities to undergraduate education at CUNY. Determine how burgeoning interest in offering web-enabled courses can be built upon to expand hybrid and synchronous offerings.
• Implement first year of the plans for an administrative and student services infrastructure to support CUNY Online.
• Implement first year of the economic sustainability plan.
• Scale up the faculty training effort to support increasing faculty participation, continue to refine the offerings and incorporate new technologies as appropriate.
- Implement the first year of programming to address the training of incumbent workers in the health and human services industry.

- Continue assessment of asynchronous courses and their impact; review progress toward the objective of offering graduate and professional degree programs asynchronously; review effectiveness of first year of economic sustainability model; assess overall impact to-date of CUNY Online to the University.

Year Three - 2002-2003: Special Activity Focus: Expanding the health and human services workforce development industry-based strategy into a cohesive asynchronous strategy for supporting New York City's economy.

- Continue asynchronous course development activities across all CUNY campuses. Objective: 150-200 additional courses.

- Assess and report on results of the workforce development programs for the first critical industry; plan workforce development initiatives for 2-3 additional industries.

- Implement the second year of the administrative and student services infrastructure plan.

- Implement year two of the three-year economic sustainability plan.

- Continue scaling up the faculty training and re-training programs, incorporating the latest instructional technologies.

- Conduct comprehensive phase II assessment: Asynchronous courses and their impact; progress toward delivering graduate and professional degree programs; effect of asynchronous availability on undergraduate programs; impact of workforce development programs on targeted industries; effectiveness of economic sustainability model; overall influence of CUNY Online on the University.

Faculty Professional Development in Teaching and Technology

CUNY-wide opportunities will begin in the summer of 2000 with a two-way mentoring project involving teams of graduate students and faculty who will construct websites for highly enrolled courses. This pilot project will pair, by discipline, graduate students with expertise in creating webpages with professors who teach highly enrolled courses. The products to result from this pairing are:

- Two-way mentoring will allow faculty to learn about webpage design and development and graduate students will become more familiar and adept with the pedagogy of their discipline.

- A course webpage will be devised which is common for the highly enrolled course in question.

- The professor involved in setting the standards for the common course webpage will be able, with the help of the graduate student, to construct a website for his/her section of the course. The graduate student will become involved in the experience of adding and monitoring synchronous chat or asynchronous discussion groups in the section when taught in the fall semester 2000, if the professor so desires.

A three-pronged effort will attempt to reach as many faculty as possible who are interested in adding technology to the classroom pedagogy. This will include:

- The website development project for highly enrolled courses will continue. In October 2000, the project described above will be repeated, taking into account feedback and assessment from the pilot. Graduate students will assist the professor in courses taught in the Spring 2001 semester. Undergraduate students will be recruited to help establish or embellish websites for colleges, departments and individuals.
Face-to-face introductory immersion workshops, offered in each borough, will provide faculty with a comfort level in using the technological tools available to enhance their classroom experiences. These will include everything from uses of e-mail and software programs such as PowerPoint, Excel and Word, to how to use the web effectively as a useful addition to classroom pedagogy. The workshops will be repeated during the January intersession; additional intermediate sessions will be added if interest warrants.

Workshops in asynchronous teaching and learning will allow faculty to be both students and facilitators as they consider the pedagogical and institutional issues related to asynchronous learning. Nationally recognized professional development experts can provide these experiences and certify those who successfully complete the course in asynchronous facilitation. CUNY will facilitate the training of personnel within the University to provide the asynchronous professional development opportunity described above. By 2002, asynchronous professional development will be offered from within CUNY to its faculty and staff.

Other activities relevant to professional development are or will be available as well.

CUNY Online will continue to provide support for faculty in using the platform of choice (Blackboard) at CUNY for asynchronous classroom work. Hands-on workshops in the use of Blackboard offered in outreach programs, combined with asynchronous workshops, would enhance participation from distant College campuses.

State-of-the-art Multimedia Training facilities are emerging on campuses throughout CUNY. University Academic Technology (including CUNY Online), the Graduate School and New York University are providing training in some of these techniques at various CUNY sites. These provide hands-on opportunities for faculty interested in the use of multimedia teaching tools especially in large theatre lectures (smart classrooms). Examples include 3-D interactive video, streaming video, and computer-graded assessment tools.

There will be increased communication and sharing of information and best practices within the Teaching and Technology area through meetings and workshops with college representatives who will disseminate information at their colleges. A newsletter (both electronic and paper) will enhance this communication.

College-initiated professional development programs for faculty in teaching and technology should be enhanced by the CUNY-wide efforts. Each element in the program will be evaluated and refined as necessary.

The individual CUNY colleges are also deeply involved in instructional technology efforts. The following examples illustrate ongoing initiatives at specific campuses and plans for the future.

Baruch College

The Zicklin School of Business offers its students a resource unmatched by any other business school in the New York area: the advanced high-technology Subotnick Financial Services Center (SFSC). This instructional facility features a fully equipped trading floor where students gain the type of hands-on experience ordinarily available only in positions at leading financial services firms. High-end networking computer workstations, live data feeds, real-time market quotes, and computerized trading models enable students to evaluate both real and simulated market information, make split-second decisions, and analyze the results. Data and software tools give participants opportunities to apply performance measurement and risk management principles. Combining academic theory and financial services practice, the Center permits simulation of complete trading floor activities and serves as a living laboratory for software and systems development and research by faculty and students. The Center also provides the financial community with a test site to evaluate the performance and effectiveness of new products and technology. Major technology vendors and financial services firms can use the facility for corporate training events on a regular basis.
Borough of Manhattan Community College

The CISCO Academy program will continue to provide high tech education that culminates in CISCO certification and gives students employment opportunities in a very competitive field. The first CISCO class was offered in Fall 1999. An intensive six-month training program began at that time in Northern Manhattan's Empowerment Zone, offering community residents a no-cost opportunity to receive CISCO's first certification. BMCC's Continuing Education Program will build on its partnership with CISCO Systems, Inc. to deliver higher levels of CISCO certification in the Upper Manhattan Empowerment Zone. BMCC has partnered with CISCO Press and Arizona State University to provide education leading to the second level CISCO Certification in the year 2001.

BMCC's library services will be guided by a notion of "just in time" information service over the Internet. Currently, the library's main focus is to complete and expand the virtual library database and to provide a quality print service for its extensive list of electronic journals. A number of initiatives are planned over the next 12-24 months.

- The college plans to initiate an electronic reserve service. Under this program, the traditional reserve "boxes" requested by the faculty will be replaced by dropping e-documents into folders in the server, thereby removing the limitations of time and distance.

- Inter-library loan service will be offered to a selective group of students, e.g., students in the Out-in-Two Program or students holding honors contracts in the Honors Program.

- In a parallel effort, the college plans to begin a no-cost document delivery service to faculty in support of their research.

BMCC's Title III Program, over the course of a five-year period, will fund the creation of a number of computer-intensive classrooms and labs that will help to meet the ever-expanding demand for computer facilities at the college. The grant also funds once-a-term weeklong intensive institutes and weekly workshops in which some forty-five faculty participants over the life of the grant discuss pedagogical applications of the latest educational technology. In these workshops and institutes, participants develop projects to bring the benefits of technology ranging from the Web to teleconferencing to their classes. Participating faculty also assume the responsibility of serving as mentors for colleagues in their department to widen the circle.

Bronx Community College

Plans to complete the campus network infrastructure are 95% complete. Fiber has been connected to each building. Approximately 75% of full-time faculty have PC's connected to the campus network, with plans for 100% connectivity in the near future.

By the end of 2001, the College plans to increase the number of distance learning courses, establish an Instructional Technology Lab (funded with Borough President and Title V funds) and complete a comprehensive 5-year Technology Plan. The Title V grant, "Hispanic-serving Institution Development," will also fund faculty development activities designed to improve student performance and persistence. Multi-functional skills centers will support students in attaining basic skills and high level writing and computing skills.

Brooklyn College

"Project Preview," supported by a FIPSE grant, is a three-year partnership with Kingsborough Community College to develop an online early transfer identification and advisement system to improve the two-year to four-year college transfer process, and provide KCC students with access to the Brooklyn Online Learning Center. The College plans to seek FIPSE funding to expand the faculty development and online tutoring and advisement components of "Project Preview" to a consortium, including three other New York area senior colleges and their principal feeder community colleges.
Virtual Core, another FIPSE supported project, has enabled development of partially virtual versions of the College's acclaimed Core Curriculum courses in which highly interactive Web modules replace one third to one half of actual class time.

The City College

City College is developing a comprehensive plan to network the entire campus and provide desktop computing and technical support to the entire college community by 2004. The major components of this effort include the networking of the North Academic Center, rewiring the network in the Science building, and upgrading the engineering network in Steinman Hall.

Hunter College

Hunter College's Distance Learning Center at the School of Social Work is one of the premier video conferencing facilities in New York City. It allows Hunter faculty to provide courses using the latest in live, two-way audio video technology. Currently, New York City employees are able to take Social Work courses at their worksites; courses can be provided to other CUNY campuses as well.

John Jay College

"John Jay College On-line" has been set up for the web-based delivery of courses. Approximately 50 faculty have opened accounts for 80 courses. The College will now consider exploring degree programs online through the Web. They will also increase training and technical support for students learning online.

Faculty development training in distance education has been offered through a range of formats: by satellite, through a seminar on the WWW and twice weekly through demonstrations and workshops. About 90 faculty have been trained to develop web pages and an additional 60 to develop course information. This training will continue and be expanded.

A successful "live via satellite" series of five criminal justice professional development lectures were delivered to 13 sites, including police departments, government sites and colleges with criminal justice majors. Topics included: international terrorism tactics, police hostage negotiations, and forensic DNA analysis. The College will continue and expand this live satellite professional development series to include customized programs for criminal justice and law enforcement agencies.

John Jay hosted a series of outreach programs to NYC high school students via interactive videoconferencing. They also partnered with Hunter College to team-teach a course through interactive videoconferencing. The College plans to expand outreach programs to New York City schools via interactive videoconferencing; the goal is to reach all 17 high schools that are connected to the videoconferencing network.

John Jay is planning to set up a one-stop virtual campus for serving students' academic, advisement, and administrative needs.

Kingsborough Community College

Every classroom in a permanent building is currently wired for access to the Internet and all full-time members of the faculty have PCs in their offices with access to the Internet and e-mail. There is a facility in the Kibbee Library dedicated to distance learning and a mobile distance learning unit utilized by Continuing Education off-site programs. There are 20 general purpose laboratories with over 600 PCs, 14 specialized facilities with approximately 100 PCs, and about 1,100 PCs in faculty and administrative offices. In order to stay as current as budget limitations will allow, the College plans to upgrade 25% of these each year and, in some cases, to rewire existing computer laboratories.
Kingsborough plans to complete fiber optic connectivity throughout the campus. They are experimenting with Intelligent Blackboards, high resolution flat monitors which allow instructors to enrich their teaching with Web-enhanced demonstrations without intrusive equipment in their classrooms. They are also studying the feasibility of creating “docking stations” which will provide power and connectivity to the Internet for student use.

**New York City Technical College**

New York City Technical College has entered into an agreement with the New York City Department of Information Technology and Telecommunications and Sun Microsystems to provide Sun certified training for DoITT and other city employees. Sun Microsystems is establishing a special computer workstation laboratory at the College for this program.

**Queens College**

Queens College is updating its training curricula to help faculty and staff improve their use of technology in classrooms, as well as to use other forms of communication with students, such as web-based course materials, notes, and exercises. Students are equipped with e-mail accounts and with computer storage on central campus servers on which they can store personal material (class notes or papers), can share files with peers or with teachers, and can establish personal web sites.

The College will soon establish IT kiosks throughout the campus that will allow students with laptops to plug into the College’s network in order to make use of IT resources wherever they happen to be. They are also developing servers that will allow access to audio and video materials (language lab exercises) from anywhere on campus or at home.

**Queensborough Community College**

For a number of years, distance learning participation has been available to students in the External Education for the Homebound program. These students communicate with their on-campus instructors and classmates through two-way telephone (audio) connections and home computer screens connected to “whiteboards” in the classroom. Currently, segments of other classes at the College are being offered through website connections and through e-mail.

All full-time faculty members have personal computers in their offices which provide access to the Internet and e-mail and there are web-enabled kiosks throughout the campus for student use. Queensborough is planning to offer complete courses through distance learning; in summer 2000, a math course will be offered through a textbook website.

In spring 2000 the College’s first distance learning lab will open. Funded through a grant developed by a member of the Social Sciences department, it will be equipped to perform the following functions: computer research via the Internet; multi-media presentations from audio/video/computer sources; video conferencing, and distance learning through synchronous links with other sites such as colleges, public schools and civic group centers.

**Supporting Academic Achievement Through K-16 Collaboration and Innovative College and Outreach Programs**

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 program offerings. The University has a vested interest in assuring that all students arrive on its campuses ready to perform college-level work and receive the kind of support - educational, financial, and personal - that is needed to enable them to persevere, do good work, and earn their degrees. Above all, if access to CUNY is to be meaningful, the University must assure that the nature of its entrance requirements, programs, and expectations are clearly understood by prospective students so that they can prepare adequately and enter college with a sense of confidence.
Over the next four years, the University will focus intellectual and financial resources on a number of initiatives designed to improve the preparation and support of its students as they move from school to college and beyond.

**College Now**

The introduction of new, more demanding requirements for high school graduation (including the gradual introduction of new Regents examinations and higher passing standards), and the adoption by the University of higher admissions standards for entrants into baccalaureate programs, have made the academic achievement of high school students the most pressing common concern of the City’s two large public educational systems. The recent appointment of a special Deputy to the Chancellors reflects the shared commitment of both institutions to do all that is necessary to make high achievement the norm for those students.

The centerpiece of the University’s collaborative efforts will be the expansion of College Now over a three-year period. Through the active involvement of every college in the system, the Program will provide services in every public high school and will provide enriched instruction to students in every high school grade.

The goals of College Now are:

- to improve high school students’ ability to meet graduation requirements and to be prepared for college;
- to facilitate students’ ability to make a seamless transition from high school to college;
- to increase the likelihood that students enroll at and graduate from CUNY colleges.

The two systems have agreed on an expansion plan that will be fully implemented by 2003 - 2004.

During 2000-2001, with the involvement of six of the University’s colleges, eighteen pilot programs for entering ninth graders will be established in high schools across the city. Each high school will enroll 100 students. In each of the following years, services will continue to be provided to those enrolled as ninth graders and a new cohort of entering ninth graders will be added. In addition, new high schools will be included. High schools will be selected and instructional priorities identified in close consultation with the high school superintendents.

As instructional activities for students in lower grades are introduced, the overall program will integrate the curricular and instructional practices of the services provided across all grades. At the conclusion of the expansion, an integrated program will afford high school students a broad range of enriched educational opportunities. These will range from intensive language instruction for English Language Learners and literacy skills enhancements, through Regents Preparation and SAT Preparation, and will culminate with college credit coursework at the high schools and on the college campuses.

**Enrollment projections for College Now are as follows:**

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In support of this expansion:

- Using the combined resources of the University’s web page and CUNY TV, the University will develop comprehensive information/orientation/advisement resources for high school students and parents, high school teachers and counselors, and college teachers, counselors and other program staff.
• The University will also develop special online courses for high school students whose places of residence or schedules prevent them from participating in on-campus courses. The pioneering work of the Learning Cafe at Brooklyn College, which is currently offering two online courses to students at four Brooklyn high schools, will be used as a model to introduce students to the opportunities and demands of online coursework and to help participating faculty design and deliver high quality courses.

• The University and the Board of Education will also develop an integrated assessment and data-tracking system to ensure that students' achievement is properly evaluated and effectively used for placement in the program's various instructional offerings.

• The University and the Board of Education will build upon existing models of professional development (such as the Looking Both Ways Project) to support the introduction of promising practices and to promote high quality instruction.

**Other Collaborative Programs**

The University will continue to support and strengthen other collaborative programs, described below.

**Affiliated High Schools**

The University will support the development of new charter schools at Hostos Community College and, in partnership with the United Federation of Teachers, at City College. (LaGuardia Community College already hosts two charter schools: Middle College High School and International High School.) It will also work towards the transformation of the existing affiliated high schools into "lab schools" where innovative instructional practices across the disciplines can be introduced and evaluated. Whenever possible, those schools will also become professional development schools linked closely to the University's schools of education so that they can provide enriched opportunities for student teaching and the ongoing development of all staff members (through means such as school-based graduate coursework).

**Center for Teaching & Learning**

The University will reconstitute its Instructional Resource Center as a Center for Teaching and Learning. The Center will coordinate the professional development activities for all high school and college teachers involved in collaborative programs. The Center's staff will coordinate special projects in different disciplines, promote cross-disciplinary dialogues in areas such as Writing Across the Curriculum, sponsor conferences and publish a variety of materials related to teaching in the high schools and colleges. In addition, it will support the introduction and strengthening of the use of advanced technology to ensure the active participation of thousands of teachers in the generation of new practices and the effective replication of proven ones.

**Center for Pre-College Education**

The University will establish a new Center for Pre-College Education at City College. This new Center will build upon the remarkable record achieved by the Gateway to Higher Education Program of the CUNY Medical School. The program currently enrolls students in seven public high schools and has opened two free standing new schools, one in Queens and the other in Manhattan. The new Center will: continue to support the existing programs and high schools; expand the program to other schools in all five boroughs; produce and disseminate curriculum materials related to cutting-edge science (in areas such as DNA technology); provide support for the establishment of state-of-the-art science labs in high schools; and conduct research on topics related to the promotion of high achievement by all New York City high school students.
Special Opportunities for Special Needs

In a city as diverse as New York, education must take many forms. While the traditional student still advances from high school to college, many others take more circuitous paths to higher education. Whether they are returning to school, taking classes through professional organizations, pursuing an avocation, CUNY is eager to welcome and support these students as they work toward their personal or professional goals. The University has developed a wide range of program options to serve them. In the coming years these options will be strengthened and expanded.

Certificate Programs

Ongoing changes in technologies and workplace organization (in settings as varied as new media start-up companies, hospitals and schools), as well as the increased prevalence of career changes, have created the need for new forms of postsecondary study. Individuals need opportunities to enter college, or to return, for the acquisition of specialized knowledge and technical proficiency. Often, this is as true for a paraprofessional as for a professional.

Over the next four years, the University will re-tool itself to offer a wide variety of certificate programs at all levels of postsecondary study. A number of colleges have already identified programs to be developed. They include a graduate program in professional studies at Brooklyn College, a certificate program in interactive technology and pedagogy at the Graduate School, a masters level certificate program in Geographic Information Systems at Hunter College and a certificate program in Day Care Assistant at Queensborough Community College.

The new certificate programs will be designed in ways that are fully articulated with the appropriate level of degree study so that credits acquired during certificate studies can be easily applied for degree requirements for those who decide to pursue further study.

Each college will be asked to identify and develop at least three new certificate programs. In many cases, the campus division of continuing education will be designated as the administrative entity responsible for conducting field-based research for new programs and, in cooperation with appropriate academic departments, for initiating the necessary curriculum development and course piloting, and for overall program coordination. It is anticipated that many of the certificate program offerings will be provided on-site - at corporate offices and plants, in nonprofit agencies and in health care and educational facilities - and/or through online course taking.

Continuing Education

Over the last ten years, registration in continuing education courses at the University has consistently exceeded 150,000. Those registrations reflect the desire and commitment of many thousands of the City's residents to improve their skills, to prepare for new careers, to pursue avocational interests or simply to learn more about topics or issues that matter to them.

In the next five years, the University will move to coordinate the offerings of the campus-based divisions of continuing education by launching a University-wide marketing campaign. That campaign will utilize the print media, web-based information delivery models and CUNY-TV to highlight the remarkable variety of offerings and the relatively low cost of coursework at the University. The same coordinated marketing approach will be extended to the promotion of contract-based training in both the private and non-profit sectors.

The University will also utilize the flexibility provided by a continuing education program to expand delivery of on-site coursework to individuals who enroll through corporate sponsored tuition payments and union sponsored tuition vouchers.

The University will continue to rely on the divisions of continuing education for the development and maintenance of effective partnerships with community organizations and governmental organizations. In the case of New York City, governmental partnerships will include ones with the Human Resources Administration, the Department of Employment and the New York Police Department. In the case of New York State, partnerships will include the
State Education Department and the Department of Labor. The University will also be an active participant in the operation of the new One-Stop System envisioned by the Workforce Investment Act.

The University will continue to support the work of the campus-based adult literacy and language programs in order to provide essential learning opportunities to many thousands of individuals with limited skills and to prepare many of them for entry into the University’s degree granting programs.

Outreach and Provisions for Special Populations

CUNY students bring with them a vast array of backgrounds and experiences, a diversity as broad and exciting as the City itself. Their educational experiences vary widely and their needs - educational, emotional, and financial - would be challenging in any context, but must be met within the system. CUNY not only reaches out to all of these groups but provides a wide range of services throughout their educational careers.

Special Programs

The SEEK Program (Search for Education, Elevation and Knowledge) and the College Discovery (CD) Program are the higher education opportunity programs of CUNY’s senior and community colleges, respectively. For three decades these programs have provided access to higher education for students who are academically and economically disadvantaged. They provide, on each campus, a permanent and structured program of special assistance and a range of intensive supportive services. As the senior colleges phase out remedial courses the particular mandate of SEEK will be to focus on those support activities and curricular initiatives that have been found to be most effective in maximizing students’ academic success and persistence.

In response to the mandate to phase out remedial coursework in baccalaureate programs the colleges submitted implementation plans that describe how each expects to provide for the developmental needs of its Special Programs students. Over the next four years, the Colleges and the SEEK and CD Programs will update and revise these plans, as appropriate. While differences exist, many college strategies focus on: strengthening admissions criteria; redoubling pre-freshmen and freshmen year initiatives; implementing and/or strengthening block programming; and redoubling efforts to provide supplemental tutoring and supplemental instruction.

The plans also include evaluation components to determine “best practices.” A baseline for these evaluations was obtained by comparing the Fall 1992 and 1996 Special Programs and regularly admitted entering classes on the basis of preparation and first-year outcomes. These comparisons suggest, however tentatively, that policy changes following the restructuring of Special Programs in 1995 were already strengthening the Programs and contributing to improved student retention and performance.

Areas of major focus for Special Programs during the period of the new Master Plan will be: enrollment management, innovative curriculum initiatives and student support services.

Enrollment: It is expected that students admitted to Special Programs will continue to be better prepared as regularly admitted students are held to stronger admissions criteria. We will, nevertheless, continue to monitor the impact of admissions criteria on the performance and retention of students admitted via Special Programs.

Enrollment initiatives will include: Program-wide recruitment events; collaboration with the campus programs to improve the show rate of allocated students; and strengthening articulation between the two-year and four-year programs by conducting program-wide transfer fairs.

Curriculum: One purpose of Special Programs has always been to explore, develop and demonstrate innovative educational techniques and processes for providing intensive remediation in basic skills. Many CUNY colleges are involved, through Special Programs, in innovative curriculum initiatives.

Currently, two SEEK Programs (Queens and John Jay) are participating, with the SEEK Program from Brooklyn College, in a FIPSE dissemination grant, “Developmental Education: Making the CORE a Reality for Disadvantaged
Students in New York State. In the next two years, five other programs, including three in CUNY and two in the State University of New York, will join the grant.

The SEEK Program at New York City Technical College, in partnership with the Graduate School, has been piloting Self-Regulated Learning (SRL) methodologies to improve the academic performance of its students. The effectiveness of the SRL approach has been demonstrated in four studies over a two-year period. The Program has gradually increased the number of students who participate. All personnel are extensively trained and supervised, and program materials undergo significant revision with each program iteration. The Program is ready to begin work with the entire first time freshman class in Fall, 2000.

A summer pilot project, Gateway to Engineering, will be reestablished for Summer 2001. This project brings together two-year and four-year Special Programs students who are interested in science and engineering, establishes a mentoring relationship between faculty and students at both levels, and provides students with enhanced academic experiences and hands-on field experiences. This project sets in place a natural articulation between the two-year and four-year faculty and their programs.

Support services: The students in SEEK and CD include the University's most economically and academically disadvantaged population. Like other CUNY students they bring with them a variety of traditions, cultures and experiences. To meet the needs of this diverse community, SEEK and College Discovery provide developmental education programs consisting of college coursework, supplemental instruction and tutoring, and counseling. Because of the students' economic and educational disadvantages, and the considerable obstacles they often face when they encounter college level study, supplemental instruction and counseling have become critical programmatic interventions.

Supplemental instruction embraces concepts that support students through basic skills, general education courses, and major course requirements. Described more fully in the section on "Advising/Counseling and Tutoring/Supplemental Instruction," it is an adjunct to college courses, not a replacement. Supplemental instruction and counseling strategies, in individualized sessions and group workshops and seminars, provide SEEK and CD students with the social and academic tools that they need to achieve a sense of integration in the college community and persist in their academic studies.

The Office of Special Programs, in the Office of Academic Affairs holds monthly meetings of the Council of SEEK and CD Directors, Council of SEEK and CD Counseling Coordinators, Council of SEEK and CD Tutoring Coordinators, and Council of SEEK and CD Financial Aid Coordinators. These groups will continue to assess the effectiveness of current student support services and explore new strategies for delivering essential services to students. Expanded academic support initiatives will be phased in across the University through 2004.

A broad array of tutoring support services will continue to be offered, including individual, group and classroom tutoring, study groups, course review and computer assisted tutoring. Special Programs will collaborate with the academic departments and programs to broaden the number of courses to which supplemental instruction is attached. The Council of Tutoring Coordinators will continue to explore more effective means of providing academic support to various populations of students (e.g. the learning disabled student); and to explore the use of technology in providing this support.

The Council of Counseling Coordinators is reassessing the roles and responsibilities of the personnel providing counseling support services within Special Programs in order to ensure that the students receive the most extensive and meaningful assistance. They will continue to explore approaches to providing meaningful support services for a larger, increasingly diverse student body facing shifting academic expectations.

The financial aid and academic counselors, with the tutoring personnel, will continue to develop and strengthen their team approach to assisting students with financial planning to meet the cost of their education and to keep students aware of how their academic performance is tied to financial assistance. The Financial Aid Coordinators will continue to play a leadership role in refining financial services for all students through their participation in a variety of relevant activities including the annual Conference of Financial Aid Personnel.
Efforts to expand the services available during the prefreshman summer program and the freshman year are underway. Programs acknowledge that student bonding to the college and to Program faculty and staff, as well as a firm academic skills foundation, is pivotal in maximizing student retention.

SEEK and CD Programs are being asked to develop profiles of the successful student and to implement activities that would encourage students to pursue academic honors and graduate school plans. In addition, there is heightened interest in identifying successful alumni and developing Program-housed alumni databases.

The Office of Special Programs in the Central Office continues to provide leadership, supervision, and support to the SEEK and CD Programs. Current plans, in coordination with The Council of Special Programs Directors call for: revision of the SEEK and the College Discovery Guidelines; development of a Special Programs alumni association; institutionalization of yearly Transfer Fairs and Recruitment Fairs; and preparation of a Program-wide Honors Ceremony. The Office of Special Programs will also continue to play a leadership role in the Tri-State Consortium of Opportunity Programs.

The goals and benchmarks for Special Programs for 2000-2004 are shown as an attachment to this document.

Services to Students with Disabilities

As noted, The City University has implemented a wide range of programs designed to meet the needs of special populations, many of whom, because of social, economic or other circumstances, have been historically limited in educational attainment. As the impact of Section 504 of the Rehabilitation Act (ADA) has broadened, the demand for services by students with a wide variety of disabilities has significantly increased. Since 1985, the number of students attending CUNY who have identified themselves as disabled has quadrupled. The University currently supports approximately 7,000 enrolled students, making students with disabilities one of the fastest growing segments of the student population. CUNY has been a pioneer in the development of high quality, innovative programs, which improve access and ensure that students with disabilities receive the same opportunities as other students to attend college, based on their scholastic qualifications. Each CUNY campus has a coordinator of services for disabled students. University-wide programs shared by all CUNY colleges include:

- Programs for the Deaf and Hard of Hearing Students: Four programs, based at LaGuardia Community College, Hunter College, New York City Technical College and the College of Staten Island provide specialized services to students who are deaf at their own campuses. Three of these colleges provide specific services, such as sign language interpretation, to the other CUNY colleges that do not have formal programs for deaf students.

- Baruch College Computer Center for the Visually Impaired has successfully introduced hundreds of blind and visually impaired individuals to the computer.

- At Brooklyn College the Mamie and Frank Goldstein Resource Center is a fully equipped and functioning Assistive Technology Service Center, with network connections to the CUNY Plus Library System, Telnet and World Wide Web access to other computer systems linked to the Internet. Also, the Collaborative for Research and Practice in Special Education which stimulates research on special education in the local schools was funded this year by the National Center for Disability Services and is likely to expand in the future.

- CUNY's Regional Resource Center for Learning Disability Issues, based at Kingsborough Community College, researches the needs of this growing population and trains college disability specialists to adequately accommodate their needs. Learning disabled students represent over 30% of CUNY's students with disabilities.

- The Assistive Technology Services Project, based at Queens College, utilizes specialized equipment to enhance services through information and computer-based learning in the provision of academic, library and student support services.
The Homebound Programs at Queens College and Queensborough Community College provide access to college classes through the use of technology to students who are unable to leave their homes.

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. Plans for the next four years are in place as follows.

**Year 1**

- Review of University-wide access needs of students with disabilities through a Central Office Disability Coordinating Council. The Council will consist of the Central Office ADA/504 Officer, and representatives of the Office of Student Affairs, the Office of Facilities Planning, Construction and Management, the Office of Academic Affairs, the Office of Budget, Finance and Information Services, the Office of Legal Affairs and the faculty.

- Development, in conjunction with the Office of Institutional Research and Analysis, of a tracking and data collection system for students with disabilities.

- Expansion of assistive technology resources and services. Cutting-edge technological solutions will be employed and integrated into CUNY’s technological infrastructure to ensure that students with disabilities have equal access. With a primary focus on learning disabled students, the objectives will be to develop and implement a University-wide functional assessment process for learning disabled students and to train learning disabled students to use technology which will facilitate the development of their learning skills.

- Participation on the New York State Standing Committee for Postsecondary Education and Disabilities. This Committee is comprised of the leadership of the four higher education sectors (CUNY, SUNY, the independent and proprietary sectors), the State Education Department and leaders in secondary education. It guides ongoing research, policy development and assessment of services for college students with disabilities throughout the State.

**Year 2**

- Establishment of a Web site and resource guide for faculty and staff working with disabled students.

- Development of a marketing video in conjunction with CUNY-TV for use by disability coordinators and admissions offices.

**Year 3**

- Initiation of regional collaborations with the secondary education community to facilitate the transition of students with disabilities from high school to college. Outreach and programs will focus on academic readiness and the use of assistive technology.

- Development of training and technical assistance to faculty in the use of academic accommodations, and training in sensitivity issues related to the needs of students with disabilities.

**Year 4**

- Development of initiatives with Offices of Career Services, corporate employers and research faculty, to provide increased opportunities for internships, mentoring programs and other work experiences for students with disabilities to facilitate job readiness.
University-wide conference targeted to faculty, student personnel administrators and staff on services for college students with disabilities. This conference will build on programs that have been sponsored by the Office of Faculty and Staff Relations including a workshop on accommodations for disabled employees and students and a seminar on funding opportunities to support outreach to the disabled community. The conference will provide: opportunities to gain broad insight into disability issues; specific knowledge and techniques for teaching and working with students with disabilities; and access to professional development and certificate training in specialized techniques.

Student Support Services: Tutoring and Supplemental Instruction, Advising and Counseling

This Master Plan has emphasized that, as the largest urban university in the country, The City University of New York enrolls an extraordinarily diverse population of students who present special challenges. Some of these are academic, and a result of educational deficits. Others may be more personal, resulting sometimes from nothing more complicated than the transition from a high school to a college setting. Many CUNY students are older than the average college student. Many are immigrants and many are juggling job and family responsibilities with college study. It is the rare student who proceeds from his or her freshman to senior year, and to graduation, without need for some kind of academic or emotional support. The success of our students depends on these supports being firmly in place. They are described below along with plans for strengthening and enhancing them through 2004.

Tutoring and Supplemental Instruction: Tutoring and supplemental instruction are different strategies that accomplish a similar goal: both enhance academic support for the student learner. Tutoring takes place with an instructor, an advisor or a peer guiding a single student or a small group of students through a topic or subject. The traditional model of Supplemental Instruction (SI) targets difficult academic courses and provides regularly scheduled, out-of-class, peer-facilitated (or instructor-facilitated) sessions that offer students an opportunity to discuss and process course information. SI identifies high-risk courses and focuses both on subject content and learning/study strategies. Both tutoring and SI provide a safe environment within which students can discuss and process course materials with others. Both allow students to make adjustments, discuss what they do not understand, and discover strategies that unlock the mystery of learning at college.

As we learn more about what works these models are being intensified. For students who need particular kinds of help there will be tutors in the classroom, one-on-one tutoring situations and computer-assisted tutorials. Many colleges are moving to formalize training and certification for tutors. We have plans to enhance supplemental instruction to include closer collaboration with the academic departments and to identify additional courses to which supplemental academic experiences can be added. Some colleges are providing opportunities for faculty to receive training in supplemental instruction from the University of Missouri, the pioneer in supplemental instruction.

The colleges are also committed to a number of curriculum strategies which contribute to supporting academic achievement. These include block programming and integrated learning communities. Freshman year programs will continue to be enhanced and student progress will be closely monitored using academic portfolios. We will continue to link basic skills to general education requirements and will provide underprepared students with an opportunity to develop background knowledge along with the communication skills necessary to succeed in college level work. Throughout the year skills immersion workshops or cooperative learning groups targeting specific subject areas or student sub-populations will be available.

Advising and Counseling: Student academic and social preparedness for college are key factors in retention. Persistence in college requires students to adjust socially and intellectually to the new and sometimes strange setting that college may be. Academic advising and counseling are critical to student adjustment and retention. Too often students, especially those who are deemed at-risk, experience a sense of being marginal to the social and intellectual climate of the college. Academic advising is one of the most significant mechanisms available on most college campuses for helping students to overcome social and emotional barriers and increase their chances for persistence. Advisors play an important role in helping students formulate sound educational and career plans.
based on their values, interests, and abilities, thus increasing the students’ chances for academic success and satisfaction.

In an effort to address the counseling needs of CUNY students effectively, CUNY psychological counselors and advisers provide high quality services to students in the areas of personal development, crisis intervention and referral, early college major selection, and career advisement. In addition, most colleges provide modest peer counseling programs. Changing demographics within the CUNY student population, coupled with fiscal constraints, demand that the University find cost-effective means of expanding existing services.

Over the next four years, CUNY will seek to develop an effective CUNY counseling model that utilizes a holistic, integrative approach to addressing student counseling needs. It will incorporate trained professional counselors and advisers on each campus as well as the use of emerging technological resources. The proposed plan for the next four years will include:

**Year 1**

- Administer a survey of all campus student services, including counseling, career planning, financial aid counseling, advisement and international student services to ascertain the level of service provision at the University in relation to other urban public institutions.

- Using CAS Standards (Council for the Advancement of Standards in Higher Education) and the results of the above survey, establish a CUNY-wide standard for counseling and other areas of student services, which will include minimum standards and comprehensive models for services.

- Monitor the implementation of the minimal health services standard at each campus.

- Develop a standardized model for post-exit counseling and surveying of leavers to ascertain reasons for leaving, to address possible programmatic reasons why students leave and to facilitate a productive period of absence from college and a timely re-entry.

**Year 2**

- Expand use of peer advisers and the CUNY Counseling Assistantship Program (CUNYCAP), as a supplemental mode of providing quality service to large numbers of students, with a focus on new student orientation and college adjustment.

- Establish a University-wide committee of students, faculty and administrators to sponsor training and awareness programs that address intergroup relations and diversity issues at CUNY. The program will include student leadership training, as well as training for faculty and staff in cultural sensitivity to enhance their interactions with multicultural students in the classroom.

- Sponsor leadership training for students who have demonstrated leadership potential. Students will be provided with a battery of beginning skills including: leadership and communication skills; conflict resolution and mediation training; parliamentary procedures; understanding and negotiating the University and college system; and community building strategies.

**Year 3**

- Establish a computerized database of resources which provides students with access to information ranging from organizational meetings and social events to registration for a domestic violence support group.

- Provide computer programs which will be utilized to help counselors and administrators collect student data, track service utilization, monitor student performance, manage budgets and evaluate programs.
Year 4

- Conduct an assessment and evaluation of the implementation of CAS Standards in all areas of student support services.

Use of Technology in Student Support Services: Over the next four year period, technology will have an increasingly important role in the delivery of academic support services. Some of the projected uses of technology include: developing and expanding the use of e-tutoring and OWLS (on-line writing labs); expanding computer centers; developing online learning centers; increasing the use of distance learning; expanding the availability of assistive learning technology; developing advisement labs; expanding and refining the use of advisement degree audit systems; and providing greater technical support for academic departments.

Child Care Services

Since nearly 60,000 CUNY students are parents, child care plays a crucial role in retention and graduation. CUNY colleges operate certified, early childhood education programs, that serve children in culturally-diverse pre-kindergarten, infant-toddler and after-school programs, with a strong emphasis on parental involvement. Many centers are open during the daytime, evenings and on weekends, to accommodate parents’ college schedules. Child care centers also provide programs that address student-parent needs, including nutrition education, health resource referrals, and early intervention and prevention services. In addition, many early childhood centers contribute to the education of other members of the college community (i.e., field placement students in majors such as education, psychology and nursing), under the guidance of experienced staff.

Over the past three academic years, CUNY has served between 1,505 and 2,049 children annually at its 16 certified, campus-based, early childhood education centers. Still, large numbers of children remain on child care center wait lists. Over the next four years, University plans include the following:

Year 1

- Develop a standardized formula for funding centers.
- Examine alternate models for increased self-sufficient funding of child care programs (i.e., Student/Faculty/Staff model used at SUNY).
- Assist campuses to identify new funding sources that will permit them to expand affordable, innovative, campus-based child care programs for children of CUNY students.
- Provide training in grant writing so that programs can successfully compete for funding.
- Taking into account enhanced funding opportunities, aim to address 100% of the unmet need for child care services.

Year 2

- Provide opportunities for child care centers to develop staff training workshops and seminars to ensure competency of center staff and to facilitate an annual University-wide training conference.
- Facilitate CUNY child care center preparation and participation in the voluntary accreditation process.
- Assist the CUNY Child Care Council in planning and hosting the 2001 National Child Care Conference in New York City.
Year 3

- Utilize the capital planning process to help centers renovate and expand current child care sites.

Year 4

- Conduct a comprehensive evaluation of each child care center at CUNY, which reviews the adequacy, quality and efficiency of child care services.

Enhancing Student Life

The City University of New York enrolls a diverse population of non-traditional students, most of whom commute to CUNY colleges each day. Many of these students hold full time and part time jobs, and a significant number are also parents. In order to enrich the academic and co-curricular experience for these students, the following initiatives will be further explored for implementation:

- Extend evening and/or weekend hours for the library, computer center, tutoring center and other student support offices.

- Develop an Internet portal for each college that allows establishment of individualized student e-mail accounts to facilitate dialog with faculty and interaction among students, a directory of all campus resources and services, a listing of key events to remember during the academic year, and a campus-based academic planner that provides access to college and University rules and regulations.

- Upgrade student lounges and student centers to create an environment that fosters student involvement in co-curricular activities.

- Ensure that all classrooms, restroom facilities, offices and campus grounds are clean.

- Implement a one-stop registration modality, which enables a student to register either by telephone, computer, or in-person, without the need to go elsewhere to complete transactions.

- Schedule courses as determined by student demand.

- Provide all transfer students with course evaluations prior to registration.

- Implement direct deposit of financial aid to not only make the funds available earlier, but to diminish lines for other students without direct deposit.

- Issue early disbursement of financial aid to ensure that students have access to book money or book vouchers prior to the semester.

- Expand student leadership training program to include members of student academic and social clubs.

- Provide staff development for employees with the expectation that all students will be treated in a friendly and responsible manner.

- Increase the number of championships sponsored by the CUNY Athletic Conference so that more students have an opportunity to participate in athletic programs.

- Organize special orientation programs for newly-arrived international students and develop a publication that will ease their transition into the University and the City.

- Consider a deliberative process for developing a “Student Bill of Rights.”
Writing Across the Curriculum

In 1999 the University initiated a major effort to ensure that CUNY graduates bring fully developed communication skills into the workplace and into graduate and professional school. In January of that year, the Board of Trustees had passed a resolution committing the University to enhancing student writing skills through a Writing Across the Curriculum (WAC) program. This new effort would ensure that writing would be regarded as a common responsibility and that the development of writing proficiency would become a focus of the entire undergraduate curriculum. It recognizes that advanced writing ability represents the hallmark of a quality college education and can only be developed through extensive writing practice, promoted across a wide spectrum of academic experiences. The Writing Across the Curriculum initiative is linked to a new CUNY Writing Fellows Program that has placed specially trained CUNY doctoral students on undergraduate campuses. The Writing Fellows have the opportunity to be mentored by faculty members while assisting in a variety of capacities in support of intensive writing instruction. WAC is thus a program that benefits and supports all CUNY students, and enhances, in different ways, their value in the marketplace of jobs and ideas.

The Writing Across the Curriculum program will be intensified and extended over the next four years. The emphasis will be on classroom and college based activities including the following:

- Informal writing to learn activities, which will take place throughout the semester;
- The requirement, in writing intensive classes, of a minimum of 10-12 pages of formal writing which can be satisfied in a variety of ways;
- A variety of short, less formal assignments which integrate writing into the writing intensive courses throughout the semester;
- Opportunities for revision in all assignments;
- Research papers that require the use of footnotes, bibliographies and other tools of formal research;
- Instructional mediation and feedback to encourage student growth;
- Campus-based professional development plans for faculty and Writing Fellows;
- Grading in writing intensive classes, in substantial part, on assessment of students’ written work.

The University Proficiency Examination

As the University has taken steps to ensure that entering students have skills adequate for full engagement in academic work, it has also focused attention on students' development of enhanced academic literacy and communications skills as they progress through the college curriculum. The Writing Across the Curriculum initiative will greatly increase students' opportunities to read and write in meaningful contexts. A new University Proficiency Examination has been developed, in response to a Trustee mandate, by a faculty committee with technical assistance from the Educational Testing Service. This exam, based on typical academic tasks, replaces the Freshmen Skills Assessment Tests for movement into the upper division of senior colleges, and will replace the CUNY WAT as a graduation requirement for associate degree students.

Articulation and Transfer

Approximately 24,000 students a year currently transfer into the City University's colleges with advanced standing. About half of these represent undergraduate students transferring within the University from one college to another. Upward transfer – transfer from associate degree programs to baccalaureate degree programs – is the predominant mode of transfer consisting of slightly over half of all internal transfers.
University policies governing the transfer of credit and the movement of students from associate to baccalaureate degree programs have been in place since the early 1970s. In November 1999 the Board of Trustees approved a resolution which reaffirmed its commitment to established University transfer policies and, at the same time, strengthened these policies. The resolution guarantees students that, upon transfer with the Associate of Arts (AA) or Associate of Science (AS) degree, the liberal arts and science coursework they completed at a community college, or at a senior college, will be deemed to have fulfilled lower division liberal arts and science distribution requirements pertaining to a baccalaureate degree. To ensure the removal of barriers that might impede intra-University transfer the resolution also chartered a revised set of Administrative Guidelines that, combined with the CUNY Transfer Information and Program Planning System (CUNY TIPPS), will provide students with more clearly defined transfer paths and proper recognition of all coursework.

CUNY TIPPS is a transfer information website that will assist students and faculty in navigating the articulation and transfer process and will insure consistent quality within the liberal arts component of all CUNY degrees. This major initiative, designed for users with a minimum of computer experience is expanding the availability of transfer information to the widest possible audience. As of April 2000, CUNY TIPPS provides current and potential students with online information on: transfer from an associate to a baccalaureate degree program; transfer policies; guidance in making transfer decisions; hotlinks to CUNY college websites; and online applications.

All information in regard to course equivalencies is updated on a 24-hour turn-around basis once the new information is entered in the mainframe course database maintained by the Office of Academic Affairs. This easily accessible website will aid students and advisers in early planning and transfer within the University system. CUNY TIPPS, along with regular auditing of student records and a Chancellor's Advisory Committee, will aid in the enforcement of University transfer policy. CUNY TIPPS will also help student retention within CUNY, and will encourage faculty cooperation in working toward course equivalencies.

The future of CUNY TIPPS is bright. We anticipate the following:

**Academic Year 2000-2001**

- All CUNY undergraduate and graduate academic programs registered with the New York State Education Department will be accessible on CUNY TIPPS. Users will be able to access program information – program title, degree, college offered, certification and professional licensure information – by key words, college and degree level. The site will be linked to individual college catalog information on degree and course requirements. With the availability of the registered program site, TIPPS will have applicability to a wider audience of prospective undergraduate and graduate students who can now easily locate programs of interest to them as well as the colleges at which they are offered.

- All intra-CUNY program-to-program articulation agreements will be listed by college, program, degree and department as well as linked to the Registered Academic Program site.

- Hotlinks from CUNY TIPPS to appropriate websites such as College Now and Prelude to Success will be established to enhance recruitment, retention and student awareness of services available.

- New iterations of the CUNY TIPPS brochure will be created to address specific audiences, such as high school students and older adults.

- By the end of June 2001, the course equivalency portion of TIPPS will have been expanded to include course evaluation information for students transferring from a baccalaureate into an associate degree program.

**Academic Year 2001-2002**

- By the end of June 2002, senior to senior college course equivalencies will be available on TIPPS.

- TIPPS will include vital information from program-to-program articulation agreements, such as the course of study to be followed in order to transfer into a specific program.
Academic Year 2002-2003

- By the end of June 2003, TIPPS will have been expanded to include course equivalency information on transfer from a baccalaureate to an associate degree program. Thus, students and advisors will have available to them course evaluation information on every transfer path within the University; associate to baccalaureate, associate to associate, baccalaureate to baccalaureate, and baccalaureate to associate.

Discussions continue on the possibility of importing transcripts into CUNY TIPPS for evaluation. This is a complex process involving many software programs. It is likely to be ready for trial around June 2002.

A University-wide conference on "best practices" for encouraging high standards and cooperation between all college disciplines will be scheduled for the 2000-2001 academic year. The focus will be on discipline council processes that work and will include presentations by CUNY faculty as well as outside experts.

Facilities

Capital Budget Program

CUNY's capital program addresses the major new construction, rehabilitation and capital equipment needs of its colleges and is developed in accordance with the University's established priority system. The capital program ensures that projects contribute to the achievement of the University's academic, research and administrative goals, conform to University design and construction standards, and make the most efficient use of resources.

Funding for CUNY's capital program is requested based on established University priorities which, beginning with the highest, are assigned to projects that:

- correct health and safety, security, and code violations;
- preserve facilities and assets;
- address technology needs;
- are ongoing and need the next phase of funding in order to bring them to completion;
- provide greater utilization of campus space and facilitate academic program delivery;
- meet energy conservation/performance objectives; and
- encourage economic growth and development for the City of New York.

The Master Plan for 2000-2004 reflects new academic and student-related policies; the corresponding University Facilities Plan reinforces the Colleges' missions, and requires periodic reevaluations to ensure that University facilities continue to address new developments.

Summary of the Current Five-Year Capital Plan

As the University formulates its long-range academic plan for 2000-2004, it intersects the capital building program's second year of implementation under the approved and funded plan for FY 1998-99 through FY 2002-03. Funding distributions for the first two years of the five-year plan have been received in amounts totaling approximately $345 million in bonded projects and $10 million in minor rehabilitation projects.

The University's FY 2000-2001 capital budget request, as with past requests, includes a rolling five-year capital plan for FY 2000-01 through FY 2004-05. The first three years of the rolling plan reflect previous recommendations by the State; projects that appear in the fourth and fifth years of the new rolling plan (2003-04 and 2004-05) represent a new funding term, not yet approved or funded.

A complete list of projects, and construction costs that span the next five years, are described in the attached document, Capital Outlay Program 2000-01; Five Year Capital Plan 2000-01 through 2004-05.
A sample of major projects currently requested by the senior colleges (some previously approved and partially funded) are:

- **Baruch College:** During FY 2001 the College will move a third of its facilities from leased space to a new 780,000 GSF Academic Complex slated for completion in July 2001. The last two years of the Plan request planning funds for a comprehensive renovation of the College’s 1929 building on Lexington Avenue to provide state-of-the-art classrooms and laboratories.

- **Brooklyn College:** From 2000 through 2004, an $83 million West Quad Academic, Athletic and Student Services building will be planned and constructed, and a new $24 million chilled water plant will be completed.

- **City College:** The University is undertaking a comprehensive academic study of the College and a facilities master plan will follow up on the identification of enrollment projections in the various college programs. However, one area of extreme importance is the science and research facilities of the campus, which are mostly housed in the Marshak Building. A total exterior and interior renovation of this building, estimated at $60 million, is being requested in the first years of the five-year plan. Additional research facilities for Photonics, a new home for the School of Architecture, and a campus-wide network infrastructure and telecommunications upgrade are also planned.

- **CUNY Law School:** A $7 million project to renovate the existing building is scheduled in the first year of the new five-year plan. The last year of the plan requests a feasibility study for replacement and possible relocation of the Law School in order to address issues of accessibility and proposed new interdisciplinary programs.

- **Graduate School and University Center:** The Plan proposes a feasibility study to explore options for developing affordable graduate student housing. It would seek a public/private partnership to develop and manage the housing, which would be in the vicinity of the recently renovated B. Altman building, into a consolidated facility of 580,000 GSF for the CUNY Graduate School and University Center.

- **Hunter College:** In 1999 the Board of Trustees approved a ten-year physical master plan (1998-2008) for the college which proposes new projects at its 68th Street and Brockdale campuses to adequately house Hunter's more than 20,000 students. The master plan's initial projects include development of new science facilities in the vicinity of the 68th Street campus. Approximately $80 million is being requested for site acquisition and design.

- **Lehman College:** The top priority of the college's mission of education in emerging technology will be enhanced as the last phase of the Consolidated Computer Center, planned for FY 2001-02, is implemented. A new physical master plan was developed in early 2000, which will address the college's initiative to incorporate an affiliated high school, the re-use and reallocation of presently vacant facilities, and the elimination of temporary structures.

- **New York City Technical College:** A physical master plan is currently underway, following redefined academic programs and enrollment projections. In anticipation of known deficits to be detailed in the master plan, the FY 2000-2005 Capital Budget Program identifies $41,000,000 for the first phase of a new Academic Complex.

- **Queens College:** A ten-year master plan is currently in progress. Among the several directives are: the identification of a site to permanently construct a college-affiliated elementary school; studies for the renovation of the college's gym; overhaul of science facilities, and expansion of the School of Education.

- **College of Staten Island:** Projects proposed for the next five year are renovation of the one building not included in the original new campus build-out, and completion of site improvements such as parking.

- **York College:** The last campus built at CUNY proposes projects to complete its original master plan, amended in 1996. New projects include several site improvements to better define the campus’s physical boundaries,
especially where there exist severe conflicts between pedestrians and vehicular traffic, development of a comprehensive site drainage plan to correct storm water retention and alleviate flooding, and building retention areas and secondary athletic and student recreation fields in the now vacant Site 9.

Projects for the six community college campuses and Medgar Evers College must be supported equally by the State and City of New York with 50/50 funding matches. Projects proposed for the next five years at these campuses include:

- **Medgar Evers College**: In the year 2000 the college will complete site acquisitions to locate the $78 million, 142,000 GSF Academic Building I, for which funding is being requested in the next five years. This new facility will relocate the college's science labs and provide state-of-the-art instructional spaces.

- **Bronx Community College**: A completed master plan identified the immediate need to build a new instructional Building to replace a large number of the College's classrooms currently located in an ill-fitted former dormitory building. Later on, the plan recommends expansion and relocation of the library from its present non-central campus location back to the magnificent building designed by eminent architect Stanford White.

- **Hostos Community College**: Having undergone extensive changes during a recent period of enrollment decline, the College will begin a master plan to better define the future of its facilities. It is anticipated and thus requested for the next five years that adjacent properties be acquired to allow for future college expansion in the area of health education, and to provide open spaces for student recreation.

- **Kingsborough Community College**: Following recent expansion of college facilities such as the Academic Village and the affiliated Leon Goldstein High school, the college continues to propose the next phase of its 1995 approved master plan. Design funds are requested for the first phase of the $96 million Academic Complex I, which will replace badly deteriorated temporary structures and provide some expansion to this beautiful 70-acre campus by the shore of Manhattan Beach, Brooklyn.

- **LaGuardia Community College**: In the next five years, $53 million is needed to begin the initial phases of the design and renovation of the newly acquired 800,000 gross square feet of space in a former warehouse building. This will provide classrooms, lecture halls, relocation of the International High School, and a temporary home for the newly chartered and college-affiliated Frank Sinatra High School.

- **Borough of Manhattan Community College**: The college has been well-funded in the past five years by the support of over $50 million to renovate Fiterman Hall, a $30 million building donated by Shirley and Miles Fiterman. In the next five years, the original college facility vacated by the move to Fiterman Hall needs to be renovated; $22 million is being requested for Phase I of that renovation.

- **Queensborough Community College**: A facilities master plan is currently in progress, and will be presented to the Board of Trustees for approval in the fall of 2000. It provides a framework for the development of a unified campus by proposing activities to encourage the use of the "upper" campus, thus relieving congestion on the presently more accessible "lower" campus. The plan also proposes replacement of temporary structures with new state-of-the-art classrooms and laboratories, and installation of an upgraded network infrastructure.

- **CUNY-Wide Projects**: As with the senior colleges, the University is planning several community college projects under the categories of Health and Safety, Facilities Preservation, Telecommunications and Information Systems. Approximately $100 million is necessary to maintain and upgrade facilities at CUNY's community colleges and Medgar Evers in these areas.
Establishing a CUNY-wide economic development initiative

Over the next four years, the University intends to significantly increase its role in fostering the New York region's economic development by taking full advantage of the State's new "Jobs 2000" program, especially the Strategic Training Alliance Program and the Office of Science, Technology and Academic Research. In order to ensure that the University is positioned to provide the necessary infrastructure to support a variety of economic development activities, the University plans to establish a CUNY Economic Development Consortium. The Consortium will provide the system-wide strategic planning and coordination required to utilize State and other economic development resources most effectively. In this role, the consortium will

- Identify potential strategic alliance employer associations, labor organizations, and local development agencies and help campus-based staff to build productive relationships with these private-sector partners;

- Provide a means for colleges involved in customized employee training and other economic development activities to share resources and learn from respective experiences;

- Encourage joint efforts by individual college's academic and continuing education divisions to develop credit-bearing certificate programs that encourage workers to continue their studies in regular degree-granting programs after completing their training;

- Develop University-wide internship programs targeted to specific industries, similar to the program jointly sponsored by the New York Software Industry Association (NYSIA) and IBM; and

- Work with CUNY's Office of Computing and Information Services to develop an Internet-based system for delivering employee training programs.

In addition to these activities, the University plans to undertake a number of specific, targeted initiatives under the aegis of the CUNY Economic Development Consortium. Several of these initiatives began in 1999-2000 and will build incrementally to 2004.

Business Incubator Project

In response to an opportunity created by New York State in the Jobs 2000 legislation enacted in 1999, The City University of New York and the New York City Investment Fund (NYCIF) have worked jointly to develop a University-wide business incubator network. Beginning in Fall 1999, NYCIF has worked with CUNY to conduct a feasibility study and develop a business plan for this network. A conclusion of this study is that investment in an extensive incubator program is essential if the University is to meet the challenge of preparing students for jobs in the 21st century's, knowledge-based economy. A public-private partnership has been structured to enable CUNY to create an incubator network designed to achieve the following goals:

- Establish relationships between CUNY and the business community that will enhance its ability to produce graduates who are prepared for jobs in technology-related industries;

- Apply the resources of the University to creating a more supportive and inclusive environment for entrepreneurial ventures in the five boroughs;

- Generate opportunities for University faculty and students to become involved in high and new technology, entrepreneurship, and economic and community development, through internships, employment and consultant positions.

The incubator network will involve development of a series of business incubation facilities to be located on or in proximity to CUNY campuses. Each incubator will be structured as a separate joint venture between a not-for-profit corporation which has a relationship with the local college and a for-profit business incubator holding company, the New York City Accelerator. The holding company will be responsible for overall management of the network and for providing every incubator with management, venture capital expertise and operating funds. It will also provide
the business development services and seed capital required to attract the most promising entrepreneurial ventures to locate in CUNY-based incubators.

The business model for the incubator network has already been established through a pilot project on the campus of the Borough of Manhattan Community College. On March 1, the first incubator - the New York TeleMedia Accelerator - opened at a BMCC building at 90 West Broadway. The TeleMedia Accelerator is a state-of-the-art business incubator that will provide a hothouse environment for startup companies developing content and technology for broadband applications. The Accelerator's management, comprised of seasoned investment professionals and venture capitalists, is selecting companies that will be incubated in the facility, in return, in part, for giving the Accelerator equity in their company. BMCC entered into an agreement to provide space, maintenance and access to equipment and research facilities to a new non-profit development corporation that in turn sublicensed these facilities to the Telemedia Accelerator. The Accelerator pays the development corporation a use fee and will provide internships and research opportunities for BMCC students and faculty. In addition, the development corporation received a Board seat and an initial allocation of 5% of the Accelerator equity. Any payments received by the development corporation as a result of its equity in the Accelerator will be used to further its purpose of developing new and technologically innovative businesses and in connection therewith advancing the educational and research mission of BMCC.

NYCIF is currently working with Hunter College on development of a second incubator project on their campus at 1st Avenue and 25th Street. The model will be structured along the same lines, where Hunter will provide space indirectly through a separate not-for-profit entity in return for opportunities for faculty and students to engage with the business development activities of the incubator. Conversations have been held with the College of Staten Island, City College and LaGuardia Community College regarding similar ventures. It is contemplated that there are opportunities and a pressing need for incubators modeled after the TeleMedia Accelerator with focus on such specialized areas as software, New Media, digital film and streaming video, biotechnology, communications and Internet-based financial services.

The business plan for the Accelerator anticipates that both the holding company and the individual incubators will realize venture capital returns for investors. With respect to the holding company, there is significant potential for an IPO in less than three years (along the lines of such incubator companies as Internet Capital Group and CMGI). NYCIF and Piscor have already provided more than $4 million to establish and subsidize operations of the TeleMedia Accelerator at BMCC and will commit an additional $25 million to a seed venture fund to support client companies. To the extent additional operating subsidies are required to build the network, these will also be provided through NYCIF directly or strategic investors that it is responsible to attract.

To maximize the educational benefits of the New York City Accelerator to CUNY and its colleges, an Advisory Council comprised of employers in growth industries that are the focus of the incubator network will be convened. This council will focus on the on-going faculty training, curriculum upgrading and other requirements that CUNY must address to establish its graduates as the preferred first source for the city's rapidly expanding employment opportunities in technology-related industries.

**College Efforts in Support of the Economic Development Initiative**

Baruch College is a major focus for small business development in the University. The College is home to The Lawrence Field Center for Entrepreneurship and Small Business, which assists small businesses and conducts research in the field. To better serve the small business community, the College has developed a BBA program in Small Business Management and Entrepreneurship for current and prospective owners of small businesses and will be expanding these efforts over the next several years. Through its School of Public Affairs, the College is instituting two new centers of key importance to local government and public education: The Center for Government Transition and Leadership, and The Center for Educational Leadership. The first center will focus on the needs of municipal governments to formulate transition policy, and to provide training in key areas to new officials. The second will focus on research and training in support of innovative leadership for the City's public schools.
The establishment of doctoral and master's programs in Biomedical Engineering at the Graduate Center and City College, and in Biotechnology at Hunter College will make the University a center of applied research in these areas over the next several years.

City College's new Bachelor of Engineering program in Computer Engineering will help address the region's need for qualified professionals to staff the growing number of companies involved in the development of new computer systems and software.

The previously mentioned programs at Hunter and City Colleges will help establish CUNY as a photonics research center of the first importance to science and industry in the region. Another important part of the University's photonics initiative is the planned New York State Center for Advanced Technology in Polymer Thin Films and Nanocomposites to be located at the College of Staten Island. The center will build upon CSI's state-of-the-art facilities for the preparation of organic polymeric materials for photonics.

The faculty and staff at Eugenio Maria de Hostos Community College have been working collaboratively with the Cisco Corporation in order to establish a Cisco Lab at the school. This initiative will be a collaborative effort among the Computer Information Technology Unit, the Continuing Education and Workforce Education Units and the Academic Computing Center. It will include curriculum development for a credit-bearing certificate and an eventual degree program in the area of networking which will be a model college to career program integrating academic and vocational curriculum.

Hostos is also involved in a project designed to provide current Bronx Lebanon Hospital Medical Laboratory Technicians with retraining on-site as Medical Coders to work in the outpatient billing department. Seventy-five hours of instruction is provided in the International Classification of Diseases – 9th Clinical Modification - and in the Common Procedural Terminology.

Bronx Community College is working jointly with the Bronx Zoo, a major employer in the borough, to develop programs that will fill a local need for staff trained in the latest safety and care techniques that are used in zoological facilities.

Brooklyn College recently received a $100,000 grant from the Kauffman Foundation to provide stipends to 40 students, in 2000-01, who will take business courses while working directly with Chief Operating Officers or founders of small for-profit businesses. Students will study how entrepreneurs start businesses, how to obtain financing, small business marketing and advertising, financial and cash management and using the Web as a business tool.

LaGuardia Community College, working with the New York New Media Association, is developing a new media program that would serve the recently designated Long Island City Technology District. Also, a major grant from the Alfred P. Sloan Foundation has enabled the College to expand the professional courses and other services offered to manufacturers through the creation of an Industrial Management Resource Program.

New York City Technical College plans to expand the scope of services provided through its Small Business Institute to include assistance for small business to assess and incorporate cutting edge technology, productivity tools, and integrated solutions for their offices. The College's Business and Industry Training Center will become part of the New York City network of service providers to manufacturers. It will continue to nurture working relationships with New York Industrial Retention Network, the Department of Employment Food Industry Advisory Council, the LaGuardia Center for Economic Development, Con Edison's Food Groups, and ITAC. Through its Manufacturing Resource Center and Quality Management Center, BITC will tap into the expertise of college faculty to provide training and consultation on technology and management issues for manufacturers.

York College plans to develop the Center for Remanufacturing Technology Transfer, in collaboration with the Rochester Institute of Technology. The Center will help local remanufacturing businesses deploy state-of-the-art technologies and business practices that will lead to the production of commercially profitable end products. The Center seeks to encourage the growth and development of New York State's economy by supporting the development of small businesses that bring remanufactured products to the commercial market. It will facilitate
access by local businesses to a network of state, federal, university and industry laboratories with expertise in remanufacturing technology and licensed commercialization procedures.

The York College Small Business Development Center provides services to the small business community in southeast Queens. One of four Small Business Development Centers in New York City, the York College Center is funded by the U.S. Small Business Administration and the City of New York. The Center provides a variety of services to small businesses, and has helped local businesses secure over $40 million in business financing during its twelve-year history.

A proposal to develop a skills training center in Far Rockaway is also being developed by York, in collaboration with elected officials from Far Rockaway and the Queens Borough President's office. Instruction in basic skills and ESL, allied health professions, and information-related technical skills will be among the initial programs offered at the Center. The goal of the Center is to provide educational opportunities to local residents for the jobs that exist and those that will be created in Far Rockaway over the next five years.

Workforce Development

No other institution has a greater responsibility for the preparation and retraining of the workforce in New York City than The City University of New York. Two challenges are especially acute - the challenge posed by enormous changes in technology and the intensifying globalization of production and commerce and the challenge posed by the need to deliver services essential to the city’s human, institutional and structural functioning. The development of the necessary individual talents requires both sophisticated technical knowledge and a capacity for critical thought. The University will work closely with partners in the city’s private, nonprofit and governmental sectors to ensure that new programs are developed and that all who need to acquire skills and credentials are provided with a sound opportunity to do so.

The University will coordinate the efforts of campus-based staff with links to various occupational sectors and its centralized admissions and planning staff to ensure that both management and employees in large and small firms are aware of the opportunities for study that already exist at the University and to identify additional needs.

In the commercial and technical fields, the University will work closely with private firms, professional organizations and trade organizations to identify needs for new programs of study and/or opportunities for graduates in high demand occupations, such as those addressed by the new Software Institute at the Graduate School. The University will build upon several promising initiatives to establish an array of effective partnerships to provide interested students, in both degree and non-degree areas, with high quality technical instruction. One of these is the new contract, described in the section on Technology, that Borough of Manhattan Community College has with Cisco Systems to provide training. Another is a contract with Sun Microsystems that will enable the Computer Systems Sciences Department at New York City Technical College to provide training to New York City workers under an agreement with New York City’s Department of Information Technology and Telecommunications. The newly established John F. Kennedy, Jr. Institute for Worker Education will coordinate efforts in the health, human services and educational fields. The Institute’s staff will initiate and support campus-based efforts in the following areas:

- The development of additional credited certificate programs to introduce individuals to post-secondary study or provide advanced training to those already possessing credentials;
- The development of additional “bridge to college” programs for para-professionals that will increase their ability to succeed in college-level work upon enrollment;
- The strengthening of the University’s adult degree programs to provide adults with special opportunities to craft programs of study which match their needs and personal circumstances;
- The expansion of tuition support through the coordinated use of vouchers provided by employers and unions;
• The expansion of mentor programs (such as the Kennedy Fellows Program) to provide worker students with personal, academic and career assistance in order to increase the likelihood that they will persist in their studies to degree completion;

• The development of contracts and other agreements with agencies that link career advancement opportunities to educational achievement;

• The development of new forms of distance learning that will supplement classroom learning with televised and web-mediated instruction in order to insure that complex work schedules do not interfere with academic progress.

The University will seek to fully integrate its workforce development efforts with the One-Stop System being introduced under the provisions of the Workforce Investment Act and with the city and state's welfare-to-work initiatives. CUNY will work closely with labor unions already involved with worker education at the University, including member unions of the City and State, AFL-CIO and related entities.

Public Assistance Recipients

As the city and state move forward with the full implementation of changed welfare policies affecting eligibility and work requirements, the University will continue to cooperate with the Human Resources Administration and the New York State Department of Labor to provide educational opportunities to public assistance recipients. As in the past, those opportunities will include literacy and language instruction for those in need of basic skills, short-term occupational training for those ready to enter new occupations and supported degree study for those qualified to enroll.

The University will expand and diversify the voucher-based InVEST Program in order to provide additional opportunities for recipients already in the workforce to improve their basic skills and to acquire technical ones. In the last two years, that program has been in operation on fourteen campuses and has offered thirty programs of study. In its pilot phase, results have been especially promising and the two governmental agencies have expressed strong interest in providing additional resources. In the next five years, the University will expand the program to all campuses, will support the development of new programs and will intensify its outreach and recruitment efforts.

The University will also continue to provide specialized academic support, counseling and job placement assistance to matriculated recipients to insure that they are able to balance the demands of family life, work obligations and academic coursework.

The University will develop new programs of study for recipients with unique circumstances or needs, such as those who are pregnant, those with very young children, teen parents or those with physical or emotional disabilities.

III. ADMISSIONS, ASSESSMENT, RECRUITMENT, RETENTION, PROJECTED ENROLLMENTS 2000 TO 2004

Admissions

In July 1999, the University submitted to the New York State Board of Regents a Master Plan Amendment which incorporated implementation plans and enrollment projections emanating from a resolution approved by the CUNY Board of Trustees, in January 1999. This resolution set forth a new policy that mandated that remedial courses be phased out of the senior colleges by the year 2001. Two specific groups of students - SEEK and ESL - were excluded from this resolution. These students will not be required to demonstrate college readiness in reading, writing and mathematics prior to enrollment in a senior college.

The Board of Regents approved the Master Plan Amendment in November 1999. The proposed timetable for phasing out remedial coursework was modified as follows:
Baruch, Brooklyn, Hunter and Queens Colleges – January 2000
College of Staten Island, John Jay College, and New York City Technical Colleges – September 2000
City, Lehman, Medgar Evers, and York Colleges – September 2001

In the context of the new policy the University has begun to implement a set of strategies which reaffirm its mission to provide access and a high quality education for all New Yorkers. Many of these were discussed in earlier sections of this document (e.g., College Now, Prelude to Success, expansion of the University Summer Immersion Program). These strategies will guide the implementation of the new policy over the next four years.

The new admissions policy was based on a careful strategy of matching the expectations for a college degree with the level of preparation which students have when they enter the University. Its purpose was to ensure that students arrive at college fully prepared to meet the rigorous academic challenges of a college curriculum. In approving the resolution, the Board had reason to believe that students who completed their remedial needs prior to engaging in college level work would: accumulate credits at a faster pace, achieve higher grade point averages, persist in college, graduate at higher rates, and more rapidly meet their educational and career goals. The University’s own studies showed that students performed better on Freshman Skills Assessment Tests as a result of more rigorous academic preparation in high school, required as a result of the College Preparatory Initiative and the introduction of higher standards for senior college admissions. These studies also showed that students with significant remedial needs were unlikely to be successful in senior college programs. Practices at other institutions similarly suggested that students who met their remedial requirements prior to arriving at college would likely be more successful.

Over the next four years the University will:

- Continue to refine the admissions process so that students are appropriately evaluated for the colleges and programs they seek to enter. Senior college admissions criteria have been revised to allow for a broader and more individualized consideration of applicants (see below, “Senior College Admissions Criteria”).

- Continue to introduce new recruitment strategies. These strategies are described below.

- Introduce a new retention initiative that will guarantee students the courses they need to complete a degree in two or four years.

**Senior College Admissions Criteria**

Effective September 2000, the University is admitting students who are recent graduates of domestic high schools to baccalaureate programs using an index, or formula, that weights various elements. Students who have graduated within one year of enrollment at CUNY are considered to be recent graduates. The elements weighted include such performance indicators as:

- College admissions average
- Combined SAT or ACT score
- Number of academic courses completed in high school
- High school English average
- Number of Math units
- High school Math average

The weight of each item corresponds to the importance of each criterion in predicting academic success at an individual CUNY senior college.

CUNY has also added college review committees to its admissions process. At each senior college, a review committee, including members of the faculty, considers the applications of students who do not meet the
established admissions criteria but who nevertheless demonstrate the potential to succeed at a CUNY senior college. Some of these students will be admitted.

As of September 2000 all recent graduates from domestic high schools who apply to CUNY baccalaureate programs will be required to submit SAT or ACT scores. The University has arranged with the College Board to offer free special SAT test administrations for use in applications to CUNY colleges. Eligible applicants are so informed by the University Applications Processing Center. All students who achieve a combined SAT score of 1100 or higher will be admitted to a CUNY senior college.

Students who are not recent graduates of domestic high schools are admitted to baccalaureate programs using criteria established by the individual colleges.

Assessment

During summer and fall 1999, in response to Board resolutions and the recommendations of the Mayor's Advisory Task Force on the City University of New York, CUNY completed a review of outside national testing organizations. ACT (American College Testing) was selected to provide nationally normed tests suitable for determining initial placement of students into appropriate reading, writing, or English as a Second Language (ESL) courses. The new CUNY/ACT Skills Tests consist of an objective test of reading, an objective test of writing skills, and an essay. The tests will also assess readiness to exit from remedial sequences in reading, writing, and ESL. The tests will be phased in during Fall 2000; they will be used for exit for students in remedial and ESL courses in Fall 2000 and for placement for new incoming students for Spring 2001.

ACT was chosen as the test organization because of its capability and reputation in the fields of placement and exit testing. They have done extensive research in these areas and have worked with colleges throughout the country, providing support ranging from initial setup and implementation to scoring and reporting results, to research on the reliability and validity of the assessments. Using ACT reporting software, CUNY colleges will be able to provide increased feedback to students with individualized student test scores, placement, and advising reports. In addition to University-wide reports to the Office of Academic Affairs, each college will receive a variety of reports that will provide information useful for student advising and for curriculum review.

The proposed calendar for implementing the new testing program follows.

2000-2001

• Implement the CUNY/ACT tests for both placement and exit from remediation in reading, writing and ESL.

• Integrate new test data into current student information data base.

• Begin work with ACT on individual student report form indicating both test scores and initial course assignments in reading, writing or ESL.

• Pilot test the new ACT Compass Test (computer-based) for English as a Second Language.

• Expand pilot testing of ACT Compass (computer-based) with non-ESL students.

• Plan and offer faculty development workshops to acquaint faculty in appropriate areas with the new tests.

• Begin work with high schools to inform students about the new placement tests and what they need to know to succeed in taking them.

• Explore appropriate early assessment of high school students.
- Train large numbers of English and ESL faculty to read student essays using the new CUNY\ACT scoring scale.

2001-2002

- If pilot testing with ACT\ESL Compass is successful, implement the use of the test to substitute for the Asset Tests (paper and pencil tests) in reading and writing as an ESL placement instrument.
- Begin use of ACT reports on student performance, retention.
- Continue faculty training programs for essay reading.
- Review data from ACT.
- Begin use of new CUNY\ACT prompts for the written essays.
- Recommend faculty to ACT to participate with their national consulting groups on the content of the ACT Compass Tests.
- Develop/expand facilities for CUNY\ACT Compass (computer-based) testing.
- Continue work with high schools on early assessment.
- Initiate a thorough review of how the new tests are functioning for both placement and exit from remediation purposes.
- Review data from previous year for both placement and exit from remediation.

2002-2003

- Implement ACT\ESL Compass as objective tests for exit (students will also take CUNY\ACT essay test).
- Continue development of partnerships with New York City high schools to better inform students about the expectations of CUNY in terms of academic preparation.
- Continue faculty training programs for essay reading.
- Review reports prepared by ACT with possible recommendations for modifications.

Recruitment

The Office of Admission Services (OAS) develops and coordinates recruitment for the seventeen undergraduate campuses and assists the undergraduate campuses in their own recruitment efforts.

A major focus of the Office of Admission Services has always been to establish communication lines with those students who are inquiring about or applying to the University. This function has taken on even greater importance in light of the University's new admissions policies. An automated phone system is in place to answer questions about the status of an application and to allow prospective students to request applications and informational materials about the campuses and programs of the University. Counselors are available five days per week to answer individual questions. The Office of Admission Services has relocated to a more accessible and attractive facility at the Grace Building at 42nd Street and 6th Avenue.

A parallel responsibility of the Office of Admission Services is to foster communication between the University and the secondary school guidance community, as well as with community college transfer counselors. Communication
is fostered through mailings (OAS produces about 25 informational brochures and pamphlets) and informational meetings with relevant personnel in the New York City public school system, independent and parochial schools and community colleges in the metropolitan area.

Working together with the colleges, a number of strategies have been put in place to better explain CUNY’s programs and opportunities to prospective first-time freshmen, transfer students and adult students.

Recruitment of First-time Freshmen

The recruitment of this group of students involves developing outreach activities to high school students early in their freshman year in high school and even during the middle school years. Additionally, since junior year in high school is the classic period when high school students begin to seriously begin the process of college selection, the University is establishing a new focus on this group.

Mailings include communication from the Chancellor highlighting the strengths of the University, promotional post card pieces, a freshman guide and personalized cover letter, an invitation to visit the campuses and financial aid and scholarship brochures. These mailings will begin in the spring semester of the junior year and continue into the fall of the senior year.

The OAS is also strengthening their outreach component to high school and middle school students. This involves the development of relationships with feeder schools through the strengthening of the college counseling collaborative program. OAS currently assigns a counselor to each of about 140 high schools for two days per week. This program enables OAS counselors to visit high schools on a weekly basis to provide a variety of counseling services for high school students beginning early in the freshman year and continuing through the senior year. These services include career and college planning presentations for 9th grade students; college decision making presentations for 10th and 11th grade students; CUNY application assistance for seniors and CUNY orientation sessions for seniors accepted to a CUNY college. A new initiative to coordinate the OAS counselor activities with College Now is also currently being implemented.

A number of general outreach activities are planned:

- Several major citywide activities, including the BIG APPLE College Information Week, Chinese-American College Fair, and the Latino College Fair are sponsored by OAS. The Big Apple College Fair, sponsored by OAS, is one of the most ambitious college fairs of its kind in the nation. Approximately 15,000 students attend this fair over a five-day period at one of five different sites, one in each borough.

- OAS will send representatives to approximately 150 college fairs and to several hundred high schools and private schools in the area. New attractive display materials and search pieces will be created.

- In order to encourage honor students to interact with our faculty, five borough-wide Curriculum Information/Career Fairs are planned for each spring. These fairs highlight the essentials of academic disciplines in order to motivate high school juniors about the process of choosing a college. Presenters stress the connection between academic majors and the various careers to which they may lead. CUNY trustees are invited to participate.

With the evolving changes in admissions standards, it is important that CUNY establish clear lines of communication with its constituents. Plans are in place to reach out to college advisors, guidance counselors and relevant administrators, as well as students in the high schools.

- The Chancellor is sponsoring breakfasts at CUNY colleges with college advisors, Assistant Principals of Guidance, Supervisors of Guidance and Superintendents.

- A University Admissions Advisory Task Force, consisting of college advisors from all five boroughs from both public and non-public schools, has recently been created. The Task Force will ensure that the opinions and
concerns of New York City college advisors will be articulated on a regular basis to the University's admissions officers and OAS.

- Ten Fall breakfast conferences are to be scheduled for OAS to meet with college advisors in the public and non-public schools of New York and the surrounding suburbs.

- OAS staff will annually meet and address assistant principals of guidance in each borough to explain CUNY's new admissions policies.

- OAS will sponsor a Spring Citywide college advisor's conference with a focus on honors opportunities at the City University of New York. The Chancellor will give opening remarks. A version of this activity will be repeated each year.

- OAS will sponsor a Citywide guidance counselors (all grades) meeting. The Chancellor will give opening remarks.

- Several mailings concerning new SAT requirements and new admissions policies have been sent to college advisors. A new summer success brochure is also being sent.

Recruitment of Transfer Students

Specialized recruitment strategies are being directed toward the transfer population. A major concern of transfer students concerns the number of credits that will transfer into the college to which they are applying. Unlike first time freshman, transfer students often approach the college application process with a sophistication which is frequently expressed in very pointed questions about the outcomes of their education, and what their job opportunities will be after graduation. Ongoing training will be instituted to ensure that the professionals in charge of transfers at the various colleges are customer oriented in responding to applicant inquiries.

Outreach to Adult Populations

This population, with its own special concerns, represents a significant source of enrollment at CUNY.

- Ongoing presentations will be provided to constituents of community based organizations (CBO'S) which will highlight information on CUNY colleges, programs, support services, admissions requirements, financial aid, veteran's information and related post-secondary concerns.

- An annual conference for personnel of CBO'S will be coordinated by the Office of Admission Services to provide updated admissions policy information and program information about CUNY.

- An annual conference for key agency personnel who are involved in the education of adult populations will also be organized by OAS. Groups will include Post Five (New York City Board of Education), educational departments of unions (particularly 1199 and DC-37), religious and cultural organizations, libraries, veteran's organizations, and military education offices responsible for counseling those who are separating from the Armed Services.

- Electronic interactive college fairs will be conducted with the New York City Department of Personnel and directed at specific city agency personnel.

- Corporate recruiting will be aggressively expanded to provide recruiting personnel to a wide range of corporate organizations, in consultation with the CUNY Business Leadership Council. Since OAS sponsors an ambitious Job Fair each spring (this year 128 corporations and agencies participated) the companies who participate in the Job Fair will serve as a basis for expanding recruiting efforts.

- A College Now program for adults, offering low-cost college skills orientations, will be developed to improve University services to adults.
- CUNY will continue to actively promote citizenship and voter registration opportunities consistent with State and Federal laws and regulations.

Enrollment Projections

See attached tables.

IV. ADMINISTRATIVE STRUCTURES AND SYSTEMS

Restructuring of the Central Office (Office of the Chancellor)

Shortly after Dr. Matthew Goldstein became Chancellor of the University, he engaged the Pappas Consulting Group to study the organization of the Central Office and make recommendations for change. The Mayor's Advisory Task Force on the City University had cited this as a concern in a chapter entitled, "Central Governance at CUNY: the Need for a Fresh Start," and had advocated for a strong Chancellor. The Pappas Report, "Diagnostic Review of the Organizational Structure and Functions of the Office of the Chancellor," was issued in January 2000. The recommendations in the Report supported the Chancellor's objectives to provide a more accountable and supportive administrative resource to the campuses and to emphasize, in the Office of the Chancellor, strategic planning, policy-making and best practices. The recommendations were also aimed at increasing efficiencies throughout the Central Office and the system, and allowing for the reduction/reallocation of administrative and operational costs.

During the time the Pappas Group was engaged some changes were made to the bylaws. These included elimination of the title of Deputy Chancellor, and the addition of two new titles to the instructional staff: Executive Vice Chancellor and Chief Operating Officer. Other bylaws changes strengthened the Chancellor's role as the Chief Executive Officer of the University and clarified that the campus Presidents report through the Chancellor to the Board.

The Pappas Report expressed concern that the present organizational structure impedes the ability of the Chancellor to operate at a high-level policy and planning mode. Among the specific concerns noted were: the need for a coherent administrative technology plan and process; the need for planning and management in the budget processes; and the need to examine human resources practices and procedures. In addition, the Report noted that "Although the position title, Vice Chancellor for Academic Affairs typically denotes the primary or core mission of a university, there is no clarity regarding the importance this position represents in the table of organization."

The restructuring now underway is based on the recommendations in the Pappas Report. The new process based organizational model is derived from a corporate model where the Chancellor is the Chief Executive Officer (CEO) and the Vice Chancellors are corporate officers who are expected to provide corporate-wide leadership for the processes they manage.

The new organization mirrors the tripartite mission of the Office of the Chancellor. Three line officers will be put in place: one for academic affairs, student development and enrollment services (Executive Vice Chancellor and Chief Academic Officer), another for business operations (Senior Vice Chancellor and Chief Operating Officer), and a third for institutional advancement (Vice Chancellor and Chief External Affairs Officer).

The Executive Vice Chancellor and Chief Academic Officer will oversee all academic programs, faculty, and student and enrollment services. This officer is also the chief liaison with the New York City Public School System. The Executive Vice Chancellor and Chief Academic Officer heads the Office of Academic Affairs and will be the "Acting" Chancellor in the absence of the Chancellor.

Several staff positions have been added to the Office of Academic Affairs. After two lengthy searches the position of Director of Assessment has been filled. The evolving structural relationship between the Chancellor of the New
York City school system and the Chancellor of the City University has led to the appointment of a formal liaison with the New York City public schools. A Dean for Teacher Education has been appointed. He will be responsible for implementing the reforms underway to strengthen the quality and consistency of CUNY's teacher education programs.

The Senior Vice Chancellor and Chief Operating Officer is the University's chief business officer. He or she is expected to provide financial and administrative leadership to the organization and to promote and enhance sound business practices in the pursuit of academic excellence and public accountability. Interviews are being held as the search for an appropriate candidate comes to its conclusion. The Pappas Report recommended that senior officers in Budget, Finance and Information Services, Facilities Planning, Construction and Management, and Faculty and Staff Relations report to the COO.

One of the new COO's immediate tasks will be the study of existing human resources systems, including policies, practices and procedures. The goal is to better serve the colleges, and the Office of the Chancellor, particularly with respect to the development of a more efficient process for the hiring and retention of staff.

The Vice Chancellor and Chief External Affairs Officer is the spokesperson for the University and is responsible for all public relations, publicity, external communications, and relationships with governmental agencies.

In the proposed plan the position of University Dean for Student Affairs and Enrollment Management is eliminated. The position of Vice Chancellor for Student Development and Enrollment Services is created, reporting to the Executive Vice Chancellor and Chief Academic Officer. A search has begun to fill this position. It will be his/her responsibility to integrate more forcefully the University's and the College's efforts to provide meaningful student development, as well as retention and recruitment functions. The title, Vice Chancellor, is intentionally utilized to underscore the fact that it is the University's mission to serve students, its primary constituency.

The Pappas Report was distributed to the presidents, and comments were received from many. The recommendations above, and others, are being considered and widely discussed.

**Performance-Driven Executive Compensation Plan**

In the 2000-2001 Academic Year, The City University will implement a performance-driven compensation plan for CUNY College Presidents, members of their management teams, and executives within the Chancellery.

The plan assures attention to University-wide priorities by linking three key processes every year: University and campus goal-setting, performance measurement and evaluation, and adjustments to executive compensation. Every spring the Chancellor, in consultation with the Trustees, will develop goals and performance targets for the University as a whole for the upcoming academic year. Based on these, the Chancellor will also set goals for executives within the Chancellery.

During the summer, CUNY Presidents, working with the Chancellery, will tailor these goals to the particular mission and circumstances of their campuses, and may add other goals specific to the campus. Presidents will then set goals for their individual departments and all executives covered by the Executive Compensation Plan. These will be linked to performance.

Goal-setting will be focused in four areas considered to be priorities by the University: raising academic quality, improving student success, enhancing financial and management effectiveness and fostering innovation and continuous improvement. Targets will be set on multiple objectives. These will include but are not necessarily limited to: increasing the percentage of instruction by full-time faculty; enhancing academic program offerings and use of instructional technology; increasing student retention and graduation rates; boosting revenues from fundraising and grants; and improving intra-CUNY articulation.
In support of this initiative CUNY is assembling a data warehouse (see below) that campuses will be able to access electronically throughout the year, to monitor progress in a number of areas. The University Budget Office also will make quarterly reports available to permit colleges to track progress toward their financial targets.

At the end of the academic year, a performance report for each campus will be prepared that will guide campus goal-setting for the next academic year and facilitate evaluations of executives based on the previous academic year’s performance.

Every September, the Chancellor will report to the Board of Trustees on progress in achieving University goals in the previous academic year, and recommend adjustments in salary for Presidents based on how closely their campuses met their targets. Presidents will allocate pay hikes to members of their management teams according to their contributions toward meeting college targets.

**Management Information Systems**

State-of-the-art management information systems are critical to the University’s capacity to establish standards and evaluate program and institutional performance. University-wide strategic planning and management effectiveness depend on reliable data that will inform the development of sound policies, procedural efficiency, and productive operations. Revamping CUNY’s major administrative systems, therefore, is a University priority.

At the present time, the University has several stand-alone administrative systems that support core operations in the central office and at the colleges. These include: student registration (Student Information Management System -- SIMS); financial management (Financial Information System -- FIS -- and Financial Accounting System -- FAS); human resources (City University Personnel System -- CUPS); financial aid (Student Financial Aid System -- SFA -- and Financial Aid Processing -- FAP); and admissions (CUNY Admission System -- CAS). Each of these systems was developed to perform essential transactions and, in that regard, are successful systems. Further, the development, deployment, and modification of each of these systems over the years has been achieved at minimal cost, with options for college-initiated upgrades and enhancements, and with links to other modules, as appropriate to functionality. In addition, data in several of these systems are reconciled routinely with federal, State, or City information systems that are critical to the University’s operations.

The University has committed to upgrade and unify its administrative information systems. This upgrade will make effective use of the newest software tools which interface with the Internet to expand access to information and enhance efficiency of operations. There are three efforts currently underway that are first steps in this process.

1. **Institutional Research** A new relational Institutional Research Data Base (IRDB) currently being developed will incorporate data from the colleges into a student data warehouse, affording both the central administration and the colleges improved access to CUNY-wide student information. It will include data on students’ academic preparation, skills assessment results, registration, grades, graduation, and financial aid.

2. **SIMS** The University has begun the process of “web-enabling” the current Student Information Management System (SIMS). By providing a browser-based interface to this legacy system, the University will broaden access to the system beyond desktops and other direct links at the colleges and even beyond the level of access provided currently at some colleges through telephone registration. In addition to making this system more accessible and friendly to students, faculty, and other users, this modification will extend the functionality and viability of the existing system by a couple of years.

3. **Purchasing** The University has partnered with private companies to develop a secure, scalable, prototype purchasing application interface among internal CUNY systems, external funding agencies, and selected vendor partners. This prototype system, which is scheduled for delivery in August 2000 for testing in the central administration, will:

   - provide for electronic requisitions and approval via e-mail;
   - process electronic purchase orders;
provide shipping updates;
accommodate electronic receiving and inventory functions;
process electronic approvals for payment;
process electronic payment to vendors;
provide acknowledgement and approval messaging at each level; and
anticipate and accommodate purchasing and payment scenarios (e.g. fax options) that function with vendors that do not have comparable electronic ordering, fulfillment, and accounts receivable systems.

The prototype will demonstrate the feasibility of developing a unified, paperless purchasing environment using electronic-commerce tools. Additional phases will address full integration of the business logic involved in the University's purchasing processes and will be extended to accounts payable, budgeting, payroll, and human resources.

The IRDB, the upgrade to SIMS to provide Web-access, and the electronic purchasing system are all first steps. The goal is for the University to fully implement an integrated, comprehensive University-wide management information system that includes human resource information, financial data, and student data. This system will build on re-modeled transactional process systems that are closely aligned with college needs. The updated transactional systems, which will continue to perform the day-to-day financial, student, and human resource work of the colleges and University, will have the additional capacity to feed data elements into a central data repository for consolidated information integration and reporting. The result will be a fully-articulated data warehouse, combining information on student characteristics and outcomes, faculty and staff statistics, and basic financial and cost data. This unified system will improve management reporting and assist the University in measuring progress toward its academic and administrative goals. It will enable the University to conduct business more efficiently and develop policy with an increased sense of confidence in decision-making.

Interaction with Other Colleges

In pursuing the goals and objectives of the University, CUNY continues to reach out broadly through a network of professional organizations as well as the business community. In particular CUNY is concerned with maintaining relationships with various other educational institutions. These relationships enable CUNY staff to stay abreast of best practices and new developments in areas ranging from higher education finance, to curriculum, to student aid, to student services. Meetings are attended by the individuals most involved in these areas. Examples of some of our ongoing relationships and memberships in the state and local area include the following.

Association of Colleges and Universities of the State of New York
Tri-State Consortium of Opportunity Programs
New York State Community College Business Officers Association
Higher Education Services Corporation
Continuing Education Association of New York
ACE National Program for Women in Higher Education
New York State TESOL
New York State Reading Association
Quality Assurance Task Force
National Association of Student Personnel
Middle States Association of College Registrars and Admissions Officers
Northeast Association of Institutional Researchers
New York State Transfer Articulation Association
American Council of Learned Societies

Financial Plan

To achieve the goals and objectives outlined in this master plan, the City University of New York projects a need for an additional $141.1 million in programmatic support over the next four years. This increase represents an average annual rate of 2.6% growth in programmatic support. In addition, the financial plan projects cost increases
of 1.5% annually for inflation and other mandatory increases, totaling $93.7 million. These projections do not include future collective bargaining requirements. Overall, CUNY’s budgetary requirements relating to the 2000-2004 Master Plan call for a budget level of $1.6 billion in FY2004, an increase of $235.4 million over the current budget and an average rate of growth of 4.4%.

Twenty-four percent of the increased expenditures in the final year of the plan are devoted to the University’s top priority – full-time faculty. The plan provides for the hiring of 600 full-time faculty over the next four years at a cost of $33.8 million. Thirty percent of the new resources, or $41.9 million, will be targeted at critical academic and student support needs. Fourteen percent of the funding is needed to fully implement CUNY’s College Now program.

Some of the initiatives in the master plan are being accomplished, in part, through the use of existing resources. For example, the cost estimates for full-time faculty assume self-funding of 20% of the cost of the new hires from existing resources devoted to adjunct teaching. College development initiatives and economic development initiatives will be expected to generate revenues in support of new and ongoing projects. The effective use of technology will also generate savings and foster productivity improvements that will enable the redeployment of resources to high-priority areas.

**Conclusion**

The colleges of the City University of New York represent expertise and distinction in every field of human endeavor. The Master Plan for 2000-2004 reflects the efforts of the talented individuals and groups in those colleges to provide the finest possible education for the citizens of New York. The programs of study, and the opportunities for participation in research, service and special interest activities that are available to CUNY students take two questions into consideration. The first is the age-old question of what it means to be an educated person. The second is the issue on every student’s mind, “What will this education do for me?” The diversity of CUNY’s population demands that there be a diversity of answers to both of these questions and it is the responsibility of the University to guide its students in finding the particular answers that work for them.

The Master Plan, like the University, has many component parts, and like the University it is a guide. Not every piece will be relevant to every person who has an interest in the University’s future. But the University serves many constituents, faculty and students of course, as well as the education community and a larger community of concerned New Yorkers. Each of these constituents should be able to see their work and interests reflected in the master plan as well as their future, and each should be able to find the piece that works for them.

To achieve our goals we must enter the new century looking forward. This Master Plan is a design for the future and the course it charts must reinforce, for all of our constituents, the value and the possibilities of a public education.
The City University of New York -- Master Plan 2000 to 2004

(Millions)

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| Total Operating Budget                | 1,347.1 | 1,434.2 | 1,484.4 | 1,535.2 | 1,582.5 |

Notes:
FY2001 increases reflect CUNY Budget Request.

*University plans to raise $20 million in non-tax levy funds to support these initiatives.
The City University of New York
2000-2004 Master Plan -- Programmatic Initiatives

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Total Programmatic Initiatives = $141.7 million
Table 1. Projected Total Headcount

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| BMCC      | 14,997    | 14,596      | 15,648    | 15,460      | 15,452    | 15,072      | 15,981    | 16,430      |
| Bronx     | 6,893     | 6,697       | 6,895     | 6,993       | 6,713     | 7,172       | 7,239     | 7,250       |
| Hostos    | 3,190     | 3,150       | 3,040     | 3,194       | 3,103     | 3,252       | 3,146     | 3,299       |
| Kingsborough* | 15,301   | 13,547      | 15,139    | 13,208      | 15,697    | 13,604      | 18,035    | 13,888      |
| LaGuardia* | 11,281    | 11,521      | 11,520    | 12,297      | 11,975    | 12,661      | 12,227    | 12,919      |
| Queensborough | 10,395    | 9,971       | 10,468    | 10,233      | 10,850    | 10,559      | 11,115    | 10,760      |
| Subtotal  | 62,063    | 59,472      | 62,710    | 61,395      | 65,220    | 63,337      | 66,643    | 67,711      |

| Law School      | 395    | 361    | 396    | 361    | 399    | 361    | 399    | 361    | 395    | 361   |
| Total            | 194,385 | 186,755 | 192,444 | 190,355 | 195,602 | 194,016 | 200,119 | 197,412 | 203,581 | 199,030 |

*Spring 2000 figures are preliminary.
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<td>3,196</td>
<td>3,150</td>
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<td>3,194</td>
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<td>3,252</td>
<td>3,140</td>
<td>3,299</td>
<td>3,188</td>
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<td>Undergraduate Degree</td>
<td>9,516</td>
<td>9,650</td>
<td>9,346</td>
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<tr>
<td>Non-degree</td>
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<td>3,997</td>
<td>5,790</td>
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<td>5,787</td>
<td>4,668</td>
<td>5,787</td>
<td>4,668</td>
<td>5,787</td>
<td>4,6</td>
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<td>Total</td>
<td>15,301</td>
<td>13,547</td>
<td>15,134</td>
<td>13,208</td>
<td>15,497</td>
<td>13,604</td>
<td>18,005</td>
<td>13,808</td>
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<tbody>
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<td>Undergraduate Degree</td>
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<td>10,015</td>
<td>10,037</td>
<td>10,271</td>
<td>10,490</td>
<td>10,654</td>
<td>10,741</td>
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<td>Graduate Degree</td>
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<td>0</td>
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<tr>
<td>Non-degree</td>
<td>1,453</td>
<td>1,506</td>
<td>1,493</td>
<td>2,029</td>
<td>1,469</td>
<td>2,027</td>
<td>1,486</td>
<td>2,027</td>
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<tr>
<td>Total</td>
<td>11,281</td>
<td>11,521</td>
<td>11,529</td>
<td>12,297</td>
<td>11,976</td>
<td>12,681</td>
<td>12,227</td>
<td>12,919</td>
<td>12,417</td>
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*Spring 2000 figures are preliminary.
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Enrollment Management</td>
<td>Develop the profile of students admitted for this academic year based on the new admissions criteria.</td>
<td>Continue to monitor profile of newly admitted students to Special Programs.</td>
<td>Review student profile.</td>
<td>Evaluate progress of recent freshman cohorts and adjust admissions criteria as necessary.</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work with 4 year programs to strengthen their transfer outreach activities.</td>
<td>Refine and continue transfer outreach activities.</td>
<td>Continue transfer outreach activities. Assess effectiveness.</td>
<td>Recommend best practices for transfer outreach</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall recruitment fair for H.S. college advisors.</td>
<td>Fall recruitment fair</td>
<td>Fall recruitment fair</td>
<td>Fall recruitment fair</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pilot proposal to assist &quot;near graduates.&quot; Review results</td>
<td>If feasible, expand &quot;near graduates&quot; pilot.</td>
<td>Assess how to integrate principles of &quot;near graduates&quot; into programs in a cost-effective manner.</td>
<td>Implement Program-wide activities to assist &quot;near graduates.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor impact of part time TAP policy on Special Programs students</td>
<td>Assess retention characteristics of FIPSE and SRL programs.</td>
<td>Continue retention review of FIPSE and SRL.</td>
<td>Make recommendations for expanding FIPSE and SRL programs to additional colleges.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Development</td>
<td>Program-wide Planning Retreat</td>
<td>Implement goals identified in Program Retreat</td>
<td>Program-wide Planning Retreat</td>
<td>Implement goals identified in Program Retreat</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tri-State Conference Program-wide participation</td>
<td>Discussion and planning for next Tri-State Conference.</td>
<td>Tri-State Conference Program-wide participation</td>
<td>Discussion and planning for next Tri-State Conference.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Initiative</td>
<td>Follow-up participation in the 2001 Winter Roundtable at Teachers College</td>
<td>Follow-up participation in the 2002 Winter Roundtable at Teachers College.</td>
<td>Follow-up participation in the 2003 Winter Roundtable at Teachers College.</td>
<td>Follow-up participation in the 2004 Winter Roundtable at Teachers College.</td>
</tr>
<tr>
<td><strong>Tutor Coordinator Initiative</strong></td>
<td><strong>Council Presentation:</strong> National College Learning Center Association, Oct. 4-6.</td>
<td><strong>Tutor Training, Peer Study Partners/Peer Mentors, Update of Software Technology.</strong></td>
<td><strong>Tutor Talk Conference.</strong></td>
<td><strong>Conference on best practices in supplemental instruction.</strong></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Review supplemental instruction strategies for new test requirement.</strong></td>
<td><strong>Course-linked workshops. Innovative administration. Increased access to CAI (Computer Assisted Instruction).</strong></td>
<td><strong>Continue with Council-wide presentations at National Conferences</strong></td>
<td><strong>Full implementation of CAI modality</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment study of supplemental instruction.</strong></td>
<td><strong>Implementation of expanded supplemental instruction modalities.</strong></td>
<td><strong>Assessment study of supplemental instruction.</strong></td>
<td><strong>Implementation of expanded supplemental instruction modalities.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Financial Aid Coordinators</strong></td>
<td><strong>Support for annual Financial Aid Conference.</strong></td>
<td><strong>Ongoing monitoring of federal, state, and local policies.</strong></td>
<td><strong>Continue to monitor policies and practices.</strong></td>
<td><strong>Review applicant screening process and propose adjustments.</strong></td>
</tr>
<tr>
<td><strong>Alumni Initiative</strong></td>
<td><strong>Develop permanent alumni committee. Review development of Program-housed alumni databases.</strong></td>
<td><strong>Support the development of a Program-wide Alumni Association based on established mission and purpose.</strong></td>
<td><strong>Begin to implement identified initiatives. Explore long term and short term initiatives.</strong></td>
<td><strong>Assess progress of Program-housed alumni databases.</strong></td>
</tr>
<tr>
<td><strong>Identify purpose and mission of Special Programs Alumni.</strong></td>
<td><strong>Target specific activities that alumni might be responsible for.</strong></td>
<td><strong>Establish recruitment strategy for recent graduates.</strong></td>
<td><strong>Program-wide Alumni Reunion Conference.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Contact alumni via individual college program.</strong></td>
<td><strong>Continue to identify and contact alumni.</strong></td>
<td><strong>Continue to identify and contact alumni</strong></td>
<td><strong>Continue to identify and contact alumni</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Establish liaison with HEOP association.</strong></td>
<td><strong>Strengthen ties with HEOP and EOP groups.</strong></td>
<td><strong>Strengthen ties with HEOP and EOP groups.</strong></td>
<td><strong>Strengthen ties with HEOP and EOP groups.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Innovative Curricula</strong></td>
<td><strong>Continue support for new programs to participate in Brooklyn College FIPSE.</strong></td>
<td><strong>Continue support for new programs that want to pilot selected techniques of FIPSE.</strong></td>
<td><strong>Continue to support current projects.</strong></td>
<td><strong>FIPSE participants: Seminar on program results.</strong></td>
</tr>
<tr>
<td>Other Initiatives</td>
<td>Continue support for Self-Regulated Learning (SRL) at New York City Technical College.</td>
<td>Continue support for SRL and encourage replication with other programs.</td>
<td>Explore innovative pedagogy.</td>
<td>Assessment of SRL and review of student cohorts.</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Reestablish Gateway to Engineering Program.</td>
<td>Develop high school portion of Gateway to Engineering Program and expand to other targeted majors.</td>
<td>Continue to develop Gateway Program.</td>
<td>Continue to develop Gateway Program and assess results of recent collaboratives.</td>
<td></td>
</tr>
<tr>
<td>Revision of SEEK/CD Guidelines for submission at May 2001 Board of Trustees Meeting.</td>
<td>Program-wide ceremony recognizing alumni, faculty and staff, and student achievement.</td>
<td>Implement initiatives that are identified during Program-wide Retreat.</td>
<td>Continued implementation of initiatives that are identified during Program-wide Retreat.</td>
<td></td>
</tr>
</tbody>
</table>
### Four-Year Minimum Targets for Academic Qualifications of First-time Freshmen

<table>
<thead>
<tr>
<th></th>
<th>2000/01 (Fall 2000)</th>
<th>2001/02 (Fall 2001)</th>
<th>2002/03 (Fall 2002)</th>
<th>2003/04 (Fall 2003)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baruch</strong></td>
<td>1071</td>
<td>1081</td>
<td>1091</td>
<td>1101</td>
</tr>
<tr>
<td><strong>Brooklyn</strong></td>
<td>1082</td>
<td>1092</td>
<td>1102</td>
<td>1112</td>
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<tr>
<td><strong>City</strong></td>
<td>1068</td>
<td>1078</td>
<td>1088</td>
<td>1098</td>
</tr>
<tr>
<td><strong>Hunter</strong></td>
<td>1019</td>
<td>1029</td>
<td>1039</td>
<td>1049</td>
</tr>
<tr>
<td>*<em>John Jay</em></td>
<td>918</td>
<td>928</td>
<td>938</td>
<td>948</td>
</tr>
<tr>
<td><strong>Lehman</strong></td>
<td>907</td>
<td>917</td>
<td>927</td>
<td>937</td>
</tr>
<tr>
<td>*<em>Medgar Evers</em></td>
<td>813</td>
<td>823</td>
<td>833</td>
<td>843</td>
</tr>
<tr>
<td>*<em>NYC Technical</em></td>
<td>807</td>
<td>817</td>
<td>827</td>
<td>837</td>
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<tr>
<td><strong>Queens</strong></td>
<td>1100</td>
<td>1110</td>
<td>1120</td>
<td>1130</td>
</tr>
<tr>
<td><strong>Staten Island</strong></td>
<td>880</td>
<td>890</td>
<td>900</td>
<td>910</td>
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<tr>
<td><strong>York</strong></td>
<td>928</td>
<td>938</td>
<td>948</td>
<td>958</td>
</tr>
<tr>
<td><strong>Total Baccalaureate</strong></td>
<td>1049</td>
<td>1059</td>
<td>1069</td>
<td>1079</td>
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### Mean College Admissions Average of Regularly Admitted First-time Freshmen Entering Baccalaureate Programs

<table>
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<tr>
<th></th>
<th>85.6</th>
<th>86.1</th>
<th>86.6</th>
<th>87.1</th>
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<tr>
<td><strong>Baruch</strong></td>
<td>86.1</td>
<td>86.6</td>
<td>87.1</td>
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<tr>
<td><strong>Brooklyn</strong></td>
<td>85.2</td>
<td>85.7</td>
<td>86.2</td>
<td>86.7</td>
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<tr>
<td><strong>City</strong></td>
<td>85.2</td>
<td>85.7</td>
<td>86.2</td>
<td>86.7</td>
</tr>
<tr>
<td><strong>Hunter</strong></td>
<td>84.0</td>
<td>84.5</td>
<td>85.0</td>
<td>85.5</td>
</tr>
<tr>
<td>*<em>John Jay</em></td>
<td>78.9</td>
<td>73.4</td>
<td>79.9</td>
<td>80.4</td>
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<tr>
<td><strong>Lehman</strong></td>
<td>82.0</td>
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<td>83.5</td>
</tr>
<tr>
<td>*<em>Medgar Evers</em></td>
<td>73.2</td>
<td>73.7</td>
<td>74.2</td>
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<tr>
<td>*<em>NYC Technical</em></td>
<td>73.9</td>
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<td>75.4</td>
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<td><strong>Queens</strong></td>
<td>88.8</td>
<td>87.3</td>
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<td>88.3</td>
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<tr>
<td><strong>Staten Island</strong></td>
<td>76.6</td>
<td>77.1</td>
<td>77.6</td>
<td>78.1</td>
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<tr>
<td><strong>York</strong></td>
<td>79.3</td>
<td>79.8</td>
<td>80.3</td>
<td>80.8</td>
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<tr>
<td><strong>Total Baccalaureate</strong></td>
<td>84.6</td>
<td>85.3</td>
<td>85.8</td>
<td>86.3</td>
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</table>

* Includes students entering associate programs.  
** Total excludes freshmen entering the comprehensive colleges.
### Four-Year Minimum Targets for Academic Performance

#### One-Year (Fall-to-Fall) Retention Rates

<table>
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<tr>
<th></th>
<th>2000/01 (Fall 1999 Cohort)</th>
<th>2001/02 (Fall 2000 Cohort)</th>
<th>2002/03 (Fall 2001 Cohort)</th>
<th>2003/04 (Fall 2002 Cohort)</th>
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<tbody>
<tr>
<td><strong>Baccalaureate Programs</strong></td>
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<tr>
<td>Regularly Admitted First-time Freshmen</td>
<td>82.0</td>
<td>84.0</td>
<td>86.0</td>
<td>88.0</td>
</tr>
<tr>
<td>Transfers</td>
<td>76.0</td>
<td>78.0</td>
<td>80.0</td>
<td>82.0</td>
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<tr>
<td><strong>Associate Programs</strong></td>
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<td></td>
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<tr>
<td>Regularly Admitted First-time Freshmen</td>
<td>66.0</td>
<td>68.0</td>
<td>70.0</td>
<td>72.0</td>
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<tr>
<td>Transfers</td>
<td>67.0</td>
<td>69.0</td>
<td>71.0</td>
<td>73.0</td>
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</table>

#### Six-Year Graduation Rates

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<tr>
<th></th>
<th>2000/01 (Fall 1994 Cohort)</th>
<th>2001/02 (Fall 1995 Cohort)</th>
<th>2002/03 (Fall 1996 Cohort)</th>
<th>2003/04 (Fall 1997 Cohort)</th>
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<tr>
<td><strong>Baccalaureate Programs</strong></td>
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<tr>
<td>Regularly Admitted First-time Freshmen</td>
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<td>40.0</td>
<td>42.0</td>
<td>44.0</td>
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<tr>
<td>Transfers</td>
<td>57.0</td>
<td>59.0</td>
<td>61.0</td>
<td>63.0</td>
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<tr>
<td><strong>Associate Programs</strong></td>
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<tr>
<td>Regularly Admitted First-time Freshmen</td>
<td>28.0</td>
<td>29.0</td>
<td>30.0</td>
<td>31.0</td>
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<tr>
<td>Transfers</td>
<td>39.0</td>
<td>40.0</td>
<td>41.0</td>
<td>42.0</td>
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#### Transfer From Associate to Baccalaureate Programs

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<th></th>
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<th>2002/03 Cohort</th>
<th>2003/04 Cohort</th>
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<tbody>
<tr>
<td>(After Six Years)</td>
<td>19.5</td>
<td>21.5</td>
<td>23.5</td>
<td>25.5</td>
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#### Academic Performance

<table>
<thead>
<tr>
<th></th>
<th>2000/01 (Fall 1999 Cohort)</th>
<th>2001/02 (Fall 2000 Cohort)</th>
<th>2002/03 (Fall 2001 Cohort)</th>
<th>2003/04 (Fall 2002 Cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baccalaureate Programs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Successfully completing remedial instruction in Summer Immersion</td>
<td>64%</td>
<td>65%</td>
<td>68%</td>
<td>70%</td>
</tr>
<tr>
<td>Degree Credits Earned First Year*</td>
<td>21.5</td>
<td>22.5</td>
<td>23.5</td>
<td>24.5</td>
</tr>
<tr>
<td>First-year GPA (regular admits)</td>
<td>2.45</td>
<td>2.50</td>
<td>2.55</td>
<td>2.60</td>
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<tr>
<td><strong>Associate Programs</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>% Successfully completing remedial instruction in Summer Immersion</td>
<td>50%</td>
<td>52%</td>
<td>54%</td>
<td>56%</td>
</tr>
<tr>
<td>Degree Credits Earned First Year*</td>
<td>13.7</td>
<td>14</td>
<td>14.3</td>
<td>14.7</td>
</tr>
<tr>
<td>First-year GPA (regular admits)</td>
<td>2.05</td>
<td>2.10</td>
<td>2.15</td>
<td>2.20</td>
</tr>
</tbody>
</table>

*Regularly admitted students enrolled in each of first two terms.

Attachment 7.
Four-Year Minimum Targets for Academic Performance
Four-Year Targets for Selected Post-Graduate Outcomes

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Pass Rates on Teacher Certification Examination (LAST)</td>
<td>80</td>
<td>82</td>
<td>84</td>
<td>86</td>
</tr>
<tr>
<td>Pass Rate on Nursing Licensure Examination (NCLEX-RN)</td>
<td>81</td>
<td>82</td>
<td>83.5</td>
<td>85</td>
</tr>
<tr>
<td>Job Placement Rate (Vocational Associate Degree Programs)</td>
<td>80</td>
<td>81</td>
<td>82</td>
<td>83</td>
</tr>
</tbody>
</table>

Attachment 8.
Four-Year Targets for Selected Post-Graduate Outcomes
## THE CITY UNIVERSITY OF NEW YORK
### HONORARY DEGREES
#### Granted in 2000

<table>
<thead>
<tr>
<th>Recipient</th>
<th>Honorary Degree granted</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloomberg, Michael R.</td>
<td>Doctor of Laws</td>
<td>Baruch</td>
</tr>
<tr>
<td>Chung, Mong Joon</td>
<td>Doctor of Laws</td>
<td>Baruch</td>
</tr>
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<td>Engelman, Esq., Irwin</td>
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