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

There were present:

Benno C. Schmidt, Jr., Chairman
Philip Alfonso Berry, Vice Chairman

Valerie Lancaster Beal
Wellington Z. Chen
Rita DiMartino
Joseph J. Lhota
Hugo M. Morales
Kathleen M. Pesile

Carol A. Robles-Roman
Marc V. Shaw
Charles A. Shorter
Sam A. Sutton
Freida Foster-Tolbert
Jeffrey S. Wiesenfeld

Robert Ramos, ex officio
Manfred Philipp, ex officio (non-voting)

Frederick P. Schaffer, General Counsel and Senior Vice Chancellor for Legal Affairs
Jay Hershenson, Secretary and Senior Vice Chancellor for University Relations
Hourig Messerlian, Deputy to the Secretary
Towanda Lewis
Steven Quinn
Anthony Vargas

Chancellor Matthew Goldstein
Interim Executive Vice Chancellor Alexandra Logue
Executive Vice Chancellor Allan H. Dobrin
President Dolores Fernandez
President Ricardo R. Fernandez
President Russell K. Hotzler
President Edison O. Jackson
President Marcia V. Keizs
President William P. Kelly
President Christoph M. Kimmich
President Eduardo J. Marti
President Tomás Morales
President James L. Muyskens
President Jennifer Raab

President Jeremy Travis
President Carolyn G. Williams
President Gregory H. Williams
Dean Michelle Anderson
Dean Ann Kirschner
Dean Stephen Shepard
Vice Chancellor Ernesto Malave
Vice Chancellor Garrie Moore
Vice Chancellor Pamela Silverblatt
Vice Chancellor Gloriana Waters
Vice Chancellor Iris Weinson
Senior University Dean John Mogulescu
RF President Richard F. Rothbard

The absence of Trustees John S. Bonnici was excused.
Vice Chairman Berry called the meeting to order, and stated that the Board will go into Executive Session to discuss personnel matters after the Public meeting ends. We will then reconvene in a brief Public Session following the Executive Session. He announced that the following notice, which had been widely distributed, would be entered into the record of this Public meeting:

"The meetings of the Board of Trustees of The City University of New York are open to the public, and the Board welcomes the interest of those who attend. The public has ample opportunity to communicate with the Board. Public hearings on the Board’s policy calendar are scheduled one week prior to the Board’s regular meetings and members of the public who wish to communicate with the Board are invited to express their views at such public hearings. Furthermore, the Board holds additional public hearings each year in all of the five boroughs at which members of the public may also speak. In addition, written communications to the Board are distributed to all Trustees.

The Board must carry out the functions assigned to it by law and therefore will not tolerate conduct by members of the public that disrupts its meetings. In the event of disruptions, including noise which interferes with Board discussion, after appropriate warning, the Chairman will ask the security staff to remove persons engaging in disruptive conduct. The University may seek disciplinary and/or criminal sanctions against persons who engage in conduct that violates the University’s rules or State laws which prohibit interference with the work of public bodies."

A. VIDEO TAPING OF BOARD MEETING: Vice Chairman Berry announced that as usual CUNY-TV is making available this important community service by transmitting the Public Sessions of this afternoon’s meeting of the Board of Trustees live on cable Channel 75. The meeting is also being webcast live and can be accessed by going to www.cuny.edu. Future meetings of this Board will also be webcast live. The Public Sessions of this afternoon’s Board meeting will be available as a podcast within 24 hours and can be accessed through the CUNY website.

Vice Chairman Berry stated that on behalf of the Board and Chancellor Goldstein, he would like to formally welcome Dr. Alexandra Logue. She is our new Interim Executive Vice Chancellor and University Provost. I would like to welcome her to this meeting and we looking forward to working with you, Dr. Logue.

Also, our warmest congratulations to Trustee John Bonnici, who has been appointed by the Cardinal as pastor of a church in Chester, New York. Trustee Bonnici, therefore, could not be with us here tonight as he is attending to this transition. He will be officially leaving the Board of Trustees on June 30, 2008. His successor, the Honorable Peter S. Pantaleo, was nominated by Governor David Paterson and his appointment was approved by the New York State Senate last week. Peter is an attorney and the Managing Partner of the New York Office of DLA Piper. He is a member of CUNY’s Business Leadership Council, working very closely with the Chancellor and CUNY in many beneficial ways. Peter will be formally introduced at the September meeting of the Board of Trustees.

Upon motions duly made, seconded and carried, the following resolution was adopted: (Calendar No. 11

NO. 11. RESOLUTION OF APPRECIATION – JOHN S. BONNICI:

WHEREAS, The Honorable Father John S. Bonnici was appointed by Governor George Pataki to the Board of Trustees of The City University of New York in 2002; and

WHEREAS, He has been a dedicated Trustee and has played an important role in supporting CUNY’s renewal, bringing his commitment to quality and accessible public higher education to all of his activities at CUNY; and

WHEREAS, He served as a member of the Board of Trustees’ Standing Committee on Student Affairs and Special Programs since 2002, and as its vice chair since 2006; and

WHEREAS, He provided valuable contributions to the well-being, safety and progress of the University’s students; now therefore be it
RESOLVED, That the members of the Board of Trustees of The City University of New York express their sincere thanks and deepest appreciation to the Honorable John S. Bonnici for his exemplary service to The City University of New York; and be it further

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

**Vice Chairman Berry** stated that he would like to report that the Board held its *Bronx Borough Hearing* together with the regular Public Hearing on the June 2008 calendar at the Bronx Overall Economic Development Corporation, on Monday, June 16th. **Chairman Benno Schmidt** chaired the combined hearing and it was also attended by **Trustees Hugo M. Morales** and **Robert Ramos** and himself, **Chancellor Goldstein** and members of the chancellery, and the CUNY College Presidents in The Bronx. I would like to just thank all of those who were able to attend and thank them for their service. A summary of the proceedings has been circulated to the Trustees and the Chancellor's cabinet, and transcripts are available in the **Office of the Secretary**.

I would like to thank my fellow Trustees for their participation in this year's many commencements. Each one is a special celebration of the great achievements of **CUNY** students and faculty. I very much appreciate your involvement and support. I would also like to acknowledge the Investiture of **President Tomás Morales**, which took place on May 29th, in conjunction with the **College of Staten Island** commencement ceremony. I officiated during President Morales’ Investiture, and **Trustee Kathleen M. Pesile** relayed the Board's greetings. Congratulations to President Tomás Morales.

**Vice Chairman Berry** stated that we have a number of other honors that I would like to mention. **Trustee Rita DiMartino** served as a panelist to an Executive Summit Session at the recent Conference of the American Association of Hispanics in Higher Education, which was held in Miami. The panelists shared their views on the responsibilities and challenges of overseeing institutions of higher education throughout the country. Congratulations, Rita.

**Trustee Kathleen Pesile** was presented with the Randall Award for Community Service by the Snug Harbor Cultural Center at the 25th Anniversary Celebration of the Neptune Ball. That was in Staten Island in Snug Harbor. Congratulations, Kathleen. Additionally, honors go to, and kudos to **Trustee Carol A. Robles-Roman** who received the Latina Excellence in Leadership Award at the 12th Anniversary Gala of 100 Hispanic Women, Inc. at the New York Hilton in recognition of her numerous accomplishments on behalf of the Hispanic community and dedication to civil duty. Congratulations, Carol. Furthermore, congratulations to **Trustee Wellington Z. Chen** on his first and very successful Chinatown Partnership Gala at which **CUNY** was cited for its commitment to Chinatown. Congratulations, Wellington.

**Vice Chairman Berry** stated that this one is of great pleasure to mention—congratulations to **Trustee Hugo M. Morales** on his recent 75th birthday celebration and 50th wedding anniversary; and, **Trustee Jeffrey S. Wiesenfeld** on his 50th birthday. Congratulations to both of you. I would also like to congratulate **Trustee Manfred Philipp** who was recently re-elected to a two-year term as chair of the Executive Committee of the **University Faculty Senate**. Congratulations, Manfred.

B. COLLEGE AND FACULTY HONORS: **Vice Chairman Berry** called on **Trustee Valerie Lancaster Beal**, who announced the following:

1. The High School of American Studies at Lehman College has received a Gold Medal in the rankings compiled by **U.S. News & World Report**, which places it among the top 100 schools in the nation. Congratulations!

2. **Kingsborough Community College** Associate Professor of English Hope Parisi was recently made co-editor of the *Journal of Basic Writing*, which publishes articles of theory, research and teaching practices related to basic writing. Articles are referred by members of the editorial board and editors. Congratulations!
3. Several Townsend Harris High School students engaged in physics research at Queens College won awards at the 2008 Intel International Science & Engineering Fair. Two students working with Professor Vinod Menon won second place in the overall team category; another student doing research with Professor Igor Kuskovsky won third place in the physics category. Congratulations!

C. STUDENT AND ALUMNI HONORS: Vice Chairman Berry called on Trustee Kathleen M. Pesile, who announced the following:

1. Jeounghoon Park, a fifth-year student who came four years ago from Seoul, South Korea to study at the School of Architecture, Urban Design and Landscape Architecture at City College. He was awarded first prize in the 2008 Eleanor Allwork Scholar Grant program, and received a $10,000 stipend. The award is given by the Center for Architecture Scholarship with additional support from the American Institute of Architects New York Chapter and the A.I.A. National. Congratulations!

2. Ten CUNY undergraduates have been awarded 2008 scholarships by the Kaplan Education Foundation via its leadership program: Four are students at LaGuardia Community College, two are students at Borough of Manhattan Community College, and one each are from Bronx, Hostos and Queensborough Community Colleges, and the associate degree program at John Jay College of Criminal Justice. Congratulations!

3. City College School of Education Graduate Student Corey E. Sullivan received a 2008-2009 Fulbright Scholar Award to teach English in Spain. Congratulations!

4. Macaulay Honors College student at Hunter College, Ianna Owen won a Ford Foundation Predoctoral Fellowship; and, CUNY BA student at Hunter College Tennessee Jones won a Jacob Javitz fellowship. Hunter pre-med students May Kong and Samia Mohammed have been awarded Jonas E. Salk scholarships; 2008 Hunter graduate Elizabeth Rodriguez has been selected a New York City Urban Fellow; and, Hunter students Nikolay Lisnyanskiy, Stella Ma and Jennifer Milosavljevic were among 300 students worldwide who were selected to be part of a Global Government Forum at the United Nations. Congratulations to you all!

5. Baruch College student Carlos Macias, who is the co-editor of the 2008 issue of Baruch's Dollars and Sense publication, has won a New York Financial Writers Association annual scholarship. Congratulations!

6. Queens College incoming doctoral neuropsychology student Janice Lenzer has been awarded an Epilepsy Foundation student fellowship. Congratulations!

D. GRANTS: Vice Chairman Berry presented for inclusion in the record the following list of grants and bequests of $100,000 or above received by the University subsequent to the April 28, 2008 Board meeting.

BARUCH COLLEGE

1. $195,251 NIH-NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT (NICHD) to Balk, D., School of Public Affairs, for "Revitalizing Urban Population Projection."

2. $134,350 JOHN A. HARTFORD FOUNDATION, INC. to Sofaer, S. School of Public Affairs, for "Evaluating the Hartford Geriatric Nursing."

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

1. $460,075 NEW YORK STATE EDUCATION DEPARTMENT for "Fostering Student Success."

2. $290,326 NEW YORK STATE EDUCATION DEPARTMENT for "Child Care Access."

BROOKLYN COLLEGE

1. $509,599 NEW YORK STATE DEPARTMENT OF EDUCATION to Shanley, D., for "HABETAC."
2. $254,794 **NATIONAL INSTITUTES OF HEALTH** to Raphan, T., for "Multidimensional Dynamic of the Vestibulo Ocular Reflex."

3. $175,000 **NEW YORK STATE OFFICE OF CHILDREN & FAMILY SERVICES** to Korn-Bursztyn, C., for "Federal Childcare Development."

4. $173,911 **NATIONAL INSTITUTES OF HEALTH** to Sanchez-Delgado, R., for "SCORE: Ru (II) Complexes for Chemotherapy of Malaria and Cancer."

5. $170,104 **NATIONAL INSTITUTES OF HEALTH** to Greer, A., for "SCORE: Mechanism of Formation of Polysulfane Anticancer Agents."

6. $148,763 **NATIONAL INSTITUTES OF HEALTH** to Davenport, L., for "SCORE: Conformational Stability and Dynamics of G-Quadruplexed DNA and Ligand Interactions."

7. $132,167 **NATIONAL INSTITUTES OF HEALTH** to Nishiura, J., for "SCORE: Metamorphosis and the Control of Mosquito Borne Diseases."

**CITY COLLEGE**

1. $1,439,651 **NATIONAL INSTITUTES OF HEALTH** to Hubbard, K., for "MBRS/SCORE Program at CCNY."

2. $600,000 **NATIONAL AERONAUTICS AND SPACE ADMINISTRATION** to Ahmed, S., for "University Research for Optical Sensing and Imaging of the Earths Environment (COSI)."

3. $430,263 **COLUMBIA UNIVERSITY** to Parra, L., for "Cortically-Coupled Computer Vision: C-3 Vision."

4. $400,000 **OFFICE OF NAVAL RESEARCH** to Koplik, J., for "Morfeus: Multiphysics Object-Oriented Reconfigurable Fluid Environment for Unified Simulations."

5. $385,000 **NATIONAL INSTITUTES OF HEALTH** to Goyert, S., for "Role of CED14 and Other LPS Receptors in Severe Sepsis."

6. $374,850 **NATIONAL INSTITUTES OF HEALTH** to Wallman, J., for "Role of Vision in Etiology of Axial Myopia."

7. $340,000 **NATIONAL SCIENCE FOUNDATION** to Steinberg, R., for "CLUSTER: Investigating a New Model Partnership for Teacher Preparation."

8. $300,000 **OFFICE OF NAVAL RESEARCH** to Ahmed, S., for "Exploring Techniques for Improving Retrievals of Bio-optical Properties of Coastal Waters."

9. $299,413 **MISSILE DEFENSE AGENCY** to Gertner, I., for "Time-Frequency Analysis for Detection, Track, and Discrimination of Threat Objects in a Dense Object Environment."

10. $280,215 **NATIONAL INSTITUTES OF HEALTH** to Ghilardi, F. and Battaglia, F., for "Consolidation of Motor Skills and Sleep Hemeostasis in Parkinson's Diseases."

11. $242,718 **NATIONAL INSTITUTES OF HEALTH** to Caplan, A., for "Hsp90 Chaperone Machine Structure and Function."

12. $194,936 **NATIONAL INSTITUTES OF HEALTH** to Fritton, S., for "Role of Fluid Flows in Bone's Response to Applied Loading."

13. $193,880 **NATIONAL SCIENCE FOUNDATION** to Lazaridis, T., for "Effective Energy Functions for Proteins in Lipid Membranes."

14. $186,702 **STX, SHIPBUILDING CO.** Lee, J., for "Process Intensification by Integrating of Reaction and Separation."

15. $184,000 **ARCHITECTURE RESEARCH OFFICE** to Alfano, R., for "DOD Center for Nanoscale Photonic Emitters and Sensors for Military and Commercial Applications."
16. $177,927 NATIONAL SCIENCE FOUNDATION to Bandosz, T., for "Collaborative Research: Removal of Toxic Gases by Intercalation and Reactive Absorption."

17. $128,841 NATIONAL AERONAUTICS AND SPACE ADMINISTRATION to Tedesco, M., for "Maintenance of the AMSR-E Algorithm and Improvement of SWE Retrieval from Space Borne Combined Active and Passive Microwave Data."

18. $123,669 NATIONAL AERONAUTICS AND SPACE ADMINISTRATION to Rossow, W., for "CloudSat and Calipso Science Team and Modeling/Analysis of a Train Related Data."

19. $118,029 TELCORDIA TECHNOLOGY to Saadawi, T., for "Telcordia Consortium: Collaborative Technology Alliance for Communications and Networking."

20. $110,000 NATIONAL SCIENCE FOUNDATION to Meriles, C., for "CAREER: Long Range Dipolar Field as a Tool for Nuclear Magnetic Resonance Microscopy."

21. $105,900 NEW YORK STATE ODFS to Ting, M. and Thornton, L., for "Child Development Block Grant."

22. $103,293 NATIONAL SCIENCE FOUNDATION to Stark, R., for "RCN: Emerging Methodologies for Molecular Structure Determination in Biological Solids."

23. $100,000 AIR FORCE OFFICE OF SCIENTIFIC RESEARCH to Tu, R., for "Epitaxial Nucleation on Rationally Designed Peptide Functionalized Interfaces."

GRADUATE SCHOOL AND UNIVERSITY CENTER

1. $650,000 UNITED STATES DEPARTMENT OF EDUCATION to Homer, B., for "Interdisciplinarity Postdoctoral Research and Training Fellowship in the Educational Sciences (IPORT Fellowships)."

2. $491,778 NATIONAL SCIENCE FOUNDATION to Sullivan, D., for "FRG: Collaborative Research: How the Algebraic Topology of Closed Manifold Relates to Strings and 2D Quantum Field Theory."


4. $250,000 HOFSTRA UNIVERSITY to Flugman, B. and Hecht, D., for "The MSTP Project: Mathematics Across the MST Curriculum."

5. $170,000 NEW YORK CITY DEPARTMENT OF SMALL BUSINESS SERVICES to Mollenkopf, J., for "Labor Market Information Services."

6. $160,000 NATIONAL SCIENCE FOUNDATION to Flugman, B. and Schroder, B., for "CLUSTER: Investigating a New Model Partnership for Teacher Preparation."

7. $151,595 GOVERNMENT OF BELGIUM to Weiss, T., for "Global Responsibility to Protect."

8. $110,000 FORD FOUNDATION to Mollenkopf, J., for "The Dynamics of Low Wage Work in Metropolitan America."

HUNTER COLLEGE

1. $696,336 PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Luine, V., for "Research Initiative for Scientific Enhancement (RISE) Program: Minority Biomedical Research Program (MBRS)."

2. $589,165 NEW YORK STATE OFFICE OF CHILDREN & FAMILY SERVICES to Mallon, G., for "Adolescent Services Resource Network Training."

3. $557,757 PHS/NIH/NATIONAL INSTITUTE OF CHILD HEALTH AND HUMAN DEVELOPMENT to Chin, J., for "Organizational Change Toward HIV Involvement in Immigrant Religious Organizations."
4. $356,600 PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Kleiman, F., for "Mechanisms of Response to DNA Damage by Nuclear Factors."
5. $304,011 PHS/NIH/NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS & STROKE to Filbin, M., for "Role of Myelin in Spinal Cord Regeneration."
6. $217,684 PHS/NIH/NATIONAL INSTITUTE ON DRUG ABUSE to Angulo, J., for "Methamphetamine and the Striatal Ni-1 Receptors."
7. $185,000 FORD FOUNDATION to Torres, A., for "Rethinking Labor Market Intermediation."
8. $176,000 NATIONAL SCIENCE FOUNDATION to Francesconi, L., for "Speciation of Technetium-99 Incorporated into Metal Oxide Matrices."
10. $125,000 WASHINGTON STATE UNIVERSITY/UNITED STATES DEPARTMENT OF ENERGY to Alexandratos, S., for "Advanced Aqueous Separation Systems for Actinide Partitioning."
11. $114,000 PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Qui, W., for "Comparative Genomics of Major Clonal Groups of a Lyme Disease Pathogen."
12. $114,000 PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Xu, Y., for "Biophysical Study of Collagen-Von Willebrand Factor Interaction during Thrombosis."

JOHN JAY COLLEGE OF CRIMINAL JUSTICE
1. $414,666 UNITED STATES DEPARTMENT OF EDUCATION to Texeira, K., for "Upward Bound Program."
2. $271,000 ANONYMOUS DONOR VIA THE UNITED STATES CONFERENCE OF CATHOLIC BISHOPS to Terry, K., Department of Law and Police Science, for "Causes and Context of Child Sexual Abuse in the Catholic Church."
3. $194,471 NATIONAL ENDOWMENT FOR THE HUMANITIES to Gitter, E., English Department, for "Making Objects Speak: Portable Audio Guides for Teaching with Visual Culture in the Humanities."
4. $100,000 RASKOB FOUNDATION VIA THE UNITED STATES CONFERENCE OF CATHOLIC BISHOPS to Terry, K., Department of Law and Police Science, for "Causes and Context of Child Sexual Abuse in the Catholic Church."

LAGUARDIA COMMUNITY COLLEGE
1. $195,000 UNITED STATES DEPARTMENT OF TRANSPORTATION to Hunt, B., for "Small Business Training."
2. $160,800 NEW YORK CITY DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT to Kydd, J. and Watson, S., for "In-School Youth Employment Program."
3. $101,412 NEW YORK STATE EDUCATION DEPARTMENT to Kurien, S., for "Adult Literacy and Basic Adult Education."

LEHMAN COLLEGE
1. $280,000 SUNY RESEARCH FOUNDATION to Paull, M. and Stanley, C., for "NYS Small Business Development Center."
2. $255,020 NEW YORK STATE HEALTH FOUNDATION to Aguirre-Molina, M., for "CUNY Community Partnership for Public Health."
3. $163,000 NATIONAL INSTITUTES OF HEALTH to Borrell, L., for "Measuring and Documenting Disparities in Oral Health: A Practical Approach."

4. $148,835 HOSPITAL LEAGUE, LOCAL 1199 to Paull, M., for "Lehman College MSN Program."

5. $147,321 UNITED STATES DEPARTMENT OF ENERGY to Chudnovsky, E., for "Dynamics of the Magnetic Flux in Superconductors."

6. $141,350 NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE to Georges, C. A., for "Nursing Skills Upgrade Training."

MEDGAR EVERS COLLEGE

1. $300,000 UNITED STATES DEPARTMENT OF COMMERCE to Brown, O. and Morrison, R., for "Brooklyn International Trade Development Center."

2. $160,000 NEW YORK CITY DEPARTMENT OF CORRECTION to Lake, A., for "CUNY Catch Expansion."

NEW YORK CITY COLLEGE OF TECHNOLOGY

1. $152,873 NATIONAL SCIENCE FOUNDATION to Blake, R. and Brown, P., for "Research Experience for Undergraduates in Satellite and Ground-Based Remote Sensing at NOAA-CREST (Year1)."

2. $104,414 NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE to Sonnenblick, C., for "Classroom Support Scholarship."

QUEENS COLLEGE

1. $2,202,786 UNITED STATES DEPARTMENT OF ENERGY to Markowitz, S., Center for the Biology of Natural Systems, for "Former Worker Surveillance Program."

2. $1,171,850 NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE to Markowitz, S. and Eisl, H., Center for the Biology of Natural Systems, for "New York City Community Air Survey Program."

3. $232,500 NATIONAL INSTITUTES OF HEALTH to Seeling, J., Biology Department, for "The Role of B56 a/g Regulatory Subunits of Protein Phosphatase 2A in Wnt Signaling."

4. $222,585 NATIONAL SCIENCE FOUNDATION to Huenerfauth, M., Computer Science Department, for "Career: Learning to Generate American Sign Language Animation through Motion-Capture and Participation of Native ASL Signers."

5. $200,000 FORD FOUNDATION to Priestley, G. and Bayne-Smith, M., Political Science and Urban Studies Departments, for "Conversemos Prevention Initiative."

6. $143,808 NATIONAL SCIENCE FOUNDATION to Zheng, Y., School of Earth and Environmental Sciences Department, for "Collaborative Research: Humics and Iron Redox Reactions in Bangladesh Aquifer."

7. $135,840 NATIONAL INSTITUTES OF HEALTH to Sneed, J., Psychology Department, for "Vascular Depression: A Distinct Diagnostic Entity?"

COLLEGE OF STATEN ISLAND

1. $216,556 NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES to Murphy, C., for "Child Care Development Block Grant."

2. $206,300 NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES to Murphy, C., for "Child Care Development Block Grant."
3. $200,000 **ROBIN HOOD FOUNDATION** to Kijne, H., for "Funding for Certified Nursing Assistant (CNA) Training."

4. $192,000 **RESEARCH FOUNDATION/SUNY/SMALL BUSINESS ADMINISTRATION** to Kress, M. and Balsamini, D., for "Small Business Development Center."

5. $143,807 **NEW YORK CITY OFFICE OF THE MAYOR** to Kijne, H., for "Adult Literacy Program."

**E. ORAL REPORT OF THE CHANCELLOR:** Chancellor Goldstein presented the following report:

Let me report first that **CUNY** and the Professional Staff Congress, the union representing our faculty and instructional staff, have reached a tentative settlement on a collective bargaining agreement. We also reached an agreement with DC-37. The pay bill for DC-37 has been passed by both the Assembly and the Senate and we are about an hour away from getting the pay bill introduced for the Professional Staff Congress as well.

I want to thank the Executive Committee of the Board. I had to ask that the Executive Committee come into session twice, on June 16th and on June 20th. I know that this was a great imposition for all of you, but I appreciate all of you for making time on your calendars to do that. As a result, the Executive Committee was able to represent the full Board in support of the recommendations that we brought with respect to the settlement agreements on these contracts.

I do want to mention specifically the very fine work of Vice Chancellor Pamela Silverblatt and Executive Vice Chancellor and Chief Operating Officer Allan Dobrin who, together with staff, worked tirelessly to see that especially the PSC contract was done. This was a long negotiation and I think ultimately it is a very good contract for our faculty and others. I want to thank them for the late nights, thank you for calling me at 3 o'clock in the morning and 4 o'clock in the morning on various items, but we got it done and kudos to the two of you.

I also want to acknowledge the very good work of our colleagues in Albany, especially Paul Francis in the Governor’s office and Dan Sheppard from the Division of the Budget, who took very late night calls from me to make sure that we got this done. **Mr. Chairman,** we conferred about 35,000 degrees this Spring, which is a record number of degrees that this University conferred in an academic year, and it is really a reflection of the higher retention rates and certainly higher graduation rates that we are seeing throughout the University.

For those of you who like to count—and I must admit I do like to count—in the past forty years we have graduated over 1.1 million students with degrees from this University. That is a pretty remarkable statistic and we are going to keep on going. This University continues to recruit record numbers of students for the Fall 2008. Our data show that admissions are now ahead of last year, which was a record year, by 3.7%. The largest increase this year remains in the group of applicants with high school averages over 85, representing an increase of about 7%.

I am told by UAPC that they have received 3,000 more applications for the Fall 2008 than for the entire 2007 admissions cycle. This University continues to be viewed as a valued place to study and it really is a tribute to our faculty, our staff, our presidents, members of the central administration, and certainly the Board in creating a set of attractors that have yielded such extraordinary attention to this University. I thank all of you for the very hard work that you continue to do.

Let me talk briefly about the State budget as we know it today and the City budget, which is still in a dynamic state. For the Fiscal Year 2008-2009—and you have heard this from Vice Chancellor Ernesto Malave, but it merits repeating—the State Adopted Budget contained a little under $18 million in reductions to CUNY’s senior college operating budgets. In addition, the State reduced by about $3.4 million the spending authority in our special revenue accounts resulting in a total savings target of $21 million for the next fiscal year.

As I reported to this Board, we developed a financial plan, a savings plan, which was developed very closely with each of our Presidents and at the end of the process we have created a vacancy control program for non-faculty and direct student services positions, and reduced programmatic lump sum allocations to a number of our campuses and a number of other areas that should not impact deeply. However, we have also requested that we encumber about 1.5% of the operating budgets on a going forward basis when this budget begins, as you know, on July 1st in anticipation that there will be further changes to the operating budgets.
I want to also state publicly that we need to be very focused and attuned to the changing economic climate, not only in the state but in this nation as well. I believe I have reported, certainly to the Presidents and my senior administration, that for next year the Governor and his advisors are looking at about a $5.5 billion budget deficit and numbers of this magnitude are somewhat daunting and challenging for all of us.

Projections, of course, are an inexact science at best and as we go out even further those projections become even less precise. In the following year, Fiscal Year 2010-2011, the projected deficit climbs to over $7 billion, and if we go out a third year the deficit looms to about $8.5 billion. Now I do not mean to say this in any alarmist way, I am just repeating what some of the economic and econometric models are portraying for the State of New York. Obviously, things can change in a very dramatic way, but so much of these dollars that I have just mentioned result from already obligated dollars connected with contracts that have been assigned by the State of New York. So we are going to have to watch this very carefully.

A new tuition benefits program has been enacted as a result of the 2008-09 New York State budget and signed recently by Governor Paterson. Starting this Fall, veterans who attend CUNY will pay virtually no tuition and that is a very good thing for all of our returning veterans. Governor Paterson has also signed a bill into law that eases restrictions to the New York College Choice Tuition Savings Program. This is a program that allows relatives, employers and others to contribute to State-sponsored college savings accounts, which is something of great interest to all of our students, not only here at CUNY, but throughout New York State as well.

You have heard me speak on a regular basis about the Commission on Higher Education. You do know that I was a member of the Commission, which put out an interim report in December 2007. The final report is about to be released. It only differs very slightly from the interim report in that this particular final report there is a call for a higher education endowment, which I have talked to you at some length about and I have talked to you about the structure as envisaged at the time by the Governor and his advisors. This is still very fluid but it is something that we are going to watch very carefully.

You have heard me talk about the importance of endowments in Higher Education and they will only become more important as time goes by. We are going to be watching this very closely. We are working not only with our Trustees but with others with the Governor and the Governor's staff to not only educate but to really promote the notion of investing in this University. We have talked about reducing the regulatory burden on this University, but we have also talked about the need for sustained and predictable investment in order for this University to meet the very daunting challenges that we have not only here but compared to others in higher education as well.

On the City side, negotiations between the Mayor and the City Council are ongoing. You know that I have reported that in the Mayor's Executive Budget there was a proposed reduction of slightly over $25 million in operating core needs of the community colleges and another almost equivalent amount of money for key programs like the Vallone and Safety Net Scholarships, the Black Male Initiative and a bunch of other programs as well, bringing the total reduction to about $50 million.

We have been working tirelessly not only with the City Council but with the Executive Branch as well, and we are hoping for significant restorations at the end of this process, after much effort not only in communicating very directly with the stakeholders and decision makers, but also through formal testimony through the Higher Education and Finance Committees of the City Council. We certainly will continue that unrelenting dialogue until we get to the end of the process.

I want to compliment Vice Chancellor Iris Weinshall and President Antonio Pérez along with so many students, faculty and community leaders who testified this past Friday at the City Council on Fiterman Hall, a building that all of you know was irreparably damaged as a result of the attacks on 9-11. We are hoping at the end of this process that we will be in a position to move that project to the next phase, which would be the deconstruction of that building followed by the construction of a new Fiterman Hall that has been designed.

This summer, I will be meeting with the college Presidents individually as part of the annual performance management process. This is a very arduous process where goals have been established by each campus along
with agreement from the central administration. The metrics have been agreed upon and my time with the Presidents is spent going through the data, drilling down to understand where misses were made and where successes were accomplished and to use that to better understand exactly where each of our campuses are with respect to various components of the Master Plan that was established four years ago and the individual strategic plans that were developed by each campus.

Vice Chancellor Garrie Moore and the staff of the Office of Student Affairs have been working closely with all of the colleges on relief drives relating to natural disasters. We have had many in recent weeks, not only in this country but globally as well—earthquakes, hurricanes and other natural disasters. I just want to thank Garrie for the work of mobilizing this effort and the support of the entire CUNY community in getting this done.

Let me conclude, Vice Chairman Berry, by joining with you and Chairman Schmidt in congratulating our Trustees on their awards and their birthdays, anniversaries and for representing the University so nobly. I have seen you at so many commencements and it is a privilege not only to work with you but also our Presidents who have very difficult jobs and are there on the front line promoting the needs of students in particular, to help transform their lives in ways that they all hope for.

I would like to congratulate Dean Stephen Shepard on a wonderful $3 million challenge grant from the Leonard Tow Foundation to the Graduate School of Journalism. The funds will be used to create the Tow Center for Journalistic Innovation, which will study new business models for journalism and create an incubator to help develop new journalistic products and services using Internet technologies. Congratulations to you, Steve.

Congratulations to Research Foundation President Richard Rothbard for having been elected to the Board of Directors of the Times Square Alliance. As you know, the building purchased by the Research Foundation is at the epicenter of Times Square, and Richard has taken a great leadership role in that community. So congratulations for the good work that you continue to do.

Congratulations to Vice Chancellor Ernesto Malave on being honored by the Puerto Rican Bar Association at their 51st Anniversary Scholarship Fund Gala Banquet. It was very nice to have you recognized in that particular way. I note that CUNY Xpress in Washington Heights celebrated its first anniversary with very strong and focused support by our wonderful Trustee Hugo Morales and working very closely with Senior Vice Chancellor and Secretary Jay Hershenson. Richard Alvarez and the Office of Admission Services organized a wonderful event on June 14th involving many community leaders, elected officials and other educators.

Before we move to the Chancellor’s University Report, there are two individuals whom I would like to acknowledge. One I believe is here and one is in Oxford, where he resides. These are two extraordinary individuals who were brought to this Board for consideration by two Presidents. These are two new provosts, and I typically do not talk about new provosts that come before this Board because they are vetted through the Committee on Faculty, Staff and Administration prior to being forwarded to the full Board for consideration.

These two individuals missed the deadline for consideration by the committee, and that is fine. We have opportunities to handle it in different ways and we will get it done tonight. Let me first talk about Medgar Evers College. Elizabeth Nunez, who many of you may know, is a Distinguished Professor of English at Medgar Evers College. She is, upon the recommendation of President Edison Jackson, being considered for the provostship at Medgar Evers College. Elizabeth is here with us tonight.

Let me just indicate that I was deeply enthusiastic when President Jackson talked to me about this appointment. Elizabeth Nunez is a wonderful scholar and a highly regarded academician who will bring great liveliness, great intellectual integrity and great leadership in academic affairs in a way that we would like to see at Medgar Evers. I want to congratulate you, President Jackson. We are deeply grateful that you were able to convince Dr. Nunez to take on this important responsibility.

Several weeks ago, President William Kelly mentioned to me that he had an opportunity to bring Chase F. Robinson to the Graduate School, and he enlisted my assistance in helping to secure that extraordinary appointment. Chase Robinson is currently the chair of the Oriental Studies Department at Oxford University. He is a
young man who is extraordinarily accomplished with a baccalaureate degree from Brown and a Ph.D. from Harvard. He has written several outstanding and highly acclaimed books. He is a star among stars and will bring further visibility to the extraordinary institution we call our Graduate School and University Center.

For me, these two appointments are emblematic of what is happening at this University. We are not only bringing in some of the most extraordinary scholar teachers that we have ever seen in this University, but we are also bringing people of great academic stature to head up the academic affairs divisions of each of our campuses. We know that when we bring important new programs and new ideas to this Board that they will be vetted by the chief academic officers, by people of such stature. Being a provost is one of the hardest jobs that we have on campus. Kudos to you, President William Kelly, and kudos to you, President Edison Jackson, for aiming high and securing people of extraordinary ability and promise to these important jobs.

Chairman Benno C. Schmidt, Jr. joined the meeting.

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

**NO. 1. CHANCELLOR’S UNIVERSITY REPORT:** RESOLVED, That the Chancellor’s University Report for June 23, 2008 (including Addendum, Errata and Table Items) be approved:

**a. CENTRAL OFFICE—PART C: Fiscal Matters:**

**CENTRAL OFFICE (UNIVERSITY BUDGET OFFICE) - TRANSFER OF FUNDS:**

RESOLVED, That the Board of Trustees approve the transfer of $20 million of State-appropriated funds from The City University of New York Income Fund Reimbursable (IFR) account to The City University of New York Tuition Reimbursable Account (CUTRA) pursuant to the powers and duties of the Board of Trustees as set forth in New York State Education Law section 6206(14)(a).

**EXPLANATION:** The transfer of funds within the New York State Special Revenue Appropriation for The City University of New York will permit the University to utilize increased tuition revenue generated from enrollment growth to finance mission critical programs and activities and better serve the University’s students without reducing the University’s overall Special Revenue Appropriation. The corresponding reduction in the IFR appropriation will have no impact on expected levels of spending from the University’s IFR accounts.

**b. CITY UNIVERSITY GRADUATE SCHOOL OF JOURNALISM—PART C: Fiscal Matters:**

**CIII THE ACCEPTANCE OF A MATCHING GIFT TO CREATE THE TOW CENTER FOR JOURNALISTIC INNOVATION AT THE CUNY GRADUATE SCHOOL OF JOURNALISM:**

RESOLVED, That the Board of Trustees of the City University of New York authorizes the Dean of the Graduate School of Journalism and the Senior Vice Chancellor for Legal Affairs to sign an agreement with the Tow Foundation, Inc. to accept a matching gift pledge of Three Million ($3,000,000.00) Dollars. The agreement is subject to approval as to form by the General Counsel.

**EXPLANATION:** The Tow Foundation, Inc. has pledged a matching gift of $3 million to the City University of New York Graduate School of Journalism to create a Center for Journalistic Innovation. The gift will be provided to the Journalism School once the School has successfully raised $3 million in matching funds from other sources. The funds must be raised within 18 months from the date of the signed grant agreement. Resolutions for the creation and the naming of the Center (on behalf of Leonard Tow) will be submitted to the Board of Trustees at a later date pending the successful matching of the grant.

The Tow gift will provide critical support to the CUNY Graduate School of Journalism to build on its pioneering work in journalistic innovation. The grant will enable the School to establish a multi-faceted Center that will study new business models for news organizations and comprise an entrepreneurial news incubator and a Chair in Journalistic
Innovation. The Center will oversee a range of activities designed to foster innovation such as fellowships, research, meetings and symposia and publications. The Center will also provide impetus for the School to engage new partners, including leaders in the foundation and media world, to collaborate on efforts to foster much needed innovation in the industry at a time of upheaval and uncertainty.

Leonard Tow was an entrepreneur in the telecommunications industry who, before his retirement in 2004, headed Citizens Communications, a provider of phone service to rural areas, and, before that, MSO Century Communications Corp. Mr. Tow and his wife, Claire, founded The Tow Foundation in 1988. It is located in Wilton, Connecticut, and primarily funds organizations in Connecticut serving youth and families. The Tows have also made gifts to endow the Leonard Tow Humanism in Medicine Awards, and to support New York hospitals and colleges, including Brooklyn College, where their gift is supporting the creation of a new Center for the Performing Arts. Mr. Tow is a graduate of Brooklyn College and received his PhD in economics from Columbia University.

c. ADDENDUM - Add the following:

D 94 MEDGAR EVERS COLLEGE – APPOINTMENT – EXECUTIVE COMPENSATION PLAN – VICE PRESIDENT AND ABOVE

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D 95 GRADUATE SCHOOL AND UNIVERSITY CENTER – APPOINTMENT – EXECUTIVE COMPENSATION PLAN – VICE PRESIDENT AND ABOVE

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<td>Academic Affairs</td>
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<tr>
<td>(Senior Vice President/Provost)</td>
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NO. 2. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meetings and Executive Session of April 28, 2008 be approved.

NO. 3. COMMITTEE ON FISCAL AFFAIRS: RESOLVED, That the following items be approved:

A. THE CITY UNIVERSITY OF NEW YORK – ARMORED VEHICLE SERVICES:

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to execute a contract on behalf of the Office of the University Controller to enter into a contract with a vendor who will offer armored vehicle services. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding by the Office of the University Controller pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $900,000 chargeable to the appropriate colleges’ FAS Codes during the applicable fiscal years. The contract term shall be five years with an option for the University to terminate on each anniversary date of the contract. The contract shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: The University will use the armored vehicle services to provide secure transport of checks, money orders and cash between the colleges and financial institutions.
B. THE CITY UNIVERSITY OF NEW YORK – EMPLOYEE ASSISTANCE PROGRAM:

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to execute a contract with Corporate Consulting Associates, Inc. (CCA) for the provision of a University-wide employee assistance program (EAP), under a competitively bid agreement between CCA and the New York State Unified Court System (UCS), pursuant to law and University regulations. The term of the agreement between CCA and UCS is three years commencing as of February 19, 2008, and the University's purchases shall not exceed $525,000 per fiscal year. The agreement between CCA and UCS includes two options to renew for one year each, and the University is authorized to exercise such renewals at the pricing provided in said agreement and in the University's best interest. The contract shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: The EAP will provide employees with a wide range of confidential and cost-effective programs and services designed to help employees balance the needs of personal life with the requirements of work and to address personal problems that may affect an employee's work performance. The contractor will provide program services which shall include, but not be limited to: short-term counseling; employee assistance service; childcare services; elder care services; consumer services; outreach and program promotion; and training, health & wellness and other services. In addition, the contractor will assess, identify, evaluate, motivate and treat employees whose job performance may be impaired by a range of physical, emotional, mental and other behavioral problems.

C. THE CITY UNIVERSITY OF NEW YORK – MANAGEMENT SERVICES FOR LEGACY SYSTEMS:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Central Office to purchase management services for legacy systems. The contract shall be awarded on the basis of best value to a responsive and responsible proposer under existing State of New York Contract No. 73012, pursuant to law and University regulations. The three year contract has one two-year option to renew and Central Office is authorized to exercise such renewal at the prices quoted by the awardee and in the University's best interest. Such purchases shall not exceed a total estimated cost of $3,000,000 chargeable to appropriate funding sources during each fiscal year ending June 30.

EXPLANATION: The City University of New York is currently in the process of implementing an Enterprise Resource Planning ("ERP") System, service-marked "CUNY FIRST", to update its business, human resources and student administration software, using the PeopleSoft™ product and Oracle USA, Inc. as its implementation partner. The procurement for this project was completed in May 2007 which is also when development of the new system started. The project is currently scheduled to be completed in 2012 when the last colleges are expected to no longer use our University legacy computer systems for day to day business processing.

The University has eighteen legacy computer systems which will be replaced at different points of time and by the CUNYfirst enterprise resource planning software system. The legacy systems support CUNY's current student administration, admissions, finance, financial aid administration, and procurement processes.

The University's methodology for deploying the new Enterprise Resource Planning ("ERP") System includes using existing computer staff that support the legacy systems as subject matter experts and as an integral part of the development team that is developing, testing and will be supporting the new system. This contract will provide for outsourced maintenance and support for the legacy systems until they are replaced and/or no longer relied upon for business purposes. University personnel currently providing such maintenance are needed as subject matter experts for the CUNYfirst project.

D. BARUCH COLLEGE – CHANGE OF MBA TUITION:

RESOLVED, That The City University of New York adopt a revised schedule of tuition charges for students in the Baruch College Masters of Business Administration (MBA) program in accordance with the schedule of charges detailed below and effective with the Fall 2008 semester; and be it further
RESOLVED, That Baruch College will ensure through its financial aid program, that no New York State resident who meets its standards for admission is barred from attending the MBA program because of financial inability to meet the tuition increase; and be it further

RESOLVED, That the increased tuition is to be used solely to support Baruch College's need to address critical accreditation issues, to enhance the quality of the Zicklin School of Business MBA, and to advance achievement of Master Plan goals.

Revised Tuition Schedule for Graduate, Resident MBA Students

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<tbody>
<tr>
<td>Full-Time (per semester)</td>
<td>$4,400</td>
<td>$4,700</td>
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<tr>
<td>Part-Time (per credit)</td>
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<td>$425</td>
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Revised Tuition Schedule for Graduate, Non-Resident MBA Students

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<th></th>
<th>Current</th>
<th>Proposed</th>
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</thead>
<tbody>
<tr>
<td>Full-Time and Part-Time (per credit)</td>
<td>$600</td>
<td>$640</td>
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</table>

EXPLANATION: The proposed revised tuition schedule, representing an increase of 6.8 percent, is necessary to strengthen the academic foundation of the Zicklin School of Business at Baruch College, ensuring that it will remain competitive and that it will improve its national ranking. Tuition was last increased by the CUNY Board of Trustees in 2001 when the tuition for the MBA was separated from other graduate tuition within CUNY. The explanation included the observation that, "The MBA is a professional program like law and medicine, and these programs already carry different levels of tuition from other graduate programs at CUNY and SUNY." The resolution specifically provided, "That the increased tuition is to be used solely to support Baruch College's need to address critical accreditation issues, to enhance the quality of the Zicklin MBA, and to advance achievement of Master Plan goals." A comparison of our MBA tuition to current levels at local competitors and at aspirant public institutions across the country demonstrates that our tuition levels are well below competitors in almost every instance. In fact, even after the proposed increase, New Jersey residents can pursue an MBA at Baruch less expensively than they can as New Jersey residents at Rutgers.

In order for the Zicklin School of Business to continue to move its graduate programs forward and to keep pace with its competition, it is proposing an increase of 6.8% to take effect in Fall 2008. The increased tuition rate will generate between $800,000 and $900,000, depending on the mix of resident, non-resident, full-time and part-time students. While the College believes that a 4-5% annual increase is a reasonable proposal and consistent with what its competitors typically do, it is conscious that there was no increase either in 2006 or 2007. With increasing costs due to inflation, this means the College's ability to support the program declined in 2006 and 2007. This increase will help moderate that effect. Baruch College will ensure, through its financial aid program, that no New York State resident student who meets its standards for admission is barred from attending the MBA program because of the tuition increase.

E. CENTRAL OFFICE – OFFICE OF THE UNIVERSITY CONTROLLER INVESTMENT CONSULTANT SERVICES:

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to execute a contract on behalf of the Office of the University Controller to purchase investment consultant services from Cambridge Associates LLC. The contract was awarded on the basis of best value after public advertisement and the receipt of sealed proposals pursuant to law and University regulations. The initial term shall be for up to five years and the estimated total cost for the first year is $200,000, chargeable to earned investment income from the University's Investment Pool.

EXPLANATION: The Investment Consultant will provide services to The CUNY Investment Pool in the areas of investment and spending policies and investment manager guidelines; asset allocation; investment strategies and
structure; investment manager searches and selection; portfolio rebalancing; and investment performance
calculations, evaluation, and other relevant analysis.

Report of Fiscal Affairs Committee Chair Joseph J. Lhota:
Mr. Chairman, further at the committee meeting held earlier in the month, we heard reports from Vice Chancellor
Malave on the status of both the State budget and the City budget.

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

A. THE CITY UNIVERSITY OF NEW YORK – 2008-2012 UNIVERSITY MASTER PLAN:

RESOLVED, That the Board of Trustees of The City University of New York adopt the Master Plan of 2008-2012 for
submission to the New York State Board of Regents.

NOTE: See Appendix D

EXPLANATION: New York State Education Law requires that the University submit a Master Plan to the Board of
Regents every four years, and that this plan make recommendations for the organization, development and
coordination of The City University of New York.

Statement of Trustee Freida Foster-Tolbert:
After reading the Master Plan, I am very impressed with how prominently our diversity efforts are summarized and I
do hope that upon transmittal to the Board of Regents that our desire to continue to improve our charge to this effort
is further highlighted for their clarity.

Statement of Chancellor Matthew Goldstein:
Trustee Tolbert, I agree and we will certainly be attentive to that. Let me just say a couple of words about the
Master Plan. First, I want to thank everybody. This was a one-year process of engagement with faculty, the
University Faculty Senate, the University Student Senate, certainly our Presidents were deeply involved, our
Trustees were deeply involved, and faculty across the University were deeply involved. This is an important
document because among other things it embraces and advances the core values of this University. Its insistence on
academic rigor, accountability, assessment and an unwavering commitment to serving students from all backgrounds
and supporting a world class faculty, that is what this particular Master Plan is building upon.

It builds upon the Master Plan that is sun-setting today, the 2004-2008 Master Plan, and why this is such a critical
document is, not only does it set a road for all of us to follow, but when we come in November and make a
recommendation to this Board about the resources that we need, the needs that we are talking about are the kinds of
programs and new activities and building on the existing activities that this Master Plan talks about. It is a critically
important document and I just want to thank all of you who spent hours upon hours to crafting it into the very good
document it is. There is a woman in the gallery, Dr. Erika Dreifus, who put this document into a unified voice and
Erika, thank you for the very hard work that you did. We appreciate that.

B. THE CITY UNIVERSITY OF NEW YORK – REVISED UNIFORM GRADING SYMBOLS: GLOSSARY AND
GUIDELINES:

RESOLVED, That the University's Uniform Grading Symbols: Glossary and Guidelines be revised; and be it further

RESOLVED, That a new administrative grading symbol WN be added to the University's Uniform Grading Symbols
Glossary and Guidelines; and be it further

RESOLVED, That the ABS, FAB, and the FPN grades be discontinued and the INC and FIN be used in lieu of these
grades; and be it further

RESOLVED, That the definition of the PEN grade be revised; and be it further
RESOLVED, That these changes become effective September 1, 2008.

EXPLANATION: The University has a uniform glossary of grades which faculty use as a guide to grade students. Grades are assigned by faculty based on the definitions contained in the glossary.

The establishment of a WN grade will provide necessary information concerning attendance which is a requirement of Federal Title IV regulations for the disbursement of financial aid to students. The new WN grade will reduce Federal A-133 audit findings related to R2T4 (Return to Title IV) requirements for unofficial withdrawals. The WN grade is being introduced in order to clearly differentiate between two groups of students: students who attended at least one class and unofficially withdrew (they would receive a WU grade) and students who never attended any classes (these students would receive the new WN grade). The new WN grade will make it easier for faculty to grade appropriately and for colleges to perform the R2T4 calculations more quickly and with better accuracy.

Furthermore, with the implementation of CUNYfirst it will be necessary that only one lapse grade be assigned to students who do not complete required course work. Therefore, the INC (incomplete) and FIN (F grade when the INC lapses into a final F) grading symbols will replace ABS, FAB, and FPN which will be discontinued. The definition of ‘PEN’ (pending) will be revised so that its use will be restricted to pending grades that do not automatically lapse to an F (FPN) and for the implementation of the Board’s Academic Integrity Policy, whereby colleges must hold a student’s grade in abeyance while pending the outcome of the college’s academic review process.

FROM:
UNIFORM GRADING SYMBOLS: GLOSSARY AND GUIDELINES

I. The following glossary of uniform grading symbols shall be employed according to the interpretation provided below. Individual units of the University need not employ all symbols but must adhere to the following interpretation for those employed and may not use any symbol which is not included in the glossary. Quality points are to be used to calculate the grade point average (GPA) or index. A dash ("-") indicates that the grade does not carry a numerical value and is not to be included in the GPA. Plus (+) and minus (-) grades shall be interpreted as equivalent to "+0.3" and "-0.3", except as noted.

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<thead>
<tr>
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<th>Explanation</th>
<th>Quality Points</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A</td>
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<td>A-</td>
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<tr>
<td>C+</td>
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<tr>
<td>C-</td>
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<td>1.70</td>
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<tr>
<td>D+</td>
<td>Passing</td>
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<tr>
<td>D-</td>
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<tr>
<td>P</td>
<td>Pass</td>
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<tr>
<td>WA</td>
<td>Administrative Withdrawal (non-punitive grade assigned)</td>
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TO:
UNIFORM GRADING SYMBOLS: GLOSSARY AND GUIDELINES

I. The following glossary of uniform grading symbols shall be employed according to the interpretation provided below. Individual units of the University need not employ all symbols but must adhere to the following interpretation for those employed and may not use any symbol which is not included in the glossary. Quality points are to be used to calculate the grade point average (GPA) or index. A dash ("-") indicates that the grade does not carry a numerical value and is not to be included in the GPA. Plus (+) and minus (-) grades shall be interpreted as equivalent to "+0.3" and "-0.3", except as noted.

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</tr>
<tr>
<td>H</td>
<td>Honor (Hunter College School of Social Work only)</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew</td>
<td></td>
</tr>
<tr>
<td>WA</td>
<td>Administrative Withdrawal (non-punitive grade assigned)</td>
<td>0.00</td>
</tr>
</tbody>
</table>
The following grades are no longer in use and have been removed from the legend of grade symbols.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WA</td>
<td>Administrative Withdrawal - non-punitive grade assigned to students who had registered for classes at the beginning of the term but did not provide proof of immunization by compliance date.</td>
</tr>
<tr>
<td>WF</td>
<td>Withdraw Failing</td>
</tr>
<tr>
<td>WN</td>
<td>Never Attended</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrawed Unofficially (Student attended at least one class session)</td>
</tr>
<tr>
<td>NC</td>
<td>No credit granted. (Restricted to regular and compensatory courses. This grade can also be used by colleges for other administrative actions such as disciplinary dismissals.)</td>
</tr>
<tr>
<td>R</td>
<td>Course must be repeated; minimum level of proficiency not attained. (Restricted to noncredit, remedial, and developmental courses.)</td>
</tr>
<tr>
<td>ABS</td>
<td>Absent from the final exam—make-up exam permitted.</td>
</tr>
<tr>
<td>FAB</td>
<td>F from absent—to be used when the ABS grade reverts to an F grade.</td>
</tr>
<tr>
<td>Inc</td>
<td>Term's work incomplete.</td>
</tr>
<tr>
<td>FIN</td>
<td>F from incomplete—to be used when the INC grades revert to an F grade.</td>
</tr>
<tr>
<td>Z</td>
<td>No grade submitted by the instructor—a temporary grade which is assigned by the registrar pending receipt of the final grade from the instructor.</td>
</tr>
<tr>
<td>PEN</td>
<td>Grade pending.</td>
</tr>
<tr>
<td>Y</td>
<td>Year or longer course of study must continue to completion—restricted to Clinical/Practicum-courses in certain Health Science programs or Independent/Honor courses or international Education at Kingsborough Community College</td>
</tr>
<tr>
<td>SP</td>
<td>Satisfactory progress—restricted to thesis and research courses requiring more than one semester for completion.</td>
</tr>
<tr>
<td>AUD</td>
<td>Auditor, Listener.</td>
</tr>
</tbody>
</table>
Values have been assigned for purposes of computation on existing transcripts.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points</th>
<th>Effective Date of Removal</th>
</tr>
</thead>
<tbody>
<tr>
<td>WP</td>
<td>Withdrew passing. (This grade is now redundant. The &quot;W&quot; grade is not considered a failure.)</td>
<td>-</td>
<td>9/1/76</td>
</tr>
<tr>
<td>K</td>
<td>Condition course completed. (This is not a grade.)</td>
<td>-</td>
<td>9/1/76</td>
</tr>
<tr>
<td>G</td>
<td>Good. (At LaGuardia Community College only. No longer in use.)</td>
<td>3</td>
<td>9/1/76</td>
</tr>
<tr>
<td>E</td>
<td>Excellent. (At LaGuardia Community College only. No longer in use.)</td>
<td>4</td>
<td>9/1/76</td>
</tr>
<tr>
<td>NF</td>
<td>Failure in a non-academic course. (At York College only. No longer in use.)</td>
<td>0</td>
<td>9/1/76</td>
</tr>
<tr>
<td>J</td>
<td>Failure for non-academic reasons. (No longer applicable.)</td>
<td>0</td>
<td>9/1/76</td>
</tr>
<tr>
<td>X</td>
<td>Non-punitive failure.</td>
<td>-</td>
<td>9/1/76</td>
</tr>
<tr>
<td>H</td>
<td>Honors. (Used only at Richmond College and only for students who began in Spring 1975 or earlier.)</td>
<td>4</td>
<td>9/1/76</td>
</tr>
<tr>
<td>*</td>
<td>Current course registration/course in progress</td>
<td>-</td>
<td>4/27/80</td>
</tr>
</tbody>
</table>

Grade | Explanation | Quality Points | Effective Date of Removal |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WP</td>
<td>Withdrew passing. (This grade is now redundant. The &quot;W&quot; grade is not considered a failure.)</td>
<td>-</td>
<td>9/1/76</td>
</tr>
<tr>
<td>K</td>
<td>Condition course completed. (This is not a grade.)</td>
<td>-</td>
<td>9/1/76</td>
</tr>
<tr>
<td>G</td>
<td>Good. (At LaGuardia Community College only. No longer in use.)</td>
<td>3</td>
<td>9/1/76</td>
</tr>
<tr>
<td>E</td>
<td>Excellent. (At LaGuardia Community College only. No longer in use.)</td>
<td>4</td>
<td>9/1/76</td>
</tr>
<tr>
<td>NF</td>
<td>Failure in a non-academic course. (At York College only. No longer in use.)</td>
<td>0</td>
<td>9/1/76</td>
</tr>
<tr>
<td>J</td>
<td>Failure for non-academic reasons. (No longer applicable.)</td>
<td>0</td>
<td>9/1/76</td>
</tr>
<tr>
<td>X</td>
<td>Non-punitive failure.</td>
<td>-</td>
<td>9/1/76</td>
</tr>
<tr>
<td>H</td>
<td>Honors. (Used only at Richmond College and only for students who began in Spring 1975 or earlier.)</td>
<td>4</td>
<td>9/1/76</td>
</tr>
<tr>
<td>ABS</td>
<td>Absent from the final; make-up exam permitted.</td>
<td>-</td>
<td>09/2008</td>
</tr>
<tr>
<td>FAB</td>
<td>F from absent - used when the ABS grade reverts to an F grade.</td>
<td>0.00</td>
<td>09/2008</td>
</tr>
<tr>
<td>FPN</td>
<td>F from pending - used when the PEN grade reverts to an F grade.</td>
<td>0.00</td>
<td>09/2008</td>
</tr>
<tr>
<td>*</td>
<td>Current course registration/course in progress</td>
<td>-</td>
<td>4/27/80</td>
</tr>
</tbody>
</table>

II. Any student record sent from a unit of the University must include a grade for every course for which a student has been officially registered (that is, after the close of the program adjustment period.) Clerical, computer or professional errors are not to be considered a part of the historical record and should be deleted. (Note: The program adjustment period, formerly referred to as the add-and-drop period, coincides with the official refund and Form A due date.)

III. No grade, including "W" (Withdrew), will be recorded during the program adjustment period. The program adjustment period established by each unit may not exceed the official refund period.

IV. All courses or credits for which the student is officially registered after the program adjustment period shall be considered "attempted credits."

V. A withdrawal after the program adjustment period will be assigned the grade of "W" (Withdraw) or "WF" (Withdraw Failing) or "WU" (Withdraw Unofficially). Student attended a minimum of one class) or "WN" (never attended class) depending upon the determination of the individual unit of the University. Under no circumstances will a "W" be assigned after the tenth week or two-thirds of the term without positive action of the appropriate college committee or its designee.

VI. The grade of "W" is awarded only when it is clear that the student has good and sufficient reasons for withdrawing from the courses and at a time when the...
The "W" and "WF" grades are official withdrawals and documentation as to when the withdrawal occurred must be available at the college.

The "WF" and "WU" grades are not to be used interchangeably. Both grades have a zero value in the quality points index, but the "WF" is an official withdrawal initiated either by the student or the college.

The grades of "I" and "INC" (Incomplete) or "ABS" (Absent) should be given by the instructor only where there is a reasonable expectation that a student can in fact successfully complete the requirement of the course.

The grades of "I" and "INC" or "ABS" revert to "FIN" or "FAB" grades, respectively, according to a deadline established by the individual units of the University but no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Session. Students who have officially withdrawn from a college and have these grades may be excepted from the limitations.

The "PEN" grade is a temporary grade awarded when the disposition of the final grade requires further evaluation and when the absent or incomplete grades are inappropriate. "PEN" can only be awarded when the student has been doing satisfactory work during the semester. It must revert to a final grade within the same time limitations as the absent and incomplete grades.

The grades of "NC" and "R" represent non-punitive failures indicating unsatisfactory completion of the course. The "R" grade is restricted to noncredit remedial courses and developmental courses; the "NC" grade is restricted to regular courses and compensatory course. Neither of these grades is to be counted in the quality points index nor may it be used in lieu of incomplete or withdrew grades.

The grade "Y" denotes that the semester's work has been completed; however work for the course is still in progress and a final course evaluation cannot be determined until the entire activity has been concluded.

For the purpose of satisfying the program pursuit requirements for State financial assistance awards (Section 145-2.2 of the Regulations of the Commissioner), the grades of "W", "WF" and "WU" shall signify that the course has not been completed. All other grades, with the exception of the "AUD" grade, shall signify that the course has been completed.

The grade point average is an index of a student's scholastic performance at a particular college. All grades that carry a numerical quality point value shall be included in the calculation of the grade point average.

Any notation regarding a student's probationary status appears only on the nonpublic (or notes) section of the transcript.

Transcript comments for INC grades should be added to the student record indicating the nature of the incomplete.
X. The "PEN" grade is a temporary grade awarded when the disposition of the final grade requires further evaluation and when the absent or incomplete grades are inappropriate. 'PEN' is also used to facilitate the implementation of the Procedures for Imposition of Sanctions whereby colleges must hold a student's grade in abeyance pending the outcome of the academic review process. The PEN grade will not lapse to PPN; final determination of a grade will depend on final evaluation by the instructor or the outcome of the college's academic review process.

XI. The grades of "NC" and "R" represent non-punitive failures indicating unsatisfactory completion of the course. The "R" grade is restricted to noncredit remedial courses and developmental courses; the "NC" grade is restricted to regular courses and compensatory courses. This grade can also be used by colleges for other administrative actions such as disciplinary dismissals. Neither of these grades is to be counted in the quality points index nor may it be used in lieu of incomplete or withdrew grades.

XII. The grade "Y" denotes that the semester's work has been completed; however the course is still in progress and a final course evaluation cannot be determined until the entire activity has been concluded.

XIII. For the purpose of satisfying the program pursuit requirements for State financial assistance awards (Section 145-2.2 of the Regulations of the Commissioner), the grades of "W", "WA", "WF", "WN", and "WU" shall signify that the course has not been completed. All other grades, with the exception of the "AUD" grade, shall signify that the course has been completed.

XIV. The grade point average is an index of a student's scholastic performance at a particular college. All grades that carry a numerical quality point value shall be included in the calculation of the grade point average.

XV. Any notation regarding a student's probationary status appears only on the nonpublic (or notes) section of the transcript.

C. BOROUGH OF MANHATTAN COMMUNITY COLLEGE – ESTABLISHMENT OF AN EXTENSION CENTER:

RESOLVED, That an Extension Center to be located at 108 Cooper Street in upper Manhattan and to be administered by Borough of Manhattan Community College (BMCC) be approved, effective July 1, 2008.

EXPLANATION: In Fall 2003, following the loss of one of its buildings (Fiterman Hall) on 9/11, BMCC established an Extension Center in upper Manhattan, on the South Campus of City College (CCNY). The Extension Center was extremely successful, with over 2,000 registrants enrolled in over 50 courses in an academic year. However, BMCC had to close this Extension Center in 2004 due to plans for construction of student dormitories at CCNY. In Spring 2005, as part of the CUNY in the Heights Project, BMCC initiated an offsite program to serve the community in the Inwood/Washington Heights area of uptown Manhattan, once again with exceptional success: During the 2006-2007 academic year, over 1,000 students enrolled in 18 credit-bearing courses.

This site's upgrade to an Extension Center would authorize BMCC to offer additional course sections, without offering an entire academic program, in line with NYSED regulations. As the only CUNY community college in Manhattan, BMCC is therefore proposing to serve the evident needs of the upper Manhattan community by expanding its course offerings through the establishment of the proposed Extension Center.
D. BARUCH COLLEGE - B.A. IN JOURNALISM:

RESOLVED. That the program in Journalism, with specializations in Business Journalism and Journalism and Creative Writing, leading to the Bachelor of Arts to be offered at Baruch College, be approved, effective September 1, 2008, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to provide students with the knowledge and skills necessary for careers in the broad field of journalism. Entry-level positions include fact-checker, editorial assistant, news assistant, production assistant, and, in some cases, reporter. The education and skills of Journalism graduates will also enable them to work in related fields such as book publishing, public relations, corporate communications, and advertising. Careers in a range of creative writing fields are also available to talented and well trained writers.

The growing world of the internet and digital media continues to provide job opportunities in traditional areas of journalism—reporting, research, writing, and editing—as well as in the emerging fields of production, design, and interactivity. In addition, some of the largest news organizations, such as Bloomberg News, The Associated Press, and Reuters, are increasing their multinational operations, and the ethnic press, with some 200 print publications in New York alone, is expanding and thriving.

According to a survey by the National Association of Colleges and Employers, recent graduates who majored in Journalism earn an average salary of $29,962. Annual salaries for web-content writers with one to five years’ experience range from $33,500 to $47,500, according to a report from the Creative Group, a personnel firm in California.

E. BARUCH COLLEGE - ESTABLISHMENT OF A DEPARTMENT OF JOURNALISM AND THE WRITING PROFESSIONS:

RESOLVED. That a Department of Journalism and the Writing Professions be established at Baruch College in the Weissman School of Arts and Sciences, effective July 1, 2008.

EXPLANATION: Following consultation with the faculty involved and with the governance approval of the faculty of the Weissman School of Arts and Sciences, Baruch College is proposing to establish a new Department of Journalism and the Writing Professions. The proposed department is designed to provide the necessary organizational structure that will recognize the quality and breadth of faculty interests, promote faculty collaboration to enhance instruction and curricular development, and allow for improved faculty scholarship, research, and development. The new department is also expected to increase educational and professional opportunities for students.

A separate resolution has been submitted to the Board of Trustees via the Chancellor’s University Report regarding the transfer and appointment of personnel to the new department. Contingent upon the approval of the Board of Trustees, designated faculty (11) will be transferred into the Department of Journalism and the Writing Professions, effective July 1, 2008.

F.1. QUEENSBOROUGH COMMUNITY COLLEGE AND JOHN JAY COLLEGE OF CRIMINAL JUSTICE – A.S./B.A. JOINT PROGRAMS IN CRIMINAL JUSTICE:

RESOLVED, That the joint programs in Criminal Justice leading to the Associate in Science degree at Queensborough Community College, and to the Bachelor of Arts at John Jay College of Criminal Justice, be approved, effective September 1, 2008, subject to financial ability.

EXPLANATION: The purpose of the proposed joint registration is to provide Queensborough Community College students with the first two years of the four-year program in Criminal Justice offered at John Jay College, and to guarantee Queensborough graduates seamless transfer into the upper division baccalaureate program at John Jay College with no loss of credit.
Criminal Justice is the system of law enforcement that includes the police, the courts, corrections, parole and probation. Criminal Justice systems exist at the Federal, State, City, and County levels. All are directly interrelated with the apprehension, prosecution, adjudication, sentencing and correction of criminal offenders. Graduates of the John Jay program in Criminal Justice are qualified for a wide range of entry-level positions in government as well as in private or public agencies that require security, public safety or law enforcement professionals.

F.2. QUEENSBOROUGH COMMUNITY COLLEGE AND JOHN JAY COLLEGE OF CRIMINAL JUSTICE – A.S./B.S. JOINT PROGRAMS IN FORENSIC SCIENCE:

RESOLVED, That the joint programs in Science for Forensic Science leading to the Associate in Science degree at Queensborough Community College, and in Forensic Science leading to the Bachelor of Science degree at John Jay College of Criminal Justice, be approved, effective September 1, 2008, subject to financial ability.

EXPLANATION: The purpose of the proposed joint registration is to provide Queensborough Community College students with the first two years of the four-year program in Forensic Science offered at John Jay College, and to guarantee Queensborough graduates seamless transfer into the upper division baccalaureate program at John Jay College with no loss of credit.

The proposed program is designed to provide students with the scientific foundation and technical education in general chemistry, organic chemistry, physics, biology, mathematics, data collection and analysis, oral and written communication skills, for successful careers in forensic science and chemistry based laboratories, major research centers and university facilities, government testing labs and public utilities. In the CUNY environment of an open-admissions university many students begin their college careers with remedial coursework needs. Queensborough Community College will provide the requisite supports for those students to progress and proceed in pursuit of the associate's degree and the preparation to transfer to baccalaureate-granting institutions and thus provide students with the knowledge and skills necessary to pursue meaningful careers in science oriented areas.

F.3. BRONX COMMUNITY COLLEGE AND JOHN JAY COLLEGE OF CRIMINAL JUSTICE – A.A./B.A. JOINT PROGRAMS IN CRIMINAL JUSTICE:

RESOLVED, That the joint programs in Criminal Justice leading to the Associate in Arts degree at Bronx Community College, and to the Bachelor of Arts at John Jay College of Criminal Justice, be approved, effective September 1, 2008, subject to financial ability.

EXPLANATION: The purpose of the proposed joint registration is to provide Bronx Community College students with the first two years of the four-year program in Criminal Justice offered at John Jay College, and to guarantee Bronx graduates seamless transfer into the upper division baccalaureate program at John Jay College with no loss of credit.

Criminal Justice is the system of law enforcement that includes the police, the courts, corrections, parole and probation. Criminal Justice systems exist at the Federal, State, City, and County levels. All are directly interrelated with the apprehension, prosecution, adjudication, sentencing and correction of criminal offenders. Graduates of the John Jay program in Criminal Justice are qualified for a wide range of entry-level positions in government as well as in private or public agencies that require security, public safety or law enforcement professionals.

F.4. BRONX COMMUNITY COLLEGE AND JOHN JAY COLLEGE OF CRIMINAL JUSTICE – A.S./B.S. JOINT PROGRAMS IN FORENSIC SCIENCE:

RESOLVED, That the joint programs in Science for Forensic Science leading to the Associate in Science degree at Bronx Community College, and in Forensic Science leading to the Bachelor of Science degree at John Jay College of Criminal Justice, be approved, effective September 1, 2008, subject to financial ability.

EXPLANATION: The purpose of the proposed joint registration is to provide Bronx Community College students with the first two years of the four-year program in Forensic Science offered at John Jay College, and to guarantee Bronx graduates seamless transfer into the upper division baccalaureate program at John Jay College with no loss of credit.
The proposed program is designed to provide students with the scientific foundation and technical education in general chemistry, organic chemistry, physics, biology, mathematics, data collection and analysis, oral and written communication skills, for successful careers in forensic science and chemistry based laboratories, major research centers and university facilities, government testing labs and public utilities. The proposed program is also designed to attract individuals from traditionally underserved communities, who are severely underrepresented in science, engineering and technology fields and to provide them with the knowledge and skills necessary to pursue meaningful careers in science oriented areas.

**F.5. KINGSBOROUGH COMMUNITY COLLEGE AND JOHN JAY COLLEGE OF CRIMINAL JUSTICE – A.A./B.A. JOINT PROGRAMS IN CRIMINAL JUSTICE:**

RESOLVED, That the joint programs in Criminal Justice leading to the Associate in Arts degree at Kingsborough Community College, and to the Bachelor of Arts at John Jay College of Criminal Justice, be approved, effective September 1, 2008, subject to financial ability.

**EXPLANATION:** The purpose of the proposed joint registration is to provide Kingsborough Community College students with the first two years of the four-year program in Criminal Justice offered at John Jay College, and to guarantee Kingsborough graduates seamless transfer into the upper division baccalaureate program at John Jay College with no loss of credit.

Criminal Justice is the system of law enforcement that includes the police, the courts, corrections, parole and probation. Criminal Justice systems exist at the Federal, State, City, and County levels. All are directly interrelated with the apprehension, prosecution, adjudication, sentencing and correction of criminal offenders. Graduates of the John Jay program in Criminal Justice are qualified for a wide range of entry-level positions in government as well as in private or public agencies that require security, public safety or law enforcement professionals.

**F.6. LAGUARDIA COMMUNITY COLLEGE AND JOHN JAY COLLEGE OF CRIMINAL JUSTICE – A.A./B.A. JOINT PROGRAMS IN CRIMINAL JUSTICE:**

RESOLVED, That the joint programs in Criminal Justice leading to the Associate in Arts degree at LaGuardia Community College, and to the Bachelor of Arts at John Jay College of Criminal Justice, be approved, effective September 1, 2008, subject to financial ability.

**EXPLANATION:** The purpose of the proposed joint registration is to provide LaGuardia Community College students with the first two years of the four-year program in Criminal Justice offered at John Jay College, and to guarantee LaGuardia graduates seamless transfer into the upper division baccalaureate program at John Jay College with no loss of credit.

Criminal Justice is the system of law enforcement that includes the police, the courts, corrections, parole and probation. Criminal Justice systems exist at the Federal, State, City, and County levels. All are directly interrelated with the apprehension, prosecution, adjudication, sentencing and correction of criminal offenders. Graduates of the John Jay program in Criminal Justice are qualified for a wide range of entry-level positions in government as well as in private or public agencies that require security, public safety or law enforcement professionals.

**G.1. JOHN JAY COLLEGE OF CRIMINAL JUSTICE – ABOLISHMENT OF THE DEPARTMENT OF ART, MUSIC AND PHILOSOPHY AND THE ESTABLISHMENT OF A DEPARTMENT OF ART AND MUSIC AND A DEPARTMENT OF PHILOSOPHY:**

RESOLVED, That the existing Department of Art, Music, and Philosophy be abolished at John Jay College, effective July 1, 2008; and be it further

RESOLVED, That a Department of Art and Music be established, effective July 1, 2008; and be it further

RESOLVED, That a Department of Philosophy be established at John Jay College, effective July 1, 2008.
EXPLANATION: Pursuant to academic and institutional planning, and following consultation with the faculty involved and with the approval of the College Council on February 27, 2008, and with the recommendation of the College President, John Jay College proposes to abolish the existing Department of Art, Music, and Philosophy and to establish two new separate departments: a Department of Art and Music and a Department of Philosophy. The reorganization is intended to promote faculty collaboration that will enhance instruction and curricular development as well as provide for improved faculty scholarship, research, and development.

Separate resolutions have been submitted to the Board of Trustees via the Chancellor’s University Report regarding the transfer and appointment of personnel to the new departments. Contingent upon the approval of the Board of Trustees, designated faculty members (9) will be transferred from the Department of Art, Music, and Philosophy to the new Department of Art and Music, effective July 1, 2008; and an additional (9) faculty members will be transferred from the Department of Art, Music, and Philosophy to the new Department of Philosophy.

G.2. JOHN JAY COLLEGE OF CRIMINAL JUSTICE - ABOLISHMENT OF THE DEPARTMENT OF SPEECH, THEATER, AND MEDIA STUDIES AND THE ESTABLISHMENT OF A DEPARTMENT OF COMMUNICATION AND THEATER ARTS:

RESOLVED, That the existing Department of Speech, Theater, and Media Studies be abolished at John Jay College, effective July 1, 2008; and be it further

RESOLVED, That a Department of Communication and Theater Arts be established, effective July 1, 2008.

EXPLANATION: Pursuant to academic and institutional planning, and following consultation with the faculty involved and with the approval of the College Council on February 27, 2008, and with the recommendation of the College President, John Jay College proposes to abolish the existing Department of Speech, Theater, and Media Studies and to establish a Department of Communication and Theater Arts. The reorganization is intended to promote faculty collaboration that will enhance instruction and curricular development as well as provide for improved faculty scholarship, research and development.

A separate resolution has been submitted to the Board of Trustees via the Chancellor’s University Report regarding the transfer and appointment of personnel to the new department. Contingent upon the approval of the Board of Trustees, designated faculty members (16) will be transferred from the Department of Counseling and Communication Skills and from the Department of Speech, Theater, and Media Studies to form the new Department of Communication and Theater Arts.

Another resolution has been submitted to the Board of Trustees via the Chancellor’s University Report to approve the renaming of the Department of Counseling and Communication Skills to the Department of Counseling.

G.3. JOHN JAY COLLEGE OF CRIMINAL JUSTICE - ESTABLISHMENT OF A DEPARTMENT OF ECONOMICS:

RESOLVED, That a Department of Economics be established at John Jay College, effective July 1, 2008.

EXPLANATION: Pursuant to academic and institutional planning, and following consultation with the faculty involved and with the approval of the College Council on February 27, 2008, and with the recommendation of the College President, John Jay College proposes to establish a Department of Economics. The purpose of the new department is to provide an appropriate organizational structure for the College’s new program in Economics. The new department is intended to promote faculty collaboration which will enhance instruction and curricular development as well as provide for improved faculty scholarship, research, and development.

A separate resolution has been submitted to the Board of Trustees via the Chancellor’s University Report regarding the transfer and appointment of personnel to the new department. Contingent upon the approval of the Board of Trustees, designated faculty members (5) will be transferred from the Department of Public Management to the new Department of Economics, effective July 1, 2008. An additional three full-time tenure-track faculty will join the new Department of Economics in Fall 2008, bringing the total membership of the new department to eight.
G.4. JOHN JAY COLLEGE OF CRIMINAL JUSTICE - ESTABLISHMENT OF A DEPARTMENT OF PROTECTION MANAGEMENT:

RESOLVED, That a Department of Protection Management be established at John Jay College, effective July 1, 2008.

EXPLANATION: Pursuant to academic and institutional planning, and following consultation with the faculty involved and with the approval of the College Council on February 27, 2008, John Jay College proposes to establish a Department of Protection Management. The purpose of the new department is to provide the necessary organizational structure that will better support the College’s undergraduate degree programs in Fire Science, Fire and Emergency Services, and Security Management and the graduate program in Protection Management. The new department is intended to promote faculty collaboration which will enhance instruction and curricular development as well as provide for improved faculty scholarship, research and development.

A separate resolution has been submitted to the Board of Trustees via the Chancellor’s University Report regarding the transfer and appointment of personnel to the new department. Contingent upon the approval of the Board of Trustees, designated faculty members (8) will be transferred from the Department of Public Management and the Department of Law, Police Science, and Criminal Justice Administration to the new Department of Protection Management, effective July 1, 2008.

Statement of Vice Chairman Philip Alfonso Berry:
The only thing I would like to say, Mr. Chair, is that the programs that have the associate degree and the bachelor’s degree, that connection and partnership is very worthy. Having gone to community college myself, I really appreciate how we have a partnership where we can align the curriculum for a career for an individual as they continue to progress. I think that is very good and just insures that the associate degree has worth and value and it is proven by the fact that there is this connection to the four year college.

Statement of Chairman Benno C. Schmidt, Jr.:
I want to commend the community colleges and John Jay for working together on these. I know that there are many other senior colleges that have worked on similar partnerships with the community colleges, but I want to second what Vice Chairman Berry said about how important that is in terms of the vision that we have had in the first Master Plan and continues now in the new one.

Statement of Trustee Manfred Philipp:
I think what Vice Chairman Berry has said was exactly on the mark. At the same time this development of the transfer programs from John Jay to the community colleges illustrates the need for more resources for our community colleges. That need is dire and I would like to take this opportunity to urge all of those associated with the Mayor and the City government to provide more resources to our community colleges. It is an extraordinarily urgent need.

H. YORK COLLEGE - B.S. IN NURSING:

RESOLVED, That the program in Nursing leading to the Bachelor of Science in Nursing degree to be offered at York College, be approved, effective, September 1, 2008.

EXPLANATION: The purpose of the proposed program is to provide students with the knowledge and skills necessary to complete a baccalaureate nursing degree and become eligible to sit for the National Council Licensure Examination for registered nurses. Currently, York College offers a BSN completion program in which RN’s begin a course of study in their junior year. The proposed program would allow students who wish to become registered nurses to begin a course of study as freshmen.

The proposedGeneric Baccalaureate Nursing program evolves from a priority of nursing education at the national and state levels. Presently, there is no Generic Baccalaureate Nursing program in Queens County in either the public or private sectors. Thus, this nursing program is consistent with the College’s mission to be responsive to the special needs of the southeastern Queens urban constituency, which is characterized by a growing population of
immigrants. It also reflects a commitment to providing educational opportunities that maximize and facilitate each student’s intellectual, professional, and personal growth and development.

I. LEHMAN COLLEGE – ABOLITION OF THE DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK; ESTABLISHMENT OF A DEPARTMENT OF SOCIOLOGY AND A DEPARTMENT OF SOCIAL WORK:

RESOLVED, That the Department of Sociology and Social Work be abolished at Lehman College, effective July 1, 2008; and be it further

RESOLVED, That a Department of Sociology be established at Lehman College, effective July 1, 2008; and be it further

RESOLVED, That a Department of Social Work be established at Lehman College, effective July 1, 2008.

EXPLANATION: Lehman College is proposing to reorganize its Department of Sociology and Social Work into two separate departments: a Department of Sociology and a Department of Social Work. The Department of Sociology and Social Work will cease to exist. This reorganization has been unanimously endorsed by the Lehman College Senate and it is recommended by the College administration. Affected faculty and the College Committee on Faculty Personnel and Budget have also been consulted.

This action is intended to fulfill an agreement with the Council of Social Work Education that, upon final accreditation of the Master of Social Work (M.S.W.) Program, the Social Work faculty would be organized as a separate department. It is further intended to enhance the visibility of the MSW Program and to promote faculty collaboration which will enhance instruction and curricular development as well as provide for improved faculty scholarship, research, and development within their respective departments.

Two separate resolutions have been submitted to the Board of Trustees via the Chancellor's University Report regarding the transfer and appointment of personnel to the new departments. Contingent upon the approval of the Board of Trustees, eleven designated faculty members will be transferred to the Department of Sociology and fourteen designated faculty members will be transferred to the Department of Social Work.

J. THE SCHOOL OF PROFESSIONAL STUDIES/GRADUATE SCHOOL AND UNIVERSITY CENTER – M.A. IN DISABILITY STUDIES:

RESOLVED, That the program in Disability Studies leading to the Master of Arts degree to be offered by the School of Professional Studies at the Graduate School and University Center be approved, effective September 1, 2008, subject to financial ability.

EXPLANATION: The purpose of the proposed interdisciplinary program is to educate a cadre of motivated professionals who will use their knowledge and skills to influence applied fields such as special education, social work, rehabilitation counseling, and the health professions. It is also designed to prepare a new generation of service providers, researchers, advocates, and policymakers who will inevitably impact the broader society. Several hundred thousand people are employed in fields that provide services to individuals with cognitive, emotional, behavioral and physical disabilities in New York State. These public and private agencies are both a source of prospective students and a source of employment for the program's eventual graduates.

K. EUGENIO MARIA DE HOSTOS COMMUNITY COLLEGE AND THE CITY COLLEGE OF NEW YORK – A.S./B.E. JOINT PROGRAMS IN MECHANICAL ENGINEERING:

RESOLVED, That the joint programs in Mechanical Engineering leading to the Associate in Science degree in Engineering at Eugenio Maria de Hostos Community College, and in Mechanical Engineering leading to the Bachelor of Engineering degree at City College, be approved, effective September 1, 2008, subject to financial ability; and be it further
RESOLVED, That a waiver of the Board’s 60/120 degree limit policy be approved to allow a total of 64 required credits at the associate level for this degree.

EXPLANATION: The purpose of the proposed joint registration is to provide Hostos Community College students with the first two years of the four-year program in Mechanical Engineering at City College, and to guarantee Hostos graduates seamless transfer into the upper division baccalaureate program at City College with no loss of credit.

Hispanics, African Americans, and women, the vast majority of the Hostos Community College student population, are severely underrepresented in the engineering and technology fields. The Hostos student population is 98.1% minority and 77% are women over the age of twenty-five; almost 70% of students are Latino and 29.3% are African American. Thus, the proposed program is designed as a first step for minority students to gain entry and succeed in a four-year engineering program. In order to further assist students, Hostos has developed academic support systems managed by the Hostos Academic Learning Center (HALC) that provide tutoring, workshops, and self-paced learning software to provide a nurturing environment that will enable students to develop strong foundations in subject areas that are part of the engineering curriculum.

The College is also planning recruitment efforts to reach out to New York City public high schools in the surrounding community, including the Hostos-Lincoln Academy of Sciences that is housed within the College, in order to attract recent high school graduates to enroll in the program.

Because of TAC/ABET accreditation requirements, the proposed program will need a waiver to exceed the Board’s 60 degree credit limit for associate degree programs. This waiver conforms to other waivers granted for similar engineering science programs at other CUNY two-year colleges.

L. EUGENIO MARIA DE HOSTOS COMMUNITY COLLEGE – A.A.S. IN DIGITAL MUSIC:

RESOLVED, That the program in Digital Music leading to the Associate in Applied Science degree to be offered at Eugenio Maria de Hostos Community College, be approved, effective September 1, 2008, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to prepare students with the knowledge and technical skills needed to enter careers in industries that require sound designers, music producers, and audio engineers to work in a wide variety of businesses, such as: radio broadcasting; concert production; theatre production; musical recording; sound track and sound effect production for television, film, and video; and, many others. The proposed curriculum emphasizes the use of standard technology but is also designed to allow expansion with new technological advances so that graduates will not be disadvantaged and be able to compete with contemporary industry demands to plan, analyze and create music, sound and artistic productions.

M. BROOKLYN COLLEGE – B.S. IN EXERCISE SCIENCE:

RESOLVED, That the program in Exercise Science leading to the Bachelor of Science degree to be offered at Brooklyn College be approved, effective September 1, 2008.

EXPLANATION: The purpose of the proposed program is to prepare graduates for entry-level positions in corporate, commercial, and community settings that offer exercise programs for health maintenance and/or rehabilitative care. In addition, the program is designed to prepare students to obtain nationally-recognized certifications through external examination. The program will also provide a solid foundation for graduate studies in exercise science.

Exercise science professionals who work in health services and the fitness industry are skilled in evaluating health behaviors and risk factors, conducting fitness assessments, writing appropriate exercise prescriptions, and motivating individuals to modify negative health habits and maintain healthy lifestyle behaviors.

The health and fitness industry is a dynamic, expanding, and maturing field. According to the Bureau of Labor Statistics, employment of fitness professionals is expected to grow faster than the average through the year 2012 as more people invest time and money in fitness services and as more businesses recognize the benefits of fitness and wellness programs.
N. HUNTER COLLEGE – M.A. IN TEACHING CHINESE:

RESOLVED, That the program in the Teaching of Chinese leading to the Master of Arts degree to be offered at Hunter College be approved, effective September 1, 2008.

EXPLANATION: The purpose of the proposed program is to provide training and guidance for qualified students who are interested in teaching Chinese as a foreign language in the public school system in the greater New York area. There is a need to satisfy the ever-increasing demand for certified teachers who are capable of offering quality language instruction in New York City public schools. According to one recent survey, there are only about 1,000 teachers who are certified to teach Chinese in the entire United States, an inadequate number considering the unprecedented interest in studying Chinese due, in part, to the rise in China's political and economic power in the world arena.

The curricular design for the proposed program is based on the New York State requirements of the Teacher Education Program in Languages other than English for Mandarin Chinese. In addition, the College plans to establish study abroad and exchange programs with comparable institutions in China, Taiwan, and other countries that also offer teacher training programs to further enrich students' learning experience from a global perspective.

O. LAGUARDIA COMMUNITY COLLEGE – ABOLISHMENT OF THE DEPARTMENT OF COMPUTER INFORMATION SYSTEMS:

RESOLVED, That the Department of Computer Information Systems at LaGuardia Community College be abolished, effective September 1, 2008.

EXPLANATION: Enrollments in LaGuardia Community College's computer-related degree programs have declined significantly over the past five years, with decreases ranging from 37 percent to 76 percent. Although the Department of Computer Information Systems (CIS), which currently sponsors computer-related degree programs, has made a number of efforts to recruit students, enrollments cannot be projected to return to levels sufficient to support the existing CIS faculty, staff, and facility infrastructure.

Therefore, in order to revitalize and reinvigorate its program offerings, the College is proposing to abolish the Department of Computer Information Systems and reorganize existing faculty into other appropriate academic departments. Currently, the largest segment of CIS offerings at LaGuardia is CIS 100 (Introduction to Computers) which is a requirement for all of the College's business programs. A major challenge for the changing landscape of business and information is to focus the practical application of computing to business problem solving. Many colleges and universities—within and outside of CUNY—have already expanded their business departments to infuse computer science and information technology applications into business theory and principles. In addition to business applications, science applications and high-end mathematics are also areas which will benefit from the practical application of computing. The College believes its graduates will be better prepared for successful careers as a result of this reorganization.

Four separate resolutions have been submitted to the Board of Trustees via the Chancellor's University Report regarding the transfer and appointment of personnel to the new departments. Contingent upon the approval of the Board of Trustees, effective September 1, 2008, eight faculty and CLTs will be transferred to the Department of Mathematics, Engineering Science and Computer Science; eight faculty and CLTs will be transferred to the Department of Business and Technology; one faculty member will be transferred to the Department of Humanities; and one faculty member will be transferred to the Department of Natural and Applied Sciences.

Two other resolutions have been submitted to the Board of Trustees via the Chancellor's University Report: one to approve the renaming of the Department of Mathematics to the Department of Mathematics, Engineering Science, and Computer Science; the other to approve the renaming of the Department of Accounting and Managerial Studies to the Department of Business and Technology.
NO. 5. COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION: RESOLVED, That the following items be approved:

A. THE CITY UNIVERSITY OF NEW YORK – CONFLICT OF INTEREST POLICY:

RESOLVED, That the Board of Trustees hereby approve the policy governing conflicts of interest, effective July 1, 2008.

NOTE: See Appendix E

EXPLANATION: This new Policy generally provides that officers and full-time and part-time employees of the University, post-doctoral associates, and students engaged in faculty-directed research may not use their positions at the University, or the information, privileges, or influence such positions may provide, when the use is motivated by, or appears to be motivated by, the desire for private gain or advantage.

The Policy has been derived from different legal and regulatory sources. Its first component lays out the general standards of ethical conduct set forth in New York State statutes and executive orders. The Policy’s second component, which also relies on New York State statutes and executive orders, establishes certain restrictions on the hiring, employment, and supervision of family members and on entering into contracts with family members or entities in which family members have a personal or financial interest. The third component of the Policy, which is based on Federal regulations regarding the conduct of research and similar educational activities, recognizes that the interactions between University researchers and commercial entities have many beneficial results, and it establishes procedures for the disclosure, review, and management of potential conflicts of interest in connection with such activities.

The Policy codifies legal and regulatory requirements applicable to members of the University community. It has been developed to meet the University’s needs through extensive review by many constituencies within the University, including the Council of Presidents, the Offices of Academic Affairs and Human Resource Management, the University Faculty Senate, and the Research Foundation.

Trustee Hugo M. Morales left the meeting.

B. THE CITY UNIVERSITY OF NEW YORK – DOMESTIC VIOLENCE AND THE WORKPLACE POLICY:

RESOLVED, That The City University of New York Domestic Violence and the Workplace Policy be adopted, effective August 1, 2008.

NOTE: See Appendix F

EXPLANATION: On October 22, 2007, New York State Governor Eliot Spitzer signed Executive Order #19 requiring that all New York State agencies (defined broadly to include CUNY) adopt a domestic violence and the workplace policy by August 1, 2008.

The policy sets forth the duties and obligations of CUNY and its employees relative to issues of domestic violence and its impact on the workplace, including lost productivity, increased health care costs, increased absenteeism, and increased employee turnover.

Executive Order #19 dictates that CUNY create and distribute its Domestic Violence and the Workplace Policy in the form provided by the New York State Office for the Prevention of Domestic Violence (“OPDV”). As required by Executive Order #19, the CUNY policy has been approved by the NYS OPDV.

Statement of Trustee Manfred Philipp:
I would like to comment on the need for appropriate guidelines that we agreed with Vice Chancellor Gloriana Waters are needed for this document. There is a certain rigidity on the part of State administration into how this document can be written and applied to this University that may, in fact, violate the State Education Law because the
University is supposed to be to a large extent self governing, but we will see if that is true or not, I said may. We are pleased to see that we can develop implementation guidelines that will be acceptable. As it stands now the document is problematic in several respects.

Trustee Hugo M. Morales returned to the meeting.

C. THE CITY UNIVERSITY OF NEW YORK – NOTICE OF AMENDMENTS TO ARTICLE VI AND XI OF THE BOARD BYLAWS:

RESOLVED, That notice is provided of proposed amendments to Sections 6.1 and 6.2 of Article VI of the Bylaws and Section 11.34 of Article XI of the Bylaws. It is proposed to amend Section 6.1, 6.2.a(2)(b) and Section 11.34 of the Bylaws of the Board of Trustees to include two new titles, “Campus Schools College Laboratory Technician” and “Campus Schools Senior College Laboratory Technician.” Furthermore, it is proposed to amend Section 6.2.a(2)(b) to delete the title “principal.” Finally, technical revisions to the language of Section 11.34 are proposed.

EXPLANATION: The proposed amendments achieve three goals. First, they create two new titles, “campus schools college laboratory technician” and “campus schools senior college laboratory technician.” These new titles are needed to implement an arbitration award that requires the University to pay employees in the Hunter College Elementary School and Hunter College High School performing the duties of college laboratory technicians on a different salary schedule than other employees in the college laboratory technician series titles. Second, they resolve an ambiguity that currently exists between Section 6.2 and 6.5 of Article VI by deleting the title “principal” from Section 6.2, thereby making clear that the title “principal” in the Hunter College High School and Hunter College Elementary School is non-tenure-bearing. Third, the proposed amendments update archaic language in Section 11.34 by recognizing that the Board of Education has become the Department of Education and that the Board of Examiners no longer exists.

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

RESOLVED, That the Board of Trustees of The City University of New York hereby authorizes and consents, effective June 1, 2008, to the reappointment by the Chancellor of The City University of New York of Dr. Tilden LeMelle as Commissioner of the Civil Service Commission of The City University of New York, for an additional six-year term to begin on June 1, 2008 and expire on May 31, 2014.

EXPLANATION: On April 30, 1997, the Board of Trustees of The City University of New York authorized the appointment of Dr. Tilden LeMelle 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 Board of Trustees resolution of April 30, 1997, Dr. LeMelle was appointed for a term to expire on May 31, 2008. Through the reappointment of Dr. LeMelle 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.

Dr. LeMelle has a baccalaureate and master's degree from Xavier University, New Orleans, and a doctorate degree in International Relations from the Graduate School of International Studies of the University of Colorado, Denver. Dr. LeMelle’s previous service at The City University of New York includes serving as both Provost and Acting President of Hunter College, as Acting President of New York City College of Technology, and as Acting Vice Chancellor for Student Services and Affairs. Most recently, Dr. LeMelle served as President of the University of the District of Columbia. Dr. LeMelle is currently retired.

Dr. Tilden LeMelle will serve as Commissioner with Ms. Marilyn Flood, whose term of service runs from June 1, 2006, through May 1, 2012, and with Ms. Elaine Reiss, whose term of service runs from June 1, 2006, through May 31, 2010.
E. BARUCH COLLEGE – NAMING OF THE HENRY N. ('64) AND GERALDINE L. GOLDSMITH LECTURE HALL:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 3-165 in the Newman Vertical Campus at Baruch College as the "Henry N. ('64) and Geraldine L. Goldhammer Lecture Hall."

EXPLANATION: Henry Goldhammer graduated from Baruch College in 1964 and has been an active alumni volunteer for Baruch College. Mr. and Mrs. Goldhammer have made an irrevocable bequest to the Baruch College Fund valued at $1,500,000.

In recognition of their generosity, Baruch College wishes to name Room 3-165, the "Henry N. ('64) and Geraldine L. Goldhammer Lecture Hall."

F. BARUCH COLLEGE – NAMING OF THE BARUCH COLLEGE ALUMNI ASSOCIATION CLASSROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 11-165 in the Newman Vertical Campus at Baruch College as the "Baruch College Alumni Association Classroom."

EXPLANATION: The Baruch College Alumni Association ("BCAA") was founded in 1968 as a nonprofit 501(c)(3) organization. The work of the Association would not be possible without the generous support of the Baruch community. Through the years, the dedicated members of the BCAA have been partners in advancing the goals of the students, faculty and alumni at Baruch College.

The members of the BCAA pledged $100,000 to the Baruch College Fund in March 2007. In recognition of their generosity, Baruch College wishes to name Room 11-165 of the Newman Vertical Campus the "Baruch College Alumni Association Classroom."

G. BARUCH COLLEGE – NAMING OF THE DON SACC N '62 CLASSROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 9-125 in the Newman Vertical Campus at Baruch College as the "Don Sacco '62 Classroom."

EXPLANATION: Donald Sacco graduated from Baruch College in 1962. He was the Executive Vice President - Human Resources and Labor Relations at Bell Atlantic, where he was responsible for human resource policies affecting Bell Atlantic's 140,000 employees, as well as retirees.

Mr. Sacco has pledged $100,000 to the Baruch College Fund. In recognition of his generosity, Baruch College wishes to name Room 9-125 of the Newman Vertical Campus the "Don Sacco '62 Classroom."

H. BARUCH COLLEGE – NAMING OF THE FEIT SEMINAR ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the "Feit Seminar Room" located in Room 8-91 of the Newman Vertical Campus at Baruch College.

EXPLANATION: More than ten years ago, Charles Feit, a Baruch alumnus and a founding member of the Baruch College Fund, with his wife Hedwig, pledged a gift of $100,000 to the Baruch College Fund to create the Feit Seminar Program, a multi-disciplinary seminar for freshman honors students. As part of that gift, a physical space for the program was earmarked in the College's 17 Lexington Avenue building. Space was subsequently recommitted in the Newman Vertical Campus plan.

The College now seeks Board approval for the naming of the Feit Seminar Room in the Newman Vertical Campus.
I. BARUCH COLLEGE – NAMING OF THE HENRY SCHRAM ’67 CLASSROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 10-126 in the Newman Vertical Campus at Baruch College as the “Henry Schram ’67 Classroom.”

EXPLANATION: Henry Schram, Senior Vice President and Chief Accounting Officer for the Chubb Corporation, graduated from Baruch College in 1967. In 2007 he received the Baruch College Alumnus of Distinction Award.

In November 2007, Mr. Schram pledged $100,000 to the Baruch College Fund. In recognition of his generosity, Baruch College seeks approval to name Room 10-126 of the Newman Vertical Campus Room the “Henry Schram ’67 Classroom.”

J. BARUCH COLLEGE – NAMING OF THE JUDY AND LEW (’70) KRAMER CLASSROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 12-140 in the Newman Vertical Campus at Baruch College as the “Judy and Lew (’70) Kramer Classroom.”

EXPLANATION: Lewis Kramer graduated from Baruch College in 1970 and is a partner of the New York firm of Ernst & Young. In November 2006, Mr. Kramer pledged $100,000 to the Baruch College Fund. In recognition of Mr. Kramer’s generosity, Baruch College wishes to name Room 12-140 of the Newman Vertical Campus the “Judy and Lew (’70) Kramer Classroom.”

K. BARUCH COLLEGE – NAMING OF THE MICHAEL POTACK ’66 CLASSROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 9-120 in the Newman Vertical Campus at Baruch College as the “Michael Potack ’66 Classroom.”

EXPLANATION: Michael R. Potack graduated from Baruch College in 1966. He is the President and Chief Executive Officer of Unitex/Med-Apparel Services.

Mr. Potack has pledged $100,000 to the Baruch College Fund. In recognition of his generosity, Baruch College wishes to name Room 9-120 of the Newman Vertical Campus the “Michael Potack ’66 Classroom.”

L. BROOKLYN COLLEGE – NAMING OF THE LEONARD AND CLAIRE TOW CENTER FOR THE PERFORMING ARTS:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Performing Arts Center located on the campus of Brooklyn College the “Leonard and Claire Tow Center for the Performing Arts.”

EXPLANATION: Leonard and Claire Tow, graduates of Brooklyn College in 1950 and 1952, respectively, have for many years been among the strongest supporters of Brooklyn College. In 1993, through the Tow Foundation, a family fund that supports medical research and scientific, community, educational, and cultural organizations, Mr. and Mrs. Tow established the Tow Professorships and Awards that are given annually to College faculty members for outstanding teaching and/or research. In 1998, Brooklyn College bestowed the honorary degree of Doctor of Humane Letters on both Leonard and Claire Tow.

In May 2003, the Tows donated $10 million – the largest gift in the College’s history – for a new Center for the Performing Arts on the campus.

In recognition of the extraordinary generosity of Mr. and Mrs. Tow, the College seeks Board approval to name the facility the “Leonard and Claire Tow Center for the Performing Arts.”
M. BROOKLYN COLLEGE – NAMING OF THE JAY NEWMAN ENDOWED CHAIR IN THE PHILOSOPHY OF CULTURE:

RESOLVED, That the Board of Trustees of The City University of New York approve the establishment of the Jay Newman Endowed Chair in the Philosophy of Culture at Brooklyn College.

EXPLANATION: Jay Newman was a 1968 alumnus of Brooklyn College and Professor Emeritus of Philosophy at the University of Guelph in Canada. When he passed away in 2007, he left a substantial bequest of $1,435,000 to the Brooklyn College Foundation, Inc. Dr. Newman intended that $1,200,000 of the bequest be used to create an endowed chair in the Philosophy Department, to be known as the Jay Newman Chair in the Philosophy of Culture. For the first two years, the Jay Newman Chair will be used to hire a visiting professor who is a specialist in the philosophy of culture and has a distinguished publication and teaching record. Thereafter, a permanent appointment will be hired. The remaining funds will be used for scholarships.

Dr. Newman received a Distinguished Alumnus Award from Brooklyn College in 1988 and the President's Distinguished Professor Award from the University of Guelph in 2001. Dr. Newman was widely known and respected through his extensive publications.

N. THE CITY COLLEGE OF NEW YORK – NAMING OF THE COLIN POWELL CENTER FOR POLICY STUDIES:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Colin Powell Center for Policy Studies at The City College of New York.

EXPLANATION: The Colin Powell Center for Policy Studies at The City College of New York (“Powell Center”) is a nonpartisan policy research center named for one of CCNY’s most distinguished graduates. Established through a generous grant from the May and Samuel Rudin Foundation, the Powell Center combines policy-related research and events with efforts to involve students directly in its programs and activities. This resolution seeks approval to name the Powell Center; a separate resolution is being submitted seeking Board approval for the establishment of the Center.

The Center is named for General Colin L. Powell, who serves as the Chair of the Powell Center’s Advisory Council and as Distinguished Scholar. Born and raised in the South Bronx, General Powell graduated from The City College of New York in 1958. He went on to earn an M.B.A. from George Washington University and to build a distinguished military career, including service as the Assistant to the President for National Security Affairs.

General Powell was the first African-American and the youngest officer ever to become Chairman of the Joint Chiefs of Staff, the highest ranking officer in the United States military, in which capacity he served under President George H. W. Bush and President William Jefferson Clinton.

In 2001, President George W. Bush appointed him Secretary of State, a position that placed him at the head of America’s foreign policy and in which he served from 2001–2005.

O. HUNTER COLLEGE – NAMING OF THE HERTOG CREATIVE WRITING FELLOWSHIP PROGRAM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Hertog Creative Writing Fellowship Program” at Hunter College.

EXPLANATION: In 2007, Roger and Susan Hertog pledged $1,000,000 to the Hunter College Foundation, Inc. to support the Creative Writing M.F.A. program at Hunter College. In partial recognition of this gift, the College wishes to name the Creative Writing Fellowship Program, the Hertog Creative Writing Fellowship Program, which enables students in the Creative Writing M.F.A. program to serve as research assistants for prominent writers, who in turn serve as mentors to those students. The College is also considering other appropriate means of acknowledging this generous donation.
Susan Hertog graduated from Hunter College with a B.A. in English. She is the author of a biography on Anne Morrow Lindbergh. Roger Hertog received his B.A. from The City College of New York. He is Vice Chairman of Alliance Capital Management, LLP.

P. HUNTER COLLEGE – NAMING OF THE EVELYN KRANES KOSSAK PAINTING PROGRAM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Evelyn Kranes Kossak Painting Program” in the Art Department at Hunter College.

EXPLANATION: In 2007, Evelyn Kranes Kossak, Hunter Class of 1942, pledged $1,000,000 to the Hunter College Foundation, Inc. to support the painting program in Hunter College’s Art Department.

Ms. Kossak has been a generous supporter of Hunter College and is a member of its alumni Hall of Fame. This resolution seeks approval to name the “Evelyn Kranes Kossak Painting Program” in recognition of Ms. Kossak’s generosity and commitment to the arts. Her gift will help Hunter College attract and retain visiting and permanent faculty members, renovate work spaces, support student artists, develop advanced programs, and update and maintain equipment in the College’s Art Department.

Q. HUNTER COLLEGE – NAMING OF THE JUDITH ZABAR VISITING ARTIST PROGRAM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Judith Zabar Visiting Artist Program” in the Department of Art at Hunter College.

EXPLANATION: In 2007, Judith and Stanley Zabar pledged $250,000 to the Hunter College Foundation, Inc. to establish the “Judith Zabar Visiting Artist Program” in the Department of Art at Hunter College for a period of five years.

Judith Zabar, an artist and former Trustee of the Hunter College Foundation, graduated from Hunter College High School in 1950 and in 1954 from Hunter College, where she received a B.A. in English and Creative Art. She is a member of the Friends of the Hunter College Galleries, and is currently on the Trustees’ Council of the Museum at Eldridge Street. Stanley Zabar is Vice President and Chief Financial Officer of Zabar’s & Co., Inc.

The Judith Zabar Visiting Artist Program will bring outstanding practitioners of the visual arts to Hunter College, foster collaboration between the art community and Hunter faculty and students, and provide Hunter students with opportunities for individual critiques and engagement in the creative process with outstanding professional artists.

R. HUNTER COLLEGE – NAMING OF THE MARY P. DOLCIANI PROFESSOR OF MATHEMATICS:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Mary P. Dolciani Professor of Mathematics” at Hunter College.

EXPLANATION: In 2008, the Mary P. Dolciani Halloran Foundation pledged $525,000 to the Hunter College Foundation, Inc. to establish the “Mary P. Dolciani Professor of Mathematics” at Hunter College.

Mary P. Dolciani received her B.A. from Hunter College (’44) and her Ph.D. from Cornell University. Later, she continued her studies at Oxford University in England and at the Institute for Advanced Studies at Princeton University. After teaching at Vassar College for two years, she taught for 40 years at Hunter College, and also served as chairperson of the Mathematics Department and Provost. She subsequently became Dean for Academic Development at The City University of New York.

As a writer and researcher, Dr. Dolciani wrote a series of mathematics textbooks that have been translated into French and Spanish and have sold more than 50 million copies around the world. While at Hunter she developed the first multimedia mathematics learning laboratory in the CUNY system, and directed many National Science Foundation institutes and New York State Education Department institutes for mathematics teachers. Dr. Dolciani developed new curricula for secondary school mathematics. She served on the U.S. Commission on Mathematical
Instruction of the National Research Council of the National Academy of Sciences, and was a member of the Mathematical Association of America (MAA), serving on the Board of Governors and as a member of the Committee on Publications.

S. HUNTER COLLEGE – NAMING OF THE ED AND PEGGY KABAKOW RECEPTION ROOM AND GALLERY:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Ed and Peggy Kabakow Reception Room and Gallery” in Hunter College’s Roosevelt House.

EXPLANATION: In 2008, Edwin Kabakow pledged $100,000 to support the programs and operations of the Roosevelt House Public Policy Institute at Hunter College, and to name the “Ed and Peggy Kabakow Reception Room and Gallery” at Roosevelt House.

Mr. Kabakow graduated from Hunter College in 1957 and serves on the Board of Trustees of The Hunter College Foundation. He is the founder and president of Media People, Inc., a media consulting, and direct marketing company. Margaret Kabakow, who is known as Peggy, is a dedicated and active volunteer who has served in leadership positions with many organizations.

T. HUNTER COLLEGE – NAMING OF THE LUCILLE AND THEODORE KAUFMAN LABORATORY:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Lucille and Theodore Kaufman Laboratory” located in Room 913 of the North Building at Hunter College.

EXPLANATION: In 2006, Lucille and Theodore Kaufman donated $100,000 to The Hunter College Foundation, Inc. to assist with the complete renovation and equipping of a biology laboratory at Hunter College. Hunter College now seeks Board approval to name that facility “The Lucille and Theodore Kaufman Laboratory”.

Lucille Kaufman, Hunter Class of 1947, is Co-Chair of the Board of Trustees of The Hunter College Foundation, Inc. She began her career as a fashion coordinator, but later joined her husband, Theodore Kaufman, at the construction firm Taggart Associates, where she served as CFO. Ms. Kaufman has served on numerous committees at Hunter College and is a member of Hunter College’s Alumni Hall of Fame.

U. HUNTER COLLEGE – NAMING OF THE LOUIS AND RACHEL RUDIN PROFESSOR OF NURSING:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Louis and Rachel Rudin Professor of Nursing” at the Hunter-Bellevue School of Nursing of Hunter College.

EXPLANATION: The Louis and Rachel Rudin Foundation has pledged $560,000 to The Hunter College Foundation, Inc., of which $500,000 is committed to establish and endow the “Louis and Rachel Rudin Professor of Nursing.” The remaining $60,000 is intended to establish and endow scholarships for nursing students.

The Louis and Rachel Rudin Foundation supports educational programs and scholarships at medical and nursing schools. Lewis and Jack Rudin are the grandsons of Louis and Rachel Rudin. They have carried on a family tradition of philanthropy and public service begun more than 60 years ago by their parents, Samuel and May Rudin, who rose from modest beginnings to become two of New York City’s major builders and real estate owners.

Lewis Rudin, who passed away in 2001, was awarded an Honorary Degree from Hunter College in 1991. Jack Rudin continues to serve as Chairman of Rudin Management Co., Inc., and received the Chancellor’s Medal in 2001.

Trustee Carol A. Robles-Roman left the meeting.
V. HUNTER COLLEGE – GOVERNANCE OF THE SCHOOL OF NURSING:

RESOLVED, That the School of Nursing at Hunter College shall be reestablished as a separate school within Hunter College with all of the attributes and responsibilities of a school at Hunter; and be it further

RESOLVED, That the Dean of the School of Nursing, who shall report directly to the Provost, shall work with the faculty of the School of Nursing to recommend any changes to organizational structures within the School appropriate to preserve the School’s representation in College governance bodies and procedures and to ensure that the By-laws of the School of Nursing reflect its new status and structure; provided that any such changes that require approval of the Board of Trustees shall be submitted to the Board for approval prior to implementation; and be it further

RESOLVED, That until such time as revised procedures are adopted pursuant to the foregoing resolution, appointments, reappointments, promotions and other matters currently within the purview of Committees on Personnel and Budget shall continue to be governed by the procedures adopted by the Board effective July 1, 1997, except that the Dean of the School of Nursing shall co-chair, with voice but not vote, the Personnel and Budget Committee of the Division of the Schools of the Health Professions, and shall sit at the College-wide Personnel and Budget Committee with voice but without vote; and be it further

RESOLVED, That there shall be no changes to the governance of the School of Health Sciences until such time as changes may be desired in connection with the establishment of a new School of Public Health; and be it further

RESOLVED, That any inconsistent provisions of the resolutions of this Board of June 23, 1997, December 18, 1978 and June 17, 1974, be superseded.

EXPLANATION: In anticipation of the formal establishment of the School of Public Health as well as the upcoming retirement of the long-time Director of the School of Nursing, Hunter College, with the assistance of an outside consultant, has considered the structure of its School of Nursing and concluded that its programs, students and faculty would be best served by re-establishing it as a full School within Hunter College, as it was prior to 1997. The School of Nursing is currently treated as a component of the Division of the Schools of the Health Professions along with the School of Health Sciences. A single Dean is responsible for the entire division. The proposed structure would be more analogous to the structure of the School of Nursing at Hunter College from 1969 until 1997. The proposed organizational changes will not affect the seniority of any of the School of Nursing instructional staff.

The proposed structure would recognize the differing demands and expertise of the School of Nursing and the School of Health Sciences, which houses most of the College’s public health related programs. Comparison with other programs around the country reveals that nursing almost always has full “school” status and the school leader is a dean. An independent consultant retained by Hunter College reported that at New York University, one of the few nursing programs that had until recently held division status rather than full school status, the recognition of full school status has enhanced their fund raising ability enormously and had an immediate effect on their public and intra-professional image. Hunter College believes the requested structure would recognize the full status of the School of Nursing and assist the School in attracting appropriate resources and personnel.

The proposed restructuring will not alter the structure, governance, or programs of the School of Health Sciences which is expected to remain as it is until the new School of Public Health is ready to be formed and accredited. It is also anticipated that the Division of the Schools of the Health Professions will continue for a transition period until appropriate structures in the School of Nursing and the future School of Public Health are developed and approved to replace it.

The Faculty of the School of Nursing and the Hunter College Senate both have unanimously endorsed this resolution.

Trustee Carol A. Robles-Roman returned to the meeting.
W. JOHN JAY COLLEGE OF CRIMINAL JUSTICE – AMENDMENTS TO THE CHARTER OF GOVERNANCE:

RESOLVED, That the Board of Trustees of The City University of New York approve and adopt the proposed amendments to the Charter of Governance of John Jay College of Criminal Justice, effective July 1, 2008.

NOTE: See Appendix G

EXPLANATION: The proposed amendments to the Charter of Governance (“Charter”) of John Jay College of Criminal Justice (“John Jay”) were ratified by the John Jay College Council and are recommended by the College’s Administration.

The proposed Charter seeks to provide a greater voice for the faculty in academic affairs by increasing its percentage of membership in the College Council. It also strengthens the role of Higher Education Officers (“HEOs”) and students in the development of the College’s budget and the planning process. The amendments further revise certain Committees’ structures, including separating the former Personnel and Budget Committee into two separate committees, and eliminate a number of unnecessary committees.

In addition, the revised Charter provides for the election of alternate representatives who may vote, make motions, and be counted as part of the College Council’s quorum only during the absence of a permanent faculty representative. The addition of alternates is designed to allow the College Council to conduct its business effectively, in light of the New York State Court of Appeals ruling in Perez v. CUNY. In Perez, the Court of Appeals held that governance bodies such as the College Council are subject to the New York State Open Meetings Law and therefore must meet legally-mandated quorum and majority vote requirements in order to conduct business.

X. JOHN JAY COLLEGE OF CRIMINAL JUSTICE – NAMING OF THE CHRISTIAN REGENHARD CENTER FOR EMERGENCY RESPONSE STUDIES:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Center for Emergency Response Studies at John Jay College of Criminal Justice, as the “Christian Regenhard Center for Emergency Response Studies.”

EXPLANATION: The Center for Emergency Response Studies is a research entity and information clearinghouse for the study of emergency responses to large scale disasters. The Center will build upon the institutional capabilities of John Jay College of Criminal Justice to provide an integrated, comprehensive approach to the study of emergency response to actual disasters such as the World Trade Center attacks and Hurricane Katrina, as well as future potential disasters. In addition, research efforts and the creation of an internet-based digital data archive will provide the basis for public policy recommendations, training and educational programs, seminars and workshops, as well as the identification of emergency responder technology and equipment needs.

Christian Regenhard was a probationary firefighter who was killed at the World Trade Center on September 11, 2001. The effort to raise funds and awareness of this Center was made possible by Sally Regenhard, Christian’s mother, who has worked diligently with John Jay faculty to develop the program and secure its funding. In recognition of Mr. Regenhard’s heroism and in his memory, John Jay College wishes to name the Center for Emergency Response Studies after him.

Y. LAGUARDIA COMMUNITY COLLEGE – NAMING OF THE ROBERT O’PRAY COMPUTER LAB:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Robert O’Pray Computer Lab,” located in Room C-248 of the LaGuardia Community College campus at 31-10 Thomson Avenue, Long Island City, New York.

EXPLANATION: Dr. Robert O’Pray was a member of the College’s Department of Technology from its inception in 1969 and also served as Department Chair from the early 1970’s through 1978, when he began a new position as Registrar at the College. A dedicated educator, Dr. O’Pray endeavored to keep students abreast of the latest in technology, office education and skills, and general education. He served on numerous college committees,
including the Senate, College Governance, Tenure Review, Middle States Review and Accreditation. Each year, Dr. O’Pray served as Grand Marshall at LaGuardia’s annual graduation ceremony.

Because of his diligence, his ability to inspire students and colleagues, and his dedication to higher education, in 1991 Room C-248 was dedicated to Dr. Robert O’Pray.

Z. QUEENSBOROUGH COMMUNITY COLLEGE – NAMING OF THE EVA BOBROW NURSING LOUNGE:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Eva Bobrow Nursing Lounge,” located near the Nursing Department on the fourth floor of the Medical Arts Building at Queensborough Community College.

EXPLANATION: Eva Bobrow, three times an alumna of Queensborough Community College, earned her first associate degree in 1972 at the age of 64, and then received two additional associate degrees in 1974 and 1978 before moving on to CUNY’s Baccalaureate Program, from which she graduated summa cum laude in 1983.

Ms. Bobrow supported Queensborough Community College both financially and through her volunteer work until her death in 2000. She left the bulk of her estate to Queensborough Community College, funds from which were used to endow the Eva Bobrow Memorial Nursing Scholarship, to name a Holocaust Center Lecture Series in her honor, and to support the endowment fund of the Art Gallery.

The Nursing Lounge was dedicated in Eva Bobrow’s honor in 1997.

AA. QUEENSBOROUGH COMMUNITY COLLEGE – NAMING OF THE CLAIRE SHULMAN EDUCATIONAL TECHNOLOGIES LAB:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Claire Shulman Educational Technologies Lab” in Room M-129 of the Medical Arts Building at Queensborough Community College.

EXPLANATION: This was the first lab constructed at the College for an academic department that was not part of a technology program. Its creation led to a significant advancement of the use of instructional technology across the disciplines, as it is used by a number of departments including Social Sciences and Mathematics. A particularly useful feature of the multi-media lab is its capability for video conferencing.

In 2001 the lab was named after the Queens Borough President, Claire Shulman, who provided support for the project.

BB. QUEENSBOROUGH COMMUNITY COLLEGE – NAMING OF THE ROBERT F. KENNEDY GYMNASIUM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Robert F. Kennedy Gymnasium” at Queensborough Community College.

EXPLANATION: This building was named in honor of former United States Senator Robert F. Kennedy, who visited the campus when he was campaigning for the presidency in 1968.

Robert F. Kennedy represented the State of New York in the United States Senate from 1965 until his untimely death. During that time he worked tirelessly to improve the lives of New Yorkers, fight poverty and advance the civil rights movement. He also served as the sixty-fourth Attorney General of the United States in the administration of his brother, President John F. Kennedy.

Following Senator Kennedy’s assassination in 1968, the campus community held a ceremony naming the building in his honor which was attended by his chief speech writer, Ted Sorenson.
CC. QUEENSBOROUGH COMMUNITY COLLEGE – NAMING OF THE KURZWEIL RECITAL HALL:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Kurzweil Recital Hall” in Room H-144 of the Humanities Building at Queensborough Community College.

EXPLANATION: Dr. Frederic Kurzweil was a conductor, pianist, composer, and music educator who served as the first chairman of the Department of Music at Queensborough Community College. The much-loved campus figure died in 1970, and the Recital Hall was named in his honor in 1971. Simultaneously, a memorial fund in his name was established to endow scholarships to students in the music program, and to further assist students in need by providing advisory services and financial aid.

DD. GRADUATE SCHOOL AND UNIVERSITY CENTER – NAMING OF THE BROCKWAY ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of “The Brockway Room” located in the Anthropology Program office on the sixth floor of The Graduate School and University Center campus at 365 Fifth Avenue.

EXPLANATION: Lucille H. Brockway was a distinguished graduate of the Ph.D. Program in Anthropology at The Graduate Center. Her dissertation, completed in 1979 and immediately published, was awarded the triennial prize of the Northeast Association of Graduate Schools for the most distinguished published dissertation in the social sciences.

Following Dr. Brockway’s death in 1988, her family established a dissertation fund in her name and donated money towards the creation of a student lounge for the Anthropology Program. That space, which was called “The Brockway Room,” has been in service since 1992, in its original location at 33 West 42 Street, and then reestablished upon The Graduate Center’s relocation to 365 Fifth Avenue.

EE. GRADUATE SCHOOL AND UNIVERSITY CENTER – NAMING OF THE PEARL KIBRE MEDIEVAL STUDY:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Pearl Kibre Medieval Study,” located near the administrative area of the Medieval Studies Certificate Program on the fifth floor of The Graduate School and University Center campus at 365 Fifth Avenue.

EXPLANATION: The Pearl Kibre Medieval Study is a reading room named after history professor Pearl Kibre, who died in 1985. Upon her retirement from Hunter College and The Graduate Center in 1971, Professor Kibre donated her library of medieval studies materials for student use. Originally housed in a room at The Graduate Center’s 33 West 42nd Street location, these materials are now located in the named space in Room 5105 at 365 Fifth Avenue.

FF. GRADUATE SCHOOL AND UNIVERSITY CENTER – NAMING OF THE WENDELL STACY JOHNSON AND RUTH ZABRISKIE TEMPLE STUDY:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Wendell Stacy Johnson and Ruth Zabriskie Temple Study” in the English Department located on the fourth floor of the Graduate School and University Center campus at 365 Fifth Avenue.

EXPLANATION: The named space is located in the English Department student lounge, separated from the main space by a partition and frosted glass sliding door. It has been named for two deceased professors who formerly taught in the Graduate Center’s English program: Wendell Stacy Johnson and Ruth Zabriskie Temple.

An anonymous alumnus/a donated $25,000 in 2000 for the creation of the study, which was completed in 2003.
GG. GRADUATE SCHOOL AND UNIVERSITY CENTER – REVISIONS TO GOVERNANCE PLAN FOR THE UNIVERSITY CENTER:

RESOLVED. That the Board of Trustees of The City University of New York approve the revisions to the Governance Plan for the University Center with regard to the School of Professional Studies, effective July 1, 2008.

NOTE: See Appendix H

EXPLANATION: The principal thrust of the proposed changes is to establish the procedures for the appointment, reappointment and promotion for tenure track faculty at the School of Professional Studies. Similar to the procedures at other educational units of the University, the proposed revisions provide for review of such actions by a personnel committee within each program (which operates like a department at other colleges) and by a school-wide personnel committee. These personnel committees will be subject to the policies that govern P&B committees elsewhere at the University, including policies regarding the confidentiality of their work. They will also advise the Dean regarding the appointment of full-time non-tenure track faculty and consortial faculty, in place of the School of Professional Studies Council under the existing governance plan. The revised Governance Plan also provides that the Dean of the School of Professional Studies will have responsibility and authority for the School comparable to those set forth for Presidents in Article 11.4 of the Bylaws of the CUNY Board of Trustees. This conforms with current practice and is identical to the provision regarding the Dean of the Graduate School of Journalism of the University Center. These revisions to the Governance Plan are supported by the administration of the School of Professional Studies and the School of Professional Studies Council.

Statement of Trustee Manfred Philipp:
Mr. Chairman, I would just like to note that as a member of the SPS Governing Council I voted for these revisions and some of the items, in fact, were originated by the UFS representatives on the Council.

HH. DISTINGUISHED PROFESSORS: RESOLVED, That the following be designated Distinguished Professors in the departments, and the colleges, and for the period indicated, with compensation of $25,878 per annum in addition to their regular academic salaries, subject to financial ability:

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<th>COLLEGES</th>
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<td>Graduate School and University Center</td>
<td>Richard Alba</td>
<td>Sociology</td>
<td>September 1, 2008</td>
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<td>Graduate School and University Center</td>
<td>Stephen Neale</td>
<td>Philosophy</td>
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<td>Graduate School and University Center</td>
<td>Joseph Straus</td>
<td>Music</td>
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Statement of President William P. Kelly:
It is a pleasure and an honor to introduce the internationally renowned sociologist Richard Alba. Simply put, Prof. Alba is one of the world’s most highly regarded and influential scholars on the subjects of race, ethnic identity, immigration, population studies and demography. He has published seven books and scores of seminal articles, essays and reviews. Of those I would note in particular Ethnic Identity: The Transformation of White America published by Yale University and, The Remaking of the American Mainstream: Assimilation and Contemporary Immigration published by Harvard University Press. Both of these volumes have been paradigm shifting works and cast very long shadows indeed. The latter you may have noted was cited in the June 1, Sunday Times Book Review Survey of must reading for presidential candidates.

Prof. Alba’s awards and honors are too numerous to cite at even representative length but I take pleasure in noting fellowships from the Fulbright, Guggenheim, German prize/Columbia College and Russell Sage Foundations, appointments at the Radcliffe Institute for Advanced Study and Stanford University Center for the Study of Poverty & Inequality, as well as the Huggins Lectureship in the Department of African American Studies at Harvard University.
Prof. Alba's research has been supported by major grants from the NSF, NIH, the National Institute for Child & Human Development, as well as the Rockefeller and Mellon Foundations. He is a Summa Cum Laude, Phi Beta Kappa graduate from Columbia University and holds a doctorate from that august institution to the north. He comes to us from SUNY Albany where he held the rank of distinguished professor and was the director of both the Center for Social & Demographic Analysis and the Lewis Munford Center for Comparative Urban & Regional Research.

Prof. Alba's arrival is wonderful news for The Graduate Center where he will join an already distinguished group of demographers and scholars of immigration and population change. It is also excellent news for the University-wide initiative in demographic study. Prof. Alba's presence on our faculty will surely signal to the larger profession the intellectual strength of the University in an area of scholarship so closely related to the mission of the University and its status as the nation's preeminent urban public institution.

Finally, I would note that Prof. Alba's first academic appointment was at Lehman College, so in a way we are welcoming him back from a long and distinguished career and it is with great pleasure that I introduce to you the distinguished sociologist Richard Alba.

Statement of Professor Richard Alba:
I am really delighted to be here. I want to thank President Kelly for his overly generous remarks. As he said, in some ways, I am returning home. I was a CUNY faculty member in a somewhat turbulent period, the period of the 1970's and I recall very distinctly how as a faculty member at Lehman College and a very part-time instructor at The Graduate Center, I would be like a kid with his nose pressed against the candy store window contemplating, you know, the pleasures of a real appointment at The Graduate Center. So, of course, I am really ecstatic to be able to come back here.

President Kelly, you did not mention that I actually co-authored one of the first works, in fact the first scholarly work on open admissions with David Lavin, a name you all may know, Right Versus Privilege, which was published in 1981. Despite having been away for thirty years I still am deeply in my heart a New Yorker, as my family can tell you, since I leave no stone unturned to be able to return even for the shortest periods of time.

I am very grateful to my colleagues at The Graduate Center and to President Kelly for the opportunity to come back to an institution whose luster has really only grown over the period since I have been there and also to join a sociology department that as a one-time visitor when President Kelly was then-provost I learned was perhaps the foremost educator of minority Ph.D.'s in the country and certainly one, you know, an institution that has turned out many, many Ph.D.'s that staff colleges and universities throughout the region and throughout the country. It is also a department that has perhaps the best department in the country in the study of immigration and the study of race and ethnicity. I hope that I can add something to its quality. Thank you, very much for your warm welcome.

Statement of President William P. Kelly:
It is a pleasure and privilege as well to introduce Prof. Joseph Straus, the world's leading authority on 20th century music theory and more generally by all accounts the leading music theorist of his generation. He is as well a preeminent scholar of Stravinsky, in voice leading post tonal music, and the music of women composers. He is the author of four extremely influential monographs published by Cambridge and Harvard University Presses. He has also edited seminal collections published by Oxford, Princeton, Routledge and the University of Wisconsin.

As significant or perhaps more so, he is the author of Elements of Music and Introduction to Post-Tonal Theory, two of the most widely read and influential music textbooks published in the last quarter century. As one of the scholars we asked to review Prof. Straus' work observed, Prof. Straus has made signal contributions in multiple dimensions of academia, advanced research, pedagogy and the structure of the profession itself. He has changed the way we think about the problems and issues he has addressed.

Prof. Straus' B.A. is from Harvard, his doctorate from Yale. He has held distinguished visiting lecture and professorships at the University of Chicago, Yale, Harvard, NYU and the Orpheus Institute in Gent. His work has been supported by grants from the ACLS and the NAH and he has served as the president of the Society for Music Theory. All very well and indeed very impressive but none of that roster of achievements captures the vitality of Joe Straus, the force of nature that he embodies. He is a great teacher and a superb mentor; the roster of students he
has prepared and placed is staggering in its range and diversity. It is an honor and joy to claim him as a colleague and to introduce him to you today.

Statement of Professor Joseph Straus:
Thank you, Bill, for those extremely kind comments and my heartfelt thanks to the Board of Trustees for granting me this new professorial rank. This is, indeed, a very welcome and sweet moment for me. I am particularly glad that this is taking place on a day when this Board has just approved a new Master's degree in disability studies, a field in which I have been increasingly interested in recent years, one that has made a very great difference in my career and indeed in the field of humanities in general.

Academics, as you know, are a notoriously grouchy group. When I get together with colleagues from other schools I hear them complain about students who are unmotivated and poorly prepared, about colleagues who are unproductive and unstimulating, about administrators who are unsympathetic and out of touch. I just smile, not too smugly I hope because here at CUNY and at The Graduate Center I have found an ideal intellectual home. My students are absolutely wonderful and they get better every year, especially as we have now finally begun to give them the kind of financial support that they need and deserve.

My colleagues both within my department and throughout The Graduate Center are as stimulating, challenging and collegial as I could wish, and the administration under the leadership of President Kelly fully understands what it takes to create and maintain a world class institution for research, scholarship and graduate education. While I am deeply gratified personally by the promotion you have bestowed on me today, I take it in significant measure as recognition of the quality and promise of The CUNY Graduate Center, my cherished intellectual home. Thank you.

Report of Faculty, Staff, and Administration Committee Chair Valerie Lancaster Beal:
Mr. Chair, there are two table items involving appointments of Senior Vice Presidents, which were not received in time to be considered by the Committee on Faculty, Staff, and Administration at its meeting on June 2nd. The Board has already approved these items as part of Cal. No. 1, Chancellor's University Report.

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

A. BOROUGH OF MANHATTAN COMMUNITY COLLEGE – EXHAUST SYSTEMS FOR CARPENTER'S AND REPROGRAPHIC SHOPS:

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to execute a construction contract on behalf of Borough of Manhattan Community College to install an exhaust system in the Carpenter's and Reprographic Shops. 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. MC020-006 for an amount not to exceed $1,139,600. The contract shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: Borough of Manhattan Community College will install an exhaust system in the Carpenter's and Reprographic Shop areas. The installation will provide a code compliant exhaust system that will collect and filter dust, fumes and discharge all to the exterior of the building.

The Board approved the selection of the engineering firm of Greenman – Pedersen, Inc. by resolution dated November 27, 2006, Cal. No. 7.I.

B. CITY COLLEGE – WHCR FM STUDIO RENOVATION AMENDMENT:

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to amend the resolution adopted at the meeting of June 25, 2007, Cal. No. 6.B., for the renovation of the West Harlem Community Radio (WHCR) FM Studio at City College. The amendment is to authorize an increase in the approved amount from $858,706 to $1,039,605. The total contract cost shall be chargeable to the City Capital Budget, Project No. CC009-005.
**EXPLANATION:** City College obtained additional funds from the Manhattan Borough President for the WHCR renovation to cover the cost of the base bid and additional alternates. The additional alternates include:

1. Glass and hollow metal storefront at the reception area.
3. Acoustically isolated editing suites to record voiceovers and edit segments.
4. Studio casework for use by DJ’s, guests, and students in two (2) of the on-air studios.
5. Fabric wrapped acoustic panels in the three (3) on-air studios.
6. Audio visual and broadcasting radio equipment.

**C. COLLEGE OF STATEN ISLAND – RESIDENCE HALL AUTHORIZATION:**

RESOLVED, That the City University of New York request the Dormitory Authority of the State of New York to enter into a ground lease with The College of Staten Island Auxiliary Services Corporation, Inc. or a subsidiary thereof for the leasing of a parcel of property on the campus of the College of Staten Island to allow for the construction of a student housing facility of approximately 600 beds thereon; and be it further

RESOLVED, That the Board of Trustees of the City University of New York authorize the General Counsel and Senior Vice Chancellor for Legal Affairs to negotiate, approve as to form, and execute agreements among The College of Staten Island Auxiliary Services Corporation, Inc. or a subsidiary thereof, American Campus Communities Operating Partnership LP, ACC SC Development LLC, and any other necessary parties, and The City University of New York, for development services and for the subsequent management and operation of the residence facility on the campus of the College of Staten Island.

**EXPLANATION:** The Chancellor and the College President have determined that providing a residence facility on the College of Staten Island campus would promote and enhance the educational mission of the College and University. After completing a demand analysis, CUNY issued a Request for Proposals seeking proposals from experienced dormitory development/management firms to finance, develop, and operate – on a self-supporting basis – a 600-bed campus residence on an approximately 8.6 acre campus site located in the west part of the North Campus, north of Building 3N and west of Building 4N, now used for basketball and handball courts (which will be relocated to other campus sites). Three firms responded to the RFP, two were interviewed by a committee of Central Office and College representatives, and American Campus Communities (ACC) was selected for the development and management of the residence.

The deal structure is as follows: the Dormitory Authority will lease the proposed site to The College of Staten Island Auxiliary Services Corporation, Inc. or a subsidiary thereof, which in turn, with CUNY’s approval and/or participation, will enter into separate development and management agreements with ACC and its related entities. The College of Staten Island Auxiliary Services Corporation, Inc. or a subsidiary thereof, as owner/borrower, will enter into a loan agreement with a lender which will issue long-term tax-exempt bonds to finance the project. ACC (pursuant to its development agreement with The College of Staten Island Auxiliary Services Corporation, Inc. or a subsidiary thereof) will use the bond proceeds to engage architects, contractors, furniture suppliers, etc., to design, construct, and furnish the building. When construction of the building is completed, an affiliate of ACC (pursuant to its management agreement) will collect rents (which would be used to pay debt service on the bonds), will operate the facility, and will accrue reserves for future repairs.

It is currently estimated that the project will provide 607 student, staff, and faculty beds in 3 buildings of about 235,000 net square feet. It is expected to contain primarily 4 bedroom/2 bath units and 3 bedroom/2 bath units to house undergraduate students. It will also offer one-bedroom and studio units for graduate and resident assistant students and several faculty/staff apartments. Multiple common spaces will be provided within the building including private and open study lounges, a laundry room, café, multi-purpose space, and a fitness center. The majority of parking will be accommodated by existing parking lots on the campus. The total construction cost is estimated at approximately $53 million and a bond issue is anticipated at approximately $86 million (to include design and other fees, construction supervision, required reserves, financing costs, etc.). It is anticipated the financing will be completed in Fall 2008 and construction will be completed for a Fall 2010 opening.
D. NEW YORK CITY COLLEGE OF TECHNOLOGY – NEW ACADEMIC BUILDING:

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to execute a consultant contract with the firm of Perkins Eastman for professional design and construction-related services as required for the New Academic Building at New York City College of Technology, CUNY Project No. NY123-004. The contract cost shall be chargeable to the State Capital Construction Fund, Project No. 2582909999 for an amount not to exceed $16 million. The contract shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: New York City College of Technology's 2000 Master Plan calls for the construction of new program space on a site that combines the Klitgord Center site, located on Jay Street between Tillary and Johnson Streets in downtown Brooklyn, with the adjacent New York City Department of Education ("DOE") TV Studio site.

The project will consist of the demolition of the existing Klitgord Center structure and an existing TV Studio (located on the TV Studio site), and the design and construction of a new building of approximately 325,000GSF to replace antiquated facilities and to meet the rapidly growing needs of the NYCCT campus. The program for the new building has already been developed and includes classroom, laboratory, and clinic spaces for various NYCCT departments, including Biological Sciences, Chemical Technology, Dental Hygiene, Restorative Dentistry, and Vision Care Technology. The program also includes a 1,000-seat auditorium and athletic facilities, including a full-length basketball court, to replace existing facilities in Klitgord.

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

E. CENTRAL OFFICE – 2 METROTECH CENTER LEASE:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Senior Vice Chancellor for Legal Affairs to execute a new twenty-two-year lease agreement for approximately 246,000 rentable square feet of space at 2 MetroTech Center, Brooklyn, New York, on behalf of the Central Office. The lease shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: The operations of the Central Office of The City University of New York are presently housed throughout several owned and leased facilities in Manhattan and Brooklyn. To enhance managerial efficiency, improve our ability to better utilize office space, and reduce the overall cost of leased facilities used by the Central Office, the University is seeking to centralize numerous administrative operations in one location. After an exhaustive site selection process, the University has negotiated a new long-term lease agreement at 2 MetroTech Center in Brooklyn. The MetroTech Center lease provides for approximately 246,000 rentable square feet of finished office space in a downtown Brooklyn location that is one of the best public transportation hubs in the City. In addition, the building also features a large built-out data center sufficient to house the University's central data center now located at a rental facility in Manhattan.

The availability of both an existing data center, as well as several floors of built-out offices, at 2 MetroTech Center will save the University significant sums of money on renovation costs. In addition, the base rental rates at 2 MetroTech Center are significantly less than the rates for comparable buildings in Manhattan. The main leasing terms are as follows:

Term: Approximately twenty-two years to start upon completion of landlord work.
Area: Approximately 246,000 rentable square feet of space located on all, or parts, of the 2nd, 4th, 5th, 7th and 8th Floors.

Annual Base Rent: Commencement Date to 11/30/2010: $5,902,824 ($24.00/SF)
12/1/2010 – 11/30/2015: $9,100,187 ($37.00/SF)
12/1/2015 – 11/30/2020: $10,083,991 ($41.00/SF)
12/1/2020 – 11/30/2025: $11,067,795 ($45.00/SF)
12/1/2025 – 11/30/2030: $12,051,599 ($49.00/SF)
The above rental schedule is subject to reductions in the early years of the term as a result of certain floors coming on-line on a staggered basis, as detailed in the lease.

The landlord, at landlord cost, will perform certain work on the leased floors pursuant to University specifications. The landlord will also provide base cleaning and maintenance service for building systems. The University will reimburse the landlord for its share of increases in direct operating costs, and in real estate taxes, over a base year, the University will also pay for its electrical usage.

The new lease at 2 MetroTech Center will allow the University to entirely vacate its rented office at 555 West 57th Street, thereby avoiding a costly long-term renewal of the existing lease. In addition, at the new location, the University will be able to consolidate other functions such as the University Application Processing Center, presently located on the campus of Kingsborough Community College, and certain administrative offices now housed at 535 East 80th Street and at a leased facility located at 875 Sixth Avenue in Manhattan.

F. BOROUGH OF MANHATTAN COMMUNITY COLLEGE – 25 BROADWAY LEASE:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Senior Vice Chancellor for Legal Affairs to execute a new fifteen-year lease, for approximately 44,000 rentable square feet of space at 25 Broadway, New York, New York, on behalf of Borough of Manhattan Community College. The lease shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: The proposed new lease at 25 Broadway is critically needed to help ease the serious space problems at Borough of Manhattan Community College. Pursuant to the proposed lease, the College will use this space for classrooms and faculty offices. The main terms of the proposed lease are as follows:

- Term: Fifteen years to start upon completion of landlord's work.
- Area: 43,828 square feet of space constituting the entire 8th Floor.
- Annual Base Rent: First Five-Year Period: $1,621,636 ($37.00/SF) per annum. Second Five-Year Period: $1,796,948 ($41.00/SF) per annum. Third Five-Year Period: $1,972,260 ($45.00/SF) per annum.

In lieu of operating escalations, the base rent will escalate at 2% per annum. The Landlord, at its cost, will construct the space to the College's specifications. The Landlord will provide certain services to the space including base cleaning and maintenance of the building's mechanical, electrical, and plumbing systems. The University will pay its own electric costs and reimburse the landlord for proportional increases in applicable real estate taxes.

G. BOROUGH OF MANHATTAN COMMUNITY COLLEGE – 310 LENOX AVENUE LEASE:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Senior Vice Chancellor for Legal Affairs to execute a new ten-year lease for approximately 9,000 rentable square feet of space at 310 Lenox Avenue, New York, New York, on behalf of Borough of Manhattan Community College, for use by the State University of New York Educational Opportunity Center of Manhattan. The agreement shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: The Educational Opportunity Center (EOC) of Manhattan, administered by Borough of Manhattan Community College, is currently operating out of very tight quarters at the Manhattan State Office Building in Harlem. Additional classroom and office space can be provided to the EOC at 310 Lenox Avenue under the following lease terms:

- Term: Ten-years to start upon completion of landlord work.
- Area: Approximately 8,963 square feet of space constituting the entire 2nd Floor.
- Annual Base Rent: $340,594 ($38.00/SF) escalated at 2% per annum.
The landlord will renovate the space at his cost per the EOC's specifications. The landlord will be responsible for exterior and structural repairs and maintenance of the building-wide mechanical systems. The EOC will pay for its own cleaning and electric use and be responsible for interior repairs and maintenance.

The rental cost for this lease is paid from funds provided by the State University of New York.

**Statement of Trustee Manfred Philipp:**
While the expansion items, the lease items for Borough of Manhattan Community College are certainly welcome, one thing that we are missing here, and we sorely need, is a resolution that will enable the completion of Fiterman Hall. I know that we are in negotiations with the City. I once again had the opportunity to encourage all those associated with the City, to encourage the City to provide the necessary funds to complete the reconstruction of that building. At the same time it has become apparent that the City is not providing the matching funds that are needed to proceed with the projects that have already been financed by the State and I think we should all encourage the City to do so in an appropriate way. Lastly, I hope and I think I express the hope of the faculty that the item in terms of the social work school will provide a facility that is truly suitable for that school. Thank you.

**H. CENTRAL OFFICE – 111 WASHINGTON AVENUE, ALBANY, LEASE:**

RESOLVED, That the Board of Trustees of The City University of New York authorize the Senior Vice Chancellor for Legal Affairs to execute a five-year renewal of a lease for 2,206 square feet of space at 111 Washington Avenue, Albany, New York, on behalf of the Central Office. The agreement shall be subject to approval as to form by the University Office of the General Counsel.

**EXPLANATION:** The University's Office of Governmental Relations has occupied office space at this building since July 1, 1986. The space is utilized as administrative offices by officials and staff of the University when conducting official business in Albany. The current annual rent is $49,000 ($22.22/SF) pursuant to a lease agreement that will end on June 30, 2008. The new lease will extend the University's occupancy at this space for a new five-year term ending on June 30, 2013. The new annual rent will be at a cost not to exceed $57,000 ($25.84/SF). The landlord, at his cost, will continue to provide cleaning, repairs, and other maintenance services. The University will continue to reimburse the landlord for its proportionate share of taxes and operating costs.

**I. LEHMAN COLLEGE – SITE LIGHTING PHASE II AMENDMENT:**

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to amend the resolution adopted at the meeting of September 24, 2007, Cal. No. 4.C., for the Lehman College Site Lighting Phase II project. The amendment is to authorize an increase in the approved amount form $1,300,000 to $1,800,000. The total contract cost shall be chargeable to the NY State Capital Budget, Project No. LM006-093.

**EXPLANATION:** Bids have been opened, and $1,800,000 is required to award a contract to the lowest bidder. Additional State Capital Funds have been allocated to this amount.

**J. THE CITY UNIVERSITY OF NEW YORK – JOB ORDER CONTRACTING PROGRAM:**

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to execute two (2) contracts with The Gordian Group to establish, implement, and provide administrative and managerial support for a Job Order Contracting (JOC) Program. A JOC Program will greatly enhance the University's ability to achieve and maintain a state of good repair at its campus facilities. One contract will support the Senior Colleges and be registered with the State, and the other contract will support the Community Colleges and be registered with the City. The contract cost shall be for an amount not to exceed $600,000 per contract. The contracts shall be subject to approval as to form by the University Office of the General Counsel.

**EXPLANATION:** The University will contract with The Gordian Group to develop a CUNY-specific Job Order Contracting system that includes all of the products and services necessary for a fully functional JOC Program, including a specification and unit price book, terms and conditions suitable for bidding and necessary software. Once established in concert with The Gordian Group, a JOC Program will enable the University to award competitively bid
contracts based upon these unit prices and specifications and under such contracts direct contractors promptly to perform on University facilities essential repair, replacement and upgrading work, such as on roofs, windows, doors, mechanical, electrical and plumbing systems, and reduce the need for time-consuming project-specific procurement solicitations. These contracts will be procured as single-source agreements.

K. HUNTER COLLEGE – SCHOOL OF SOCIAL WORK AGREEMENT:

RESOLVED, That the Board of Trustees of The City University of New York authorize The City University of New York ("CUNY") to enter into a Ground Lease, Development and Purchase Agreement ("Agreement") with East 118 Developer, LLC or another affiliate of The Brodsky Organization, LLC ("Brodsky") for the acquisition, development, construction, fit-out, equipping, and furnishing of a new building for the Hunter College School of Social Work and associated Hunter College programs ("the Project") at 165-171 East 118th Street, New York, New York (Block 1767, Lots 28, 30, 38, 39, 44, 45 and 46) ("Project Site") and to execute any other documents related thereto. These agreements shall be subject to approval by the University Office of the General Counsel; and be it further

RESOLVED, That the Board of Trustees of The City University of New York request the City University Construction Fund to authorize and execute any documents related to the Project, including the Agreement, if necessary or desired by CUNY.

EXPLANATION: On April 28, 2008, the Board of Trustees of The City University of New York authorized CUNY to enter into a Letter of Intent ("LOI") with Brodsky for the Project. The Project is currently planned to be developed as a building composed of academic facilities, including, without limitation, classrooms and offices containing approximately 135,000 gross square feet and an underground parking facility.

CUNY is the tenant under a lease ("79th Street Lease") between The Lois and Samuel Silberman Fund ("Silberman Fund") and CUNY for certain premises located at 127-135 East 79th Street ("79th Street Site"), which is occupied by the Hunter College School of Social Work (the "SSW"). Silberman Fund has informed CUNY of its desire to enter into an agreement with an affiliate of Brodsky for the sale of the 79th Street Site, and has requested that CUNY vacate and surrender its interest in the 79th Street Site and the 79th Street Lease. Silberman Fund and CUNY will enter into an agreement whereby Silberman Fund will contribute $40 million to CUNY to assist CUNY in the purchase of a finished building on the Project Site for the SSW and associated Hunter College programs. Pursuant to a Contract of Sale for the Project Site, which will be assigned to CUNY by Brodsky, CUNY will directly acquire title to the Project Site from the Project Site seller. The Agreement will formalize the respective roles and responsibilities of Brodsky and CUNY with respect to the acquisition, development, construction, fit-out, equipping and furnishing of the building, containing academic facilities for the SSW and other associated Hunter College programs.

The total Project construction cost is estimated at approximately $118 million, including a State appropriation of $78 million and Silberman Fund contribution of $40 million. It is anticipated construction will be completed for a Fall 2011 opening.

L. (ADDED ITEM) NEW YORK CITY COLLEGE OF TECHNOLOGY – AGREEMENT WITH NEW YORK CITY DEPARTMENTS OF EDUCATION AND CITYWIDE ADMINISTRATIVE SERVICES:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Senior Vice Chancellor for Legal Affairs to execute a Memorandum of Understanding ("MOU") with the New York City Department of Education and the New York City Department of Citywide Administrative Services. The MOU will provide for the conveyance to the University of 29,000 square feet of development rights from a parcel adjacent to the New York City College of Technology for use in connection with the New Academic Building at the College, and the allocation by CUNY of additional space in Baskerville Hall at City College for use by the Department of Education's High School of Science, Math and Engineering. The MOU shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: The New Academic Building at New York City College of Technology will be constructed on a site that combines the Klitgord Center site, located on Jay Street between Tillary and Johnson Streets in downtown Brooklyn, with the adjacent New York City Department of Education ("DOE") TV Studio site. The existing TV Studio
will be demolished and the site is intended to be used for the construction of a new auditorium for the College which the Department of Education will be allowed to use for special events.

Currently, DOE's High School of Math, Science and Engineering occupies classroom and laboratory space in the cellar and on the ground floor of Baskerville Hall as well as several classrooms in the North Academic Center building ("NAC") at City College. The High School will relocate those of its facilities currently in the NAC to additional space that will be provided in Baskerville Hall for this purpose, for a total of approximately 28,000 square feet of space.

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

A. HUNTER COLLEGE – GRADUATE STUDENT ACTIVITY FEE INCREASE:

RESOLVED, That the student activity fee paid by graduate students at Hunter College be increased from $7.85 to $12.85 per semester, effective the Spring 2009 semester; and that $12.00 be designated the student government activity fee portion to be allocated by the Graduate Student Association and $0.85 be the University Student Senate fee.

EXPLANATION: The proposed student activity fee schedule represents an increase of $5.00 in the graduate fee schedule.

A referendum was held March 31, 2008 – April 3, 2008, in accordance with University Bylaw Section 16.12, at a time other than in conjunction with student government elections. The vote on the referendum was 144 in favor and 19 opposed, with 3.3% of the eligible students voting. The College President supports the increase, which is the first since 1981. The fee will provide additional revenue for graduate student activities such as student organizations and clubs, extracurricular activities, professional development opportunities, and student expenses associated with conference travel and thesis projects.

B. QUEENSBOROUGH COMMUNITY COLLEGE – STUDENT ACTIVITY FEE INCREASE:

RESOLVED, That the student activity fee paid by students at Queensborough Community College be increased from $52.85 to $54.85 per semester for full-time students and from $22.85 to $23.85 per semester for part-time students, effective Fall 2008, 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>Full-time/Part-time</td>
<td>Full-time/Part-time</td>
</tr>
<tr>
<td>College Association</td>
<td>$49.00/$20.00</td>
<td>$49.00/$20.00</td>
</tr>
<tr>
<td>NYPIRG</td>
<td>$03.00/$02.00</td>
<td>$05.00/$03.00</td>
</tr>
<tr>
<td>University Student Senate</td>
<td>$00.85/$00.85</td>
<td>$00.85/$00.85</td>
</tr>
<tr>
<td><strong>Total Student Activity Fee</strong></td>
<td><strong>$52.85/$22.85</strong></td>
<td><strong>$54.85/$23.85</strong></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.

EXPLANATION: The proposed student activity fee schedule represents an increase of $2.00 in the full-time fee and $1.00 in the part-time fee, which will be allocated to the New York Public Interest Research Group, Inc.

A referendum was held in accordance with University Bylaw Section 16.12, was held in conjunction with student government elections held on April 14-16, 2008. The vote on the referendum was 527 in favor, and 71 opposed with 4.6% of the eligible students voting on the referendum. The last increase in the student activity fee at Queensborough Community College was in 1998, and the earmarking for NYPIRG was last increased in 1983. The College President supports the referendum.
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.

Report of Student Affairs and Special Programs Committee Chair Kathleen M. Pesile:

Mr. Chairman, I would like to report that at the June 2, 2008 Committee on Student Affairs and Special Programs meeting, Vice Chancellor Moore gave a comprehensive report on mental health counseling, student health insurance, the CUNY Leadership Academy, Student Investment Ambassadors and veterans’ affairs.

Vice Chancellor Moore is in the process of creating a system-wide mental health counseling model for CUNY. With the support of Chancellor Goldstein, and in collaboration with Vice Chancellor Malave, a state-of-the-art mental health counseling model for CUNY will be realized. Most recently, there was a Counseling Directors Retreat and each CUNY campus was represented. The retreat focused on gaining input from each campus on what the psychological counseling model should resemble. The retreat was facilitated by Keeling & Associates, a nationally recognized consultant group that specializes in developing psychological counseling initiatives.

Student Investment Ambassadors is an initiative of Vice Chancellor Moore and Senior Vice Chancellor and Secretary Hershenson. Two training sessions were held during the past month at Bronx Community College and at Kingsborough Community College. These training sessions are aimed at preparing students to be effective leaders and communicators.

The Leadership Academy has progressed steadily over the past few months. We are working to ensure that all students are involved in some aspect of leadership development training. Under the leadership of Dr. Joe-Joe McManus the Leadership Academy is in the process of selecting students for its pilot Leadership Program. The Leadership Academy's website is being finalized and the goal is for a July launch.

During the spring of 2008, 1,700 veterans enrolled in CUNY schools. In an effort to maximize support for these student veterans, Student Affairs is pleased to partner with Dr. Roger Sherwood of the Hunter School of Social Work to fund the Project for Return and Opportunity in Veterans Education (PROVE). This program is a collaborative initiative between Student Affairs and the Hunter College School of Social Work. PROVE complements and enhances already existing campus student-veteran programs throughout the University by providing services that ensure student-veterans a smooth transition back into academic life, an enhanced educational experience, and a successful readjustment to civilian life. During the 2007-08 academic year, the PROVE project only existed at Hunter and John Jay Colleges. In 2008-09, we are planning to expand into eight CUNY colleges.

A study is underway to assess the current and future health insurance needs of CUNY students. We expect to conclude and compile a report of the findings shortly. The results will be presented at the next Chief Student Affairs Administrators meeting.
[The Secretary of the Board of Trustees placed this item on the Policy Calendar for the Board's consideration at the request of Chairman Schmidt, Chancellor Goldstein, and General Counsel and Senior Vice Chancellor Schaffer.]

NO. 8. THE CITY UNIVERSITY OF NEW YORK - REVISIONS TO CODE OF CONDUCT:

RESOLVED, That the Board of Trustees hereby approve the revisions to its Code of Conduct, effective July 1, 2008.

NOTE: New material is underlined; deleted material is bracketed.

2.5 Code of Conduct

2.5.1 Introduction.

The Board of Trustees of The City University of New York is composed of seventeen members, ten of whom are appointed by the Governor, five by the Mayor, one who is the chair of the University Student Senate elected by the University Student Senate, and one who is the chair of the University Faculty Senate elected by the University Faculty Senate. Members of the Board of Trustees accept their responsibilities as a public service, without compensation. The Board of Trustees has significant and broad de jure powers and responsibilities. The Board of Trustees exercises its powers as a board acting in concert, not through its individual members acting unilaterally. A Trustee has no individual authority; his or her powers can only be exercised in meetings of the Board of Trustees or its committees.

The de jure powers of the Board of Trustees must be used wisely and with restraint. In large and complex institutions such as the University, many powers and responsibilities must de facto be delegated, especially in matters requiring professional competence such as determining faculty qualifications. The Board of Trustees, of course, must retain ultimate responsibility and exercises it through its powers of final approval.

The basic function of the Board of Trustees of the University is to assure that the purposes of the institution are carried out. In a public institution, the Trustees must also represent the interest of the public-at-large that the institution serves. Among the Board of Trustees' principal tasks are the development of broad policies and long-range planning objectives; the appointment of the executive officers who will implement policies and plans; and oversight to assure that its executive officers do so effectively and efficiently. The Board of Trustees should not undertake administrative functions, either individually or as a group, but should work through the executive officers charged with these responsibilities.

2.5.2 Standards of Conduct.

[There is no definitive catalogue of proper conduct for a Trustee. Apart from obvious legal and ethical restrictions, a Trustee's conduct must be controlled by a sensible awareness of his or her responsibilities.

Nevertheless, some examples of conduct that are clearly improper can be described. If a Trustee uses the position to further his or her own objectives as distinct from or opposed to the Board of Trustees' objectives; if a Trustee seeks to use the position to do favors or to promote some vested or special interest rather than the larger public interest; if a Trustee has a financial interest, direct or indirect, in University matters; if a Trustee interferes in any degree with the freedom to teach and to learn; or if a Trustee intervenes in the affairs of a college at any level without the knowledge and consent of the President, the Trustee is acting improperly.

Consequently, a]

a) A Trustee shall not appear or practice before or against the Board of Trustees, the University, or any of the colleges of the University, or receive compensation for any services rendered by him or her for any person, firm, corporation, or association regarding such an appearance or practice.

b) No Trustee, or firm or association of which a Trustee is a member, or [a] corporation, ten percent or more of the stock of which is owned or controlled directly or indirectly by the Trustee, shall sell any goods or services
Board of Trustees Minutes of Proceedings, June 23, 2008

having a value in excess of twenty-five dollars to the University, or contract or provide such goods or services with or to any private entity where the power to contract, appoint, or retain on behalf of the private entity is exercised, directly or indirectly, by the University, unless through an award or contract let after public notice and competitive bidding.

c) In addition, a Trustee shall not, within a period of two years after the conclusion of his or her service as a Trustee, appear or practice before or against the Board of Trustees, the University, or any of the colleges of the University, or receive compensation for any services rendered by him or her for any person, firm, corporation, or association regarding such appearance or practice, if the appearance or practice involves any matter in which the Trustee personally participated during the period of his or her service as a Trustee.

d) Further, a Trustee shall not accept employment or engage in any business or professional activity that would require the Trustee to disclose confidential information that he or she gained by reason of his or her official position or authority as a Trustee.

e) A Trustee shall not disclose confidential information acquired in the course of his or her duties or responsibilities as a Trustee, except as required by such duties or responsibilities or by law, nor use such information to further his or her personal interests.

f) During the period of a Trustee's service and for a period of two years thereafter, a Trustee shall not, except for the ex-officio faculty and student trustees, accept employment with the University.

g) A Trustee shall not use or attempt to use his or her position as a Trustee to secure unwarranted privileges or exemptions for himself or herself or others.

h) A Trustee shall [should] not by his or her conduct give a reasonable basis for the impression that any person can improperly influence him or her or unduly enjoy his or her favor in the performance of his or her official duties or responsibilities as a Trustee, or that he or she is affected by the kinship, rank, position, or influence of any person in the performance of those duties or responsibilities.

i) A Trustee shall not accept gifts of more than nominal value where the circumstances would permit the inference that (i) the gift was intended to influence the Trustee in the performance of his or her duties or responsibilities as a Trustee, or (ii) the gift constituted a tip, reward, or sign of appreciation for any act by the Trustee in connection with those duties or responsibilities.

j) A Trustee shall not participate in any decision at a meeting of the Board of Trustees or any of its committees regarding any matter in which he or she has a Conflict of Interest. For purposes of this Code of Conduct, a “Conflict of Interest” means an actual or potential conflict between the personal interests of a Trustee and the interests of the University, or the reasonable appearance of such a conflict.

Before Board or committee action on a matter involving a Conflict of Interest of a Trustee who is in attendance at the meeting, the Trustee shall disclose all facts material to the Conflict of Interest, and such disclosure shall be reflected in the minutes of the meeting. A Trustee who has a Conflict of Interest shall not participate in or be permitted to hear the Board’s or the committee's discussion of the matter, except to disclose material facts and to respond to questions. A Trustee who has a Conflict of Interest with respect to a matter that will be voted on at a Board or committee meeting shall not be counted in determining the presence of a quorum for purposes of the vote. The Trustee may not vote on the matter and shall not be present in the meeting room when the vote is taken, unless the vote is by secret ballot. The Trustee's ineligibility to vote shall be reflected in the minutes of the meeting. If a Trustee plans not to attend a meeting at which he or she has reason to believe that the Board or the committee will act on a matter in which he or she has a Conflict of Interest, the Trustee shall disclose to the Chair of the Board or the Chair of the committee all facts material to the Conflict of Interest. The Chair of the Board or the Chair of the committee shall report the disclosure at the meeting, and the disclosure shall be reflected in the minutes of the meeting. A Trustee shall not attempt to exert his or her personal influence with respect to any matter in which he or she has a Conflict of Interest, either at a meeting of the Board or a committee, or otherwise.
2.5.3 Complaint Procedure and Board Authority.

Complaints of violations of this Code of Conduct [Ethics] may be filed with the General Counsel of the Board of Trustees. The General Counsel of the Board of Trustees shall review the complaint, and if the General Counsel finds that there is some basis for further review, the General Counsel shall then forward the complaint to the members of the Board of Trustees and to the appropriate appointing authority (i.e., the Governor, the Mayor, the University Student Senate, or the University Faculty Senate). The Board of Trustees shall have the authority to make such investigation of the complaint as it deems necessary.

The Board of Trustees shall have the authority to take one or both of the following actions by a majority vote:

a) Declare its disapproval of a Board of Trustees member's action as being in violation of the Code of Conduct.

b) Recommend further action by the appropriate appointing authority.

EXPLANATION: These revisions to the Board’s Code of Conduct are proposed concurrently with the new conflict of interest policy covering the University’s employees. Unlike the University’s employees, the Trustees are not subject to the Public Officers Law, but rather are governed by the Board’s own code of conduct, which was adopted in 1989 and includes most of the key principles contained in Sections 73 and 74 of the Public Officers Law. The revisions add several important principles that were previously omitted, in particular a procedure for Trustees to recuse themselves from participating in any matter in which they have a personal interest.

NO. 9. EXECUTIVE COMMITTEE: Notice of Actions Taken:

A. LEHMAN COLLEGE – 247 BEDFORD PARK BLVD. LEASE:

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to execute a two (2) year lease, on behalf of Lehman College, to rent the premises known as 247 Bedford Park Boulevard, Bronx, New York. The lease shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: The proposed two (2) year building lease will provide the College with space for housing up to 27 students. The monthly rental will be approximately $11,400.00 in the first year of the term and approximately $11,685.00 for the second year. The lease will also provide for an option to renew for an additional term of two (2) years with a monthly rental of approximately $11,977.00 for the first renewal year and approximately $12,277.00 for the second renewal year of the lease. The initial year term will start upon completion of certain work requested by the College. The landlord will pay for electricity to the premises and will be responsible for maintaining the exterior, including adjacent sidewalks. The College will be responsible for cleaning the interior of the premises as well as paying for water, sewer, gas, heat, and other utilities and services.

This lease is consistent with the College’s efforts to extend student recruitment efforts in the metropolitan New York City area. Although the focus will be on providing housing opportunities for Honors College students, the leased facility will be available to other full-time undergraduate students and to full-time graduate students as well. A survey was conducted by the College which indicated a robust demand for such housing. Rentals charges will range from $550 to $750 per person depending on the size of the room and whether there is single or double occupancy.

B. THE CITY UNIVERSITY OF NEW YORK - CUNY/CLASSIFIED STAFF AGREEMENTS 2006-2009/2007-2010:

RESOLVED, That the collective bargaining agreement between The City University of New York and District Council 37, AFSCME, AFL-CIO, and its affiliated locals, for the period October 1, 2006, through October 31, 2009, is hereby approved; and be it further

RESOLVED, That the collective bargaining agreement between The City University of New York and Service Employees International Union, Local 300, for the period July 1, 2006, through July 31, 2009, is hereby approved; and be it further
RESOLVED, That the collective bargaining agreement between The City University of New York and Motion Picture Projectionist, Video Technicians, Theatrical Employees & Allied Crafts, International Alliance of Theatrical and Stage Employees, Local 306, for the period July 1, 2006, through July 31, 2009, is hereby approved; and be it further

RESOLVED, That the collective bargaining agreement between The City University of New York and the New York State Nurses Association, for the period August 16, 2007, through September 15, 2010, is hereby approved; and be it further

RESOLVED, That the Chancellor is hereby authorized to execute these agreements.

EXPLANATION: The prior collective bargaining agreement between The City University of New York and District Council 37 expired on September 30, 2006; the prior agreements with Service Employees International Union, Local 300, and with Motion Picture Projectionist, Video Technicians, Theatrical Employees & Allied Crafts, International Alliance of Theatrical and Stage Employees, Local 306, expired on June 30, 2006; and the prior agreement with New York State Nurses Association expired on August 15, 2007. This resolution approves the respective successor 2006-2009 and 2007-2010 collective bargaining agreements negotiated between The City University of New York and its blue and white collar classified staff unions identified above.

C. THE CITY UNIVERSITY OF NEW YORK – APPROVAL OF THE 2007-2010 AGREEMENT WITH THE PROFESSIONAL STAFF CONGRESS/CUNY:

RESOLVED, That the collective bargaining agreement between The City University of New York and the Professional Staff Congress/CUNY for the period September 20, 2007 through October 19, 2010 is hereby approved; and be it further

RESOLVED, That the Chancellor is hereby authorized and directed to execute the collective bargaining agreement with the Professional Staff Congress/CUNY.

EXPLANATION: The prior collective bargaining agreement between The City University of New York and the Professional Staff Congress/CUNY expired on September 19, 2007. This resolution approves the successor 2007-2010 agreement.

Upon motion duly made, seconded and carried, the public meeting was adjourned to go into Executive Session at 6:05 P.M.

SECRETARY AND SENIOR VICE CHANCELLOR JAY HERSHENSON
The Executive Session was called to order at 6:07 P.M.

There were present:

Benno C. Schmidt, Jr., Chairman
Philip Alfonso Berry, Vice Chairman

Valerie Lancaster Beal
Wellington Z. Chen
Rita DiMartino
Joseph J. Lhota
Hugo M. Morales
Kathleen M. Pesile

Carol A. Robles-Roman
Marc V. Shaw
Charles A. Shorter
Sam A. Sutton
Freida Foster-Tolbert
Jeffrey S. Wiesenfeld

Robert Ramos, ex officio
Manfred Philipp, ex officio (non-voting)

Frederick P. Schaffer, General Counsel and Senior Vice Chancellor for Legal Affairs*
Jay Hershenson, Secretary and Senior Vice Chancellor for University Relations*
Hourig Messerlian, Deputy to the Secretary of the Board*

Chancellor Matthew Goldstein*
Interim Executive Vice Chancellor Alexandra Logue*
Executive Vice Chancellor Allan H. Dobrin*
Vice Chancellor Ernesto Malave*
Vice Chancellor Garrie Moore*
Vice Chancellor Pamela Silverblatt*
Vice Chancellor Gloriana Waters*
Vice Chancellor Iris Weinshall*

The absence of Trustee John S. Bonnici 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 6:35 P.M.

* The Chancellor, members of Cabinet, and Deputy to the Secretary of the Board Hourig Messerlian were excused from part of the Executive Session.
The Public Session reconvened at 6:37 P.M.

There were present:

Benno C. Schmidt, Jr., Chairman
Philip Alfonso Berry, Vice Chairman
Valerie Lancaster Beal
Wellington Z. Chen
Joseph J. Lhota
Hugo M. Morales
Kathleen M. Pesile
Carol A. Robles-Roman
Marc V. Shaw
Charles A. Shorter
Freida Foster-Tolbert
Jeffrey S. Wiesenfeld
Robert Ramos, ex officio
Manfred Philipp, ex officio (non-voting)
Frederick P. Schaffer, General Counsel and Senior Vice Chancellor for Legal Affairs
Jay Hershenson, Secretary and Senior Vice Chancellor for University Relations
Hourig Messerlian, Deputy to the Secretary of the Board
Towanda Lewis
Steven Quinn
Anthony Vargas

The absence of Trustees John S. Bonnici, Rita DiMartino, and Sam A. Sutton was excused.

Upon motions duly made, seconded and carried, the following resolution was adopted: (Calendar No. 10)

NO. 10. THE CENTRAL OFFICE – APPOINTMENT OF VICE CHANCELLOR FOR RESEARCH:

RESOLVED, That the Board of Trustees approve the appointment of Gillian M. Small to be Vice Chancellor for Research, effective July 1, 2008, at a compensation to be recommended by the Chancellor to the Board, subject to financial ability.

EXPLANATION: The Vice Chancellor for Research will be responsible for setting strategy for the University’s research programs. Central to this role will be supporting the University’s commitment to the Decade of Science by the recruitment of distinguished, high-achieving research faculty across many disciplines, planning for extensive new
state-of-the-art science facilities, as well as stewarding the provision of significant funding for recruitment start-up packages and research instrumentation.

After a nationwide search chaired by Graduate Center President William Kelly, three finalists were forwarded to the Chancellor and Interim Executive Vice Chancellor for Academic Affairs for their consideration. Dr. Gillian M. Small, the selected candidate, brings a unique combination of experiences to this job. She has been a faculty member in Cell Biology at the University of Florida, the Mount Sinai School of Medicine and the City College of New York, where she is currently tenured. From 2001 to 2003 she was the University's Associate Dean for Research, and since 2003 has been CUNY's University Dean for Research. Dr. Small earned B.Sc. (Hons) and Ph.D. degrees in biological sciences from Wolverhampton University (UK), and has had postdoctoral training at both Cambridge and Rockefeller Universities. She has been the recipient of numerous grants from agencies including the National Science Foundation and the National Institutes of Health, as well as from the American Heart Association, Pfizer, and the Center for Advanced Technology in Ultrafast Photonics.

Statement of Dr. Gillian M. Small:
I know it has been a very long meeting so I am going to be brief. First, I would like to say that I am absolutely delighted to be appointed as the first Vice Chancellor for Research at CUNY and I would like to thank everybody involved in the process for entrusting me with this title. I would also like to thank Chancellor Goldstein for his vision in understanding that to be a great University you not only have to be a highly esteemed institute of undergraduate and graduate education, but also to be a research University and you have to provide the infrastructure and resources and encouragement for all of our faculty and students to participate in research. I, personally, fully believe that a faculty member who is performing research becomes a better student and so everybody benefits.

I have to also thank Chancellor Goldstein for designating this the Decade of Science, something that is dear to my heart, so that we can provide the resources to recruit and retain and support first rate science faculty to perform state-of-the-art research and involve our students in the most current scientific techniques. I think this will put us in the position to do our part in training the next generation of scientists in this country. I look forward to working with everybody on all of these aspects and especially with the presidents to help achieve their visions for research on their campuses.

Once again, I am very pleased to be given this opportunity and I hope that I can live up to the expectations that have been raised by the creation of this position. Thank you.

Upon motion duly made, seconded and carried, the meeting was adjourned at 6:42 P.M.

SECRETARY AND SENIOR VICE CHANCELLOR JAY HERSHENSON

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.)
CUNY 2008-2012 Master Plan

Introduction

The City University of New York’s 2008-2012 Master Plan builds on the reforms and initiatives accomplished through its 2000-2004 Master Plan and 2004-2008 Master Plan. Since 2000, the University has been successfully developing a path toward academic distinction, beginning with its comprehensive response to the 1999 report of the Mayor’s Advisory Task Force on CUNY chaired by Benno C. Schmidt, Jr., The City University of New York: An Institution Adrift, and continuing with bold and strategic measures to position itself among the most highly regarded institutions of public higher education. Under the guidance of Chancellor Matthew Goldstein, and through the collective efforts of CUNY’s Board of Trustees, presidents, faculty, staff, students, alumni, Business Leadership Council, and friends, the University is today on a new course of academic achievement and innovation.

The 2008-2012 Master Plan embraces and advances the core values the University has established: an insistence on academic rigor, accountability, and assessment, and an unwavering commitment to serving students from all backgrounds and supporting a world-class faculty. The Plan affirms the importance of high standards, performance, and quality to the University’s fundamental mission of teaching, research, and service.

These values have been best expressed through a series of system-wide changes CUNY has enacted since 2000, implemented over time, with careful deliberation, and in a spirit of collaboration, to ensure the value of a CUNY degree in the increasingly competitive marketplace of jobs and ideas:

- A renewed focus on the University as an integrated system began with restructured admission policies. The system was tiered, allowing for multiple points of entry. Admission standards for the CUNY senior colleges were raised, while open enrollment at the community colleges was retained. Remediation was located at the community colleges. Standardized assessment measures were implemented throughout the University. Since the new policies were put in place, increased numbers of better-prepared students have been admitted; mean SAT scores of first-time freshmen at the University’s top-tier colleges have risen from 1051 in 1999 to 1117 in 2007. In addition, CUNY’s six-year baccalaureate graduation rate has increased over the past six years from 31 percent to 42 percent. In fall 2007, the University recorded its largest enrollment
since 1975, with 232,000 degree-seeking students and an additional 230,000 adult and continuing education students. Diversity has been maintained. Today, more black and Hispanic students are enrolled in CUNY baccalaureate programs than in fall 1999.

- The University prioritized the hiring of talented full-time faculty to fill its depleted ranks and build its academic profile. In 1975, CUNY employed more than 11,000 full-time faculty; in 1999, 5,500 full-time faculty worked at the University. Cluster hiring efforts have added faculty across the University in selected disciplinary areas, targeted for their importance to society and the economy, their relation to existing CUNY strengths, and their relevance to educational need. These areas include photonics, digital media, U.S. history, teacher education, biosciences, urban environment, demography, art history, visual art, and foreign languages. Other subject areas have been identified for hiring to enable them to maintain or reach new levels of prominence. Since 1999, the number of full-time faculty has increased by almost 1,000. Today, more than 6,500 full-time faculty work at the University, and accelerated system-wide hiring continues so that CUNY will reach the goal articulated in its State-approved 2004-2008 Master Plan of having 70 percent of instruction provided by full-time professors. Further, the University has committed itself to a diverse faculty by establishing an Office of the University Dean for Recruitment and Diversity charged with implementing an “Inclusive Excellence” initiative.

- Improvements were made to teacher education and nursing programs, areas where demand is acute and high professional standards must be maintained. Student performance indicates the effectiveness of these reforms. On the two exams required to teach in New York State (the Liberal Arts and Science Test [LAST] and the Assessment of Teaching Skills-Written [ATS-W]), pass rates for many CUNY colleges increased from below the norm of 80 in 1998 to 98 percent and 99 percent, respectively, in 2005-06. CUNY has also seen a six-year increase in the passage rate of nursing graduates on the National Council Licensure Examination for Registered Nurses (NCLEX), from 72 percent to 86 percent. The 2007 examination results continue to show the success of CUNY as a system, with six CUNY schools—LaGuardia Community College, Queensborough Community College, College of Staten Island, Borough of Manhattan Community College, New York City College of Technology, and Hunter College—among the top 10 in New York State with the highest pass rates and at least 75 test-takers.
Partnerships with the New York City Department of Education were strengthened to enhance student participation in, and preparation for, higher education. Today, CUNY has among the most comprehensive programs of K-12 collaborations of any university in the country. The University’s flagship program, College Now, which helps students meet high school graduation requirements and prepare for success in college, is now reaching over 30,000 students in almost 300 public high schools. Research indicates that College Now participants tend to do better academically than their counterparts once they enter college. In addition, 15 CUNY-affiliated high schools operate on University campuses, and 10 early college secondary schools have been developed through a grant from the Bill and Melinda Gates Foundation.

An extensive Performance Management Process (PMP) was developed to assess campus leadership and annual progress toward University-wide goals. The PMP builds a set of annual goals for the University from the Master Plan. Each campus then sets its own annual goals, and its performance is measured against these goals. Annual expectations and priorities for the University and its constituent campuses are thus clear to all. Accountability is paramount; compensation for administrators is completely tied to performance review. New leadership has been established at 18 of CUNY’s 23 colleges and professional schools since 1999. The University’s PMP system has been described by the American Council on Education as “pioneering.”

The 2004-2008 Master Plan adhered to these values and expanded the means by which they are realized in order to strengthen the University’s academic character and broaden its reach.

New schools and colleges were created to be responsive to specific academic and training needs throughout New York City and beyond. The William E. Macaulay Honors College, launched in 2001, offers a rigorous and creative academic program for high-achieving undergraduates and has attracted some of New York City’s most accomplished students. The School of Professional Studies was developed in 2003 as a nimble way to develop high-quality programs for businesses, not-for-profits, and government agencies based on market needs. The school also houses CUNY’s first online degree programs, designed to encourage degree completion by working adults, parents, students with disabilities, and others. The Graduate School of Journalism, developed in 2005, is the only public graduate school of journalism in the Northeast and is enabling students of high academic attainment but limited financial means to further their education in the media capital of the world.
• The University launched its first-ever system-wide fundraising campaign, “Invest in CUNY,” in 2004, to support its growing need for investment in student services, academic programs, and capital projects. The campaign goal of raising $1.2 billion by 2012 has already been met, through significantly enhanced participation by alumni and friends, including major gifts from William Macaulay, chairman and CEO of First Reserve; Andrew Grove, Intel co-founder; and Colin Powell, former U.S. secretary of state, among many others. Philanthropic revenues have increased 296 percent over six years. The University will launch the next phase of the campaign in fall 2008.

• In 2005, the University began its Decade of Science initiative to address the urgent need for a healthy pipeline to the STEM fields (Science, Technology, Engineering, and Mathematics) through advanced research, teacher education, and increased student participation. A search, to be concluded in June 2008, is currently underway for a Vice Chancellor for Research, who will be responsible for leading research and technology development at CUNY and will assume a major role in advancing the University’s science agenda. Special focus has been placed on emerging disciplines such as photonics, nanotechnology, biosensing and environmental sensing, structural biology, and neuroscience. Efforts include a restructuring of PhD programs in the sciences and engineering, including PhD-granting authority for City College and Hunter College in selected majors; increased financial support for doctoral students; ongoing construction and modernization of science facilities, including the CUNY-wide Advanced Science Research Center, and projects at Brooklyn, City, Hunter, Lehman, and Queens colleges and the College of Staten Island; and the initiation of The Teacher Academy in 2006, a partnership with the Department of Education to educate students to teach math and science in high-need middle schools and high schools throughout New York City.

• The CUNY Compact was instituted in 2006 as a means of generating increased investment revenues to finance the academic initiatives in the University’s Master Plans. The compact model is a shared partnership that asks government to cover mandatory costs and a portion of the programmatic initiatives, and asks the University to cover the remainder of the funding for program investment through increased philanthropic revenues, internal restructuring and efficiency measures, managed enrollment growth, and tuition increases. Tuition increases during the life of a master plan would not exceed an amount informed by a basket of economic indicators (such as the Consumer Price Index or the Higher Education Price Index), and full financial aid for needy students would be maintained. In its first year, CUNY Compact funding allowed the University to
The critical role of higher education to the economic development of the state and city was demonstrated by the creation of the New York State Commission on Higher Education in 2007. The commission, directed to review New York’s colleges and universities, with particular emphasis on its public systems, CUNY and SUNY, emphasized that “in the coming age of ideas, institutions of higher education are the key, the foundational *sine qua non.*” Recognizing the “chronic problem” faced by CUNY and SUNY—“too little revenue, too little investment, and too much regulation”—the commission recommended a course of serious investment in the state’s public higher education systems, anchored by a New York State Compact for Public Higher Education based on the CUNY Compact model.

Another State-driven development is the suggested creation of an endowment for public higher education to further public investment in CUNY and SUNY and to allow the systems to sustain
national prominence and build the state’s 21st-century workforce. With the support of Governor David Paterson and the leadership of the New York State Legislature the establishment of such a fund, with sources to be determined, was included in the 2008-2009 adopted State budget. There can be no doubt of the need for such investment. So much of what CUNY has accomplished since 2000 has been achieved with minimal investment. Today, the University has reached the limit of what it can do without robust, predictable public resources. As CUNY looks ahead to the next four years, it does so as a University rejuvenated, but also as one facing serious, basic, long-term challenges—primarily to build a full-time faculty; establish a vigorous, competitive research program; and meet the fundamental academic needs of a growing student body.

The City University of New York 2008-2012 Master Plan outlines an ambitious course to meet these challenges, reaching from the values it has established to achieve aims consistent with being the best public urban university in the country, including:

- Adherence to high standards of teaching, scholarship, and service
- Accountability and assessment in every aspect of the University’s mission
- Engaging students who have not traditionally been served by higher education
- Supporting a growing population through innovative colleges, schools, and programs
- Prioritizing a seamless education from preschool through college, including smooth transitions between community and baccalaureate colleges
- Meeting evolving workforce training and economic development needs
- Maintaining a historic commitment to “academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups and from both sexes.”

I. TOWARD 2012: CORE ACADEMIC PRIORITIES

The City University of New York serves an ever-increasing, ever more diverse population of New Yorkers. Its core academic priorities and programs must reflect that reality. In this Master Plan, the University acknowledges its responsibility to provide rigorous undergraduate, graduate, professional, certificate, and adult and continuing education programs that meet the needs of the City’s residents and respond to the City’s social and economic exigencies.

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1 New York Education Law § 6201.
THE INTEGRATED UNIVERSITY

As a 23-school institution, CUNY comprises 11 senior colleges, six community colleges, the Graduate Center, the School of Law, the Graduate School of Journalism, the William E. Macaulay Honors College, the Sophie Davis School of Biomedical Education, and a School of Professional Studies. CUNY is the nation’s largest urban public university, with an operating budget of about $2.2 billion; capital programs of about $3 billion; and more than 100 centers and research institutes spread across the City’s five boroughs.

Through coordinated efforts and intra-institutional collaboration, the University has an opportunity to provide a rich education for its students. CUNY’s future strength depends on its continued evolution as an integrated university that maintains the historic identities of the individual colleges while taking advantage of a geography that enables faculty and students to view the entire University—indeed, all of New York City—as their campus. This is an opportunity that no other American university of CUNY’s size can afford its students.

As an integrated university, the University can make administrative and fiscal economies that allow redirection of resources and creation of new revenue streams that increase support for our academic enterprise. This approach protects CUNY’s core mission of teaching and learning, builds and supports faculty, and sustains a safety net for the most economically vulnerable students.

The concept of the integrated university is already yielding effects in a productive interdependency among disciplines. Faculty work together to shape research, teaching, and debate on complex issues. As the following initiatives attest, the guiding premise of the “integrated university” is visible throughout CUNY’s plans for the next four years:

- Lehman College will continue its work with Bronx and Hostos Community Colleges on a Bridging the Colleges program which brings together faculty from different campuses to analyze student learning experiences.
- John Jay College of Criminal Justice is working with all of CUNY’s community colleges on carefully structured articulation agreements that are closely tied to its signature degree programs in criminal justice, allowing students guaranteed admission into John Jay programs upon completion of their associate degrees with the appropriate grade averages and course preparation.
• The University has endorsed City College’s and Hunter College’s aspirations to confer joint doctoral degrees in the sciences with the CUNY Graduate School and University Center as well as City College’s request for independent doctoral authority in engineering. Over time, the University will consider other colleges’ requests to grant doctoral degrees.

• The Coordinated Undergraduate Education (CUE) initiative, described in greater detail later in this Plan, works with CUNY colleges to better coordinate the undergraduate experience in support of student success.

• The CUNY Teacher Academy seeks to build a new model for teacher education in mathematics and the sciences through its coordination of the work on the seven senior college campuses providing students to the Academy: Brooklyn College, City College, College of Staten Island, Hunter College, Lehman College, Queens College, and York College. Hostos Community College and Borough of Manhattan Community College established programs in 2007-08 to coordinate curricula and training with senior college partners; Queensborough Community College is developing similar programming.

At the same time, the University recognizes that its vigor as an integrated entity depends on the continued development and strengthening of each of its parts. For that reason, priorities for 2008-2012 include a commitment to work with the State and City governments to obtain senior college financing for the capital projects of Medgar Evers College, in addition to the current senior college operating budget support.

Similarly, based on the impressive record of the School of Professional Studies (SPS), which was established in 2003 to address the educational needs of working adults, the University places a priority on fulfilling SPS’s institutional needs. SPS offers innovative courses and certificate programs on both the undergraduate and graduate level for working adults and their employers. Currently, SPS not only provides state-of-the-art certificate programs in the fields of teacher education, law, health and human services, and business, but is also constantly developing new training programs, some of them customized specifically to the employers’ requirements.

During the next four years, SPS will require substantial investments in infrastructure and new resources in order to maintain the quality of the academic programs and services it delivers. Foremost will be the identification of a dedicated space for the School since SPS has outgrown its present Graduate School location. In order to support the kind of expansion outlined here, it is
essential that SPS be relocated and be housed in its own space, allowing the provision of classrooms, computer facilities, administrative and faculty offices, conference rooms, and other features associated with operating a college.

**Hiring Full-time Faculty**

Without a first-class, full-time faculty, no university can succeed in its core academic mission. During 2008-2012, CUNY will continue its drive to hire additional full-time faculty in line with the Commission on Higher Education’s endorsement of that goal.\(^2\)

Over the next four years CUNY will continue to pursue a cluster hiring initiative designed to foster interdisciplinary teaching by disciplinary faculty. Through this initiative, the campuses will recruit the best new CUNY faculty as participants in the continuing success of the William E. Macaulay Honors College (MHC), the seven partner colleges, and the University. These faculty will be fully embedded in departments at their colleges at the same time that they are participants in the teaching cluster that constitutes MHC’s four core seminars.\(^3\)

Each of the seven partner colleges will identify full-time faculty to be part of this cluster, in numbers proportional to their MHC student populations, for a total of 28 new hires throughout CUNY over the next four years. For each of the new lines, the colleges will assume the responsibility for full-time faculty to teach three seminar sections per year. The seminars will be counted as part of each faculty member’s usual teaching load. There will be opportunities for these faculty to develop upper-level MHC courses in their third year and following.

Colleges and departments will benefit by being able to recruit new faculty with an offer to teach regularly some of the most eager and accomplished CUNY undergraduates in small, interactive seminars. Faculty will be supported with opportunities for instructional-technological innovation and for participation in a cross-University cohort with interdisciplinary interests. Honors students will gain early access to some of CUNY’s best faculty as both teachers and mentors. The MHC will be assured of a steady stream of exemplary, full-time faculty to teach the first-year and sophomore seminars and to maintain their involvement in the MHC in students’ junior and senior

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\(^3\) In addition to the four core seminars, MHC students participate in four other MHC-based courses: two within the framework of general education during their first two undergraduate years, and two within their major during the final two years.
years. CUNY will gain a cluster of faculty with interdisciplinary interests to enrich their disciplinary accomplishments. The University will thereby reinforce its growing reputation as a center of quality undergraduate education.

The University also seeks to reverse the erosion of staffing levels it suffered during the last two decades of the 20th century, from 11,000 full-time faculty members in 1975 to only 5,500 full-time faculty by 1999. In addition, the University is sensitive to impending demographic realities. The Chancellor described his concerns in a May 2007 article, which emphasized a wave of coming faculty retirements.

Data from the National Center of Education Statistics (NCES) show that the share of U.S. faculty age 55 and older [grew] from 24 percent in 1987 to 34 percent in 2003. Among faculty who responded to the NCES’ most recent National Study of Postsecondary Faculty, 30 percent said they intended to retire within the next decade. With some 632,000 fulltime faculty employed at U.S. degree-granting institutions, we can thus face an imminent wave of nearly 190,000 faculty retirements nationwide.4

The Chancellor noted that colleges and universities traditionally draw new, fulltime, tenure-track faculty from the pool of recent doctoral degree recipients. Even with an increase in this pool, public universities face serious challenges. Recruiting top talent, especially in the critical STEM disciplines of science, technology, engineering, and mathematics, is a very expensive endeavor. The University must develop effective recruitment plans so that it is not caught short.

CUNY takes pride in its array of ongoing diversity initiatives, and recognizes that this focus on recruiting and retaining full-time faculty offers an especially fruitful locus for its drive to infuse inclusive excellence into every aspect of the University’s organization.5 Consistent with Section 6201 of the 1979 New York State Education Law, which specifies that CUNY will “continue to


5 CUNY will seek to leverage its outstanding faculty and student diversity to become a national model for urban universities seeking to maximize these attributes. CUNY intends to excel in five categories: Strategic Priorities, Assessment, Recruitment, Retention and Institutional Receptivity. The University also anticipates the publication of a strategic plan for Inclusive Excellence at CUNY and the establishment of a Faculty Exchange Program with minority-serving colleges and universities. Please visit www1.cuny.edu/jobs/recruit-diverse.html for details of this vision.
maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty, and staff from all ethnic and racial groups and from both sexes,” the University will, over the next four years, continue to recruit a diverse pool of professionals.

CUNY’s faculty recruitment includes outreach to a wide variety of organizations. One example of the University’s efforts is CUNY’s Latino Faculty Recruitment Initiative. Established in 2006 by Chancellor Goldstein, the Initiative exemplifies how the University has been able to turn the theoretical underpinnings of “inclusive excellence” into best practices in faculty hiring. The Initiative’s mission is outreach to the Latino community in higher education in order to attract a significantly larger pool of applicants for existing faculty openings. Within a brief period, the Initiative has made great strides in attracting high performing Latino faculty to CUNY. In the process, it has identified a number of best practices in the areas of faculty recruitment, faculty retention, and pipeline strategies. The expertise gained from this Initiative offers instructive models for improving recruitment in many extremely competitive disciplines.

Successfully recruiting nursing faculty is a challenge for higher education throughout the United States wherever large numbers of new nurses are needed. Over the next four years the University will need to add new faculty lines in nursing in order to respond to the ongoing nursing shortage in New York City. As nursing programs at both public and private institutions of higher education continue to expand, competition for clinical placements also increases.

In order to address these challenges creatively and constructively, CUNY has introduced an Affiliated Model of Nurse Education that will help the University recruit professional nurses as full-time faculty as well as secure additional clinical placements with “affiliated” healthcare providers for students. Over several decades the transition from hospital-based diploma programs to university-based degree programs has resulted in a disconnection between nursing practice and nurse education. The nursing literature describes a variety of models that reflect the emergence of joint faculty appointments and academic-service partnerships as important strategies to re-establish this vital link.

The academic-service partnership model that CUNY is implementing in the spring 2008 semester is based on the Distinguished Lecturer (DL) faculty lines. These “affiliated appointments” are negotiated simultaneously with individual nurses and their employers. The first two “affiliated
appointments” partner St. Vincent’s Catholic Medical Center with Lehman College and New York Hospital Queens with York College. Additional agreements are being sought.

Access to exemplary clinical sites is an important aspect of academic-service partnerships. Consequently, a significant number of teaching hours involve clinical instruction at the affiliated site. Students complete their rotations in an optimal teaching, learning, and practice environment with college faculty who have up-to-date clinical experience. The Affiliated Model therefore enhances CUNY’s ability to hire additional full-time faculty and simultaneously expand and strengthen essential clinical placements.

When the students in the first few cohorts of CUNY’s Doctoral Program in Nursing graduate within the next few years, the University will recruit them actively into the faculty ranks. Graduates of the Certificate in Nurse Education are also excellent candidates for faculty positions. Aggressive university-wide efforts to recruit and hire a diverse faculty for tenure-track appointments will continue as well. Through this combination of efforts, CUNY will be able to expand the size and talent of its nursing faculty over the next four years.

ACCOUNTABILITY
Prior to Matthew Goldstein’s appointment as Chancellor, CUNY did not have a regular performance review system to ensure accountability of its campus leaders. In order to encourage achievement and track progress, the Chancellor, with the support of the Board of Trustees, instituted a Performance Management Process (PMP) in 2001, hailed by the American Council on Education as a “pioneering” effort within American higher education. The PMP builds from previous state-approved Master Plans: Goals elaborated in the Master Plan are considered and translated into annual goals for the University. Within this framework, each campus then sets its own annual goals against which its performance is measured. Compensation for administrators is tied to performance review, and accountability is paramount. The PMP allows CUNY to function as an Integrated University, to focus on outcomes as opposed to activities, to be clear about priorities, and to recognize outstanding performance.6

The PMP is by no means the University’s only structure for assessment and accountability. Colleges are of course subject to established measures: Middle States requirements; departmental

6 The City University of New York, Transforming Government: Year 1, Agency Report.
self-studies and external evaluations; and accreditation reviews by professional accrediting bodies such as those in teacher education and nursing.

In 2007, CUNY became one of 19 inaugural participants—collectively educating more than two million undergraduates nationwide, and representing approximately one-third of the low-income and underserved students attending 4-year public colleges and universities in the country—committed to the Access to Success initiative. A project of the National Association of System Heads (supported by grants from Lumina Foundation for Education and Bill & Melinda Gates Foundation), this major initiative seeks to improve overall student success and to dramatically reduce current disparities in the college enrollment, retention, and graduation rates of low-income and underrepresented groups. The initiative promotes change in teaching and advisement practices, and focuses on improving student success at the developmental and introductory levels, especially in high enrollment courses. Participating systems collect data on retention, course success, and graduation rates. Data will be reported publicly and provide a basis for identifying effective practices.

In another context, CUNY’s experience with the National Survey of Student Engagement (NSSE) has proven sufficiently instructive to warrant the University’s continued participation during 2008-2012. Obtaining information from hundreds of four-year colleges and universities nationwide, NSSE allows for system-wide assessment and comparison with peer institutions. It helps identify aspects of the undergraduate experience that exemplify good practices, as well as problem areas in need of immediate improvement. Similarly, over the course of this Master Plan consultations will take place with the community colleges about the feasibility of administering systemwide the NSSE’s partner initiative, the Community College Survey of Student Engagement (CCSSE).

A SEAMLESS EDUCATION IN NEW YORK
Pre-College Endeavors: Collaborative Programs and College Preparedness

“Integration” resonates in another context. Ultimately, students in New York State should benefit from a seamless educational experience, from preschool through college. Over the next four years the University will continue working to remove the obstacles that too often obstruct that goal.
First, CUNY will continue and expand work in collaborative programs and college preparedness, smoothing the transition to college well before students matriculate on a campus. Through programs such as College Now, the Middle Grades Initiative/GEAR UP Project, the Early College Initiative, and the establishment of CUNY as a School Support Organization, the University has moved to the forefront nationally among public university systems working with K-12 schools.

As more young New Yorkers graduate from high school and plan for postsecondary education, the need to ensure their readiness for success becomes even more pressing. In this regard, several recent developments are worth noting:

- Within the last year, leaders of CUNY and the Department of Education have committed themselves to working together to implement a comprehensive approach to ensuring college preparedness for graduates of the City’s schools and to enact a more consistent and comprehensive sharing of data regarding the performance of graduates from the school system at different colleges and within different programs at the University.
- When CUNY proposed to become a School Support Organization under the latest phase of the Children First Initiative, it indicated that a distinguishing aspect of its work with schools would be an emphasis on making certain that their graduates would be well prepared for success in college. In the next few years, CUNY will maintain its link with schools through the School Support Organization structure.
- Over the past year, the University’s College Now Program has worked closely with New Visions for Public Schools on an array of efforts to better understand college preparedness and to increase the likelihood that graduates from New Century Schools who matriculate at CUNY are successful when they do so. Once more, this partnership is ongoing.
- The Manhattan Hunter Science High School (MHSHS), which graduated its first class just a year ago, has achieved remarkable results by virtually all objective measures and is already nationally recognized as a model for small science high schools.

What has become clear is that the effectiveness of CUNY’s various K-16 partnership activities—and, indeed, the successful creation of a seamless educational experience through college—depends ultimately on the development and institutionalization of a set of policies and practices that will address, in an ongoing manner, issues related to:
• common understandings of college preparedness (involving courses, grades and exam scores) among college and school staffs;
• ongoing conversations regarding assessment, curriculum, and instruction;
• student advisement, beginning in middle school and continuing throughout high school; and
• effective communication.

Essential components of this work include:

COLLEGE PREPARATORY COURSEWORK: The University has also recently adopted a revised statement concerning college preparatory coursework, incorporating an explicit recommendation for four years of English; four years of history or social studies; four years of mathematics; three years of science; three to four years of foreign language; and one or two years of performing or visual arts. Students are also encouraged to take the PSAT or PLAN in their sophomore year and prepare for either the SAT or ACT before completion of high school.

COLLEGE COMPETENCIES PROJECT: Even when accompanied by exhortations that high grades matter, no list of courses can sufficiently capture the complex knowledge and skills required for beginning college students to achieve success in introductory college credit courses across a range of fundamental disciplines—English, mathematics, physical science, social science, humanities, modern languages, and the arts. The University will therefore conduct a collaborative project to articulate a set of competencies that can be embraced by CUNY faculty and institutions and by high school teachers and administrators. These competencies can then inform students and their parents, teachers, and guidance counselors as they make decisions in high school and even as they negotiate placements upon matriculation. They will also be mapped on the State Learning Standards of the State Education Department so that their congruence with the goals of a high school education will be apparent.

DESIGN THROUGH DATA: The University will move forward with a comprehensive data-sharing project with the Department of Education that provides the Department, as a whole, as well as individual schools with information regarding the performance of graduates.
Initial analyses would include:

- school-by-school graduate performance analyses (enrollments, credits taken, credits earned, GPAs, re-enrollment in second year) at different colleges, and
- selected performance analyses of students with different profiles of academic achievement at various milestone moments in their middle school and high school careers.

Upon completion of those analyses, CUNY will revisit the statement of expectations regarding college preparatory courses in order to include predictive analyses.

**PATHWAYS TO SUCCESS:** CUNY and the Department of Education will collaborate on the design and implementation of differentiated approaches to the promotion of college awareness and readiness for students who are enrolled at different grade levels and in different types of school settings. Further, in light of the fact that many teenagers do not proceed through high school in four years, and often find themselves moving along multiple pathways to a diploma, the University will also develop strategies for cases where students are not following a traditional college preparatory course sequence. Similarly, CUNY will address the somewhat distinctive needs of students enrolled in Career and Technical Education schools and programs so that we may ensure that those who wish to do so are fully prepared to continue their studies in occupational programs offered at the associate degree level.

**Effective Transitions**

Moving forward, CUNY will develop new opportunities for students to make effective transitions to college. These will involve school teachers and college faculty in the co-planning and co-teaching of new courses in both high schools and colleges. The University will also develop new types of Summer Immersion Programs, drawing on existing efforts as diverse as the Summer Intensive English Language Program (for students entering ninth grade), the College Now summer programs, and the summer programs for students entering the Teacher Academy. Finally, CUNY will look for opportunities to extend dual enrollment opportunities so that a significant number of high school students can take more college credit courses.

**Integrating Undergraduate Education: Transfer and Articulation**

“Transition” is also a cornerstone concept that underlines a second area in which the University can promote a seamless educational experience. The New York State Commission on Higher
Education highlighted strengthening articulation and transfer throughout SUNY and CUNY in its recent preliminary report. The report recommends system-wide articulation of comparable courses and seamless transfer into parallel programs. CUNY will focus on transfer and articulation among its constituent colleges.

The goal is to remove the barriers that too often interfere with students transferring from one CUNY program to another and too frequently slow their progress toward their degrees. In the next four years the University will undertake a thorough review of current articulation agreements to ensure their clarity and effectiveness while suggesting new procedures that ensure seamless transfer. Colleges will be encouraged to explore more “2+2” arrangements that facilitate transfer from associate degree programs to baccalaureate programs. Some examples that lend themselves to emulation include:

- **PATHWAYS TO BUSINESS AT BARUCH**: A Memorandum of Understanding between Baruch College and CUNY colleges that offer pre-BBA associate degree programs details the “pathways” to major in business in Baruch’s BBA program at the Zicklin School of Business. The partnership makes explicit Zicklin’s eligibility requirements and pre-BBA equivalencies so that CUNY associate degree students are able to plan effectively what they must do for admission to Baruch and qualification to the Zicklin School.

- **EDUCATIONAL PARTNERSHIP INITIATIVE**: John Jay College of Criminal Justice is currently collaborating with all six CUNY community colleges to design specific “2+2” degree programs that promote access to John Jay’s baccalaureate degrees. The first cohorts will be recruited into forensic science programs in AY 2008-09. It is worth noting that similar “2+2” arrangements are in place throughout CUNY; information about them will be better collected, analyzed, and publicized.

- **ARTICULATION AGREEMENTS**: One problem facing CUNY students seeking to plan a seamless course of study is easy access to a frequently updated resource bank that explains clearly and accurately their curricular options and responsibilities. The University’s Transfer Information and Program Planning System (TIPPS) is undergoing comprehensive updating, with approximately 80 percent of CUNY courses now evaluated for transferability across the University. Over the next four years additional course evaluations will add to the system’s accuracy; an improved user interface will make it easier for students to retrieve information on the Internet about how their courses
will transfer; and administrators will have more efficient ways to enter new information into the system. There will be close attention to improving the quality of information about general education equivalencies.

A new Collaborative Syllabus Initiative will address the wide variation in curricular designs and content across the University through bringing together faculty from the various colleges who teach the most heavily subscribed and commonly offered general education courses as well as the pipeline courses for programs of study offered by many colleges. This faculty-driven Initiative will seek to develop consensus across the University on the essential design of such courses and to articulate model syllabi that will be available to University faculty as models for their own curricular choices.

In addition to any broad institutional efforts, certain basic complementary measures require careful attention, including:

- Encouraging early and on-going planning for transfer;
- Counseling students using a student-driven approach, equipping students to take charge of their planning for transfer;
- Providing students with accurate, comprehensible, and consistent information regarding senior college admission standards and requirements;
- Employing appropriate interventions to ensure that students in community colleges choose curricula that are congruent with their long-range degree and career interests; and
- Establishing and maintaining articulation agreements in a spirit of collaboration, collegiality, and respect, with each college recognizing and embracing its identity as a member college within an integrated university.

Articulation and Transfer Task Force

The Executive Vice Chancellor and University Provost will constitute a group, composed of representatives from campuses and the University administration, and charge it with streamlining and simplifying articulation and transfer, with phased implementation starting in 2009 and completion by spring 2012. This Task Force will articulate a student “bill of rights” and corresponding statement of student responsibilities in support of clear and efficient application of University rules and campus policies.
THE CUNY SCHOOL OF PUBLIC HEALTH AT HUNTER COLLEGE

The University looks forward to opening its new School of Public Health. In 2007, the world population reached a turning point, with one out of every two people living in a city. The numbers of urban residents will certainly continue to grow, and by 2030 nearly 5 billion of the world’s 8.1 billion people, or roughly two-thirds of the population, are expected to be city dwellers. Many of the most serious health problems of our time—including HIV infection, forms of interpersonal violence, drug addiction, and newer, more sinister variants of chronic diseases like asthma and diabetes—have emerged first in American cities before spreading to other areas. Developing new ways to control health problems in urban populations and training practitioners to deploy these solutions promise significant improvement in public health for New York City and other urban centers.

The planned School of Public Health (SPH), which is building the components required for full accreditation from the national Council on Education for Public Health (CEPH) by 2011, will fulfill a variety of workforce development, teaching, research, and public health needs:

- Preparing future faculty members for the growing number of training programs in public and community health, as well as addressing staffing shortages (and the projected exacerbations of such shortages that will accompany “baby boomer” retirements) in the public health workforce;
- Integrating health with the natural and social sciences as applied to public health in order to produce interdisciplinary urban health researchers and practitioners who are capable of working across levels, disciplines and sectors to address complex public health problems; and
- Producing graduates who will have the skills and knowledge to help eliminate urban health disparities, a major goal of the nation’s health blueprint, Healthy People 2010. Not only will the proposed School’s curriculum directly address this problem, but by

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9 Please see www.healthypeople.gov. Administered by the Office of Disease Prevention and Health Promotion of the United States Department of Health and Human Services, this comprehensive set of objectives “identifies a wide range of public health priorities and specific, measurable objectives.” Its overarching goals are to “increase quality and years of healthy life” and to “eliminate health disparities.”
being housed at CUNY, it will attract students who live and/or work in the very urban communities that are most affected by these conditions.

The SPH will offer the Master of Public Health (MPH) or Master of Science degree program tracks, at a minimum, in the five core areas of public health (Epidemiology, Biostatistics, Social and Behavioral Sciences, Health Care Administration and Policy, and Environmental Health Sciences), and the Doctor of Public Health (DPH) degree programs in at least four of these core areas (excluding Biostatistics).

Furthering the mission of the Integrated University, the SPH will operate within a collaborative model and will be based on four partner campuses with particular disciplinary strengths: Brooklyn, Hunter and Lehman Colleges (all three of which are already home to master’s degree programs in this area), and the Graduate Center, which currently houses the DPH degree programs. It is worth emphasizing again that the SPH will also promote a highly integrated multidisciplinary approach, one suited to meeting the challenges of complex public health conditions.

Additional public health-related programs, departments and concentrations within CUNY—such as the concentration in Health Policy within the School of Public Affairs at Baruch, the Department of Community Health and Social Medicine at the Sophie Davis School for Biomedical Education, the program in Health and Medical Reporting at the School of Journalism and related programs, subprograms and concentrations at the Graduate Center in disciplines such as Anthropology, Earth and Environmental Sciences, History, Psychology and Sociology may, by mutual agreement, develop formal collaborations with the SPH.

Similarly, CUNY centers and institutes which focus on urban health issues—such as the Brookdale Center on Healthy Aging and Longevity (Hunter College), the Center for Community and Urban Health (Hunter College), the Center for the Biology of Natural Systems (Queens College), the CUNY Institute for Demographic Research (Baruch College), the Center for Health Promotion (Brooklyn College), the Center on Human Environments (Graduate Center), the proposed Institute for Health Equities (Lehman College), and others—may, by mutual agreement, develop formal collaborations with the SPH as well. As is the case throughout CUNY, the SPH will also establish productive partnerships with several New York City-based organizations. Plans include developing a partnership with one or more medical schools; the New York City
Department of Health and Mental Hygiene (DOHMH); and the New York City Health and Hospitals Corporation.


The Decade of Science initiative will continue to draw CUNY’s attention, resources, and energies over the next several years. Major programmatic elements include:

- Building a world-class, research-active, grant-funded faculty in the areas of science, technology, engineering, and mathematics (STEM);
- Constructing and refurbishing the University’s science facilities, both on individual campuses and in the form of the new CUNY-wide Advanced Science Research Center (ASRC);
- Enhancing the research environment to take advantage of infrastructure improvements;
- Investing in graduate student support to attract the best-qualified doctoral students; and
- Training the next generation of mathematics and science teachers to serve in New York City’s public school classrooms, through the University’s Teacher Academy and other collaborative programs spanning the campuses.

**Faculty**

Faculty quality is essential to achieving the most innovative teaching and research in the sciences. Since 1998, CUNY has added approximately 80 new full-time faculty in the sciences, through its cluster hiring initiative. Areas include: photonics, environmental sciences, engineering, and biosciences. Over the next four years, the University will continue its cluster hiring initiative in the STEM disciplines, and in accordance with the National Science Foundation’s Vision for the 21st century, add a new cluster area in cyberinfrastructure.\(^\text{10}\)

**Facilities**

A top-flight faculty requires state-of-the-art facilities. Over the next decade, the University will expend more than $1 billion across its campuses in order to construct and modernize science facilities. In keeping with CUNY’s evolution into an increasingly integrated institution, construction on a CUNY-wide Advanced Science Research Center (ASRC) will begin in 2008.

\(^\text{10}\) Cyberinfrastructure focuses on improving virtual organizations, data visualization, and manipulation of large databases. Tools and technologies developed through cyberinfrastructure research enable widespread scientific collaboration and enhance educational network technologies.
The ASRC will concentrate on the following emerging disciplines: photonics; nanotechnology; biosensing and environmental sensing; structural biology; and neuroscience.

The ASRC will provide high-end instrumentation to support the work of many scientists from across the various CUNY campuses, and it will facilitate the development of integrated research collaborations. Examples of core facilities to be incorporated into the ASRC include: Nuclear Magnetic Resonance (NMR), Imaging, Proteomics, Diagnostics and Fabrication, and an animal facility. Core facilities will be available to all researchers on a user-fee basis. Temporary laboratory and office space will be available to faculty who wish to use the Center.

Beyond the ASRC, infrastructure improvements encompass construction and modernization projects across the campuses, including:

- a new science building at City College, and the total refurbishment of another science building on that campus;
- a new science and health building at Hunter College;
- a new building (slated for completion in 2010) at John Jay College that will provide state-of-the-art science labs and support John Jay’s high-end research in forensic science;
- a new Science Facility to begin construction in the Summer of 2008 at Lehman College;
- renovations and infrastructure upgrades in two science buildings at Queens College;
- a new academic building at NYC College of Technology with instructional laboratories for the college’s biological sciences and health care programs;
- HVAC upgrades in the science building at the College of Staten Island;
- a fully operational building for the School of Science and Technology at Medgar Evers College; and
- a new science building on the site of Roosevelt Hall at Brooklyn College.

Additionally, the University’s Capital Improvement Program includes lump sum appropriations which will provide for immediate individual lab upgrades at various campuses. The first five instructional and two research lab renovations, which will be completed by January 2009, are at City, Brooklyn, Hunter, Lehman, and Queens Colleges.

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11 CUNY will work with Governor David Paterson and the New York State Legislature to obtain 100 percent state funding for capital projects at Medgar Evers College, compared with the current State and City match requirement of 50 percent support from each governmental entity.
Research Environment
Over the next four years, the University will continue to enhance its research environment; this includes sustained support for internal funding programs. New developments include the anticipated hiring of a Vice Chancellor for Research, whose position has been created to lead research and technology development at the University and who will assume a major role in advancing the University’s science agenda.

Another example of the University’s focus on an enriched research environment is the expanded capacity and reach of CUNY’s new High Performance Computing (HPC) Facility. Located on the campus of the College of Staten Island, and accessible by all campuses through the CUNY network, the HPC facility comprises three commodity cluster-based supercomputers that support interactive and batch computing and visualization. In brief, the HPC facility supports a vision of an “unbounded laboratory,” fostering visionary and multidisciplinary research.

CUNY’s Postdoctoral Development program will continue to offer innovative career development and networking events, both through the Office of the Vice Chancellor for Research and in collaboration with other member institutions of the Northeast Postdoctoral Office Consortium. There is also a plan to provide the funds necessary to extend first-year membership in the Science Alliance—a benefit currently offered to CUNY doctoral students—to the University’s Postdoctoral Fellows.

CUNY will continue to strengthen its new Technology Commercialization Office (TCO), established to protect and commercialize faculty intellectual property as well as to contribute to economic development within the City and the State. The TCO’s mission stems from CUNY’s Intellectual Property Policy and incorporates congressional intent as reflected in the Bayh-Dole Act, which provides universities, small businesses, and non-profit organizations ownership of the intellectual property associated with their federally-funded inventions.

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12 For more information on these programs, please visit www1.cuny.edu/academics/research-scholarship/internal-funding-programs.html.
14 Science Alliance, a consortium of universities and teaching hospitals in the New York City area, operates in partnership with the New York Academy of Sciences and provides career and professional development mentoring in the sciences/engineering.
Graduate Education and Support
One of the prime expectations motivating the Decade of Science is that enhanced science programs will attract not only a stellar faculty, but also the very best graduate students. The University recently completed an operational review of its PhD programs in some of the laboratory-based sciences, and is now recruiting students nationally in biology, biochemistry, chemistry and physics under the restructured programs. A new doctoral science Web page coordinates and directs prospective students to information on each program as well as information about CUNY’s science consortium.\textsuperscript{15}

The restructuring of the science doctoral programs at CUNY is leading to new investments in graduate student support to attract the best-qualified students. The University has filed a proposal to obtain PhD degree-granting authority for our flagship science campuses: Hunter College and City College. It is also exploring future collaboration with local research universities to recruit top-quality international students in the sciences.

The Pipeline: Educating the Next Generations of STEM Students and Teachers
Science education at the University takes place in multiple settings, from precollege outreach to undergraduate research programs, from the Teacher Academy to CUNY’s doctoral programs. The University acknowledges a keen responsibility to build the science/technology/engineering/mathematics (STEM) “pipeline” and to cultivate the next generation of teachers and learners.

The CUNY Teacher Academy is a selective program that welcomed its inaugural student cohort in the fall semester of 2006. In keeping with the Decade of Science, it is designed to prepare outstanding, enthusiastic students in mathematics and science to teach in New York City public schools. The Teacher Academy initiative launched initially on the campuses of Brooklyn College, City College, Hunter College, Lehman College, Queens College, and the College of Staten Island and has now been expanded to York College and Hostos, Queensborough, and Borough of Manhattan Community Colleges as well.

Teacher Academy students receive a strong grounding in liberal arts, a rigorous program in mathematics and science (with majors in mathematics, biology, chemistry, earth science, or physics), and preparation to teach using a model that mirrors the medical clinical internship.

\textsuperscript{15} Please see web.gc.cuny.edu/Science.
Teacher Academy students in CUNY’s baccalaureate programs also receive four years of paid tuition and fees, paid internships for work in middle schools and high schools, the benefits of a “college within a college” at one of the participating CUNY colleges (including small classes, dedicated advisors and tutors, and a dedicated Teacher Academy space for study and socializing), and placement in selected middle schools or high schools where, for four years, they observe, study, and eventually practice the profession of teaching. In exchange, students commit to teaching in a New York City public school for a minimum of two years after graduation.

CUNY has also launched Teacher Academy programs for associate degree students. These students will begin their studies at Borough of Manhattan Community College, Hostos Community College, or Queensborough Community College, transferring to City College, Lehman College, and York College Teacher Academy programs, respectively, after two years.

The Teacher Academy represents the most recent manifestation of CUNY’s commitment to educating and training teachers for the City and State, a commitment that goes back 138 years, to early work at Hunter College. America is facing a crisis in mathematics and science education. High school students in our country perform poorly in comparison with students from other countries. The numbers of baccalaureate majors in math and science are falling. The Teacher Academy is, in part, CUNY’s response to this acknowledged and acute need for highly trained, highly qualified mathematics and science teachers. Over the life of this Master Plan, the University will assess the progress of the Teacher Academy, including student achievement and resource allocation.

Another major program, College Now, works to prepare public school students for college enrollment. Its plans for the next four years include substantial commitments in the fields of mathematics and science, including:

- College Now Summer Programs. Added funding has allowed for the development of summer programs for students ineligible for credit courses;
- CUNY “Science Now” Fellows. Recently awarded a five-year National Science Foundation GK-12 grant, this project is designed to enhance the graduate training of students enrolled in PhD programs across CUNY while enriching the classroom experiences of New York City pupils. Working with project directors from CUNY’s Center for Advanced Study in Education (CASE), College Now Central Office staff, and
area high school teachers, Science Now Fellows create series of lessons or units that focus on developing skills through authentic research experiences that high school students can carry out in urban classroom environments. This curriculum development process simultaneously provides the doctoral students with a unique experience in secondary education, K-16 curriculum alignment, and pedagogy that is frequently missing from graduate training.

- Bronx Center for Teaching Innovations (BCTI): High School Algebra Transition Course: In an effort to align secondary school algebra skills with college expectations, a team of two CUNY mathematics faculty members are collaborating with 10 Bronx public high school mathematics teachers to develop a one-year 11th-grade algebra transition course.

- The New York City Science and Engineering Fair (NYCSEF). Co-sponsored for the first time in 2008 by the New York City Department of Education and CUNY, the NYCSEF is the city’s largest high school science, math, technology, and engineering research competition. Administered under the umbrella of CUNY’s College Now program, the NYCSEF extends into more than 280 public high schools across the city. Top student researchers from each disciplinary category are selected to represent New York City at the annual Intel International Science and Engineering Fair.

Further, a new project will focus on the critical issue of strengthening the STEM pipeline from middle school through graduate study. This initiative will identify talented and promising students in math and science in middle school and work with them throughout middle school, high school, and college to ensure not only that they graduate from college with a major in a STEM discipline but also that at least some of them are prepared for graduate study in these disciplines.

This project will therefore involve working with promising students in middle school, providing them with academic enrichment and support on weekends and during the summer throughout their high school years. Additionally, upon their admission to college, these students will receive CUNY’s commitment to their subsequent admission into a CUNY graduate program, provided they successfully complete their baccalaureate degrees with an appropriate GPA.

**COMMUNITY COLLEGE EDUCATION**

In 2007 the six CUNY community colleges enrolled 76,864 students, comprising a little more than one-third of the University’s total enrollment. Nationwide, as of January 2008, 11.5 million
students attended the 1,195 community colleges of the United States, comprising nearly 43.5 percent of the country’s undergraduate student population. Community colleges have proven particularly hospitable to new Americans. In short, it is difficult to overemphasize the contribution of CUNY’s community colleges to the University’s educational mission.

Beyond their sheer enrollments, the University’s community colleges are a laboratory for innovative instructional practices focused on improving retention and graduation rates, including the use of learning communities, ePortfolio projects, and developmental education pedagogy.¹⁶ All of these facts make a powerful case for CUNY to situate itself as a leader in community college education, and over the life of this Master Plan the University will encourage such leadership.

**Accelerated Study in Associate Programs (ASAP)**

Community college education at CUNY broke new ground in fall 2007, when more than 1,000 students at CUNY’s six community colleges became participants in a new initiative supported by Mayor Michael Bloomberg’s Center for Economic Opportunity. Recognizing that a timely graduation from college is the best means to a bright future, and that traditionally, too many community college students have not been able to complete the associate programs they enter, CUNY launched an innovative new project: Accelerated Study in Associate Programs (ASAP).

ASAP’s key components include:

- A cost-free education for students eligible for state/federal financial aid;
- Small-group study organized according to academic interest;
- Block scheduling that takes into account the family and work demands that are prevalent among community college students;
- Intensive academic support and advising;
- Free use of books;
- MetroCards; and
- Career counseling and job placement assistance.

¹⁶ To learn more about Kingsborough Community College’s learning community programming, please see MDRC’s *A Good Start: Two-Year Effects of a Freshmen Learning Community Program at Kingsborough Community College* (www.mdrc.org/publications/473/overview.html); to learn more about LaGuardia Community College’s ePortfolio project please refer to page 51 of this document; and to learn more about Borough of Manhattan Community College’s Mathematics Across the Curriculum program, please visit www.bmcc.cuny.edu/news/news.jsp?id=503.
As students progress through the program, the University will carefully evaluate its success. The current goal is for 50 percent of ASAP participants to earn associate degrees and either enter baccalaureate programs or find employment within three years, with this figure rising to 75 percent within four years; by the time the University submits its next Master Plan, ASAP’s initial results will be available for review and assessment. The Mayor’s Center for Economic Opportunity has funded this program at $20 million for three years to cover a single cohort; additional funding would be necessary to recruit another cohort into the program.

Assessing the Need for a New Community College
As ASAP makes apparent, community college education merits further investment. In addition, projected growth in New York City’s population during the immediate future will not easily be accommodated by the University’s existing community colleges. Currently, there is one community college in lower Manhattan; the Bronx and Queens currently have two community colleges each; Brooklyn has a community college and two other colleges that award associate degrees; and Staten Island has one associate degree-granting institution. In order to ensure that CUNY remains capable of serving the needs of students seeking community college degrees, the University will study the implications of opening a seventh community college. This exploratory process will encompass consideration of what such an institution would look like both organizationally and academically, how its students would be educated, where it can most effectively be located, and what the necessary timeline would be for realizing the University’s goal to remain an innovative leader in community college education.

BLACK MALE INITIATIVE
The University’s Master Plan for 2004-2008 included a Chancellor’s Initiative on the Black Male in Education. In the fall of 2004, Chancellor Goldstein established a University Task Force on the Black Male Initiative. Among other objectives, the Task Force was charged with developing recommendations that would include a series of action-oriented projects to help underrepresented populations overcome the inequalities that lead to poor academic performance in the K-12 system; weak higher education enrollment, retention, and graduation rates; and disproportionately high unemployment and incarceration.

With the support of grants awarded from the New York City Council, the University has established a strong foundation of work. Projects undertaken by 16 of its campuses focus primarily on outreach and mentoring to improve recruitment and retention. Though targeted
toward black males, projects do not discriminate on the basis of race or gender and serve as models for improving educational outcomes for all students. All programs and activities of the CUNY Black Male Initiative (BMI) are open to all eligible students, faculty and staff, without regard to race, gender, national origin or other characteristic.

To date, CUNY BMI has also received support from the Goldman Sachs Foundation and the Deutsche Bank Americas Foundation. Looking forward, CUNY BMI will continue to pursue the projects enumerated in the Task Force report and continue to seek external funding.

WORKFORCE DEVELOPMENT THROUGH ADULT AND CONTINUING EDUCATION

Adult and continuing education programs at CUNY, which had 230,000 registrations in 2006-2007, will continue to provide important programs and services over the life of this Master Plan, representing an essential point of entry into the University for individuals. Each CUNY college has a division of Adult and Continuing Education; the great majority of programs offered by these divisions are in workforce or professional development areas, though they also fulfill community service needs and offer basic reading, writing, and math instruction, as well as recreational and cultural programs. Each college sets its own priorities for continuing education, in terms of content, focus and emphasis.

These divisions provide individual colleges and the entire University with a testing ground and laboratory for innovative and creative new programs developed to serve the specific needs of professional fields, employers and unions. Continuing Education is also the way in which colleges engage most directly with their communities. These programs may also function as a source of revenue that can help support other priorities of the college.

Although some Continuing Education divisions, like those at Baruch and Hunter Colleges, focus on advanced professional development, they also offer much of the basic education programming within the University. They frequently serve as the first point of access to higher education for individuals who come to these and other programs. As detailed later in this Plan, Continuing Education also plays a key role in supporting the city’s continued economic vitality. It is flexible and responsive to the demands of employers and industries, and able to quickly marshal expertise to develop and implement new programs, as well as to update existing ones. One of the most notable recent accomplishments of college Continuing Education divisions—and a harbinger of success for the Integrated University—is an increase in collaboration across the campuses so that
the University can attract major training and employment initiatives in industries such as retail, tourism and hospitality, and healthcare. Over the next four years, CUNY’s Adult and Continuing Education programs will undertake several initiatives to help individuals gain skills for college and the workplace, connect with local communities, support local economic development, and bring in revenue.\footnote{Examples are detailed on pages 123-128 (within “Serving the City”).}

**II. ENHANCING THE LEARNING ENVIRONMENT**

Complementing this Master Plan’s focus on core academic priorities is its steadfast attention to providing an environment conducive to effective learning and teaching. The University’s work for the next four years therefore also includes sensitivity to the imperatives of academic and instructional technology; redesign of CUNY’s administrative systems and processes; maintenance and expansion of library services; a focus on synthesizing and leveraging the creative power of the arts at CUNY; identification and widespread promotion of effective teaching practices; innovations in academic advising; and exploring the potential of new graduate degree programs and paradigms.

**ACADEMIC AND INSTRUCTIONAL TECHNOLOGY**

*Online Education*

In the fall of 2005, the School of Professional Studies began to develop and administer CUNY’s first online undergraduate degree program. Although CUNY’s colleges already offered online instruction through individual courses (Web-facilitated, blended/hybrid, and “online” proper), no full academic program yet existed that would lead to a degree.

At the same time, however, online degree programs were proliferating throughout other institutions of higher education. At CUNY itself, institutional research demonstrated that a considerable number of students—more than 60,000—had left the University in good academic standing within the last 10 years, without enrolling elsewhere and without returning to CUNY. Meantime, CUNY’s own circumstances had become ripe for a major advance in online curricular offerings, including changes that could address the retention challenge. Enrollment growth, along with expanded faculty hiring, inspired the University to examine the curricular potential of online education more closely.
The Online Baccalaureate program that emerged was created specifically for individuals who left college in good standing without a degree; prospective students must have earned at least 30 college credits. Approved in the winter of 2006, the program began accepting applications in May of that year.

Former CUNY students comprised most of the initial cohort of 250 undergraduates; nearly 200 of them came from New York City. While the program clearly appeals to local students who, in earlier decades, might have seen classroom-based instruction as their only option, it is also well suited to fulfill CUNY’s commitment to meeting the needs of traditionally underserved populations, including individuals living in remote locations and those with disabilities. In its second year, the program launched a second major and currently offers concentrations leading to either a bachelor of arts degree in communication and culture or to a bachelor of science degree in business. Over the next four years, SPS expects to add more online bachelor’s degree programs (reaching a minimum total of five such programs). With these programs, it expects to also reach out to entering freshmen as well as to those degree completers served by its first two efforts.

As the University considers additional online certificate and degree programs for the future, online education has also proven instructive as an innovative means of fulfilling the University’s mission in vital ways. Online instruction has expanded the capacity and outreach of established campuses and programs. Perhaps the most dramatic example is at Borough of Manhattan Community College, where online courses have accommodated a third as many enrollments as BMCC has classroom space for at its downtown campus. This provides an important indicator for the University’s future enrollment planning and management.

But programs need not be fully online to improve access and capacity. CUNY is a leader in blended learning, instruction that takes place partially online and partially on-campus. These so-called “hybrid” courses present an especially attractive option in an urban system where most commute and have work and/or childcare responsibilities as well as class obligations. In all these instances, the exemplary work in online education by faculty across the University foregrounds features of online instruction that build valuable skills for students: facility with computer-mediated communication, interactive inquiry, and the use of web-based resources.
Beyond the excitement engendered by the possibilities online education offers for student access, students and faculty now have access to innovative digital resources, such as blogs, wikis, podcasts, social networks, virtual worlds, computer simulations, virtual labs, and computer clusters. The Graduate Center, City College, and the College of Staten Island are leading the way in the use of high performance computing (HPC), also called cluster computing. Although some of this work is limited to faculty research, it is increasingly featured in course-based applications using advanced computing capabilities to understand and solve complex problems through modeling and simulation. Together with New York City College of Technology, The College of Staten Island is also using virtual worlds like Second Life for simulation spaces where students can learn engineering and design principles, investigate the laws of physics, develop basic programming skills, and work within an international virtual community.

Throughout CUNY, particularly in the Macaulay Honors College and within the Online Baccalaureate, students are employing blogs and wikis to engage in knowledge-building and knowledge-sharing. These environments not only facilitate networking and collaboration but also allow students to move easily beyond the limits or purely text-based work to rich-media presentations.

The work students accomplish in such formats can be captured in presentation portfolios like those of LaGuardia Community College’s ePortfolio project, which allows students to preserve and present the work done throughout their academic careers, discovering cross-curricular connections, engaging in reflective self-assessments, and presenting their best work not just to evaluators within the academy but also to prospective employers.¹⁸

These disparate projects share a critical feature: whereas the advent of powerful networks and resource-rich environments once invited a kind of spectatorship—the World Wide Web, for example, was where one went to look and find—students now see such environments as places to innovate and to interact.

Interaction is, in fact, a new byword of academic technology. Educause, the leading national organization devoted to technology use in higher education, recently heralded a shift from the “information age” to the “interaction age.” The most powerful kind of interaction shares work and knowledge across disciplines, campuses, and even the whole University.

¹⁸ To learn more about the ePortfolio project, please visit www.eportfolio.lagcc.cuny.edu.
Important first steps have been made. Since 2000, all CUNY campuses have participated in projects partially supported through the Alfred P. Sloan Foundation. The first of these, running from 2000-2004, supported the development of partially or fully online courses. More recently, from 2004-2008, the projects took that work to the next level, bringing together faculty in more than a dozen fields to share not just course sites but resources, assignments, and advice specific to particular disciplines.

Like more circumscribed projects—the Investigating History Project (funded by the National Endowment for the Humanities), for instance—the University-wide Sloan-supported work has produced a spirit of cooperation and openness that allows innovative practices in CUNY to become recognized best practices. These projects also lead to connections with other institutions—most strikingly in the case of the Global Virtual Classroom project at the College of Staten Island, partnering with universities in Turkey, China, Greece, and South Africa. Such collaborations extend the reach and visibility of innovative work with technology-enhanced instruction beyond as well as within CUNY.

As efforts continue to build out CUNY’s work in fostering greater access, innovation, and collaboration with respect to technology-enhanced teaching and learning, the single most critical step will be the construction of a University support center as well as an online “academic commons” to serve the entire University. Using the same social software that has brought blogs, wikis, and social networks into play in instruction, the “academic commons” will not only provide links to model projects and programs but will also foster community and faculty dialogue. Faculty will be able to keep abreast of innovations and ways in which technology is being used to improve students’ academic performance; to learn about each other’s work; and, most importantly, technology’s problem-solving potential.

But simply making such a resource available will not be enough. One established innovation of the Macaulay Honors College is the use of Instructional Technology Fellows, advanced graduate students who facilitate both faculty and student use of technology. The assignment of ITFs to every college, not just Macaulay, would greatly promote effective uses of technology for academic purposes. One specific use would be the student- and faculty-produced podcasts for
courses—already under way, and promising to scale up exponentially now that a recently signed contract with Apple promises to make CUNY the largest location of an “iTunes U.”\(^\text{19}\)

Perhaps the most consequential change during the life of this Master Plan will be the further growth in partially and fully online courses. Over the next four years, most college courses in CUNY will be, at the very least, web-enhanced. Even at this point, by virtue of an enterprise (University-wide) installation of the Blackboard course management system, every course in CUNY has a potential web presence, and active users of Blackboard now top 100,000 each term.

With half of the students and faculty in degree courses already using this system, the time has come for reaping institutional benefits by programmatic means: increased enrollment capacity, standardized expectations for fully online and especially partially online (or "hybrid") courses, increased access and convenience for students and faculty, and above all, enhanced teaching and learning. Careful planning and knowledge-sharing will greatly increase benefits to the University, particularly in terms of both student access and institutional capacity. Such work can establish a new paradigm for the University as the hub for the creation and dissemination of knowledge.

In the next four years, CUNY colleges will develop degree programs (and discrete courses) grounded in their signature academic strengths. At John Jay College, for example, a Task Force on Distance Learning submitted a report in August 2007 suggesting that John Jay move into distance learning with existing academic programs attractive to criminal justice, public safety, and public service professionals.\(^\text{20}\) At the same time, the College’s science faculty is developing distance learning coursework in general biology and organic chemistry, with courses planned to be offered in the fall 2008 semester. Lehman College is also notable for its advances in this field. In spring 2008, Lehman offered 108 online courses; it is also moving to develop additional online degree programs in the model of its recently developed, fully online RN to BS in Nursing.

*Academic Technology Task Force*

In recognition of the immense implications of online education and academic technology for course delivery and so many other aspects of academic life at CUNY in the 21st century, the Executive Vice Chancellor and University Provost and the Chief Information Officer have, as of

\(^{19}\) Please see [www.apple.com/education/itunesu_mobilelearning/itunesu.html](http://www.apple.com/education/itunesu_mobilelearning/itunesu.html) for a comprehensive description of this learning instrument.

2008, established a University-wide Academic Technology Task Force. The Task Force has been charged with two main projects: diagnosing the state of academic and instructional technology at CUNY and issuing a set of recommendations that will deepen the use of technology at the University.

**CUNY FIRST**

Technology is the focus of another initiative designed to enhance the learning environment and support core academic priorities. During the period covered by this Master Plan, CUNY’s administrative systems and processes will experience their most significant enhancement in several generations: CUNY’s Fully Integrated Resources and Services Tool (CUNY FIRST), an Enterprise Resource Planning (ERP) tool, will improve the delivery of services to students, faculty, and staff on every campus. This project was described in the previous Master Plan; at that time, CUNY recognized that creating this University-wide initiative would be a “large undertaking that will last throughout 2004-2008 and beyond.”

By investing $300 million in software and revamping business practices, CUNY will, by 2012, have transformed current systems for human resources, finance, and student administration throughout the University. On a practical level, these changes will affect everything from class registration to bill paying. On a more subtle, albeit broader scale, they offer core support to the Integrated University model that will be elaborated over the life of this Master Plan.

**LIBRARY**

Nowhere is the transformative power of CUNY’s libraries more apparent than in the ways in which the libraries—and those who staff them—ensure equity of access to opportunity and excellence. CUNY’s libraries provide “open access,” meaning that students may use and borrow materials from any of the University’s libraries, regardless of campus affiliation. The libraries have introduced an expedited request and delivery service for those who prefer to have regularly circulating books delivered from any campus library to their home library. Over the next four years, the libraries will extend this expedited request and delivery service to journal articles. More broadly, the libraries will work to ensure that all CUNY students and faculty have quick and reliable access to the electronic resources subscribed to, licensed or purchased by any CUNY library. Another important endeavor anticipated for the next four years is the collaboration

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between library and classroom faculty to more extensively integrate library resources within Blackboard, CUNY’s online course management system, with the goal of establishing a strong, high-quality library presence on every Blackboard course site.

CUNY libraries also help to increase access to information technology. For students who lack home access to a computer or the Internet, CUNY’s libraries provide the physical location and equipment to enable them to do their work. Increasingly, CUNY’s libraries are also loaning out technology, such as laptop computers and digital cameras, to support student work. Over the next four years, CUNY library faculty and staff will work with colleagues in administrative and information technology departments to study the feasibility of providing common printing and photocopying platforms across the University. The libraries also propose establishing a CUNY-wide program of free printing for all students of up to 100 prints per semester, with each subsequent print bearing a nominal charge.

CUNY’s library faculty are dedicated to ensuring that all students, regardless of their level of preparation, are provided the opportunity for attaining information literacy. Over the next four years, library faculty will continue to work with colleagues in the disciplines and in academic advising and student affairs to teach information literacy to students who are at academic risk. CUNY library faculty will also develop or extend library skills sessions focused on Search for Education, Elevation, and Knowledge (SEEK) and College Discovery (CD) students. Information literacy skills continue to be important after students graduate from CUNY. Employers expect students to be proficient in evaluating information and able to use a suitable variety of technologies in their jobs. As part of the CUNY 2008-2012 Master Plan, the libraries will collaborate on how best to assess the information literacy capabilities of CUNY students. The libraries will also work with major New York City employers to use the assessment results to certify that students have successfully met CUNY’s information literacy goals upon graduation.

Finally, CUNY’s libraries are beginning to build the infrastructure to promote increased recognition of CUNY as a research university. Librarians are currently using Web 2.0 technologies such as wikis, blogs, immersive environments, Second Life, Facebook, del.icio.us, Zotero and Flickr. Over the next four years, some of these will fade, with other technologies taking their place. As faculty branch out in new directions academic notions of scholarly communication and user-created content will continue to evolve.
CUNY’s libraries have therefore begun planning for an institutional repository that will serve as a “home” for the digital objects that are created. In addition, work continues to extend access to many of CUNY’s rich and unique special collections and archives through digitization projects. Ongoing efforts to rationalize the services and technologies supported centrally by CUNY’s Office of Library Services will continue over the period of this Master Plan.

Given the importance the University Library occupies in fulfilling core academic needs, it is essential for the libraries to collaborate with colleagues in Design and Construction to assess and consider opportunities for re-purposing space within campus libraries. Despite the growth of electronic resources, CUNY’s libraries continue to be popular destinations for heavily commuter student populations. At some CUNY campuses, accordingly, library space is being reevaluated. Considerations include moving less frequently used material to offsite storage, and/or evolving toward a hybrid library, where library services are seamlessly integrated with technology help desks, student writing centers, and group study spaces that facilitate collaborative learning. Along with these physical plant considerations, it is also important to ensure adequate power, lighting, and connectivity. CUNY’s libraries must also consider their eco-responsibilities; such concerns will rank especially high in planning for the provision of library services and collections to new constituencies, including the School of Public Health.

The libraries’ effort to ensure access and promote excellence extends as well to students with disabilities. Campus libraries work closely with offices of student services to provide assistive technologies such as screen magnification or text readers. Providing spaces that are fully ADA compliant is another goal that coincides with a broader goal to review campus libraries’ physical space.

Concurrent with the work of physical renewal and re-purposing of library space, over the next four years CUNY will continue to increase its investment in library collections. Improving library collections has long been a major concern of faculty, and as CUNY continues to recruit and retain high-quality faculty, additional expenditures for library collections are necessary.

THE ARTS AT CUNY

Befitting New York City’s stature as one of the world’s cultural capitals, CUNY has a distinguished history in arts education. From Brooklyn College’s Conservatory of Music and Queens College’s Aaron Copland School of Music to the Sonic Arts Center at the City College of
New York and Hunter College’s MFA Studio Arts program, the University has earned international distinction both from its faculty and its alumni in the arts. Programs in dance, theater, music, creative writing, studio art, and new media train new generations of New York artists in their crafts while providing them with a solid liberal arts foundation.

Americans for the Arts has pointed out that: “The nonprofit arts and culture industry generates $166.2 billion in economic activity every year and supports 5.7 million full-time jobs.”22 Since the arts play such a central role in New York City’s cultural and economic life, over the next four years the University will explore further investment in arts training, support facilities, and curricula in order to position CUNY as a leader in these fields.23 Strategic growth in arts programs, coupled with targeted hiring from the world-class ranks of artists, musicians, performers, actors, writers, and dancers who make New York City the nation’s unparalleled center for the arts, will propel the University into becoming a destination for students from around the world who seek a superb arts education in a city with rich employment possibilities after graduation.

**FOCUS ON EFFECTIVE TEACHING**

One of the most direct ways to enhance the learning environment is to sharpen teaching practices. In 2006, CUNY was selected to participate in the three-year Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Institutional Leadership Program. Although this partnership will end in 2009, CUNY will expand the work currently under way under the auspices of the Coordinated Undergraduate Education (CUE) initiative as the “Teaching, Learning, and Research” (TLR) Project. Creating a University network of teacher-scholars and administrators concerned with teaching and learning, this Project connects CUNY to cutting-edge national conversations about teaching, learning, and related research. Over the next four years, the TLR Project will continue to identify and promote promising faculty development practices through the following endeavors:

- facilitating a working group of directors representing the colleges’ teaching and learning centers;

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• holding an annual grant competition to fund “faculty inquiry groups” that will pursue aspects of teaching and learning within General Education, Writing Across the Curriculum, first year experiences, and the STEM disciplines;
• supporting the work of the Provosts’ Advisory Council, including the first University-wide conference on teaching and learning in fall 2008; and
• developing a “digital commons” to document research and scholarship on teaching and learning.

As a result of a positive experience with the CASTL Fellows program, the Office of Undergraduate Education will also support a small group of research Fellows on key University-wide efforts.

**ACADEMIC ADVISING AND SUPPORT**

Unquestionably, effective academic advising and support are essential components of the learning environment. During the 2008-2012 period, the University will enhance academic advising in several ways, including:

- Promoting continuity of advising, from enrollment through graduation;
- Reasserting the role of faculty in academic advising;
- Investing in campus academic advising staff; and
- Focusing on advising for evening and weekend student cohorts.

As York College has noted, “provision of adequate funding for advising and related retention areas” is among the investments that would make the most profound and far-reaching differences in the uniqueness, stature, and ranking of campus academic departments and programs.24

The University is committed, over the life of this Master Plan, to evaluating the efficacy of its academic counseling efforts. Much of this work will unfold under the aegis of the Coordinated Undergraduate Education (CUE) initiative, which will

- analyze academic support centers throughout CUNY and compile data on their impact on student success;

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evaluate learning communities throughout the University and establishing a Web-based resource for faculty and administrators interested in creating or reforming learning communities;

- centralize information about the range of orientation practices across the colleges; and

- conduct a study of tutoring and peer-mentoring programs in place across the colleges.

GRADUATE EDUCATION

Professional Master’s Degrees

Master’s degrees have become increasingly important for professional advancement in careers in the private, public, and nonprofit sectors. CUNY is attuned to this development and has been carefully building programs, and even, in some cases, entire schools, to meet marketplace demand.

CUNY’s new Graduate School of Journalism, which enrolled its inaugural cohort in the fall of 2006 and offers the MA in Journalism, makes a substantive contribution to professional education in New York City, a city which previously did not have a public graduate school in journalism. The proposal for a new School of Public Health pursues a similar goal.

Similarly, within the timespan of this Master Plan the University will study the feasibility of establishing an academic program in pharmacy. Currently, the only public doctoral program in pharmacy in New York State is located in Buffalo. The private sector is responding to a need for practicing pharmacists: Touro College plans to open a School of Pharmacy in Harlem at 230 West 125th Street; its application to the Accreditation Council on Pharmacy Education is pending. But public institutions like CUNY are also obligated to provide avenues for students to attain professional degrees in high-need fields, and the University will explore judiciously the advisability of providing high-quality, low-cost professional education in pharmacy.

At the same time, the individual colleges have an important role in moving the national conversation about access to excellence in higher education from a narrow focus on undergraduate degrees to a broadly inclusive approach that recognizes the need for professional credentials at the master’s level (and, indeed, for lifelong learning beyond the degrees themselves). To that end, a number of CUNY colleges will be expanding their professional degree offerings and enrollments over the next four years. For example, graduate training in public service will be enriched with the addition of a new Master of Public Administration
(MPA) program at City College, which will itself be fortified by the presence of both the Colin Powell Center for Policy Studies and the newly established Charles B. Rangel Center for Public Service on the City campus. Medgar Evers College has proposed a Master of Professional Studies (MPS) in Leadership. York College aims to have professional master’s degree programs in business, social work, education, and health sciences. Baruch College will begin matriculating students in a new Master of Science (MS) in Real Estate program in fall 2008. John Jay College expects that professional master’s degree programs—the Forensic Science Master of Science (MS), Forensic Computing MS, Protection Management MS, Master of Public Administration (MPA), and MPA-Inspector General—will account for a larger proportion of the college’s student enrollment by 2012, and that at least one new program, Forensic Mental Health Counseling, which prepares graduates for professional licensure, will be in place. Graduate certificate programs at John Jay will also be developed through collaborations between professional master’s degree programs and the Office of Continuing and Professional Studies.

Changes in licensure laws will drive new programs in the health sciences. For example, in response to a new licensure requirement for mental health counselors in New York State, the University is developing master’s programs in Mental Health Counseling. Developments in other fields—for instance, a need for graduates who combine a solid background in natural sciences with other specialized skills—has stimulated the creation of programs such as that leading to the MS in Biological Laboratory Management. Finally, CUNY is pursuing the possibility of offering some professional graduate degrees online. The School of Professional Studies, for example, expects to launch five to seven master’s degree programs by 2012; at least one of these will be fully online.

Joint Doctoral Degrees
In the fall of 2004, Chancellor Goldstein invited an external advisory committee to review and assess the consortial organizational structure of the CUNY Graduate Center. The committee’s report affirmed the consortial model’s efficacy, but highlighted a need to provide stronger support to science programs. Included in the committee’s recommendations was a suggestion that the University engage a team of science faculty and administrators to evaluate doctoral education in the sciences. In order to further strengthen CUNY’s offerings in laboratory sciences, the committee also recommended that Doctor of Philosophy (PhD) degrees should be awarded jointly by the Graduate Center and individual campuses—for example, a PhD in biology from Hunter College and the Graduate Center. Since flagship campuses would also be able to showcase their
doctoral programs for federal grants and for general philanthropy, CUNY’s national profile would rise further.

Consequently, the University has developed a plan for restructuring doctoral education in the sciences. According to the proposal presented to the Board of Trustees in February 2008, City College and Hunter College will grant PhDs in biochemistry, biology, chemistry, and physics jointly with the Graduate Center. City College will also grant the PhD in the five engineering disciplines. This restructuring of doctoral degrees in natural sciences and engineering will take effect in fall 2008. At that point, CUNY will reach a significant milestone marking recognition of institutional maturity and the outstanding record achieved in CUNY’s flagship environments: for the first time, campuses other than the Graduate School and University Center will have been granted doctoral authority. In February 2008 the Board of Trustees also authorized Hunter College, which will serve as the primary site for the proposed CUNY-wide School of Public Health, to grant the Doctor in Public Health (DPH) degree jointly with the Graduate Center.

Health Insurance
The University recognizes the importance of offering health insurance to doctoral students who provide service as graduate or teaching assistants and plans to seek the necessary external funding to support its provision. In addition, CUNY is committed to an incremental phase-in of resources from its operating budget to serve doctoral student needs in this important area. The Graduate School and University Center will partner with the Central Office to realize this goal.

III. EMPOWERING OUR STUDENTS FOR SUCCESS

Student achievement is among the most important markers of any university’s success. CUNY is engaged in a Campaign for Student Success whose cornerstones include communicating expectations of success; improving teaching and learning; coordinating services for students; and assessing the campaign’s results. Recognizing that educational success involves life not only within but also outside the classroom, CUNY is attending to both realms of student life—and the places where they intersect. Several key initiatives include: a broad focus on the elements of an outstanding undergraduate education; mental health counseling; resources for military veterans, students with families, students with disabilities, and international students; the CUNY

25 For more information, please visit www1.cuny.edu/academics/oaa/initiatives/campaign-for-success.html.
Leadership Academy; a co-curricular transcript program; athletics; student health services; career services; and opportunity programs.

**CONSTRUCTING AN OUTSTANDING EDUCATION**

*Macaulay Honors College*

Chancellor Goldstein launched the CUNY Honors College in 2001 with the vision of a program specifically created to serve the most talented and academically prepared students. The Honors College was designed to connect the many diverse programs offered through the honors programs at CUNY’s senior colleges with exceptional advising, hands-on internships and research opportunities, new community service and study abroad courses, and the resources to enable each student to excel in college and beyond. Since its 2001 debut, the college has grown from an inaugural class of 189 to a four-year student population of over 1200. Applications have increased nearly 20 percent for admission to the class of 2012 from last year, with 3,846 students competing for 350 available spots, the largest applicant pool since the college’s inception. Within the applicant group, increasing numbers of students from New York City’s most selective secondary schools are seeking admission, with about six percent more Stuyvesant High School students and 4.6 percent more students from the Bronx High School of Science applying for admission to the next class compared to last year.26

In October 2006, a generous gift from William E. Macaulay, a 1966 Honors graduate of the City College of New York, and his wife Linda enabled the Honors College to purchase and extensively renovate a landmark building on West 67th Street, to serve as the home of the honors college. In honor of the Macaulays’ gift, the largest in CUNY’s history, the program has been renamed William E. Macaulay Honors College at The City University of New York (MHC).

The MHC’s achievements to date have been impressive. In its short history the college has emerged as an important center of excellence not only within CUNY, but also nationwide, representing public higher education of the finest quality. The MHC is also an innovator in the use of instructional technology, and, looking forward, intends to build on its successes. Working with instructional technology fellows, faculty will be encouraged to adopt advanced media and interactive pedagogy. Upper-level courses will employ techniques such as videoconferencing and

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online discussion groups, honing valuable skills for the future and reducing some of the student travel inherent in a program spanning all five boroughs of New York City.

In recognition of the role MHC plays in preparing students for their lives as 21st-century citizens, it has placed study abroad and internships as cornerstones of its students’ academic experiences. Within the next four years the MHC will seek external funding to enable its students to take advantage of semester-long experiences abroad, along with the necessary dedicated program development personnel to focus on researching, cultivating, and making students aware of internship and study abroad opportunities. The MHC will also focus on outreach, especially for internships, in order to enact strategic alliances with New York business, science, cultural, and public sector leadership to provide mentorship as well as professional opportunities.

Career services form an essential component of most undergraduate programs. Creating a professional development center housed at the MHC itself is a priority for 2008-2012. Closely related to this is a need for expanded graduate and fellowship advising. The MHC will also devote resources to building the College’s alumni network.

Finally, the University wants to increase public awareness of the MHC and all that it represents—the very best academic experience at a most attractive price. The MHC will recruit more strenuously, to assemble College classes that accurately reflect New York’s remarkably diverse population. Achieving this goal will depend to a considerable degree on building and “branding” the MHC identity, and the College has already made an exceptionally promising start.

Excellence at Every College: Coordinated Undergraduate Education

Academic excellence at CUNY is by no means limited to students enrolled in the Macaulay Honors College, and it is managed largely through a system of Coordinated Undergraduate Education (CUE). The CUE initiative was launched in 2004 by reorganizing discrete programs (University Summer Immersion Programs, Coordinated Freshman Programs, Writing Across the Curriculum, Faculty Development Grants, and Academic Support). It has proven to be a powerful vehicle for integrating disparate components of undergraduate education, in significant part thanks to a new administrative structure, the CUE Directors, a group of deans and associate provosts charged with implementing and assessing annual CUE plans. These annual plans are embedded within the University’s Performance Management Plan, and structured in line with the goals for the Campaign for Student Success.
CUE’s overall goals for the next four years are to continue to focus on its priority areas, including the Campaign for Student Success and the scholarship of teaching and learning, and to contribute to university-wide efforts for improving transfer and articulation and maximizing the potential of academic technology. CUE also anticipates devoting its energies to the following specific areas.

GENERAL EDUCATION: Begun in 2003, the CUNY General Education Project has sought to strengthen the undergraduate curriculum across the University by engaging faculty, students, and administrators in the revision of general education requirements at the colleges. The Project has brought together representatives of all 17 undergraduate campuses to define the ways that general education is conceived and practiced throughout CUNY and to support campus work on general education.

The CUNY faculty strongly support the liberal arts and sciences as the basis of undergraduate education. Faculty on all campuses are committed to periodic reassessment and review of their general education requirements in order to keep them strong and comprehensive, and faculty from all campuses need to become aware of each other’s general education requirements. Faculty hiring should take into account the needs of the general education curriculum and the importance of faculty participation in teaching those courses as well as overseeing the curricular process.

Over the next four years the General Education Project will focus on the role of teaching within general education and its impact on student learning. The Project will support the creation, by 2012, of an oversight structure at each of the undergraduate colleges to provide sustained local attention to general education through curriculum development, innovative teaching, related faculty development, and strong first-year academic experiences.

STRENGTHENING ENTRY EXPERIENCES THROUGH SUMMER AND FIRST-YEAR PROGRAMS: Previously called “University Summer Immersion Programs,” CUNY’s Summer Programs offer free instruction to students who can benefit from an intensive introduction to college expectations and coursework. During the next four years, efforts within Summer Programs will focus on test preparation; instructional opportunities to prepare students for general education, pathways to the major, and coursework in the STEM disciplines; and support mechanisms including expanded orientation sessions, increased use of cohort learning groups, and expanded “live” and online tutoring services.
Developments in programs situated within the unique context of the first year of study, which are ultimately intended to increase retention and graduation, have also contributed to establishing coherent, grounding experiences for CUNY undergraduates. Building on numerous success across the colleges, CUNY will continue to reconfigure and assess the first-year experience by, for example, creating cohorts in the summer programs, establishing learning communities that link developmental education with credit-bearing courses and those that link ESL and General Education courses; building service learning communities; and structuring transfer learning communities.

WRITING ACROSS THE CURRICULUM (WAC): Writing Across the Curriculum (WAC) at CUNY was established by a resolution of the CUNY Board of Trustees in 1999. WAC has developed into a strong University-wide program at the same time that writing instruction remains a prime concern for the University.

For 2008-2012, CUNY colleges will focus on the alignment and integration of writing instruction. Each campus will articulate goals for student writing and communicate them thoroughly to all students, faculty, and administrators. An external evaluator will analyze how writing has been incorporated into courses and will propose appropriate adjustments where necessary. Finally, the Office of Undergraduate Education will contribute to a new “digital commons” for the entire University a set of resources on writing instruction.

INTEGRATING MATHEMATICS ACROSS THE CURRICULUM (IMAC): As the University focuses on the Decade of Science and continues to respond to the national need for many more well-trained scientists and engineers, advancing student competency in mathematics assumes ever more importance. Even students who will enter non-quantitative career tracks must have the ability to interpret representations of quantitative information, make data-based decisions, identify trends, and communicate quantitatively.

Responding to these needs, the University will expand an initiative launched in fall 2007, Integrating Mathematics Across the Curriculum (IMAC), a faculty-designed effort supported by the Office of Academic Affairs.27 Plans for the initiative over the next few years will focus on bolstering students’ success and self-confidence in doing quantitative work through innovative

27 Please see www.cuny.edu/IMAC.
teaching informed by rigorous attention to evidence of student learning and accomplishment. The guiding principle for this initiative resembles that of the University’s Writing-Across-the-Curriculum activities: progressive development of fundamental competencies requires cycles of learning, practice, extension and reinforcement that stretch across the undergraduate years.

GLOBALIZING UNDERGRADUATE EDUCATION: In its recent Preliminary Report of Findings and Recommendations, the New York State Commission on Higher Education stated: “Preparing students to thrive in an increasingly interconnected world is central to the mission of higher education.” With an especially diverse and international student population, its connections with immigrant communities, and its location in the heart of one of the world’s major cities, CUNY contributes significantly to the leadership alluded to in the Preliminary Report. Although the University offers instruction in 25 foreign languages, our undergraduates speak 190. Nearly half (47.5 percent) of CUNY undergraduates were born outside the United States mainland (that is, in foreign countries or U.S. territories); 32.7 percent were born in the United States to parents of whom one or both are foreign-born. Consequently, an international outlook is very much part of our students’ daily lives. Still, we can—and must—do more to prepare our students to take active, informed roles in an international context.

Plans for fostering a global outlook at CUNY within the next four years include:

- Increasing the numbers of CUNY students who incorporate study and/or work abroad into their degree programs, as well as facilitating longer periods (moving beyond winter or summer break, which is when most students can currently manage the time away) for full-semester and/or year-long experiences;
- Considering the recommendations of the Association of International Educators (NAFSA) Task Force on Institutional Management of Study Abroad and their applicability to CUNY;²⁹

²⁸ New York State Commission on Higher Education, A Preliminary Report of Findings and Recommendations, December 2007, Available at www.hecommission.state.ny.us/report/CHE_Preliminary_Report.pdf. Accessed 17 December 2007. The Report’s recommendations include the following: “SUNY and CUNY increase their capacity to market academic programs to a wider international audience. In addition, both systems should focus on internationalizing curricula, expanding international partnerships for faculty, and increasing internship and study abroad opportunities for students” (p. 22).

• Leveraging the strengths of CUNY’s considerable international student population to foster awareness of and appreciation for other countries and cultures;
• Continuing to provide study abroad scholarships through the Study/Travel Opportunities for CUNY Students (STOCS) program, and enhancing opportunities for such scholarships from other sources; and
• Facilitating cross-campus collaboration among the colleges’ International Education Directors.

Awards and Fellowships
With the 2007 appointment of a University-wide Director of Students Awards and Honors, CUNY has embarked on a concerted effort to move support for prestigious student scholarship activities to a new level. These award programs hold extraordinarily positive and potentially life-changing benefits for students, and building on the notable successes of recent years, the University seeks to increase the number of award recipients in a wider range of such scholarships. The Director has therefore proposed a set of recommendations in support of new strategies for the systematic identification, recruitment and mentoring of prestigious scholarship candidates across the system:

• Asking each college to prepare a plan that details proposed activities in support of candidate identification, recruitment, and support as well as faculty involvement for the scholarship competition cycle. Also highlighted will be the mechanisms by which talented beginning students will access information about prestigious scholarship options.
• Encouraging CUNY colleges to recognize and incorporate in their scholarship endeavors opportunities for candidates to enhance the “soft skills” of social interaction, public speaking, and interview techniques. Colleges should provide potential candidates the opportunity to interact with distinguished faculty and alumni in campus-sponsored social activities and help them contextualize the background of interview panelists as well as the history, values, purpose and world view of the sponsoring foundation or government entity.

Finally, a new University website now offers scholarship descriptions, biographical and related information on CUNY scholarship recipients, an application deadline checklist, FAQs, video
testimonials and more, making scholarship information and application procedures clear and accessible to students, faculty, and staff on every CUNY campus.\textsuperscript{30}

\textbf{MENTAL HEALTH COUNSELING}

The University’s Mental Health Counseling Services provide essential support for the University’s academic mission and student success. CUNY’s goal is to provide a variety of mental health services to assist students in addressing psychological and adjustment issues that can negatively impact student academic performance, retention, graduation rates and quality of life.

Over the next four years CUNY’s Mental Health Counseling Services will increase accessibility, improve the response service delivery system, and establish a referral service linking students to other University resources and community-based services. The University will refine protocols for responsiveness to students in psychiatric crisis and will strengthen partnerships with University Student Health Services. In collaboration with Residential Life and the Office of Public Safety, CUNY’s Mental Health Counseling Services will also develop improved systems for serving the CUNY community.

In addition, in a proactive manner, the University will bring together students, faculty and staff to create and maintain campus environments that promote psychological well-being. CUNY’s Mental Health Counseling Services will increase counseling staff awareness of multicultural and diversity issues and will also increase student awareness of the availability of mental health counseling services through Web platforms, campus outreach, pamphlets, Freshman Orientation and in-service programming. The University will expand outreach to faculty and staff.

Finally, the University will expand internship and practicum opportunities on CUNY campuses for CUNY graduate students in clinical psychology, social work and related fields.

\textbf{VETERANS}

Over the next four years, the University anticipates that thousands of veterans will be returning to the New York City region from overseas. Ready to resume civilian lives and to pursue goals deferred while serving the nation, many will turn to CUNY for the education they put on hold.

\textsuperscript{30} Please see www.cuny.edu/prestigious.
The University must therefore prepare itself to meet the needs of this burgeoning student population. To this end, over the next four years, the University plans to develop and implement a wide-reaching recruitment plan as well as put into place best practices to facilitate transition to civilian and student life, to enrich the student experience and to promote retention and academic success. CUNY will take significant steps towards the establishment of highly visible veterans centers on each CUNY campus to respond to the special needs of veterans, including accessing government, community and college benefits. The University will develop protocols for the unique needs of veterans with disabilities and female veterans. The University will create student leadership opportunities for veterans and help integrate veterans into the larger CUNY community, including collaborations with other student organizations.

STUDENTS WITH FAMILIES
For many CUNY students, locating safe, high-quality, and affordable childcare is an essential part of the academic planning process: Without this service to facilitate class attendance, internships, study time or other college-related activities, student parents find their access to higher learning impeded and their success forestalled. Accordingly, CUNY operates 17 licensed, campus-based childcare centers, providing services to more than 1,200 student parents and 2,000 children. York College will open an additional on-campus center—its first—in 2008.

Together, CUNY’s childcare centers provide flexible infant, toddler, pre-kindergarten, after-school, evening, and weekend programs focused on strengthening children’s cognitive, social, and physical development. Over the next four years, the University will work to increase the number of nationally accredited campus-based child care centers at CUNY and secure the corresponding space to meet the needs of the new centers. The University will promote the essential role childcare centers play in student retention and will seek increased city, state and federal support for childcare centers. The University will also expand services for faculty/staff childcare.

STUDENTS WITH DISABILITIES
Over the next four years, the University will strengthen its abiding commitment to equal access and opportunity for members of the CUNY community with disabilities. Specifically, it will employ a holistic approach to meeting the multidimensional needs of more than 9,000 students with disabilities on its campuses.
To this end, the University will pursue adequate public funding for facilities access and key disability services. CUNY will seek adequate state and city funding to staff campus disability services offices in patterns consistent with the Council for Advancement of Standards for Student Services/Development Programs and Association on Higher Education and Disability standards. CUNY will also conduct a comprehensive Americans with Disabilities Act needs assessment for its facilities and partner with the Dormitory Authority of the State of New York to develop short- and long-range plans to remediate barriers and secure necessary funding through its capital budget. The University will continue its partnership with the State to improve employment outcomes for CUNY graduates with disabilities.

CUNY will seek resources to ensure that students with disabilities have equal access to all University programs and curricula. Moreover, the University is committed to ensuring that its digital resources are fully accessible to people with disabilities. The University will develop CUNY FIRST in such a way that guarantees equal access throughout the development and implementation phases and the CUNY Portal and library electronic resources will be designed so that they are accessible to people with disabilities.

**INTERNATIONAL STUDENTS**

CUNY’s diversity and global awareness stems in part from the fact that the University is home to nearly 15,000 international students, who come from over 163 countries and speak over 100 languages. This student population requires services that help facilitate their full participation in academic and campus life.

Over the next four years, the University will expand online offerings and resources, including a centralized interactive online tutorial for current and prospective international students. A retention/mentoring program will be implemented for J-1 and F-1 students and a series of conferences, retreats and workshops will be provided for both students and administrators. Orientation programs for international students will also be expanded. Cross-cultural activities will enable international students to learn about American culture and to share aspects of their own cultures with their American counterparts.

The University plans to increase awareness of federal regulations and reporting requirements throughout the University and strengthen relationships with officials from Department of Homeland Security and the U.S. Department of State, including inviting them to present at
CUNY-sponsored workshops. Additionally, the University intends to forge relations with organizations such as the Institute of International Education (IIE). Publicizing programs will further increase CUNY’s global visibility.

THE CUNY LEADERSHIP ACADEMY

Over the next four years, the CUNY Leadership Academy will educate and train CUNY students to excel as leaders both during their student careers at CUNY and well beyond—to become the “leaders of tomorrow.” As a premier, nationally recognized entity, the CUNY Leadership Academy will create and coordinate academic and co-curricular experiences that will help students develop confidence in their own abilities, prepare students to become effective global citizens and provide the academic and extra-curricular experiences they will need to function as leaders in their communities. During the next four years, CUNY’s Leadership Academy will be developed University-wide.

The CUNY Leadership Academy will emphasize service learning by developing partnerships with faculty, staff and community agencies. CUNY’s Leadership Academy will establish a curriculum with a focus on character development, including a core seminar series that will help students explore topics such as values, ethics and civility and will promote a University-wide environment that celebrates inclusive excellence. CUNY’s Leadership Academy will sponsor trainings, seminars and conferences. The Academy will collaborate with Residence Hall personnel to establish living/learning communities with a leadership development focus and increase professional development on leadership for student activities staff throughout the University.

CUNY Leadership Academy also includes the Co-Curricular Transcript Program which will permit students to officially record their extra-curricular experiences, skills and contributions. This transcript will complement the academic transcript.

Finally, the Leadership Academy will offer a “Leadership Certificate Program” for those students who choose to establish a formal and more rigorous relationship with the CUNY Leadership Academy. The resources and offerings of the Leadership Academy, however, will be available to all CUNY students.
CO-CURRICULAR TRANSCRIPT PROGRAM
The University’s Co-Curricular Transcript Program will permit students to officially record their extra-curricular experiences, skills, and contributions that complement the academic transcript. This electronic document will demonstrate students’ involvement in campus and community life teaches them concrete, practical skills that significantly contribute to their personal and professional success during and after college. The Co-Curricular Transcript will also allow students to understand the interconnectedness of career, leadership and intellectual development and will underscore the important role co-curricular activities play in the holistic learning experiences of college students.

The Co-Curricular Transcript will be a self-reported, official university document and will be an efficient way to record and organize experiences outside of the classroom for use when applying for employment and graduate and professional school. The Co-Curricular Transcript will include activities such as leadership and active membership in student organizations; honors and awards; paraprofessional work; community service internships and service learning; athletics and recreational sports; and participation in conferences, workshops, and presentations.

ATHLETICS
Student participation in intercollegiate athletics is highly correlated with student retention, academic success, and leadership skill development. Investment in CUNY’s athletics programs is key to the cultivation of world-class co-curricular experiences at the University and, ultimately, to student success.

Towards this end, the University will upgrade both indoor and outdoor athletic facilities on its campuses, including the building of a multi-purpose field in Manhattan for the five CUNY campuses in the borough with no outdoor facilities. The University will continue its efforts to staff its campus athletics programs with experienced and dedicated full-time coaches.

In order to help finance these University-wide upgrades in personnel, resources, and scholarships, CUNY will assess the feasibility of establishing the CUNYAC Foundation for the purposes of athletic program development. The University will also consider the establishment of a University-wide athletics fee to allow CUNY’s athletics programs to achieve parity and compete with programs at other similarly situated higher education institutions.
In order to create a culture of accountability and achievement among CUNY’s athletics programs, the University will evaluate an incentive plan by which the CUNY Athletic Conference would underwrite the costs of travel to tournaments for CUNY athletic teams that have excelled and also allow CUNY to host top-tier competitions. Furthermore, using best practices in collegiate athletic administration, the University is committed to improving opportunities for women athletes.

**STUDENT HEALTH SERVICES**

CUNY’s provision of medical services, with an emphasis on health and wellness tailored to the cultural diversity of the CUNY population, is emblematic of the University’s commitment to student success.

In the next four years, in collaboration with the New York City Department of Health, the CUNY medical consultant and CUNY’s Office of Public Safety, University Student Health Services will re-evaluate the CUNY-wide emergency plan that addresses health crises (for example, pandemic flu, communicable disease or other outbreaks on campuses). The University will also seek funding to provide new vaccines that combat communicable diseases (for example, MMR, Hepatitis B, Meningitis, TDAP, HPV) for all campuses. The University will enhance its education and outreach efforts to increase the number of students who have public or private health insurance. The University will establish a committee with key Central personnel and Health Services Directors to discuss the changing needs of the student body and the campuses utilizing best practices. The University will form a collaboration with the Health and Hospital Corporation to increase awareness of free or low-cost services and strengthen partnerships with the private providers that collaborate with CUNY and participate in annual Health Services events.

**CAREER SERVICES**

Career development is an ongoing process with lifelong opportunities for growth. CUNY’s Career Services provide students with the necessary skills to make informed decisions about their careers, education and employment while at CUNY and beyond. The University is committed to helping students discover, prepare for, and attain their educational and career goals.

In the coming four years, CUNY’s Career Services will integrate advising, assessment, and career development services into a seamless educational experience. Students will have personalized
curricular, co-curricular, and career development plans in place by the end of their first year. Career Services will also promote the value of the internship experience and increase the number of students who complete internships. Career Services will further conduct outreach to employers to expand the number of internship opportunities and explore avenues for compensation. The University will also work to increase referrals among Career Services, Academic Advising and the Counseling Center. Additionally, Career Services will increase the number of collaborative relationships with Academic Affairs.

Moreover, the University will purchase new software that assists students in resume construction, letter writing, portfolio development, interviewing and developing their own websites. CUNY will promote Career Services through enhanced websites and with on-campus advertising. Career Services will participate in prospective, new and transfer student orientations and will increase the number of employers who participate in CUNY job fairs. Finally, Career Services will continue to reach underserved student populations, such as students with disabilities, through innovative programs like the VESID-funded CUNY LEADS Project.

**OPPORTUNITY PROGRAMS**

Since their inception four decades ago, the Search for Education, Elevation, and Knowledge (SEEK) and College Discovery (CD) Programs have pioneered strategies in counseling and academic support aimed at providing access within the context of excellence while fostering academic success and improving overall retention and graduation rates. These programs have been cited as being among “New York State’s most notable success stories,” and the University will build on that excellent record over the next four years.31

During 2008-2012, CUNY Special Programs will continue to provide students with all of the tools and support services that reflect the University’s mission and that are mandated by SEEK and CD authorizing resolutions and New York State law. SEEK and CD will also continue to provide programmatic opportunities for the University, through their partnerships with college departments and programs and their provision of venues where new pedagogic and curricular strategies are conceived, nurtured, and disseminated.

Specifically, Special Programs over the life of this Master Plan will:

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• ENHANCE STUDENT ACADEMIC PERFORMANCE. Special Programs will build on its student performance focus in the last Master Plan, particularly on increasing retention and graduation rates, CUNY Proficiency Examination (CPE) and gateway course performance, credit accumulation and increasing mean Grade Point Average (GPA). Special Programs will focus on increasing student participation in the Chi Alpha Epsilon National Honor Society (XAE), which promotes academic excellence for opportunity program students. Enrollment management strategies will be adopted, along with an emphasis on establishing realistic academic admissions criteria that will enable students to succeed from pre-freshman status through to graduation. A standing committee of Program Directors, the Enrollment Management Working Group, has already been established for this purpose.

• PROVIDE 21ST CENTURY CO-CURRICULAR TOOLS FOR SEEK AND CD STUDENTS. Through its annual Request for Proposals, Special Programs has begun establishing pedagogical and counseling initiatives that provide “soft skills” instruction to students. Special Programs will expand its annual Student Leadership Conference and provide students with new co-curricular learning opportunities aimed at instilling interpersonal and professional development skills. As the result of a dissemination component, students will be charged with taking leadership roles on campus and participating in leadership training for their peers. The Student Leadership Working Group will spearhead these efforts.

• INCREASE INTERNATIONAL LEARNING OPPORTUNITIES. Recognizing the importance of developing a global perspective in a rapidly “flattening” world, Special Programs has created a standing committee, The Study Abroad Working Group, whose charge is to establish guidelines and encourage widespread participation in foreign study opportunities. Modest financial support for eligible students will be provided.

• INCREASE ALUMNI PARTICIPATION. In order to increase the number of venues for student internships and apprenticeships, expand private funding opportunities, and promote community, the Programs will increase participation of alumni in their initiatives. The success of the 40th anniversary celebrations demonstrated that a largely untapped pool exists. These graduates credit the Program with transforming their lives, and many wish to play an active role in supporting the SEEK and CD mission.

• FOCUS ON THE INTEGRATED UNIVERSITY CONCEPT. Special Programs will further develop a SEEK/CD student degree progression, from associate to bachelor’s to master’s to doctoral degrees. The Program seeks to increase the number of transfer
agreements between and among SEEK/CD Programs and the colleges in order to provide a seamless transfer process.

- **FOCUS ON COLLABORATIVE PROGRAMS.** Two standing committees have been established to enhance program and professional development opportunities for Program staff. The Publications Working Group’s mission is to encourage expanded research, publication, and grantsmanship as well as to create a Special Programs journal that would publish the research and programmatic initiatives of SEEK and College Discovery. Expanding, developing and creating fora to disseminate best practices is the mission of the Power of Development Working Group.

In academic year 2006 Special Programs celebrated the 40th anniversary of the SEEK and CD Programs. The festivities featured the debut of the CUNY/Office of Special Programs short video documentary, *SEEK/CD: Celebrating 40+ Years of Success*, which summarizes the historic creation of SEEK and CD and highlights Special Programs alumni. A full-length documentary is being produced and will be given widespread media exposure. Such local and national visibility will further reinforce CUNY’s abiding commitment to all of the students who enter the University through Special Programs.

**IV. REBUILDING OUR CAMPUSES**

Providing safe facilities, complete with up-to-date classrooms, labs, libraries, and equipment that allow faculty and students to accomplish their best work, is essential to the University’s ability to carry out its mission. To that end, in November 2007, the Board of Trustees approved the University’s new five-year capital request for 2008-12, for submission to the State Division of the Budget and the City Office of Management and Budget. The New York State Commission on Higher Education has also recognized that the backlog of critical maintenance at CUNY deserves a sustained program of capital reinvestment.32

Upgrading and expanding facilities to meet 21st century demands is the University’s most critical infrastructure need. To keep pace with the pressures on the University’s heavily trafficked spaces, buildings, and grounds, and to maintain regulatory compliance and environmental responsibility, this Master Plan includes a vision of how our infrastructure should look—and function—four years from now.

CAPITAL PROGRAM OVERVIEW

The Office of Facilities Planning, Construction, and Management (OFPCM) is responsible for the University’s Capital Program and more than 290 buildings across 23 colleges and professional schools. The Facilities Office has several goals for the next few years. Overall, OFPCM’s emphasis is on supporting the goals of the University Master Plan and on working with each of the campuses to enhance CUNY’s role as the premier urban university in the country.

It is important to note that OFPCM is in a transition period: The University has negotiated to change its relationship with the Dormitory Authority of New York (DASNY), which provides financing and construction services to the State’s universities and health-care facilities. The new agreement allows CUNY to opt in or out of using DASNY’s construction services for particular projects, depending on what best fits the needs of a specific building at a specific college. Previously, DASNY provided construction services on all of the University’s major capital projects. This change will require OFPCM to increase its staff to take on some construction management tasks. The University believes that the new arrangement possesses great potential for increasing competition, improving efficiency, and streamlining the process for delivering capital projects.

The 2008-12 Five-Year Capital Budget Request proposes several forward-looking projects for the campuses, many of which support the “Decade of Science” initiative as previously discussed in this Master Plan. The Five-Year Plan also focuses on the University’s burgeoning enrollment, which must be addressed by increased—and effectively utilized—space. It is important that new buildings are as functional as they are beautiful, and that they are designed not only to be attractive and inviting but to meet the many practical needs of the campuses. The 2008-12 Capital Budget Request and the final 2008-09 State budget results are detailed in the Capital Budget section that follows.

New buildings form only part of the picture; OFPCM is also focusing attention on the infrastructure of existing facilities. The average age of CUNY’s buildings is 50 years. Additionally, over 75 percent of the University’s total facilities portfolio of 26.1 million Gross Square Feet (GSF) was built prior to 1970 and requires improvements. The buildings represent a rich history and heritage and can serve the colleges and the City for generations to come—but only if they are maintained.

33 Please consult the material beginning on page 33.
CUNY must grapple with the question of whether—and to what extent—the campuses are in a state of good repair. The goal is twofold: to ascertain the current state of facilities and then to obtain a separate appropriation to address the necessary infrastructure issues. This is a different approach to capital funding, one that emphasizes the University’s needs to maintain its facilities.

And those needs are urgent. In the fall of 2007, each campus was asked to conduct a “state-of-good-repair” survey for buildings over 5,000 square feet, detailing what must be done to bring each building up to a state of good repair; a consultant then analyzed the information and attached a dollar amount to the necessary maintenance and upgrades. The results of that effort were included in the 2008-2013 Capital Budget Request under Critical Maintenance.

New York City’s real estate boom, coupled with CUNY’s growing enrollment—and the space demands created by that growth—offers a great challenge for the University. CUNY has already created public-private partnerships for some new projects, such as the new student housing at City College (The Towers at CCNY). Such partnerships enable the University to advance much-needed building projects without the usual financial burdens.

CUNY will continue looking for public-private opportunities. For example, another student residential facility in Manhattan—one that would serve Baruch, Hunter, and John Jay Colleges, as well as the Graduate Center—is in the planning stage. Additionally, developers have been chosen for student housing at both the College of Staten Island and Queens College. The response to the dormitory at CCNY has been very positive; the construction is at full occupancy in only its second year of operation. Additional information about the public-private partnership projects is included in the Capital Budget and CUNY Student and Faculty Housing sections.

Facilities Planning

In 10-year cycles, and as programmatic changes occur or real estate opportunities arise, OFPCM reviews and revises the facilities master plan of each campus. These master plan amendments are the road maps for requesting and delivering capital projects to support the colleges’ programs. They begin with space needs analyses that are based on existing and approved enrollment projections, which are created and submitted by the colleges and approved by the University Offices of Academic Affairs and Budget and Finance.
During the initial phase of master planning, space budgets are developed based on both approved CUNY Space Guidelines and by benchmarking against similar urban institutions; room utilization studies are performed; and condition assessment data regarding the quality of the existing building inventory is collected. These space budgets, room utilization studies, and the condition assessment data are then compared with existing space inventories of a campus, as reported by a college. This information provides direction as a college, OFPCM, and the consultants consider opportunities and constraints on that campus. Capital projects providing modern, state-of-the-art learning environments that are efficient, supportive of the educational experience, and responsive to concerns of the surrounding community are then developed and prioritized for inclusion in the recommendations of the final plan. The consultants suggest up to three alternatives to meet a college’s facilities needs that are contemplated, modified/merged, and refined into a final recommended plan.

It is imperative that these plans are structured in a feasible manner. Therefore, the order and phasing of each recommended project in a facilities master plan amendment is derived from priorities established early in the master planning process; the New York City and State funding cycles and fiscal realities are considered during that process. Once completed, the facilities master plan amendments become the foundation of the University’s Capital Program, which encompasses both the University’s funded Capital Plan and Five-Year Capital Budget Requests.

**Capital Budget**

The Capital Program comprises two components: 1) The funded 2004-2008 Capital Plan and 2) the 2008-2012 Capital Budget Request. The State provides 100 percent support for the funding of capital projects at the senior colleges and 50 percent for capital projects at the community colleges and Medgar Evers College, with the City providing the matching 50 percent. The University cannot access State funding for the community colleges and Medgar Evers College without the City match. Since Medgar Evers is a four-year school, CUNY will, as noted earlier, actively work to secure senior college status and 100 percent State funding of capital projects there as well.

The CUNY Compact has generated new support for the University through private donations. This three-way funding commitment—public dollars, self-financing, and philanthropy—supports University operations and has impacted the Capital Program as well.
A number of the colleges have successfully attracted donor contributions for capital projects. Examples include: a generous $30 million gift from City College alumnus William E. Macaulay and his wife, Linda, that enabled the purchase of 35 West 67th Street to provide a home for the CUNY Honors College (subsequently renamed the William E. Macaulay Honors College), a facility that includes state-of-the-art classrooms, a lecture hall, student performance space, a fully-equipped screening room, seminar and meeting rooms, administrative offices, a cafe, and other common gathering spaces for students; Brooklyn College’s receipt of approximately $25 million for its Performing Arts Center, $10 million of which came from Leonard and Claire Tow (Class of 1950 and 1952, respectively); and a contribution of $4 million from Max Kupferberg (Class of 1941) for the Kupferberg Center for the Arts at Queens College.

CUNY requested over $8 billion in funding from the State and City for its 2008-09 through 2012-13 five-year capital plan. The enacted 2008-09 State Budget provides $1.8 billion in new appropriations for CUNY. The Budget includes $1.6 billion for senior colleges, broken down into $1.2 billion for new and on-going projects, $284 million for critical maintenance projects, and the balance for program administration and other costs. The budget also includes $209.6 million for projects at community colleges and Medgar Evers College. These numbers are significantly less than the amounts in CUNY’s request. As a result, the State Division of Budget understands that CUNY will be seeking additional annual appropriations to fund CUNY’s capital program over the next four years.

The University’s Capital Request is divided into three categories: CUNY-wide programs; CUNY FIRST, the University’s ERP initiative; and individual campus projects such as new buildings, and program administration and other costs. The CUNY-wide construction programs are requests for funding to address small to mid-size major reconstruction projects across all of the campuses. The programs are comprised of the following categories: Health and Safety, Facilities Preservation, ADA Compliance, Mechanical and Infrastructure upgrades, Certificate of Occupancy/Public Assembly, Science Lab Upgrades, Asbestos Remediation, Energy Conservation, and Bathroom Upgrades. The projects within these programs were identified through building condition assessment surveys, and by college and Central Office staff. The identified need in each of the CUNY-wide programs far exceeds the available funding; consequently, the campus facilities officers and project managers from the University’s Department of Design, Construction, and Management monitor the list of projects and the actual conditions on campus to address the most critical needs as quickly as possible. More specifically,
when Local Law 11/98 work (involving building façade inspections and repair) is identified, an example of which is $4 million worth of work on Hunter College’s Thomas Hunter Hall, the University is able to immediately make corrections.

The University requested funding to support a key initiative of the 2008-2012 Capital Program: Critical Maintenance. This encompasses projects intended to bring CUNY campuses to a state of good repair, including repairs of interiors, building envelopes, roofs, mechanical systems, electrical systems, chiller and boiler plants, and fire alarm systems. This initiative was completed in conjunction with the State University Construction Fund for SUNY colleges. Due to the age and magnitude of our facilities portfolio, the University requested $757.3 million over the five-year period for this initiative as well as individual projects lined out for each of the schools. The $284 million appropriated in the 2008-09 State Budget will initiate this work at the senior colleges, and the remaining balance will be requested in upcoming budget requests.

Several active projects received the balance of funding required for completion or to progress to the next phase in the 2008-09 budget. These projects span the senior and community colleges and include everything from building renovations to new, large mixed-used facilities. The projects address the Chancellor’s Decade of Science Initiative, space deficits, and infrastructure requirements, as well as replacement of obsolete buildings and improvement to the quality of life on the campuses.

The Advanced Science Research Center (ASRC) and the CCNY Science Facility are separate entities with some shared core facilities and amenities and will be built on the South Campus of City College. Phase I of the ASRC supports the concept of an integrated university by providing state-of-the-art laboratories and core facilities in one location for the University’s top research faculty. The research performed in the ASRC will incorporate technology in the areas of nanoscience, photonics, structural biology, neuroscience, and bio-sensing. The first of the two ASRC buildings will be a 189,000 GSF, five-story building constructed at a total estimated cost of $299 million. In addition, City College’s Science Division currently occupies facilities that cannot be cost-effectively renovated to support research at the College. The new four-story CCNY Science Building will address this need by providing an additional 200,000 GSF of research space, at an estimated total cost of $315 million. The firms of Flad & Associates and Kohn Pederson Fox Associates (KPF) in a joint venture have designed these two buildings, and construction is scheduled to begin summer 2008. Design funds for Phase II of the ASRC, a
215,000 GSF building, contiguous with the Phase I building, to expand the research facility will be requested in the next budget cycle.

At Lehman College the University is also constructing a new science building in two phases, designed by the firm of Perkins + Will. The building itself will be a learning tool, as Lehman’s premiere science programs focus on the plant sciences and ecology; within the interior courtyard will be a living-machine that uses plant life to recycle water for toilets and urinals in the building. The State provided $70 million in the prior five year capital plan for the Phase I portion of the building, which will provide 66,185 GSF. Construction of Phase I will begin summer 2008. Funding for Phase II, the research portion of the building, at an estimated cost of $217 million, was requested in the new FY 2008-2013 Five-Year Capital Budget Request. The first $40 million to design the Phase II facility and construct a necessary swing space are appropriated in the 2008-09 Budget.

The State previously provided $13 million for the Roosevelt Hall project at Brooklyn College. The College’s master plan recommended renovation of Roosevelt Hall, an existing 1937 physical education building, for use as a science building. The University hired the firms of FXFowle Architects and Shepley Bulfinch to conduct a feasibility study for the sciences that expands upon the recommendations of the 1995 master plan amendment. The feasibility study calls for construction of a new science building, in two phases, on the existing Roosevelt Hall site because reuse of the existing structure was found to be cost prohibitive. Phase I, a 180,000 GSF instructional building, at a cost of $363 million, is included in the FY 2008-2013 Five-Year Capital Budget Request for which the State appropriated $161 million. Phase II, which will add 100,000 square feet of additional space, will be part of the next five-year plan.

At Queens College, facilities upgrades for the sciences are already under way. Mitchell/Giurgola Architects designed an addition to Remsen Hall, one of the College’s three science facilities. The new research space is in construction now. Phase II of the science upgrades will renovate instructional labs in the existing building after the Phase I addition is completed. The cost of the Phase II work is estimated at $56 million and will be requested in the next budget cycle.

At John Jay College, construction has begun on the new 625,000 GSF building designed by Skidmore Owings and Merrill (SOM). This approximately $557 million multi-use facility will include science labs, classrooms, student services, a computer center, faculty and administrative
offices, and support spaces. Currently, with only 44 net assignable square feet (NASF) per full time equivalent student (FTES), John Jay College’s space deficit is second only to that of the Borough of Manhattan Community College. By comparison, senior colleges across the country with similar undergraduate, graduate, and research levels generally operate at 100 to 125 NASF per FTES. The completion of this new facility will, in effect, deliver half a campus to the college in one project. Additionally, the building’s street-level bookstore and café, which will be open to the public, will be a welcome addition to the neighborhood, which has recently seen the addition of a number of residential towers. This new facility will bring a phenomenal change to 11th Avenue and the community, where John Jay College has long served as an anchor. The 2008-09 State Budget provides full funding for this project.

The fully funded new West Quad Building in construction on the Brooklyn College campus is a $147 million building designed by Rafael Viñoly. In accordance with the recommendations of the College’s 1995 Master Plan Amendment, the building will include the student service functions and physical education facilities. The West Quad Building will allow the College to house the student support offices in one place: admissions, registrar, bursar, financial aid, and a one-stop counter where students can receive direction in any of these areas from cross-trained staff. This new building meets the University’s goal of improving the quality of academic programs, support, and services by providing facilities for the College’s academic programs in physical education, exercise science, and recreation, as well as the physical education teacher education offerings. Additionally, the grouping of the campus’ enrollment-related business units and the provision of the one-stop counter serves students better and more efficiently.

A high priority for the University is the replacement of Fiterman Hall for Borough of Manhattan Community College. This building was badly damaged on September 11, 2001. The anticipated cost to replace the building is $340 million. Pei Cobb Freed & Partners has designed the new 377,000 GSF building that will rise on the site where the original structure now stands. It will house classrooms, lecture halls, offices, student meeting spaces, and a virtual library linked back to BMCC’s main Chambers Street building. With over 20,000 students, BMCC is CUNY’s largest community college with an estimated square footage need of nearly 1.2 million assignable square feet. The College currently operates in 556,218 assignable square feet and even after Fiterman Hall is replaced the College will continue to have a 20 percent space deficit. An added element to this challenging project is the deconstruction, the systematic and controlled dismantling, of the existing structure; the University is required to submit a deconstruction plan to
regulatory agencies for their approval before any work can begin. Approval of the plan was received on March 8, 2008, which will allow the deconstruction to begin in the spring of 2008, with completion estimated a year later.

At Medgar Evers College, construction of the new Academic Building I, designed by Polshek Partnership Architects, began in December 2006 with demolition of the sanitation garage that stood on the site. The new $235 million facility will house state-of-the-art classrooms and computer labs for all disciplines, as well as instructional labs and faculty offices for the School of Science, Health and Technology, and the College's main dining facility.

The new North Instructional Building at Bronx Community College will be the first building constructed for the College since the campus was purchased from NYU in the early 1970s. The firm of Robert A.M. Stern Architects has designed a beautiful new classroom and library building that will close off the North Quad, as intended in the original campus master plan. The $102 million building has been designed, and construction documents are being prepared. The groundbreaking for this project will occur in summer 2008.

The next major project for Baruch College is renovation of the 17 Lexington Avenue Building. Because the building is occupied and the College does not have available swing space, the renovation will be completed in phases. The first phase will build out space for the College in the upper floors after the current occupant, a Department of Education high school, moves out of the building in 2009. Additionally, the building’s infrastructure will be addressed in the first phase for which the State 2008-09 Budget provided $40 million.

The CUNY Law School building is a converted junior high school that was modified but not completely renovated for the Law School’s use. The facility is difficult to access from public transportation and does not function well for program delivery; therefore, consideration has been given to relocating to another site in Queens that will be designed specifically to meet the School’s needs. Site selection criteria include proximity to public transportation so that an evening program can be developed. Preliminary discussions have taken place with developers who have sites in Long Island City that are capable of accommodating the Law School program. These developers are ready to move into construction and would welcome our participation. The State has provided an initial appropriation of $50 million in the 2008-09 Budget for the new facility.
Additionally, consideration has been given to relocating the Hunter College School of Social Work from its current site on East 79th Street in Manhattan to Harlem. The foundation that holds the lease on the 79th Street building is willing to provide a substantial amount of funding for this move. Because the existing building is inefficient and has a number of infrastructure issues, a new facility designed specifically for the School would provide a more beneficial environment. The State has committed $78 million for this project. The University also supports Roosevelt House, the historic building that houses Hunter’s public policy institute, which will open later this year.

**CUNY Student and Faculty Housing**

Traditionally, most CUNY students have commuted from their homes throughout the city to the University’s campuses. Recently, some campuses have responded to a small but significant demand from students and parents for on-campus housing. The new Towers at City College represent one manifestation of this response.

In 2007, development of residence halls at Queens College and the College of Staten Island (CSI) began. The 506-bed residence hall at Queens College is scheduled for occupancy in August 2009; CSI’s 607-bed residence hall is scheduled for occupancy in June 2010. Although serving a relatively tiny proportion of CUNY’s total student population, which is overwhelmingly composed of commuter students, these residence halls will enhance educational opportunities by providing a supportive living and learning environment that is both attractive and competively priced, relative to off-campus alternatives. These projects will be entirely supported by the revenue generated through the rents.

Additionally, in early 2008, the Department of Public/Private Partnerships began exploring the needs and opportunities for faculty housing. Transitional faculty housing would be extremely helpful in keeping CUNY competitive in new faculty hiring efforts. OFPCM will work closely with Faculty and Staff Relations, Institutional Research and Advancement, and the consulting firm of Brailsford & Dunlavy to gather data and to conduct a survey to determine the requirements for faculty housing. That information will then be used to develop possible partnerships and examine sites in a timely way so that CUNY transitional faculty housing can become a reality in the near future.
**SUSTAINABILITY: RESPONSIBLE STEWARDSHIP, EXEMPLARY LEADERSHIP**

As home to two major research and outreach centers—The Institute for Sustainable Cities, based at Hunter College, and The Center for Sustainable Energy, located at Bronx Community College—CUNY is well positioned to assume a leadership role in sustainability efforts. In June 2007, CUNY strengthened its commitment to this role when it joined eight other colleges—Barnard, Columbia, Cooper Union, Fordham, New York University, Pratt, St. John’s University, and The New School—in accepting Mayor Michael R. Bloomberg’s PlaNYC challenge. The agreement requires each institution to reduce its carbon footprint 30 percent by 2017. In order to meet this promise, and in keeping with the Chancellor’s request that CUNY exercise leadership in the areas associated with the broad theme of “sustainability,” the CUNY Sustainability Project was created.

Each campus has been asked to appoint a Sustainability Project Executive to lead the development and implementation of a Campus Sustainability Plan; each campus plan will contribute to a cumulative reduction in CUNY’s carbon footprint in accordance with the PlaNYC goals. A University-wide Task Force has been created to support the campus efforts as well as to anticipate and manage challenges. A Project Core Team has also been established to ensure smooth communications between the campuses and the Task Force in eight key areas: energy, efficiency and operation; curriculum and faculty development; students; procurement; CUNY fleet/transportation; waste and recycling; communications/change management; and professional development.

Campuses will complete their Sustainability Plans by January 2009. It is worth underscoring, however, that CUNY’s sense of responsible stewardship has inspired considerable achievement in this arena even preceding its 2007 pledge. Early efforts to minimize CUNY’s ecological footprint have reduced CUNY’s power consumption by almost 10 percent per square foot of occupied space over the past decade. CUNY’s purchasing power has been deployed to promote procurement of environmentally-friendly products; CUNY has already been designated a partner in the United States Department of Energy’s Million Solar Roofs Program, a federal initiative to promote the installation of solar technologies on a million roofs across America by 2010. The Environmental Protection Agency’s Green Power Partnership has recognized CUNY for its commitment to using renewable energy sources; because of its promise to purchase more than 15 million kilowatt hours of wind power, CUNY is 10th in the nation among colleges and universities.
in the EPA Green Power rankings. CUNY is also proud to host an annual Sustainability Conference.34

**ENVIRONMENTAL HEALTH, SAFETY AND RISK MANAGEMENT**

The 2004-2008 Master Plan announced the implementation of the most comprehensive effort to promote environmental health and safety in CUNY’s history. In 2003, the University entered into a far-reaching Audit Disclosure Agreement with the United States Environmental Protection Agency (EPA) and began an environmental auditing process that proceeded through 2007. By signing the Agreement, the Chancellor committed CUNY to bringing all its campuses into compliance with environmental requirements and to promoting environmental quality throughout the University. He also appointed a University Director of Environmental Health and Safety to support this effort.

Since then, the CUNY-EPA Audit Agreement has served as a springboard for a number of critical University-wide initiatives and for building an effective environmental management system. The Audit process has ushered CUNY into a new phase, in which a new awareness of regulations and focus on compliance has become entrenched on every CUNY campus.

The University’s work for the next four years entails sustaining this momentum and transferring the extraordinary energies marshaled by the audit process into an established, “everyday” compliance program. With this in mind, CUNY established a new Environmental Management System. Seeking excellence in this regard, CUNY should become a national leader for environmental compliance. The University has already emerged as a regional leader, establishing and chairing the New York Campus Environmental Resource (NYCER) consortium of New York City colleges, universities, and teaching hospitals to share regulatory and technical information and promote environmental health and safety compliance.35

Commensurate with the increasingly complex task of guarding public safety in the City, State, nation, and global society outside the University, the responsibilities of the University Director of Environmental Health and Safety have broadened significantly since the previous Master Plan.

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34 Vice Chancellor Iris Weinshall described many of these developments in remarks at the Mayoral Challenge Partners Press Conference in New York City, 6 June 2007.
35 For more information, please see www1.cuny.edu/administration/ehsrm/nycer.html.
Effective July 1, 2007, CUNY’s Office of Environmental Health and Safety expanded to become the Office of Environmental Health, Safety and Risk Management.

“Risk management” encompasses policies and procedures designed to prevent or minimize the adverse effects of incidents that may impact a campus or its related entities. Such incidents may arise from the action—or inaction—of CUNY or its officers or employees, and may result in personal injury, property damage, financial loss, reputation impairment, regulatory non-compliance, or criminal liability. It is therefore incumbent on CUNY—and on each of its campuses—to manage programs and activities in a manner that controls or alleviates risk. Although there are many ongoing risk management activities under way within specific functional units (for example, the environmental audits), establishing a CUNY-wide risk management function helps integrate risk issues throughout the CUNY system.36 In that sense, “risk management” encompasses environmental, safety, health, and other issues. Universities in the 21st century must anticipate and prepare for an array of concerns: avian influenza, fire, hurricane, indoor air quality, laboratory safety, and many others.

To cope with these challenges, CUNY is employing new tools (such as ChemTracker software) and organizational structures (such as the CUNY-wide Risk Management Council). The University anticipates developing these tools and structures over the next several years as well as implementing new instruments as they may become available and relevant.

V. TOWARD 2012: SERVING THE CITY

CUNY takes great pride in its identity as The City University of New York, and it is acutely aware of the responsibilities that accompany that name. The University’s past, present, and future are based on its extraordinary location and bound to the lives of its citizens. CUNY’s sense of civic engagement is profound.

Every day, CUNY works in the city’s service. Whether training New York’s nurses and schoolteachers; developing other segments of the City’s workforce; providing assistance to immigrant communities; working in partnership with City agencies, media, or corporations;

maintaining a public affairs-oriented television station; helping with income tax preparation; or promoting voter registration, CUNY is woven into the very fabric of New York City’s life.

**NURSING**

Over the last five years CUNY has graduated over 3,500 new Registered Nurses (RNs) who have also passed the National Council Licensure Examination (NCLEX). The economic impact on these individuals, their families, and the local community cannot be overestimated.

Registered Nurses are the largest single occupation in the health sector, comprising 15 percent of all jobs in the health care industry. According to the most recent estimates, by 2020 the size of the nation’s shortage will range from 340,000 to 1 million nurses. According to the NYS Department of Labor, New York State will need an average of over 6,300 new RNs each year through 2014 to account for both job growth and retirements within the aging nurse workforce. Despite the overall nurse shortage, the health care industry is calling for more nurses prepared at the baccalaureate level who are better able to meet the demands of today’s increasingly complex health care system.

*Trends in RN Education at CUNY*

Thirteen CUNY schools offer nursing programs: four offer a credited Licensed Practical Nurse (LPN); nine offer the Associate in Applied Science AAS in Nursing; six offer the Bachelor of Science in Nursing (generic and completion); three offer the Master of Science in Nursing (with various clinical specializations); the Graduate Center offers a new Doctorate in Nursing Science. Through this expansive network, CUNY annually prepares a large, culturally diverse pool of qualified nurses who are dedicated to providing quality health care services to all New Yorkers.

The University has consistently increased its NCLEX pass rates over the past few years. CUNY’s average NCLEX pass rate from 2003 through 2007 was 85 percent. By way of comparison, during this same period, the average NCLEX pass rate of all other nursing programs in NYC was 81.6 percent; the average NCLEX pass rate of all nursing programs on Long Island was 79 percent; and the average NCLEX pass rate of all nursing programs in Westchester was 80.7 percent. From 2003 through 2007 over 3,500 CUNY graduates passed the NCLEX, representing over 50 percent of all newly licensed RNs who graduated from nursing programs in New York City for that period.
It is important that CUNY continue to increase the number of nursing graduates at all levels and increase the number and percentage of graduates who pass their licensing exams. Indeed, the health care industry relies on CUNY to provide a continuous pool of qualified, culturally diverse personnel in nursing and the other health professions.

New Programs
Over the last several years CUNY has developed a number of new curricular initiatives. LaGuardia Community College launched an LPN program which increased the total number of CUNY LPN graduates to 151 in 2006-07. New York City College of Technology started a new RN to BS nursing degree completion program; as of fall 2007, 100 students were enrolled. A new Doctorate in Nursing Science (DNS) is now offered at the CUNY Graduate School; as of fall 2007, 23 students were enrolled, including many current CUNY faculty. To support the DNS, University-wide interdisciplinary teams are being convened to advance nursing research and related activities. York College has received approval to start a new generic BS degree program in Nursing. Lehman College is offering a Post-Master’s Certificate in Nurse Education to prepare professional nurses to be educators; as of fall 2007, 14 nurses had graduated. In addition to new degree and certificate programs, many CUNY schools also made advances in the use of technology in nurse education, including offering more online nursing courses, and developing campus-based nursing simulation labs.

Ongoing Curricular Concerns and Other New Initiatives
The great demand for nursing careers continues to present a challenge. It starts with the admissions and enrollment process and the ways the thousands of students each year who express interest in CUNY’s nursing programs are tracked. The programs’ popularity tests the University’s ability to provide adequate academic advisement and career counseling to a population of students with widely-ranging levels of academic readiness. Further, many of CUNY’s nursing programs do not have the capacity to accept all qualified students who meet minimum eligibility requirements. To address these issues, the Central Office is proposing a number of changes in university and campus practices that are intended to better align administrative functions with academic support services, and educational pathways with realistic career goals, to improve services and outcomes for these students.

The University will support initiatives to develop campus-based teams of academic advisors and careers counselors who are specifically trained in health careers options. Early intervention
strategies for at-risk students and a fast track to nursing programs for the most qualified students will be piloted. Relatively minor differences in pre-nursing requirements among the University’s AAS nursing programs present barriers to student transfer even when a clinical seat is available. The University will establish a CUNY-wide clearinghouse to facilitate the transfer of highly qualified students from overcrowded nursing programs into ones that are seeking to increase their clinical enrollments.

Nurses work in extremely difficult and stressful environments and have high turnover rates. Therefore, CUNY will be partnering with the healthcare industry to assist recent graduates to develop the necessary expertise, job competencies, and survival skills to stay in their chosen profession and continue to grow as future leaders in their field. CUNY has received funding from SEIU/Local 1199 and the League of Voluntary Hospitals to conduct a survey of its nursing graduates to determine their retention rates within practice settings and to assess their ongoing education, training and professional development needs. In addition, the University will collaborate with the health care industry and its unions to provide additional career advancement opportunities for practicing nurses to enroll in RN to BS degree completion programs or graduate-level nursing programs at CUNY schools.

High Cost of Nursing Education

Nursing is a high-cost program of study. On average, at the AAS level, a nursing course costs about $6,800 per student FTE (full time equivalent) just for the instructor, compared to about $2,400 for non-nursing courses. These figures are only for instruction (the pro-rated salaries of the instructors) and do not include the extra costs associated with offering multiple sections of non-nursing science courses (through departments of biology, for example). Enrollments in “pre-nursing” science courses have increased as thousands of hopeful students compete for a limited number of clinical seats. There are significant costs associated with basic laboratory space, equipment and personnel. Thus, it is inevitable that expanding CUNY’s nurse education infrastructure will be costly.

In addition, the ongoing integration of technology into nurse education will be a priority over the next four years. Activities will focus on expansion of online nursing courses, teaching health-related information technology skills, and further development of nursing simulation labs. Impressive simulation labs already exist at Borough of Manhattan Community College, Queensborough Community College and several other campuses. Plans are being developed to
create a regional simulation lab at CUNY-on-the-Concourse that would be shared by Lehman College, Hostos Community College, and Bronx Community College, as well as Bronx hospitals. Simulation labs hold the promise of enhancing the clinical competencies of nursing students. Through the creation of “virtual hospitals” students can practice on a range of scenarios involving multiple patients that they would be unlikely to experience during their on-site clinical placements. The simulation labs can substitute for up to 15 percent of clinical placements, thus easing the problem of finding additional sites to keep pace with the growth of our programs. Simulation labs also provide an opportunity to enhance articulation of clinical classes across campuses through a common set of scenarios and to partner with the health care industry that is interested in using simulation labs to train newly hired and veteran nurses. There are significant but necessary costs associated with the ongoing integration of these technologies into our nursing programs.

Other Health Workers
CUNY has been remarkably consistent in graduating health professionals in high-demand career areas, such as speech-language pathologists, physician assistants, physical therapists, medical laboratory technologists, nutritionists, social workers, respiratory therapists, occupational therapy assistants and dental hygienists. In the last four years new programs for social workers (Master of Social Work) and physician assistants have graduated their first students. Other new allied health programs are under development, and important changes—such as the transitioning of the established physician assistant program offered at City College through the Sophie Davis School of Biomedical Education to a master’s degree-granting program—are similarly under way. The University’s commitment to doctoral education in the health care professions is reflected in the development over the last several years of its new Health Sciences Doctoral Programs. These programs are housed at CUNY’s Graduate Center and are offered in partnership with Hunter College, Lehman College, Brooklyn College, and the College of Staten Island.

The preparation of personnel in the health care field is contingent on public policies related to the design and delivery of health care services, including issues of accessibility, adequacy, organization, cost, and effectiveness. CUNY is already responding to changes. In New York State, implementation of the 2006 Commission on Health Care Facilities in the 21st Century (Berger Commission) recommendations to close or merge some health care facilities is resulting in layoffs even in personnel shortage areas. CUNY is coordinating with the health care industry to support retraining efforts. The downsizing of several large nursing homes and the
development of more community-based residential alternatives for the elderly is having an impact on some certified nursing assistants (CNAs). CUNY is working with nursing home providers to retrain frontline staff to make the transition from institutional to more community-based settings. For home health workers, personal assistants, or other direct care workers serving individuals who are elderly and/or disabled, CUNY is coordinating with providers to offer credited certificates and non-credit training that incorporate professional and industry “best practices” and provide career ladder opportunities. During the life of this Master Plan the University will expand these types of collaborations with employers and unions in health care.

The health industry is facing a variety of challenges: 1) chronic shortages of health workers in several areas including nursing; 2) plans to restructure hospitals and nursing homes, including mergers, bed reductions, and closures; 3) financial uncertainty due to rising health costs, and expected cuts in Medicare and Medicaid reimbursement; 4) rising concern and new regulations related to patient safety and medical errors; 5) increasing use of health information technology to improve efficiency and safety; and 6) health care disparities affecting poor people, people with disabilities, and members of racial and ethnic minorities. These challenges will be considered over the next four years in developing University-wide plans for the higher education and career advancement of personnel in the health professions.

**TEACHER EDUCATION**

The University is also responsible for preparing new schoolteachers. In each of the academic years 2004-05 and 2005-06, approximately 2,000 CUNY students took the Liberal Arts and Sciences Test (LAST) for teacher certification. Each year, 98 percent of them passed the examination.37

During the next four years the University will cultivate national recognition of the CUNY campus-based teacher education programs, specifically for their capacity to produce high-quality, effective teachers in the context of school and community partnerships. Such recognition is a necessity if some of the pressing problems of urban education are to be addressed (for instance, improving pupil performance, closing the academic achievement gap, or attracting and retaining

the best teachers especially in key shortage subject areas). It must build on the unique characteristics of each campus’ teacher education programs as well as on the shared qualities embedded in their common focus on clinical practice and key partnerships with New York City public schools and public institutions. The University seeks nothing less for CUNY’s teacher education programs than their recognition as programs of outstanding distinction.

Guiding the University’s work is a culture of excellence in teacher preparation programs that is driven by evidence, with accreditation as a baseline accomplishment. Critical components include:

- Continued investment in the teacher preparation partnerships that have already been established with the New York City Department of Education. The University will assess the potential to expand CUNY’s Teaching Opportunity Program as a way to be flexible and responsive to teacher shortage areas.

- Review and, where warranted, strengthen existing education institutes and centers (such as, the Center for Urban Education Policy, CASE, Children’s Studies Center, Institute for Literacy Studies, the Bronx Institute, Lehman Center for School/College Collaborative, the Discovery Institute, National Center for Educational Alliances, and the Equity Studies Research Center). CUNY must also develop new institutes and centers of excellence in areas that both attract outstanding faculty and provide a locus of activity at the interface of research and practice in core areas such as teacher effectiveness and math education.

- Continued efforts to improve the qualifications of entering teacher education students and both their graduation rates and their performance on the required State assessments.

- Improved data collection and management systems that allow colleges campuses to monitor the impact of their student teachers and graduates on pupil learning. The ideal is to build on the data collection systems established by most campuses as part of their successful NCATE accreditation and align them with CUNY FIRST as well as with the State Education Department’s efforts to improve database articulation between the State and the P-16 community.\(^{38}\)

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- Consistent with the goals of an Integrated University, usage of NCATE data and campus materials to identify centers of excellence in teaching, research and clinical practice across campuses. These centers of excellence can then be considered as bases for developing scholarly publications that address urban education.

- Investment in teacher education at CUNY as a lifelong learning experience with opportunities for pre-service undergraduate and graduate preparation, professional preparation and advanced professional development opportunities aligned with the National Board for Professional Teaching Standards (NBPTS). Accumulating evidence suggests that NBPTS-certified teachers’ pupils outperform the pupils of non-certified peer teachers.

- Development of various online courses to meet the learning needs of in-service teachers.

- Reinvigorated cross-campus communication enabling teacher educators to share best practices, foster individual and collaborative research productivity, identify grant-making opportunities, develop and address core research questions related to those practices supporting the evidentiary basis for campus program designs, and generally expand the professional learning opportunities available to faculty. The scope of the councils will be expanded to provide a point of curriculum development between teacher education faculty and faculty from the arts and sciences in the pursuit of high-quality teacher education as a campus-wide responsibility.

- State-of-the-art facilities and technology—especially in the areas of science, math, language development, history, social studies, music, drama, art, and media studies—to provide demonstration sites for both pre-service and in-service teacher education students. For example, the University should invest in the support of digital resource libraries that can serve both immediate teaching needs and longer-term research of best practices in clinical supervision and mentoring.

**WORKFORCE DEVELOPMENT**

CUNY’s function as the workforce development engine of New York City encompasses both its degree programs and non-credit training and education programs. Over the next several years, the University will examine and assess its workforce development programs and functions in two ways. First, CUNY will determine how well these programs integrate technology into instruction and produce individuals trained in using the most up-to-date technologies in their fields.
Second, the University will establish “career pathways” programs. Career pathways create opportunities for entry-level workers to start on career tracks, for mid-level workers to advance, and for experienced individuals to gain skills that allow them to keep up with changing practices in their fields. In many instances, formal career pathway programs allow individual workers who gain skills and knowledge relevant to the workplace to advance in their careers by earning promotions and pay increases as well as opportunities for assuming greater responsibility and scope in their positions at work.

From the University’s perspective, supporting career pathways requires linking basic skills, GED, and English language programs into training relevant to the workplace and into degree programs. Such an approach encompasses not just entry and mid-level workers but also those best served at the masters and doctoral levels or through continuing and professional education for those individuals with advanced degrees.

In some instances, these efforts will also require that the University work with employers, unions, and other organizations to help define what constitutes a career path in a specific industry, particularly when the industry is typically seen as offering low-wage, low-skilled, entry-level positions and having high rates of turnover. These efforts will also require a greater degree of collaboration between degree programs and the division of the colleges offering non-credit programs (typically through Continuing Education). In addition, greater collaboration across disciplinary boundaries and even across the boundaries of individual CUNY colleges will be necessary.

This focus on creating career pathways will deepen and broaden not only the University’s offerings that serve individuals throughout their careers but also its ability to partner with employers, unions and organizations in many different fields. Examples of the kinds of initiatives that the University will encourage and build on with the implementation of this Master Plan include:

- The Career Pathways Initiative in Allied Health at LaGuardia Community College, which offers education and training related to a range of entry and mid-level positions in the healthcare field. LaGuardia, working with other CUNY colleges, will expand this successful model to the retail and construction sectors.
• The health care career continuum at Lehman College, in which pre-college assessments and basic skills courses are combined with College liberal arts and other credit-bearing courses relevant to the healthcare field. These courses can then be articulated into nursing degree programs at Lehman, Hostos Community College and Bronx Community College. Lehman is also in the process of developing a pathway program in teacher education.

• Working through its Center for Economic and Workforce Development, Kingsborough Community College has already developed a career pathway initiative in partnership with several CUNY colleges in the tourism and hospitality fields. “Project Welcome,” as it is called, is funded by the United States Department of Labor. Future efforts to further develop career pathways initiatives in allied health, and for “green-collar jobs” in building management and construction, will be greatly supported by the College’s focus on programs that offer both credit and non-credit components and its ability to expedite approvals of new credit-bearing courses.

• Career pathway programs under development at Borough of Manhattan Community College will include connections between its non-credit construction management programs and the AAS program in business management, which will award credit for graduates of the construction project management program at the College.

• Many career pathway initiatives at the University involve organized labor, but the Joseph S. Murphy Institute plays a special role in making connections between unions and CUNY colleges. Career pathway initiatives developed through the Murphy Institute will focus on fields including teacher education, the building trades, and criminal justice.

• The JFK Jr. Institute for Worker Education has a history of breaking new ground in the training and education of entry-level workers looking to advance in the health and human services fields. Healthcare, the field of disability studies, and the field of youth studies will be the focus of the Institute’s efforts over the next five years.

Furthermore, CUNY will continue to be the partner of choice for City and State government agencies looking to upgrade the skills of their employees and of those individuals and families that they serve. Among these partnerships during the life of this Master Plan will be the following:
A partnership with the New York State Office of Children and Family Services to help develop new leaders in the agency and provide services and connections to higher education to young adults living in state facilities;

- Continuing training initiatives with the New York City Human Resources Administration, in which CUNY will provide services to both agency staff and clients;

- CUNY support for statewide efforts to support and build the skills of low-income workers through its participation on the Governor’s Economic Security Cabinet. In particular, these efforts are likely to happen in the form of initiatives through the New York State Office of Temporary and Disability Assistance at the State level and the City’s Human Resources Administration (HRA) at the local level;

- Internship agreements between the CUNY Institute for Software Design and Development and the New York City Department of Information Technology and Telecommunications and HRA, and through the CUNY 3-1-1 Project, through which CUNY students work as 3-1-1 call center representatives on schedules that help supplement the City’s full-time workforce;

- Support for the efforts of the New York City Mayor’s Office of Adult Education to better connect English language, GED and literacy programs with workforce training and higher education; and

- A lead role by the New York City Early Childhood Professional Development Institute in developing and professionalizing the early childhood care workforce by offering professional development directly to workers, and through collaborations with State and City oversight agencies and with the private funding community.

Over the next five years, workforce development at CUNY will also emphasize the strengthening of relationships between non-credit programs and academic departments and faculty members. Whenever possible, colleges will be encouraged to create articulation agreements that transfer credits earned in Continuing Education workforce programs into degree programs, or that award credits for workforce development programs initially taken on a non-credit basis through CUNY Continuing Education divisions. The University expects to be at the forefront of innovation in terms of partnering with employers and industries to develop curricula, non-credit training programs and new certificates and degrees both in emerging fields and in areas that cross traditional disciplinary boundaries.
CUNY LANGUAGE IMMERSION PROGRAM (CLIP)
As generations of immigrant New Yorkers have learned, the ability to read, write, and speak standard English is a prerequisite for academic and professional success. Through the CUNY Language Immersion Program (CLIP), students who have been accepted to any CUNY college can spend up to one year improving their academic English language skills through intensive, low-cost study: the program includes 25 hours of instruction per week and costs $180 for a 15-week semester. The program therefore allows students to reserve their financial aid allocations for a time when they will attempt credit-bearing coursework.

CUNY IMMIGRATION SERVICES
The mission of the CUNY Citizenship and Immigration Project is to provide free, high-quality and confidential citizenship and immigration legal services to help immigrants on their path to United States citizenship. CUNY established the Citizenship and Immigration Project in 1997 to address the growing need for immigration services among foreign-born students, faculty, and staff. Currently, the Project has 12 full- and part-time immigration centers located throughout New York City and, in keeping with a tradition of community service, is available to all New Yorkers. By providing free services supporting immigrants in their transition to U.S. citizenship, the Project empowers immigrant New Yorkers to achieve their educational and career goals.

The University committed in the 2004-08 Master Plan to fulfill its mission as described in State Education Law “[t]o maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students.” The Citizenship and Immigration Project raises this commitment to an entirely new level by providing services that identify CUNY as the most “immigrant-friendly” institution of higher and continuing education in the nation. The University, through the Project, partners with City, State and Federal entities, such as the Voter Assistance Commission and the US Citizenship and Immigration Service, to provide services in the public interest, including voter registration initiatives and naturalization swearing-in ceremonies on CUNY campuses.

CUNY will renew its abiding commitment to equal access and opportunity for all members of the University and New York City communities without regard to their immigration status. Towards these ends, CUNY will aggressively pursue adequate funding for

immigration services that open the doors of opportunity for new immigrants. Further, CUNY will continue to partner with the State to improve employment outcomes for its graduates and help immigrants assimilate into mainstream American life.

For the next four years, the Project’s priorities include:

- Every borough will consider siting Immigrants’ Centers that are adequately staffed and resourced.
- University support of citizenship and immigration services will reflect student and community needs and will demonstrate the University’s leadership role in this area.
- The University will become known as the pre-eminent provider of free, accessible citizenship and immigration services among institutions of higher education in the United States. It will continue its tradition of public service by providing free training programs for other immigration advocates interested in providing citizenship support services.
- CUNY will advance the development of the Citizenship Now! website within the CUNY Portal. The site will provide online registration for volunteers of the Project’s NYC/Citizenship Corps. It will become a national resource on naturalization and citizenship by publishing articles, sending weekly information to a citizenship and naturalization listserv, publishing weekly podcasts, and offering regular web seminars to train advocates.

**Public Service Partnership with Media and Corporations**

As this entire Master Plan has demonstrated, CUNY recognizes the potential and advantages of partnerships and collaborations in meeting public service imperatives. The University’s “Citizenship Now! Call-In” with the New York Daily News represents one such partnership. This week-long telephone call-in project answers readers’ questions on immigration and citizenship. In May 2007, the fifth year of the effort drew a record number of calls. To date, this program has helped more than 55,000 people. Verizon has become a corporate sponsor of the CUNY/Daily News Citizenship Now! program.

Another example of CUNY’s collaborative work for the City is its partnership with The New York Times Knowledge Network. With founding support from JP Morgan Chase and TIAA-CREF, this partnership turned to the LaGuardia and Wagner Archives at CUNY’s LaGuardia Community College to produce a groundbreaking educational series highlighting key themes from United States history. Including calendars, Web sites (in English and in Spanish) and
curricula for middle and high school students, these resources explore and explain the concepts such as “Voting Rights and Citizenship” (2005); “Women’s Leadership” (2006); “A Nation of Immigrants” (2007); and “Let Freedom Ring” (2008). 40

CUNY TV: “LIFELONG LEARNING THROUGH QUALITY TELEVISION”

Created in 1986, CUNY TV (Channel 75) is the cable television channel of the University that reaches more than 1.7 million households with a continuous programming day. Daily program schedules are publicized in the New York Times, the New York Post and the New York Daily News.

CUNY TV is also CUNY’s central television production facility, housing a studio, post-production systems, and various technical services, as well as the ongoing operation of the station. The station welcomes the participation of talented student interns while drawing upon CUNY’s world-class faculty in myriad collaborations.

CUNY TV’s outreach mission aims to bring the academic and cultural richness of the University into the homes of citizens who subscribe to cable television. CUNY TV strives to deliver high-quality television programming that is acquired from either national or international sources. Its in-house-produced programs showcase the enormous talents and contributions involved in the creation of knowledge within the University. CUNY TV also has many production partners, including the New York Times, the Council on Foreign Relations, the New York Board of Rabbis, the First American Title Insurance Company, the Mexican public broadcasting system, French Cultural Services, the American Theatre Wing, and the Office of the Mayor of New York City. Some CUNY TV programs have reached national audiences via the Public Broadcasting Service PBS, thereby branding CUNY on a national level. The station has received nine New York Emmy nominations. CUNY TV’s trademark is “Lifelong Learning Through Quality Television.”

CUNY TV expects to convert to HD-TV and full digital operations by February 2009, the deadline mandated by Congress. CUNY TV also maintains a website where most of its programming is available on-demand, and is also looking at the future technology of IPTV for educational uses and a world-wide streamed channel on the Internet.

40 See, respectively: www.cuny.edu/votingcalendar; www.cuny.edu/womensleadership; www.cuny.edu/nationofimmigrants; and www.cuny.edu/letfreedomring.
EITC PROJECT

Since 2003 The City University of New York has participated in the New York City Earned Income Tax Credit (EITC) Coalition, a citywide initiative led by the Department of Consumer Affairs (DCA). EITC is a Federal, State and City tax credit that allows eligible working families and individuals to qualify for up to $6,000 in refund monies.

As of January 2007, the EITC Coalition has helped nearly 80,000 New Yorkers obtain more than $100 million in EITC refunds at free partner sites. The information it has disseminated and the tax filing assistance it provides benefit thousands of New Yorkers, including a substantial number of CUNY students and their families.

The University has also worked closely with the DCA to recruit and successfully train students to become Certified Tax Preparers, which enables them to assist in preparing taxes for EITC-eligible filers. CUNY takes great pride in the fact that CUNY students comprise 90 percent of the EITC Coalition’s corps of Tax Preparers.

As an outgrowth of CUNY’s participation in the EITC Coalition, the University and the DCA have hosted several financial literacy workshops to educate students about credit and credit score management, budgeting, and saving. DCA and CUNY are currently exploring ways to expand these offerings.

VOTER REGISTRATION

In a year that will see the election of a new President, it seems fitting to conclude with a note on CUNY’s contributions to voter registration in New York City. CUNY’s Project Vote exemplifies the University’s longstanding commitment to promoting voter participation. With voter registration efforts coordinated out of the Office of University Relations and radiating through the campuses, the Project is responsible for registering more voters than any other City agency (representing approximately 60 percent of new registrants in recent years). In addition to distributing a yearly average of 180,000 voter registration forms in English, Chinese and Spanish (360,000 during a presidential election year), the Office of City Relations helps create, design and distribute voter registration posters, brochures and pens.
Finally, CUNY combines Project Vote with a poll-worker initiative (a collaborative effort with the New York City Board of Elections that has recruited and trained more than 2,000 students) and the CUNY Citizenship and Immigration Project.

VI. CONCLUSION

This Master Plan proposes an ambitious course of action over the next four years because there is a great deal of work to do in public higher education. Although the task ahead is daunting, The City University of New York is committed to addressing the educational needs of its population at the beginning of the 21st century. The future of CUNY’s students is inextricably bound to the promise of public higher education to provide expanded personal and professional opportunities. The future of this City, State, and nation depends on the ability of higher education to provide a well-educated workforce. This University is fully prepared to meet the challenges ahead by continuing its pursuit of academic distinction and success.
CUNY CONFLICT OF INTEREST POLICY

1. General Statement of Policy.

It is the policy of the University that all of its activities shall be conducted in accordance with the highest standards of integrity and ethics and in a manner that will not reflect or appear to reflect adversely on the University’s credibility, objectivity, or fairness. Every individual to whom this Policy is applicable (each, a “Covered Individual”) must maintain the highest standards of honesty and integrity and must refrain from any use whatsoever of his or her position at the University, or the information, privileges, or influence such position may provide, when such use is motivated by, or gives the appearance that it is motivated by, the desire for private gain or advantage for the Covered Individual, or for other persons, institutions, or corporations with which he or she has family, professional, business, or financial connections. Accordingly, no Covered Individual shall have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity, or incur any obligation of any nature, which is in substantial conflict with the proper discharge of his or her duties and responsibilities at the University.

Sections 2 and 3 of this Policy, which set forth the general standards of conduct and the rules regarding hiring, employment, and contracting decisions and supervisory responsibility involving Family Members, apply to all Covered Individuals. Section 4 sets forth specific obligations of Covered Individuals who are involved in research or similar educational activities at the University (collectively, “research”) and the University’s procedures for managing Conflicts of Interest that may arise in connection with such activities. Section 5 sets forth the definitions of “Covered Individual”, “Family Members”, “Conflict of Interest”, and other terms used in this Policy. The provisions of this Policy are to be interpreted in light of the paramount importance of academic freedom in the activities of the University.

College and University officials with responsibilities under this Policy are identified by titles that are current as of this Policy’s effective date. If the title for a particular position changes at any time, the responsibilities under this Policy shall be performed by the individual having responsibilities within the College or the University similar to the individual who held the former title. If there is a vacancy at any time in the position, the responsibilities under this Policy shall be assumed by the individual to whom such position reports or to his or her designee.

2. General Standards of Conduct.

Although not all possible situations within the scope of this Policy are included in this Section 2, the following standards, which are based on provisions in New York State Public Officers Law §§ 73 and 74 and Executive Order No.1 issued on January 1, 2007, shall serve as general guidance for Covered Individuals. All Covered Individuals are encouraged to consult the advisory opinions of the New York State Commission on Public Integrity interpreting these provisions at http://www.nyintegrity.org/advisory, and to bring questions about the applicability or interpretation of any of these standards to the University’s Office of the General Counsel.

2.1. No Covered Individual shall accept other employment that will impair his or her independence of judgment in the exercise of his or her duties or responsibilities at the University.
2.2. No Covered Individual shall accept other employment or engage in any business or professional activity that will require him or her to disclose confidential information gained by reason of his or her position or authority at the University.

2.3. No Covered Individual shall disclose confidential information acquired in the course of his or her duties or responsibilities at the University, except as required by such duties or responsibilities or by law, nor use such information to further his or her personal interests.

2.4. No Covered Individual shall use or attempt to use his or her position at the University to secure unwarranted privileges or exemptions for himself or herself or others.

2.5. No Covered Individual shall engage in any transaction as a representative or agent of the University with any business entity in which he or she has a direct or indirect financial interest that might reasonably tend to conflict with the proper discharge of his or her duties or responsibilities at the University.

2.6. A Covered Individual shall not by his or her conduct give reasonable basis for the impression that any person can improperly influence him or her or unduly enjoy his or her favor in the performance of his or her duties or responsibilities at the University, or that he or she is affected by the kinship, rank, position, or influence of any party or person in the performance of those duties or responsibilities.

2.7. A Covered Individual shall abstain from making personal investments in enterprises that he or she has reason to believe may be directly involved in decisions to be made by him or her at the University or that will otherwise create substantial conflict between his or her duty or responsibility at the University and his or her private interest.

2.8. No Covered Individual, nor any firm or association of which he or she is a member, nor any corporation ten percent (10%) or more of the stock of which is owned or controlled directly or indirectly by such Covered Individual, shall sell any goods or services having a value in excess of $25 to the University, or contract for or provide such goods or services with or to any private entity where the power to contract, appoint, or retain on behalf of the private entity is exercised, directly or indirectly, by the University, unless such goods or services are provided pursuant to an award or contract let after public notice and competitive bidding.

2.9. No Covered Individual shall accept gifts of more than nominal value where the circumstances would permit the inference that (a) the gift was intended to influence the Covered Individual in the performance of his or her duties or responsibilities at the University, or (b) the gift constituted a tip, reward, or sign of appreciation for any act by the Covered Individual in connection with those duties or responsibilities. This prohibition applies notwithstanding New York State Public Officers Law § 73(5), which provides that gifts up to $75 may be allowed in certain circumstances.
3. **Policy regarding Nepotism in Hiring, Employment, Supervisory Responsibility, and Contracting.**

3.1. **General.** The University seeks to foster a work environment conducive to a satisfying family life for all members of the University community and to accommodate, wherever appropriate, individual needs relating to family life. At the same time, there are a number of situations where the personal interests of a member of the University community may conflict with the proper discharge of his or her duties and responsibilities at the University. In keeping with New York State Public Officers Law §§ 73(14) and (15) and Executive Order No. 1 issued on January 1, 2007, this Policy recognizes that conflicts may be inherent in the hiring, employment, and supervision of a Covered Individual's Family Members as well as in entering into contracts that relate to Family Members or with entities in which Family Members have a personal or financial interest. Accordingly, this Section 3 sets forth certain specific prohibitions against a Covered Individual's participation in the conduct of University business involving his or her Family Members.

3.2. **Hiring and Employment Decisions.** No Covered Individual shall take part in any decision to hire, promote, discipline, or discharge any of his or her Family Members with respect to any position at the University. If such a hiring or employment matter arises relating to a Family Member, then the Covered Individual must advise his or her supervisor of the relationship and must be recused from any and all discussions or decisions relating to the matter.

3.3. **Supervisory Responsibility.** No Covered Individual shall have Supervisory Responsibility for any of his or her Family Members at the University, except as provided by waiver as set forth below. (For the purpose of this Section 3.3, a Covered Individual shall be deemed to have "Supervisory Responsibility" for a Family Member if the Family Member (a) directly reports to the Covered Individual, or (b) directly reports to a supervisor who reports ultimately to the Covered Individual, regardless of the number of reporting levels that separate the Family Member from the Covered Individual.) Although Department Chairs are Covered Individuals, for the purpose of this section, they shall not be deemed to have any Supervisory Responsibility for full-time faculty members in their department under this section, but they shall be deemed to have Supervisory Responsibility for their department's adjunct faculty members.

If at the time of the initial implementation of this Section 3.3 following the effective date of this Policy, a Covered Individual has Supervisory Responsibility for a Family Member at the University, or subsequent to the initial implementation of this section a Covered Individual may come to have such Supervisory Responsibility, the Covered Individual shall make reasonable efforts to effect a change in the organization or have the Family Member reassigned in order to avoid a violation of this section. If, however, such a change or reassignment is not feasible (e.g., as a result of civil service rules or provisions of the applicable collective bargaining agreement) or would result in significant harm to the operations or activities of the University, the Covered Individual may request a waiver from the Vice President for Administration of the College where the Covered Individual is employed or such other College official as may be designated by the College President. If, after a review of all the relevant circumstances, the waiver is granted, the Covered Individual may continue or assume, as the case may be, Supervisory Responsibility for his or her Family Member.

Notwithstanding any waiver regarding Supervisory Responsibility for a Family Member pursuant to the preceding paragraph, no Covered Individual shall participate under any circumstances in any action that directly affects his or her Family Member as an employee of
the University individually, and not as a member of a group, including, but not limited to, performance evaluations, position reclassifications, and determination of promotional opportunities or eligibility for additional compensation of any kind from the University.

3.4. Contracting Decisions. No Covered Individual shall take part in any contracting decision at the University (a) relating to a Family Member, or (b) relating to any entity in which a Family Member is an officer, director, or partner, or in which a Family Member owns or controls ten percent (10%) or more of the stock of such entity. If a contracting matter arises involving either clause (a) or (b), then the Covered Individual must advise his or her supervisor of the relationship and must be recused from any and all discussions or decisions relating to the matter.

3.5. Family Members. The definition of Family Member, which appears in Section 5.10 of this Policy, is based on the definition in New York State Executive Order No. 1 issued on January 1, 2007. In order to comply with the Executive Order and to satisfy the needs of the University, the definition under this Policy is very broad. It covers not only spouses and domestic partners, parents, children, and siblings, but it also extends as far as great grandparents and great grandchildren and many other relatives of a Covered Individual and his or her spouse or domestic partner, as well as to other individuals living in the same household as the Covered Individual. If a Covered Individual has any questions about whether the provisions of this Section 3 apply to his or her situation, it is incumbent upon the Covered Individual to consult the University’s Office of the General Counsel.

3.6. Sponsored Programs. Sections 3.1 through 3.5 shall not apply to positions funded through the Research Foundation. Hiring, employment, and contracting decisions and supervisory responsibility involving a Covered Individual’s Family Members in such positions shall be governed by the Conflict of Interest Policy of the Research Foundation.

4. Policy on Conflicts of Interest in Research.

4.1. General. A particular purpose of this Policy is to promote integrity in research by establishing standards to ensure that there is no reasonable possibility that the design, conduct, reporting, or review of research projects at the University, regardless of the source of funding or the commercial exploitation of the results of such projects, will be biased by any conflicting financial interests of a Covered Individual.

The University recognizes that interactions between University researchers and commercial entities have many beneficial results for the University and its faculty, staff, post-doctoral associates, and students, as well as the commercial entities themselves. For example, such interactions are an especially effective means of facilitating the commercial development of University intellectual property, which benefits the public with new goods and services and stimulates economic development. The University also recognizes that researchers are unlikely to undertake the significant burdens associated with such activities without additional economic incentives. Nevertheless, these economic incentives may raise conflicts between the personal financial interests of the University researcher and the interests of the University. In some cases, such conflicts may reasonably appear to be likely to affect the judgment of a University researcher.

The University has determined that a strict prohibition of Conflicts of Interest (as defined in Section 5.7), with disciplinary sanctions for violation, does not serve the public interest
because potentially beneficial interactions with industry would be lost. Moreover, the University recognizes that Conflicts of Interest will inevitably arise in a modern research university and that the mere existence of such Conflicts, in the absence of wrongful behavior, is not improper. As a result, consistent with Federal regulations dealing with objectivity in research and investigatory financial disclosure policy issued by the Department of Health and Human Services in 42 CFR Part 50 and 45 CFR Part 94 on July 11, 1995, this Policy seeks to manage Conflicts of Interest in order to minimize the potential harm that could result either from Conflicts that actually impair the judgment of Covered Individuals or from the appearance that the judgment of Covered Individuals has been or will be impaired. The University reserves the right to prohibit the existence of Conflicts of Interest that present unmanageable risks or that would require excessive resources to manage.

While the University assumes that all Covered Individuals act with the highest level of personal responsibility, integrity, and commitment to the University, the complex situations that may arise involving Conflicts of Interest require management using specialized knowledge and a multi-disciplinary, problem-solving approach. Therefore, this Policy provides for qualified individuals designated at each College, as well as a University-wide Conflicts Committee, to review disclosures by Covered Individuals of Conflicts involving a Significant Financial Interest (as defined in Section 5.14) and to manage those Conflicts in a fair, objective, and confidential manner. Over time, decisions made at the Colleges and by the Conflicts Committee may become precedents that will be used for guidance to assure continued principled decision-making. Some of these decisions may periodically be communicated (in a non-identified fashion) to faculty and staff in the form of advisories or guidelines. It is anticipated that, promptly after its formation, the Conflicts Committee will establish and distribute advisories regarding typical Conflict of Interest situations and their appropriate resolution.

4.2. Disclosure of Significant Financial Interests. In addition to any obligation under the University’s Intellectual Property Policy, each Covered Individual must disclose to the College Conflicts Officer at his or her College a Significant Financial Interest in any situation designated in this Section 4.2. The University’s Office of the General Counsel will issue appropriate disclosure forms and arrange to make them available to Covered Individuals at each College.

The following situations require disclosure at the time noted in each paragraph:

4.2.1. Proposals and Applications for Research Funding - If (a) a Covered Individual intends to design, conduct, or report research at the University, or participate in the regulatory review of such research, and (b) funding for the research is being sought directly or indirectly from a government agency, non-profit institution, or Company (as defined in Section 5.6), and (c) at the time a proposal or application for such funding is being prepared, the Covered Individual has a Significant Financial Interest that would reasonably appear to be affected by the research, or the Covered Individual intends to acquire such a Significant Financial Interest at any time before two years following the conclusion of the research, then the Covered Individual must disclose the Significant Financial Interest to the College Conflicts Officer before the proposal or application is submitted to the agency, institution, Company, and/or the University. In addition, the Covered Individual must comply with any disclosure and approval procedures required by the agency, institution, or Company in connection with any such proposal or application.
Although a Significant Financial Interest relating to a proposal or application for research funding must be disclosed to the College Conflicts Officer prior to the submission of the proposal or application, the review of any related Conflict under this Policy may take place after such submission. If, however, a proposal or application for research funding is submitted before review of the related Conflict, the Conflict must be approved prior to the expenditure of any awarded funds. Notwithstanding the foregoing, in the case of research at the University involving multi-year funding that requires annual renewal, the Covered Individual must disclose any previously undisclosed Significant Financial Interest to the College Conflicts Officer and also receive approval in accordance with this Policy before a renewal application or progress report is submitted to the agency, institution, Company and/or the University.

4.2.2. Conduct or Review of Funded Research - If (a) a Covered Individual designs, conducts, or reports research at the University, or participates in the regulatory review of such research, and (b) the research is funded directly or indirectly by a government agency, non-profit institution, or Company, and (c) the Covered Individual has acquired or intends to acquire a Significant Financial Interest that would reasonably appear to be affected by the research at any time before two years following the conclusion of the research, then the Covered Individual must disclose the Significant Financial Interest to the College Conflicts Officer and receive approval in accordance with this Policy before the Significant Financial Interest is acquired, or as soon thereafter as possible if prior disclosure is impossible. In addition, the Covered Individual must comply with any disclosure and approval procedures required by the agency, institution, or Company in connection with such research.

4.2.3. Licensing to Certain Companies - If (a) a Covered Individual responsible for developing, discovering, or creating any University-owned intellectual property becomes aware, or should reasonably have become aware, of a Company’s acquisition or intention to acquire ownership of or a license to that intellectual property, and (b) at such time, the Covered Individual has a Significant Financial Interest in that Company, or intends to acquire or actually acquires such a Significant Financial Interest at any time in the future, then the Covered Individual must disclose the Significant Financial Interest to the College Conflicts Officer and receive approval in accordance with this Policy before the Significant Financial Interest is acquired, or as soon thereafter as possible if prior disclosure is impossible.

4.2.4. Involvement of Students and Post-Doctoral Associates - If a Covered Individual has a Significant Financial Interest in a Company, or intends to acquire or actually acquires such a Significant Financial Interest at any time in the future, and he or she supervises or otherwise has control over any students or post-doctoral associates at the University who will be involved in related work for the Company, then the Covered Individual must disclose the Significant Financial Interest and the planned student or post-doctoral associate involvement to the College Conflicts Officer and receive approval in accordance with this Policy before the assistance of any students or post-doctoral associates in such work may commence or continue.
4.2.5. Changes in a Significant Financial Interest - All Covered Individuals must promptly disclose to the College Conflicts Officer material changes in previously disclosed Significant Financial Interests.

If a College Conflicts Officer has a Significant Financial Interest in any of the situations described above, he or she must disclose it directly to the College Provost or Provost’s Designee (as defined in Section 5.12) at the time noted in each paragraph.

No disclosure is required under this Section 4.2 unless the Significant Financial Interest is within one of the above situations. Subject to approval by the University’s Board of Trustees, the Conflicts Committee may add to this list. In such event, the Committee shall issue an official advisory to provide notice of the change and shall update the disclosure forms for Significant Financial Interests to reflect the change.

The University strongly recommends that Covered Individuals begin the Conflict review process at the first stage of any transaction so that the transaction will not be delayed while the Conflict review process takes place.

4.3. Review of Significant Financial Interests and Disposition of Conflicts at the College.

4.3.1. Designation and Duties of College Conflicts Officers - Each College President, after consultation with the appropriate faculty governance body at the College, shall designate an employee of the College as the College Conflicts Officer in accordance with qualifications determined by the Executive Vice Chancellor for Academic Affairs and University Provost (the “EVC for Academic Affairs”). Each College Conflicts Officer shall perform the following functions:

(a) promote awareness at the College of the need to disclose Significant Financial Interests in accordance with this Policy and make disclosure forms available throughout the College;

(b) receive disclosures of Significant Financial Interests of Covered Individuals at the College;

(c) review such disclosures with the College Provost or Provost’s Designee in order to determine whether any Conflicts of Interest involving a Significant Financial Interest exist; and

(d) after consultation with the College Provost or Provost’s Designee, make a decision with respect to each Conflict involving a Significant Financial Interest for allowing the Conflict, setting conditions for its allowance, or prohibiting the Conflict by requiring steps to remove it, in accordance with Section 4.3.3.

4.3.2. College Review and Decision-Making Process - The College Conflicts Officer and the College Provost or Provost’s Designee shall review each disclosure of a Significant Financial Interest within thirty (30) days of receipt of the disclosure, and within thirty (30) days thereafter the College Conflicts Officer shall make a decision and prepare a written report regarding the disposition of each Conflict involving a Significant Financial Interest. The College Conflicts Officer shall
promptly give the decision and report to the College President and the College Provost or Provost’s Designee, and the decision and report and the complete written record of the review and decision-making of the case at the College to the Covered Individual involved and the University’s Institutional Representative (as defined in Section 5.11). If the case involves a sponsored program funded through the Research Foundation, the College Conflicts Officer shall also promptly give the decision and report and the complete written record of the review and decision-making of the case at the College to the Research Foundation’s Institutional Representative (as defined in Section 5.11). In any case in which the College Conflicts Officer or the College Provost or Provost’s Designee has disclosed his or her own Significant Financial Interest pursuant to Section 4.2 or has a bias or conflicting personal interest (as such terms are defined with respect to members of the Conflicts Committee in Section 4.4.4), such individual shall not participate in any review or decision for the disposition of the Conflict. In such a case, the College President may, at his or her discretion, designate another individual to participate in the review and decision-making process instead.

4.3.3. Disposition of Conflicts - The College Conflicts Officer may make his or her decisions regarding a Conflict of Interest involving a Significant Financial Interest using one or more of the following dispositions of the Conflict:

(a) Allowance of the Conflict because the circumstances require no action;

(b) Allowance of the Conflict with conditions, such as:

(i) public disclosure of the Significant Financial Interest in publications describing the research results;

(ii) independent monitoring of the research;

(iii) modification of the research plan; or

(iv) imposition of a holding period on the stock or other security in the case of a Significant Financial Interest consisting of equity, in order to minimize the appearance of influence on the outcome of the research;

(c) Prohibition of the Conflict with steps to remove it, such as:

(i) divestiture of the Significant Financial Interest;

(ii) disqualification of the Covered Individual from all or a portion of the research; or

(iii) severance of relationships that create actual or potential Conflicts; or

(d) Postponement of consideration of the matter pending further information or investigation.

4.4. Review and Disposition of Conflicts by the Conflicts Committee.

4.4.1. Appeal to the Conflicts Committee - A Covered Individual may appeal a decision at his or her College on the disposition of a Conflict involving himself or herself to the Conflicts Committee. In addition, if the case involves a sponsored program
funded through the Research Foundation, either the University’s Institutional Representative or the Research Foundation’s Institutional Representative may independently appeal the decision to the Committee. In a case not involving such a sponsored program, the Research Foundation’s Institutional Representative may not appeal the decision to the Committee.

In the event a Covered Individual wishes to appeal a decision involving himself or herself to the Conflicts Committee, the Covered Individual shall give notice and a statement of the reasons for the appeal in writing to the College Conflicts Officer within thirty (30) days following the decision at the College. The College Conflicts Officer shall promptly give the Covered Individual’s notice and statement to the University’s Institutional Representative and (if the case involves a sponsored program funded through the Research Foundation) to the Research Foundation’s Institutional Representative. The University’s Institutional Representative shall then promptly give the Covered Individual’s notice and statement to the Chair of the Conflicts Committee, the College President, and the College Provost or Provost’s Designee and, at such time, shall also give the Chair the decision and report and complete written record of the review and decision-making of the case at the College.

In the event of an appeal by an Institutional Representative, the Institutional Representative shall, within thirty (30) days following the decision at the College, give notice and a statement of the reasons for the appeal in writing to the Chair, the appropriate College President, College Conflicts Officer, and College Provost or Provost’s Designee, the Covered Individual involved. If the case involves a sponsored program funded through the Research Foundation, the Institutional Representative making the appeal shall also give the notice and statements of the reasons for appeal to the other Institutional Representative. At such time, the Institutional Representative making the appeal shall also give the Chair the decision and report and complete written record of the review and decision-making of the case at the College.

4.4.2. Composition of the Conflicts Committee - The University shall establish a five-member University-wide Conflicts Committee consisting of the Vice Chancellor for Research or his or her designee, the President of the Research Foundation or his or her designee, a College Provost designated by the EVC for Academic Affairs, and two tenured University faculty members. These faculty members shall be actively involved in sponsored programs, with such other qualifications as may be determined by the EVC for Academic Affairs, and shall be nominated by the University Faculty Senate and selected by the EVC for Academic Affairs. The Committee shall include faculty members from two different Colleges. The College Provost and the faculty members on the Committee shall serve a term of three years; provided, however, that one faculty member nominated at the time of the formation of the Committee shall serve a term of only two years so that the terms of the faculty members will be staggered. Faculty members may not serve more than two consecutive terms. The Vice Chancellor for Research or his or her designee shall be the Chair of the Committee. The Chair shall be a voting member of the Committee but shall vote only in the case of a deadlock or to achieve a majority of the voting members of the Committee required for a decision under Section 4.4.5. A member of the University’s Office of the General
Counsel and/or a legal representative of the Research Foundation shall attend all meetings of the Committee.

4.4.3. Meetings of the Conflicts Committee - The Conflicts Committee shall hold meetings with appropriate notice to all participants on a schedule determined by the Chair based on the number of appeals that need to be reviewed. Committee meetings shall require a quorum of a majority of the voting members of the Committee. Members of the Committee may participate in meetings using voice or video-conferencing technology, provided that all members receive copies of the materials to be discussed at the meetings in advance. The Chair or his or her designee shall be responsible for setting the agendas for the meetings and distributing to Committee members in advance of the meetings the disclosures of Covered Individuals, the decisions and reports and complete written records of the review and decision-making of the cases at the Colleges, the statements of the reasons for appeal, and other relevant materials. The College Conflicts Officer and the College Provost or Provost's Designee may attend the portions of Committee meetings devoted to consideration of Conflicts occurring at their College. A Covered Individual may attend the Committee meeting devoted to consideration of his or her Conflict in order to present his or her appeal and may be represented by counsel or a union representative at the meeting.

4.4.4. Recusal Procedures - The College Provost seated on the Conflicts Committee shall not participate in the review or decision of any case involving a Conflict of Interest at his or her College if he or she participated in the review or decision for the disposition of such Conflict at the College pursuant to Section 4.3. In such a case, the EVC for Academic Affairs shall designate the College Provost of a different College as a substitute to participate in the Committee’s review and decision-making process. In addition, the EVC for Academic Affairs shall designate an appropriately qualified individual to participate in the Committee’s review and decision-making process as a substitute for a Committee member in a case where the Committee member has been recused in accordance with the procedures set forth below.

Any Committee member shall promptly recuse himself or herself from voting on, and shall exit the meeting during consideration of, any specific case in which he or she has an actual bias or the reasonable appearance of bias, or an actual conflicting personal interest or the reasonable appearance of a conflicting personal interest. For the purposes of these recusal procedures, the term "bias" means circumstances under which a Committee member would experience (or would reasonably appear to experience) impaired objectivity with respect to a case, and the term "conflicting personal interest" means circumstances in which the Committee member, or any of his or her Family Members, has a financial interest that would be affected by (or would reasonably appear to be affected by) the disposition of a case.

Although a recusal decision will ordinarily be made by the Committee member, the Chair (or, in the case of recusal of the Chair, the EVC for Academic Affairs) may require recusal of a member under two circumstances. First, any Committee member may be challenged for bias or conflicting personal interest by a Covered Individual whose case is before the Committee. This challenge shall take the form of a confidential written explanation that the Covered Individual
transmits to the Chair (or, if the Chair is challenged, to the EVC for Academic Affairs). If the Chair (or the EVC for Academic Affairs) concurs with the challenge, he or she may require recusal of the Committee member. Second, if the Chair has actual knowledge or a reasonable belief, based on competent information, that a Committee member has an actual bias or that a conflicting personal interest exists (or if the EVC for Academic Affairs has such knowledge or belief regarding the Chair), the Chair (or the EVC for Academic Affairs) may require recusal of the Committee member. In each case, recusal shall not be required without providing the Committee member an opportunity to discuss whether or not recusal is appropriate. If recusal of a Committee member is required for any reason, or if recusal of a challenged Committee member is not required, a confidential written explanation of the decision shall be included in the file for the case.

4.4.5. Decisions of the Conflicts Committee - The Committee’s decisions regarding the disposition of a Conflict shall be made by a majority of the voting members of the Committee, provided that in a case where the EVC of Academic Affairs has designated an individual to participate in the review and decision-making process for a particular Conflict as a substitute for a Committee member recused under Section 4.4.4, that individual shall be considered a voting member in place of the recused Committee member. The Committee decisions shall be recorded in written minutes, which shall not include any identifying information about the votes of the Committee members. The Conflicts Committee shall make a decision regarding the disposition of a Conflict involving a Significant Financial Interest not later than sixty (60) days after receiving complete and accurate information about the Conflict and the decision made at the College. The College Conflicts Officer shall, at the request of a Covered Individual, give the Covered Individual complete information regarding the status of his or her appeal and shall, in any event, notify the Covered Individual of the decision of the Conflicts Committee as promptly as possible. All decisions of the Committee shall be final.

4.4.6. Authority of the Conflicts Committee - The Conflicts Committee shall review and make its decisions regarding the disposition of all Conflicts involving a Significant Financial Interest by one or more of the means described in Section 4.3.3. The Committee shall have discretion in reviewing and making decisions regarding the disposition of these Conflicts and may request and review additional relevant information from Covered Individuals and other sources. The Committee shall annually review the dollar amounts and other aspects of the definition of Significant Financial Interest in Section 5.14 and, subject to approval by the University’s Board of Trustees, shall have authority to adjust those amounts to account for inflation and other economic factors and to otherwise revise the definition. The Committee shall have authority to interpret this Policy and shall give Covered Individuals notice of its interpretative statements through periodic advisories as well as access to the written minutes of Committee meetings appropriately redacted to preserve the confidentiality of the individuals involved.

4.5. Confidentiality of Disclosures. Many of the matters brought to the College Conflicts Officers, College Provosts or Provost’s Designees, College Presidents, Institutional Representatives, and members of the Conflicts Committee for review and decision will include information of a personal and private nature concerning the financial interests of Covered
Individuals, proprietary business information, and other information of a highly confidential nature. Accordingly, except as specifically provided in this Section 4, all College Conflicts Officers, College Provosts, Provost’s Designees, College Presidents, Institutional Representatives, Committee members, and others who participate in Committee meetings as provided herein shall maintain all disclosed information in strict confidence and take necessary precautions and actions to preserve the confidentiality of such information, and the Conflicts Committee shall meet in closed session. Information disclosed under this Section 4 may be disclosed outside the University only if required by the source of funding of the applicable research or by applicable law, and only after the University’s Office of the General Counsel approves such disclosure and the affected Covered Individual is notified that the information will be released.

4.6. Liaison to Research Sponsors. The Research Foundation’s Institutional Representative shall function as liaison to research sponsors regarding the disclosure of Conflicts involving a Significant Financial Interest by Covered Individuals and the disposition of those Conflicts by the College and the University.

4.7. Periodic Review of Policy. Not less frequently than every three years following adoption of this Policy, the Conflicts Committee shall conduct an evaluation of the provisions set forth in this Section 4 and, if necessary, formulate amendments for consideration by the Chancellor and the University’s Board of Trustees. The Conflicts Committee shall solicit comments from the University Faculty Senate with respect to any such amendments.

5. Definitions.

As used in this Policy, the following words shall have the following meanings:

5.1. Chair - The Chairperson of the Conflicts Committee, as described in Section 4.4.

5.2. College - An educational unit of the University, including all senior colleges and community colleges, the Graduate School and University Center (including, without limitation, the School of Professional Studies and the Graduate School of Journalism), and the City University School of Law, and the University’s Central Office.

5.3. College Conflicts Officer - The individual at each College designated by the College President to perform the functions described in Section 4.3.1.

5.4. College President - The President or Dean of each College, as applicable. For purposes of this Policy, the Executive Vice Chancellor for Academic Affairs and University Provost (the “EVC for Academic Affairs”) or his or her designee shall be deemed to be the College President of the University’s Central Office, except that the Chancellor of the University shall be deemed to be the College President of the University’s Central Office with respect to Section 3.3.

5.5. College Provost - The Provost or Chief Academic Officer of each College, as applicable. For purposes of this Policy, there will be no College Provost for the University’s Central Office, and the College Conflicts Officer for the University’s Central Office will exercise the functions described in Sections 4.3.1(c) and (d) independently.
5.6. **Company** - Any corporation, partnership, association, or other legal entity, excluding entities controlled by the United States government, the State of New York, the City of New York, or the University. A Company shall be deemed to include all of its affiliates and other associated entities.

5.7. **Conflict of Interest or Conflict** - (a) An actual or potential conflict between the personal interests of a Covered Individual and the interests of the University; or (b) the reasonable appearance of such a conflict.

5.8. **Conflicts Committee or Committee** - The University-wide committee that reviews disclosures by Covered Individuals of Conflicts involving a Significant Financial Interest and decisions regarding the disposition of those Conflicts at the Colleges, as described in Section 4.4.

5.9. **Covered Individual** - Any individual who is, or at any time becomes (a) an officer of the University; (b) a full-time or part-time employee of the University; (c) a post-doctoral associate at the University; or (d) a student engaged in faculty-directed research at the University other than as part of his or her coursework, whether or not the student is paid for such engagement.

5.10. **Family Member** - Any person living in the same household as the Covered Individual, and any person related to the Covered Individual within the third degree of consanguinity or affinity. Such related persons include the Covered Individual's spouse and the parents, children, siblings, grandparents, grandchildren, aunts and uncles, nieces and nephews, great grandparents, and great grandchildren of the Covered Individual and his or her spouse, and the spouses of these relatives as well. (For purposes of this Policy, a "spouse" includes a domestic partner under applicable laws governing domestic partnerships and civil unions.) Please refer to Section 3.5. A Covered Individual should consult the University's Office of the General Counsel if he or she has any questions about whether the provisions of Section 3 apply to his or her situation.

5.11. **Institutional Representative** - The University's Institutional Representative is the College Conflicts Officer of the University's Central Office. The Research Foundation's Institutional Representative is the individual designated by the President of the Research Foundation to perform the functions of such position, as described in Sections 4.3.2, 4.4.1, and 4.6.

5.12. **Provost's Designee** - A tenured faculty member at a College actively involved in sponsored programs who may be designated by the College Provost to perform the functions described in Sections 4.3.1(c) and (d) with the College Conflicts Officer.

5.13. **Research Foundation** - The Research Foundation of The City University of New York.

5.14. **Significant Financial Interest** - Anything of monetary value, including, but not limited to, salary or other payments for services (e.g., consulting fees or honoraria); equity interests (e.g., stocks, stock options, or other ownership interests); and intellectual property rights (e.g., patents, copyrights, and royalties from such rights).
The term does not include:

(a) Salary, royalties, or other remuneration from the University;

(b) Income from seminars, lectures, or teaching engagements sponsored by public or nonprofit entities;

(c) Income from service on advisory committees or review panels for public or nonprofit entities;

(d) An equity interest that, when aggregated for the Covered Individual and the Covered Individual’s spouse and dependent children, meets both of the following tests: (i) does not exceed $10,000 in value, as determined through reference to public prices or other reasonable measures of fair market value; and (ii) does not represent more than a five percent (5%) ownership interest in any single entity; or

(e) Salary, royalties, or other payments that, when aggregated for the Covered Individual and the Covered Individual’s spouse and dependent children over the next twelve months, are not expected to exceed $10,000.

5.15. University - The City University of New York.

5.16. Vice President for Administration - The Vice President for Administration (or individual with similar responsibilities) of each College, as applicable. For purposes of this Policy, the Executive Vice Chancellor and Chief Operating Officer of the University or his or her designee shall be deemed to be the Vice President for Administration of the University’s Central Office.
DOMESTIC VIOLENCE AND THE WORKPLACE POLICY & PROCEDURES

POLICY STATEMENT

The City University of New York ("CUNY") disapproves of violence against women, men, or children in any form, whether as an act of workplace violence or in any employee’s personal life. Domestic violence can spill over into the workplace, compromising the safety of both victims and co-workers and resulting in lost productivity, increased health care costs, increased absenteeism, and increased employee turnover. CUNY is committed to full compliance of all applicable laws governing domestic violence in the workplace while ensuring its commitment to the principles of academic freedom. CUNY is committed to promoting the health and safety of its employees, and to making a significant and continual difference in the fight to end domestic violence. CUNY will review this policy annually and will notify all employees and the New York State Office for the Prevention of Domestic Violence ("OPDV") of any revisions. This policy is enacted pursuant to the terms and obligations imposed upon CUNY by New York State Executive Order No. 19 dated October 22, 2007.

DEFINITIONS

For purposes of this policy, the following terms will be defined as follows.

Domestic Violence: A pattern of coercive tactics, which can include physical, psychological, sexual, economic and emotional abuse, perpetrated by one person against an adult intimate partner, with the goal of establishing and maintaining power and control over the victim.

Intimate Partner: Includes persons legally married to one another; persons formerly married to one another; persons who have a child in common, regardless of whether such persons are married or have lived together at any time; couples who live together or have lived together; or persons who are dating or who have dated in the past, including same sex couples.

Abuser: A person who perpetrates a pattern of coercive tactics which can include physical, psychological, sexual, economic, and emotional abuse against an adult intimate partner, with the goal of establishing and maintaining power and control over the victim.

Victim: The person against whom an abuser directs coercive and/or violent acts.

POLICY

I. EMPLOYEE AWARENESS

A. CUNY will provide its Domestic Violence and the Workplace Policy to all employees.

B. CUNY employees will review and follow this policy and procedures.

C. CUNY will provide to all employees, and post in locations of high visibility, such as bulletin boards and break rooms, health/first aid offices, university phone directories, and on-line information data bases, a list of resources for survivors and perpetrators of domestic violence, the phone numbers and descriptions of national and local domestic violence resources batterers’ intervention programs as well as the information for the New York State
Office for the Prevention of Domestic Violence. Also posted prominently will be the names and contact information of CUNY personnel who are trained and available to serve as confidential sources of information, support, and referral.

D. Included in the documentation provided to all employees will be information informing employees that New York State law prohibits insurance companies and health maintenance organizations from discriminating against domestic violence victims. The law prohibits designation of domestic violence as a pre-existing condition. An insurance company cannot deny or cancel an insurance policy or require a higher premium or payment because the insured is or has been a domestic violence victim. [§2612 of the Insurance Law.].

E. CUNY will integrate information on domestic violence into existing materials and literature, policies, protocols, and procedures, including its Workplace Violence Prevention Policy & Procedures and existing health and wellness programs, as appropriate. CUNY will take all reasonable actions to educate employees regarding the effects of domestic violence, ways to prevent and curtail violence, and methods to report such violence to authorities.

II. NON-DISCRIMINATORY AND RESPONSIVE PERSONNEL POLICIES FOR VICTIMIZED EMPLOYEES

A. CUNY will not discriminate against victims of domestic violence or persons perceived as domestic violence victims in employment determinations and will be responsive to the needs of victims of domestic violence.

B. CUNY will not make inquiries about a job applicant's current or past domestic violence victimization and employment decisions will not be based on any assumptions about or knowledge of such exposure.

C. CUNY will abide by all relevant New York State laws making it a crime for employers to penalize an employee who, as a victim or witness of a criminal offense, is appearing as a witness, consulting with a district attorney, or exercising his/her rights. CUNY, with at least one prior day notification, will allow time off for victims or subpoenaed witnesses to exercise their rights as provided in the Criminal Procedure Law, the Family Court Act, and the Executive Law [Penal Law §215.14]. If there are any questions or concerns regarding the leave that must be granted to victims or subpoenaed witnesses, employees should contact their human resources director for assistance and clarification.

D. CUNY, upon request of the employee, will assist the employee in determining the best use of his/her attendance and leave benefits when an employee needs to be absent as a result of being a victim of domestic violence. If an employee requests time off to care for and/or assist a family member who has been a victim of domestic violence, CUNY will evaluate the employee’s request for leave for eligibility under existing law and collective bargaining agreements applicable to the employee.
E. In instances when an employee victim of domestic violence has difficulty producing the documentation necessary to justify absences due to his/her status as such victim, CUNY will make all reasonable efforts, in consultation with employee victims of domestic violence, to identify the documentation necessary to justify absences from work and assist the employee with his/her safety-related needs to satisfactorily meet the identified documentation requirement without compromising the employee’s safety.

F. When appropriate, available and permissible, employees who are victims of domestic violence and who separate from a spouse (or terminate a relationship with a domestic partner, if covered), will be allowed to make reasonable changes in benefits at any time during the calendar year where possible, in accordance with statute, regulation, contract and policy.

G. CUNY encourages victims of domestic violence who are subject to discipline due to job performance or conduct problems, to notify appropriate supervisory, managerial or human resources staff of their situation. Said employees will be afforded all of the proactive measures outlined in this policy, and will be provided clear information about performance expectations, priorities, and performance evaluation. If a disciplinary process is initiated, special care will be taken to consider all aspects of the victimized employee's situation, and all available options in trying to resolve the performance problems will be exhausted, including making a referral to any Employee Assistance Program, consistent with existing collective bargaining agreements, statutes, regulations and policy.

H. CUNY encourages any employee who is terminated or voluntarily separates from employment due to domestic violence-related performance problems to notify appropriate human resources staff in order to investigate the employee’s potential eligibility for unemployment insurance. CUNY will respond quickly to any requests for information that may be needed in the claims process. New York State law provides that a victim of domestic violence who voluntarily separates from employment may, under certain circumstances, be eligible for unemployment insurance benefits. [§593 of NYS Labor Law.]

III. WORKPLACE SAFETY PLANS

Each campus within the CUNY system has prepared a domestic violence workplace safety response plan and each campus and worksite is prepared to provide reasonable means and personnel to assist victimized employees in developing and implementing individualized domestic violence workplace safety plans, consistent with existing collective bargaining agreements, statutes and regulations. Said workplace safety response plans are on file on each campus and worksite with the relevant security personnel and with the University-level liaison to OPDV.

A. CUNY has designated a University liaison to OPDV to ensure University-wide implementation of the domestic violence and the workplace policy, and to serve as the primary liaison with OPDV regarding the domestic violence
and the workplace policy. Said liaison’s name and contact information will be provided with copies of this policy to employees and will be listed on all additional literature and postings.

B. CUNY has designated campus-level liaisons on each campus to further ensure campus-level implementation of the domestic violence and the workplace policy, to serve as the campus-level liaison within CUNY regarding the domestic violence and the workplace policy, and to be available to employees in need of support.

C. Each campus-level liaison will be identified in University and college-level materials and his/her name, phone number and office location will be clearly posted.

D. Any employee who obtains a temporary or permanent order of protection is encouraged to provide the relevant security personnel and supervisory personnel with a copy of the petition and court order. Additionally, the employee is encouraged to provide the relevant security personnel and supervisory personnel with the following information on the abuser: a photograph or physical description, description of the abuser’s automobile and license plate number, and any other information CUNY needs for the security of the workplace. CUNY is committed to compliance and assistance with enforcement of all known court orders of protection, particularly orders in which abusers have been ordered to stay away from the work site of the victim. If requested by the victim of domestic violence or law enforcement, CUNY will cooperate in situations concerning an alleged violation of an order of protection.

E. In the event that a person is observed engaging in threatening behavior, each CUNY campus public safety department will implement its emergency security response plan, including procedures for contacting the appropriate law enforcement agency, and will provide employees with clear instructions about what to do and whom to contact.

F. Upon notice from a victimized employee, each campus public safety department, working with the employee, the campus-level liaison and the employee’s supervisor will develop and implement individualized workplace safety plans, which may include, when appropriate, advising co-workers and, upon request, the employee's bargaining representative, of the situation; setting up procedures for alerting security and/or the police; temporary relocation of the victim to a secure area; options for voluntary transfer or permanent relocation to a new work site; change of work schedule; reassignment of parking space; escort for entry to and exit from the building; responding to telephone, fax, e-mail or mail harassment; and keeping a photograph of the abuser and/or a copy of any existing court orders of protection in a confidential on-site location and providing copies to security personnel. Plans must address additional concerns if the victim and the offender are both employed by CUNY.

IV. ACCOUNTABILITY FOR EMPLOYEES WHO ARE OFFENDERS

CUNY will not tolerate nor excuse conduct that constitutes workplace domestic violence. CUNY will hold accountable any and all employees who engage in the
following behavior: (1) using CUNY resources to commit an act of domestic violence; (2) committing an act of domestic violence from or at the workplace or from any other location while on official CUNY business; or (3) using their job-related authority and/or CUNY resources in order to negatively affect victims and/or assist perpetrators in locating a victim and/or in perpetrating an act of domestic violence.

A. In cases in which CUNY has found that an employee has threatened, harassed, or abused an intimate partner at the workplace using CUNY resources such as work time, workplace telephones, FAX machines, mail, e-mail or other means, said employee will be subject to corrective or disciplinary action in accordance with existing collective bargaining agreements, statutes and regulations. If appropriate, law enforcement will be contacted, which may result in arrest, criminal charges, and/or prosecution.

B. In cases in which CUNY has verification that an employee is responsible for a domestic violence-related offense, or is the subject of any order of protection, including temporary, final or out-of-state order, as a result of domestic violence, and said employee has job functions that include the authority to take actions that directly impact victims of domestic violence and/or actions that may protect abusers from appropriate consequences for their behavior, CUNY will determine if corrective action is warranted, in accordance with existing collective bargaining agreements, statutes and regulations.

C. In cases in which any employee intentionally uses his/her job-related authority and/or intentionally uses state resources in order to negatively impact a victim of domestic violence, assist an abuser in locating a victim, assist an abuser in perpetrating acts of domestic violence, or protect an abuser from appropriate consequences for his behavior, said employee will be subject to corrective or disciplinary action, in accordance with existing collective bargaining agreements, statutes and regulations. If appropriate, law enforcement will be contacted, which may result in arrest, criminal charges, and/or prosecution.

V. FIREARMS

Pursuant to New York State and federal law, a person convicted of a domestic violence-related crime or subject to an order of protection, under certain circumstances, forfeits the right to legally possess a firearm or long gun. Additionally, federal law contains prohibitions relating to shipping, transportation, or receiving firearms or ammunition.

A. In addition to complying with the law, employees who are authorized to carry a firearm as part of their job responsibilities are required to notify CUNY if they are arrested on a domestic violence-related offense and/or served with an order of protection. Under certain circumstances, such employees are responsible for surrendering their firearms to the issuing agency or to the appropriate police agency.
B. Should an employee fail to comply with the requirements set forth above, said employee will be subject to corrective or disciplinary action, in accordance with existing collective bargaining unit agreements, statutes or regulations. In addition, the appropriate law enforcement agency will be notified for possible criminal action.

VI. TRAINING

CUNY will train management and supervisory personnel on this policy and will provide continuing educational opportunities for employees using materials provided by or approved by OPDV.

A. All persons designated as liaisons, whether the University-level liaison or college-level liaison, and all liaison-identified support personnel will complete OPDV’s one-day training on Domestic Violence and the Workplace as soon as practicable after the appointment is made. Training will prepare support personnel to identify possible signs and indicators of victimization, make appropriate referrals to domestic violence service providers, work with professionals to assist identified victims with safety planning, and develop individualized responses. Training will also include information on the physical, social and cultural realities that may affect victims of domestic violence, the ways in which domestic violence impacts the workplace, including the potential impact on worker productivity and the safety risks to on-site personnel and visitors.

B. Campus-level liaisons will designate, as appropriate, managers, supervisors, employee assistance professionals, human resources personnel, union and labor representatives or security staff for additional training on domestic violence issues which may include the one-day OPDV training.

C. CUNY will also make training in the prevention and awareness of domestic violence and its impact on the workplace available for all staff. Training will include information on the physical, social and cultural realities that may affect victims of domestic violence, the ways in which domestic violence impacts the workplace, including the potential impact on worker productivity and safety risks.

VII. REPORTING REQUIREMENTS

As directed by OPDV, CUNY is obligated to document all incidents of domestic violence that happen in the workplace, including the number of employees who report domestic violence, the number of employees who request information/services, and the number of referrals made to domestic violence service providers. The information gathered will not contain any identifying personal information. Said information will be forwarded by each college to the University liaison to OPDV for further reporting to OPDV at the time and in a manner determined by OPDV. Such documents will be kept confidential to the extent permitted by law and policy and the provisions of section (VIII) detailed below.
VIII. CONFIDENTIALITY

Information related to an employee being a victim of domestic violence will be kept confidential, to the extent permitted by law and policy, and will not be divulged without the consent of the victimized employee, unless CUNY determines that maintaining said confidentiality puts the victim or other employees at risk of physical harm, is required by law, or is deemed necessary to enforce an order of protection. The limitations on confidentiality will be discussed with each victim who seeks assistance. In such circumstances where a determination has been made that maintaining confidentiality puts the victim or other employees at risk of physical harm, is required by law, or is deemed necessary to enforce an order of protection, only those individuals (employees and/or safety and security personnel and/or rescue and first aid personnel) as deemed necessary by CUNY to protect the safety of the victim and/or other employees or to enforce an order of protection will be given information concerning incidents of domestic violence.

CUNY will disclose only the information necessary to protect the safety of the victim and/or other employees or to enforce an order of protection. Where possible, CUNY will provide to the victim of domestic violence notice of the intent to provide information to other employees and/or safety personnel.

Nothing herein will prevent CUNY from investigating an act or acts of domestic violence that happen within the workplace. Examples of situations where confidentiality cannot be maintained include the following:

A. Supervisors/managers may be informed about a domestic violence incident that happens in the workplace, or a report of domestic violence, if it is necessary to protect the safety of the employee or the employee’s co-workers.

B. First aid and safety personnel may be informed about a domestic violence incident that happens in the workplace or a report of domestic violence, if it is necessary to protect the safety of the employee or the employee’s co-workers.

C. Government officials investigating a domestic violence incident that happens in the workplace, or a report of domestic violence, will be provided relevant information on request.

IX LAW ENFORCEMENT AND LEGISLATION

CUNY will cooperate to the fullest extent legally possible with law enforcement and other appropriate government agencies. In addition, this policy will be interpreted and applied in accordance with all applicable local, state and federal laws as well as all existing collective bargaining agreements, policies and regulations.
CHARTER OF GOVERNANCE

ARTICLE I

SECTION 1. Powers

The College Council shall be the primary governing body of John Jay College of Criminal Justice ("College"). It shall have authority to establish College policy on all matters except those specifically reserved by the Education Law or by the Bylaws of the Board of Trustees of the City University of New York to the President or to other officials of the John Jay College or of The City University of New York ("CUNY"), or to the CUNY Board of Trustees.

SECTION 2. Representation

The College Council of John Jay College of Criminal Justice shall be a representative body with members of the faculty, higher education officers, students and administration.

SECTION 3. Allocation of Members and Qualifications for Membership

Membership in the College Council is fixed at 69 and shall be allocated as follows:

a. Faculty:

i. The faculty is allotted 42 representatives. For purposes of this Charter, the "faculty" consists of those serving full-time in the titles of Distinguished Professor, Professor, Associate Professor, Assistant Professor, Instructor and Lecturer, except those serving in visiting or substitute titles and those on retirement leave.

ii. For purposes of this Charter, the "adjunct faculty" consists of those serving part-time in the ranks of Professor, Associate Professor, Assistant Professor, Instructor and Lecturer.

iii. Each academic department shall have one (1) elected representative, who shall be a full-time member of the faculty as defined in Article I, Section 3.a.i.

iv. The remaining faculty seats shall be allotted according to any method duly adopted by the Faculty Senate. The Faculty Senate may allot up to two (2) seats to adjunct faculty as defined in Article I, Section 3.a.ii.

v. The Faculty Senate shall also allot up to eight (8) alternate faculty representatives by any method duly adopted by the Faculty Senate. An alternate may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent faculty representative.

b. Higher Education Officers:

The higher education officers are allotted five (5) representatives.

i. Each full-time higher education officer is eligible for election to the College Council. These representatives shall be elected by the Higher Education Officer Council.

ii. The Higher Education Officers Council shall also elect up to one (1) alternate representative. An alternate may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent higher education officer representative.
c. Students:

The student body is allotted 14 representatives.

i. These representatives shall be the four (4) Executive Officers of the Student Council, one (1) at-large student representative, two (2) graduate student representatives, two (2) senior class representatives, two (2) junior class representatives, two (2) sophomore class representatives, and one (1) freshman representative.

ii. The graduate student representatives and the senior, junior and sophomore representatives shall be the two (2) Student Council representatives from each category who receive the highest number of popular votes in the Student Council election. The freshman representative shall be designated according to a method duly adopted by the Student Council.

iii. The student body shall also elect up to two (2) alternate student representatives. An alternate may vote, make motions and be counted as part of the College Council’s quorum only during the absence of a permanent student representative.

iv. Each student is eligible for election or appointment to the College Council if matriculated in a degree or credit-bearing certificate program at the College and if the student meets the following qualifications:
   a. Full-time undergraduate students must carry a minimum of 12 credit hours and must have a minimum cumulative grade point average of 2.5 to serve on the College Council as an undergraduate class representative, executive officer, at-large representative or alternate.
   b. Part-time undergraduate students must carry a minimum of six (6) credit hours and must have a minimum cumulative grade point average of 2.5 to serve on the College Council as an undergraduate class representative, executive officer, at-large representative or alternate.
   c. Graduate students must carry a minimum of three (3) credit hours and must have a minimum cumulative grade point average of 3.0 to serve on the College Council as a graduate student representative, executive officer, at-large representative or alternate.
   d. To serve each semester, a student must have completed and earned passing grades in at least 50% of the credits for which she or he registered the prior semester, but in no event fewer than three (3) credits.
   e. Any student member of the College Council whose grade point average and/or course load falls below the minimum levels set forth above during his or her term of office must resign his or her seat on the College Council.

d. Administration

The administration is allotted eight (8) representatives. These representatives are the President, Provost and Senior Vice President for Academic Affairs, Senior Vice President for Finance and Administration, Vice President for Student Development, Vice President for Enrollment Management, Dean of Graduate Studies, Dean of Undergraduate Studies, and Dean of Research, or equivalent positions and functions as determined by the President.
e. Dual Membership

No person shall simultaneously hold more than one membership on the College Council.

SECTION 4. Qualifications for Voting

a. Faculty

Each full-time member of the faculty as defined in Article I, Section 3.a.i, shall be allowed one (1) vote in the department election for the College Council representative of his or her department.

b. Higher Education Officers

Each full-time higher education officer shall be allowed one vote in the election for the College Council members representing this constituency.

c. Students

Each full-time or part-time student matriculated in a credit-bearing degree or certificate program at the College at the time of an election for student representatives of the College Council may vote in such an election.

SECTION 6. Elections

a. Time and Place

Elections to the College Council shall be held annually in the spring semester, the time and place to be designated by the Executive Committee.

b. Nominations and Voting

Unless otherwise set forth in the Charter and/or its Bylaws, each constituency eligible to elect members to the College Council shall determine its own method of nominating candidates and electing representatives, subject to approval of the College Council.

c. General

Except as set forth in this Charter and its Bylaws, each election unit shall be the judge of the qualifications of candidates from its constituency. The President shall appoint an election dispute committee where no other formal method of resolution exists.

d. Vacancies

When a vacancy on the College Council occurs, as determined by the Executive Committee, the Executive Committee shall notify the constituency. If 30 days after notification the constituency fails to elect a representative, the Executive Committee shall appoint a representative from the affected constituency. A member serving to fill a vacancy shall serve only to complete the regular term of the member he or she has replaced.
e. Dual Voting

No person shall participate in more than one constituency election for College Council representatives.

f. Recall

Upon notification to the affected member of the College Council, the Executive Committee can place a recall vote on the College Council agenda.

SECTION 6. Term of Office

Each elected representative to the College Council shall serve for a term of one year. The regular term of office shall begin on June 1st following the spring elections.

SECTION 7. Officers of the College Council

The President, or in his or her absence the Provost and Senior Vice President for Academic Affairs, shall be the presiding officer of the College Council. The President shall nominate a Secretary for election by the College Council. Other officers may be elected by the College Council at its discretion.

SECTION 8. Meetings

a. Regular and Special Meetings:

The College Council shall hold regular meetings at least once a month during the academic year. More frequent meetings may be called by decision of a majority of College Council members, at the call of the President, or at the call of the Executive Committee. Subject to the provisions of state law, College Council meetings are open to the public. All College faculty, staff and students may speak at College Council meetings. Unless otherwise indicated in this Charter or required by law, Robert's Rules of Order shall govern the conduct of College Council meetings.

b. Agenda:

The Faculty Senate, the Council of Chairs, the Higher Education Officer Council, the Student Council and any member of the college community may propose items for the College Council agenda which shall be prepared by the Executive Committee. Proposals shall be delivered in writing to the Secretary of the College Council not less than ten (10) work days preceding the meeting at which they are to be introduced. The Secretary shall make the agenda available to members of the College Council at least five (5) work days in advance of each meeting and shall make the agenda available to all members of the College community in advance of each meeting.

c. Quorum:

A quorum of regular and special meetings consists of a majority of the whole number of members of the College Council. For purposes of this provision the words “whole number” shall be construed to mean the total number which the College Council would have were there no vacancies. No business at a College Council meeting may take place absent a quorum.
SECTION 9. College Council Committees

The College Council may establish standing committees at its discretion. Committee membership is set forth in the Bylaws. Committee members need not be members of the College Council, unless so stipulated in the Charter and/or the Bylaws. Subject to the provisions of state law, College Council committee meetings are open to the public. The following standing committees are created:

a. Executive Committee:

There shall be an Executive Committee which shall be the College Council's Agenda Committee. It shall have the power to call the College Council into extraordinary session, and shall have only such powers, functions and duties as the College Council may delegate to it to exercise during periods when the College Council is not in session.

b. Committee on Undergraduate Curriculum and Academic Standards:

There shall be a Committee on Undergraduate Curriculum and Academic Standards which shall consider all matters relating to the undergraduate curriculum of the College and make recommendations to the College Council on such matters as: proposed programs; additions, deletions and modifications of courses and existing programs; distribution; core requirements; basic skills; academic standards; and, policies pertaining to student recruitment and admissions.

c. Committee on Student Interests:

There shall be a Committee on Student Interests which shall be concerned with matters of student life including but not limited to student organizations, student housing, extracurricular activities, and student concerns at the College.

d. Judicial Committee:

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Judicial Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by the Article XV of the Bylaws of the CUNY Board of Trustees.

e. Committee on Faculty Personnel:

There shall be a Committee on Faculty Personnel which shall review from the departments and other appropriate units of the College all recommendations for appointments to the instructional staff in the following ranks: Distinguished Professor, Professor, Associate Professor, Assistant Professor, Instructor, Distinguished Lecturer, Lecturer, Chief College Laboratory Technician, Senior College Laboratory Technician, and College Laboratory Technician, and make recommendations to the President. It shall also receive recommendations for promotions and reappointments with or without tenure, together with compensation, in the aforementioned ranks of the instructional staff and shall recommend to the President actions on these matters. It may also recommend to the President special salary increments. The President shall consider such recommendations in making his or her recommendations on such matters to the CUNY Board of Trustees.
Policy recommendations of the committee shall be made to the College Council for action. Recommendations and actions with respect to appointments, promotions, and other matters specified in the paragraph above, shall be reported to the President and shall not be considered by the College Council except at the discretion of the President. The Committee shall receive and consider petitions and appeals from appropriate members of the instructional staff with respect to matters of status and compensation, and shall present its recommendations to the President. Further appeals will follow CUNY procedures.

f. Budget and Planning Committee:
There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College.

i. There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College’s Annual Financial Plan.

ii. There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning.

The President or his designee shall make quarterly financial reports to the Budget and Planning Committee.

g. Committee on Graduate Studies:
There shall be a Committee on Graduate Studies which shall be responsible for establishing general policy for the graduate programs, subject to review by the College Council. It shall have primary responsibility for admission, curriculum, degree requirements, course and standing matters, periodic evaluation of the graduate programs and for other areas of immediate and long-range importance to the quality and growth of graduate study. The committee shall also be responsible for advising on all matters relating to graduate student honors, prizes, scholarships and awards.

h. Committee on Student Evaluation of the Faculty
There shall be a Committee on Student Evaluation of the Faculty which shall be responsible for a continuous review of faculty evaluation procedures; review of the design of the survey instrument; recommendations for the terms under which the instrument will be used; and for the development of guidelines which shall be submitted to the College Council for review. The Provost and Senior Vice President for Academic Affairs shall designate staff for the committee.

i. Provost Advisory Council
There shall be a Provost Advisory Council which shall provide a formal means for the Provost to consult with faculty leadership on matters of joint concern such as budget, faculty recruitment and development, and personnel policies and practices.
j. Council of Undergraduate Program Coordinators:
There shall be a Council of Undergraduate Program Coordinators which shall provide a formal
means to represent the concerns of those responsible for undergraduate majors and shall provide a
formal means for reviewing matters of concern such as program review and revision, staffing,
curriculum development and the scheduling of courses.

k. Committee on Honors, Prizes and Awards:
There shall be a Committee on Honors, Prizes and Awards which shall make recommendations to
the College Council for undergraduate student recipients.

l. Special Committees
The College Council may establish special committees at its discretion.

ARTICLE II
DEPARTMENTS

SECTION I. Departments

Each department shall have control of its own educational policies consistent with the provisions
of the College Council, the Bylaws of the CUNY Board of Trustees and the New York State
Education Law. Each member of the faculty, as defined in Article I, Section 3.a.1, shall be
allowed one (1) vote in all College and department elections. Except as specified in this Charter
and the Bylaws and policies of the CUNY Board of Trustees the organization and functioning of
the department shall be determined by its members.

In order to exist as a departmental entity, a discipline is required to have a minimum of seven (7)
full-time members of the faculty, as defined in Article I, Section 3.a.1, and be approved by the
College Council and the CUNY Board of Trustees except that the disciplines of African-
American Studies, Physical Education and Latin American/Latina/o Studies shall be exempt
from this requirement and shall be established as departments. Any discipline not exempt from
this requirement which has fewer than the required number of faculty members may petition the
College Council to establish a separate department and may do so upon a two-thirds affirmative
vote of Council members present and voting at a regular College Council meeting, as long as
there are at least an absolute majority of affirmative votes.

The Interdisciplinary Studies Program (ISP) shall be treated as a department for purposes of
representation by its full-time faculty on the College Council and on College Council committees
and on other College bodies. The Interdisciplinary Studies Program shall annually elect a
Curriculum Committee and a Committee on Student Grade Appeals and shall establish bylaws for
submission to and approval by the College Council Executive Committee.

The President, in consultation with the Faculty Senate and the Council of Chairs, shall establish a
process of faculty and student consultation for consideration of proposals to restructure, create,
merge, consolidate, split and/or reorganize academic departments. Proposals shall be submitted
to the College Council for consideration and vote. The College Council shall forward its
recommendation to the President, who shall make an independent recommendation with respect
to the proposal and forward the proposal of the College Council and his or her recommendation to
the Chancellor and the CUNY Board of Trustees.
SECTION 2. Departmental Chairpersons

The chairperson of each department shall be the chief executive officer. He or she must hold professorial rank, and shall be elected by secret ballot for a term of three years by a majority of all voting members of the faculty of the department, as defined in Article I, Section 3.a.i, subject to the approval of the President and the CUNY Board of Trustees. Elections shall be held in May of the year in which the chairperson's term expires. The new chairperson shall take office as of July 1 of the year in which he or she is elected.

SECTION 3. Departmental Bylaws

Each academic department shall adopt bylaws, which shall be received and reviewed by the Executive Committee.

SECTION 4. Departmental Committee on Faculty Personnel and Budget

Each department shall establish a Committee on Faculty Personnel and Budget which shall be chaired by the chairperson of the department. In addition, the full-time faculty of the department, as defined in Article I, Section 3.a.i, shall elect four (4) members of the full-time faculty, each of whom shall serve for one year, but who may be re-elected. At least four (4) of the five (5) committee members must be tenured. If the department has fewer than four (4) tenured faculty members, the committee shall be established as set forth in Article 9.1 of the Bylaws of the CUNY Board of Trustees.

SECTION 5. Departmental Committee on Student Grade Appeals

Each department shall elect a Committee on Student Grade Appeals consisting of full-time members of the faculty as defined in Article I, Section 3.a.i.

SECTION 6. Departmental Curriculum Committee

Each department shall elect a Curriculum Committee consisting of full-time members of the faculty as defined in Article I, Section 3.a.i.

SECTION 7. Students

Each department is instructed to provide for systematic student input on curricular and personnel matters and to report to the College Council its arrangements for such input.

ARTICLE III

GRADUATE PROGRAMS

SECTION 1. Faculty

Graduate program faculties shall consist of those members of the faculty who pursue an active research or creative agenda or have appropriate professional experience and meet other requirements as established in program bylaws, and who have been nominated by the members of the faculty of the Committee on Graduate Studies, subject to approval by the Provost and Senior Vice President for Academic Affairs. Such program bylaws shall be adopted by the faculty of the
program to which membership would apply and reviewed by the Committee on Graduate Studies and the Executive Committee.

SECTION 2. Program Directors
Program Directors shall be nominated and elected by vote of the full-time members of the faculty of each program, as defined in Article I, Section 3.a.i, to a three year term of office, subject to approval by the Provost and Senior Vice President for Academic Affairs. Program Directors shall be evaluated annually by the Dean of Graduate Studies based on criteria established in consultation with the members of the faculty of the Committee on Graduate Studies. Program Directors can be removed by the President for cause.

ARTICLE IV

CONSTITUENCY BODIES

SECTION 1. Meetings
The entire membership of the instructional staff, which consists of faculty and higher education officers, shall be convened at least once each semester during the regular academic year by the President to hear and discuss important issues affecting the College. Other meetings of the instructional staff may be called by the President or by petition of any ten members of the instructional staff.

SECTION 2. The Faculty Senate
The Faculty Senate consists of the elected representatives of the faculty. The Faculty Senate provides a formal means of representing faculty concerns to the administration of the College and CUNY and provides a forum for faculty to deliberate about academic and educational policies and other matters. The Faculty Senate concerns itself with matters of teaching, scholarship, research and any and all other matters related to faculty concerns as part of the educational mission of the College. The Faculty Senate shall establish its own charter. The Faculty Senate and the President shall meet at least once each semester during the regular academic year to discuss issues of mutual concern.

SECTION 3. The Council of Chairs
The Council of Chairs consists of the chairpersons of all academic departments, whether elected or appointed. The Council of Chairs provides a formal means to represent departmental faculty concerns to the administration of the College and CUNY and provides a democratic forum for deliberation and interdepartmental coordination concerning such matters. The Council of Chairs shall invite the Provost for regular periodic meetings. The Council will also meet at least once a semester with the President to discuss issues of mutual concern. The Council of Chairs shall establish its own charter.

SECTION 4. Higher Education Officers Council
The Higher Education Officers Council consists of all those employed in the higher education officer series at the College. The Higher Education Officers Council seeks to improve the quality of life and professionalism of its members, to strengthen the institution, to advance quality education, and to enhance the delivery of services. The Higher Education Officers Council shall establish its own charter.
SECTION 5. Student Council
The Student Council consists of the elected representatives of the student body. The Student Council has as its purpose the broadening of educational opportunities for students; the facilitation of voluntary activities on campus; and the representation of student interests at the College. The Student Council shall establish its own charter.

SECTION 6. Students
The student body shall be kept informed of important issues affecting the College and the College Council by the administration through the student newspaper and through other channels of communication that the students may organize.

ARTICLE V
BYLAWS AND AMENDMENTS

SECTION 1. Bylaws
The College Council shall adopt bylaws to define and regulate the details of its organization and procedures.

SECTION 2. Amendments
i. This Charter may be amended by a two-thirds vote of members of the College Council present and voting at a regular meeting of the College Council as long as at least an absolute majority of the membership votes in favor of the amendments. Any amendment to the Charter to be made by action of the College Council shall be proposed and discussed at a regular meeting of the College Council and shall be voted on at the next regular meeting of the College Council.

ii. The Charter may also be amended by a referendum of no less than a two-thirds affirmative vote of 30% of full-time members of the instructional staff who shall vote in such referendum. A proposal to amend the Charter by referendum may be initiated by a petition containing the signatures of 50 members of the instructional staff or 10% of the qualified voters of either the instructional staff or the student body, whichever number is smaller.

iii. An amendment shall become effective upon approval by the Board of Trustees.
GOVERNANCE PLAN OF THE UNIVERSITY CENTER
OF THE GRADUATE SCHOOL AND UNIVERSITY CENTER
OF THE CITY UNIVERSITY OF NEW YORK

Article I. ADMINISTRATION

A. The President of The Graduate School and University Center is the chief academic and administrative officer of the University Center.

B. The University Center shall include the School of Professional Studies, the CUNY Baccalaureate Program, the Graduate School of Journalism, and such other University-wide programs created or assigned there by the CUNY Board of Trustees.

Article II. SCHOOL OF PROFESSIONAL STUDIES

A. Administrative Officers

1. Dean of the School of Professional Studies. There shall be a Dean of the School of Professional Studies, who shall have general responsibility to develop, implement and administer its programs, in accordance with the policies of the Board of Trustees of the City University of New York. The Dean will have responsibility and authority for the School of Professional Studies comparable to those set forth for Presidents in Article 11.4 of the Bylaws of the CUNY Board of Trustees.

2. Associate and Assistant Deans. The Dean may appoint Associate and Assistant Deans of the School of Professional Studies as are necessary in accordance with the established policies of the CUNY Board of Trustees for such appointments. The Associate and Assistant Deans will have such duties and responsibilities as may be assigned to them by the Dean.

3. Academic Directors. For each degree program, after consulting with the School of Professional Studies Council at one of its meetings (in the case of a new program) or the Program Personnel Committee (in the case of an existing program), the Dean shall recommend to the Board of Trustees the appointment and reappointment of an Academic Director, who shall serve for a three-year term. As part of the Dean’s consultation with the Council regarding a reappointment, the Dean shall present a written performance review of the Academic Director. The Academic Director shall serve as the chairperson of the Program Committee and shall generally supervise and administer the program.

B. Governing Body

1. The School of Professional Studies Council. The School of Professional Studies Council shall be composed of the following members whose terms shall begin July 1 of the year in which they are appointed or elected:

   a. the President of The Graduate School and University Center or his/her designee, the Executive Vice Chancellor for Academic Affairs and University Provost or his/her designee, the Dean of the School of Professional Studies, who shall serve as Chair;

   b. the Academic Directors of degree programs appointed by the Dean of the School of Professional Studies, as provided below;
c. nine consortial faculty members to serve for staggered three-year terms of which three shall be appointed by each of the University Faculty Senate, the President of The Graduate School and University Center and the Chancellor (the "Appointing Authorities"), after consulting with the Dean.

d. full-time and consortial faculty elected by and in number equal to 25% of such faculty in each approved degree program who shall also serve for staggered three-year terms;

e. two students elected annually by the students enrolled in degree programs; and

f. two adjunct faculty members appointed annually by the Dean after consulting with the Council at one of its meetings; and

g. two representatives from CUNY’s Adult and Continuing Education Programs, one representing the senior colleges and one representing the community colleges, appointed by the Dean of the School of Professional Studies after consultation with the Council of Adult and Continuing Education Administrators.

h. The faculty members of the Council shall elect a Vice Chair; the Council shall elect a Secretary, who shall keep the minutes.

2. Meetings. A majority of the members of the Council shall constitute a quorum. All members of the Council shall have one vote. The Dean, as Chair, shall prepare the agenda, after consultation with the Vice-Chair, but any member may offer new items to the agenda at the meeting. The Dean shall also preside over the meetings of the Council.

3. Duties. The School of Professional Studies Council shall be the governing body for the School of Professional Studies. The Council shall have the following duties:

a. It shall receive reports from and advise the Dean of the School of Professional Studies on the administration, coordination, development and termination of all of its programs and curricula, including non-credit offerings.

b. The faculty members of the Council shall be responsible for recommending the awarding of certificates and degrees in the School of Professional Studies to the CUNY Board of Trustees.

c. Starting in the Fall 2007 semester, the Council shall advise the Dean concerning the appointment and reappointment of full-time and consortial faculty within each degree program.

d. The School of Professional Studies shall offer no degree program that is identical or substantially overlapping with respect to both degree of award and program title to a program currently offered by another CUNY college, except online programs.

C. Faculty.

1. Degree Programs.

a. After considering the recommendation of the Program Personnel Committee and the School of Professional Studies Personnel Committee, the Dean shall recommend to the
b. After consulting with the School of Professional Studies Personnel Committee (in the case of a new program) or the Program Personnel Committee (in the case of an existing program), the Dean shall recommend to the Board of Trustees the appointment and reappointment of full-time non-tenure track faculty.

c. After consulting with the School of Professional Studies Personnel Committee (in the case of a new program) or the Program Personnel Committee (in the case of an existing program), the Dean shall appoint consortial faculty.

d. The Dean shall recommend the appointment and reappointment of adjunct faculty.

2. Non-Degree Programs. The Dean shall recommend to the Board of Trustees the appointment and reappointment of full-time non-tenure track faculty, and adjunct faculty and shall appoint consortial faculty.

D. School of Professional Studies Committees

1. Curriculum Committee. There shall be a Curriculum Committee to review new degree and credit-bearing certificate programs and to make recommendations to the School of Professional Studies Council regarding their approval. With the advice and consent of the School of Professional Studies Council, the Dean shall appoint to the Curriculum Committee three faculty members and one student who serve on the School of Professional Studies Council and three faculty members within the University. The four members of the Curriculum Committee who are also members of the Council shall serve for one-year terms. The three members of the Curriculum Committee who are not also members of the Council shall be appointed based on relevant expertise in the area of the program under review and shall serve only until the review of that program is completed. The student member of the Curriculum Committee shall not have a vote. The Dean shall designate as chairperson one of the faculty members of the Curriculum Committee who is also a member of the Council.

2. Program Development Committee. In developing degree programs, the School of Professional Studies shall follow University procedures that entail circulation to the colleges of a letter of intent, which provides an opportunity for review and comment. In developing any degree program, after consulting with the School of Professional Studies Council, the Dean shall name a Program Development Committee for each such program that draws on faculty from across the University with relevant expertise. The Program Development Committee is charged with developing appropriate coursework, syllabi, admissions criteria, prerequisites and supporting documentation necessary to review by the Curriculum Committee and the School of Professional Studies Council and to eventual consideration and approval by the Board of Trustees and the State Educational Department. Once a degree program has been approved, that Program Development Committee shall cease operating.

3. Personnel Committee. There shall be a Personnel Committee to review the recommendations of each Program Personnel Committee and to make recommendations to the Dean regarding the appointment, reappointment (including reappointment with tenure) and promotion of tenure track faculty. With the advice and consent of the School of Professional Studies Council, the Dean shall appoint to the Personnel Committee five faculty members from the tenured faculty and consortial faculty of the School of Professional and the
members of the School of Professional Studies Council, who shall serve for staggered two year terms.

E. Program Committees

1. Program Curriculum Committee. For each degree program, there shall be a Program Curriculum Committee, which shall be composed of the Academic Director and all full-time and consortial faculty appointed to that program. The Curriculum Committee shall advise the Dean and the School of Professional Studies Council with regard to the further development or modification of the curriculum of such program.

2. Program Personnel Committee. For each degree program, there shall be a Program Personnel Committee, which shall make recommendations to the School of Professional Studies Personnel Committee with respect to the appointment, reappointment (including reappointment with tenure) and promotion of tenure track faculty and shall advise the Dean with respect to the appointment and reappointment of full-time non-tenure track faculty and consortial faculty. Each Program Personnel Committee shall consist of at least five members, who shall serve for staggered two-year terms. Up to four members of the Program Personnel Committee shall be elected by and from the full-time faculty and consortial faculty appointed to that program. In addition, the Dean may appoint up to three additional members from the full-time faculty and consortial faculty appointed to other programs within the School of Professional Studies who have expertise in a related subject. Only members of the Program Personnel Committee who have tenure (including consortial faculty with tenure at another educational unit of the University) may vote with respect to the appointment, reappointment (including reappointment with tenure) and promotion of tenure track faculty at the School of Professional Studies.

F. Other Matters

1. Degree Programs. The School of Professional Studies shall offer no degree program that is identical or substantially overlapping with respect to both degree of award and program title to a program currently offered by another CUNY college, except online programs.

2. Doctoral Student Support. Revenue generated by the School shall be used for doctoral student support to the extent possible. A report of revenues and expenditures shall be presented annually to the Board Committee on Fiscal Affairs.

3. Review. After three years, the School of Professional Studies shall be formally reviewed by the Board Committee on Academic Affairs and shall do so every five years after the initial review.

G. Amendments. Amendments to this governance document relating to the operations of the School of Professional Studies may be proposed by a two-thirds affirmative vote of the members of the School of Professional Studies Council, which amendments shall then be subject to the approval of the CUNY Board of Trustees.
Article III. CUNY Baccalaureate Program

A. Administrative Officer

1. Academic Director of the CUNY Baccalaureate Program. There shall be an Academic Director of the CUNY Baccalaureate Program appointed by the President, in consultation with the Chancellor. The Academic Director shall be in charge of the administration of the Program and shall report to the President of the Graduate School and University Center or his/her designee.

B. Governing Body

1. University Committee on the CUNY Baccalaureate Program. The University Committee on the CUNY Baccalaureate Program shall be composed of fourteen (14) members and two (2) alternates as follows: the President of The Graduate School and University Center or his/her designee, the Executive Vice Chancellor for Academic Affairs or his/her designee, a CUNY college president chosen by the Council of Presidents for a one-year term, or his/her designee, six (6) faculty members and two (2) alternates from different colleges and different disciplines chosen by the University Faculty Senate for staggered three-year terms, and five (5) CUNY Baccalaureate students nominated by the Academic Director and approved by the University Student Senate for one-year terms. Each academic year, the University Committee shall elect a chairperson from among the Committee's faculty members.

2. Duties. The University Committee on the CUNY Baccalaureate Program shall be the governing body of the CUNY Baccalaureate Program. It shall advise the Academic Director of the CUNY Baccalaureate Program on the administration, coordination and development of the Program. The faculty members of the University Committee shall be responsible for recommending the awarding of degrees to the CUNY Board of Trustees. The faculty members of the University Committee shall also be responsible for approving the general requirements of the degree and hearing and deciding academic appeals from students, except that grade appeals on courses offered by the individual colleges shall be subject to the grade appeal procedures of the respective colleges.

C. Amendments. Amendments to this governance document relating to the operations of the CUNY Baccalaureate Program may be proposed by a two-thirds affirmative vote of the members of the University Committee on the CUNY Baccalaureate Program, which amendments shall then be subject to the approval of the CUNY Board of Trustees.

Article IV. GRADUATE SCHOOL OF JOURNALISM.

A. Administrative Officers

1. Dean. The Dean of the Graduate School of Journalism (the “GSJ”) will be the chief academic and administrative officer. The Dean will have general responsibility to develop, implement and administer the GSJ’s M.A. program in journalism and any centers and institutes established under the GSJ’s purview, in accordance with the policies of the Board of Trustees of the City University of New York. The Dean will have responsibility and authority for the GSJ comparable to those set forth for Presidents in Article 11.4 of the Bylaws of the CUNY Board of Trustees.
2. Associate Dean. An Associate Deans of the GSJ may be appointed by the Dean in accordance with the established policies of the CUNY Board of Trustees for such appointments. The Associate Dean will have such duties and responsibilities as may be assigned to him/her by the Dean.

3. Assistant Deans. Assistant Deans of the GSJ may be appointed by the Dean in accordance with the established policies of the CUNY Board of Trustees for such appointments. Assistant Deans will have such duties and responsibilities as may be assigned to them by the Dean.

4. Program Directors. With input from the faculty, the Dean may appoint faculty members as program directors for each media track and subject concentration. These program directors will be responsible for selecting and overseeing adjunct faculty in that program and have such other duties and responsibilities as may be assigned to them by the Dean.

B. Governing Body

1. Graduate School of Journalism Governance Council. The governing body of the Graduate School of Journalism will be the Governance Council, which will operate in accordance with its Bylaws. A majority of the voting members of the Council will constitute a quorum.

2. Membership. The Governance Council will have voting and non-voting members. Voting members will include the Dean, the Associate Dean, all full-time faculty, all program directors, representatives from the consortial and adjunct faculty, and three student representatives elected by the student body. Non-voting members will include the directors of administrative departments at the School.

   a. Full-time faculty will constitute 60% of the Council’s faculty membership; consortial faculty will constitute 20%; and adjunct faculty representatives will constitute 20%. (The number of consortial and adjunct faculty members will be rounded off to the closest whole number respectively.) Consortial and adjunct faculty will vote on their representatives during the fourth week of each new academic year; nominations and self-nominations will be submitted to the Secretary of the Council by the end of the second week of the fall semester. The Secretary will oversee the election. Consortial and adjunct faculty representatives will be elected to a one-year term.

   b. Student representatives will be elected to serve a one-year term. Two students will be elected during each spring semester by the entire student body, and a third student will be elected each fall semester by the incoming class of students. In Spring 2008, the Council’s initial semester, one student from the Class of 2008 will be selected by the Dean to serve a one-semester term and two students from the Class of ’08 will be elected to serve a one-year term. Thereafter, the election cycles enumerated above will apply.

3. Executive Committee. The Governance Council will have an Executive Committee, which will consist of its Chairperson, the chairpersons of all standing committees, the Dean, the Associate Dean and the Secretary of the Council. The Executive Committee will prepare the agenda for Council meetings. It may act with all of the authority of the Governance Council when a meeting of the Council cannot be scheduled in time to deal with an urgent matter. The Executive Committee will report to the Governance Council at its next regular meeting any official actions taken by the Executive Committee since the last Council meeting for the Council’s review and ratification.
4. Duties. The duties of the Governance Council will be as follows:

a. to work with the Dean to formulate educational policy for the Graduate School of Journalism and to develop standards for admission, academic performance and degree requirements for students and to establish standards for the appointment, reappointment (with and without tenure) and promotion of faculty and criteria for each faculty position consistent with the Bylaws and policies of the CUNY Board of Trustees and other CUNY policies and procedures;

b. to review programs and curricula leading to the master’s degree;

c. to recommend to the Dean and the CUNY Board of Trustees the granting of graduate degrees and honorary degrees to qualified candidates. Student representatives will not participate in this function;

d. to consider any other academic matters of the Graduate School of Journalism and to make recommendations to the Dean and the CUNY Board of Trustees;

e. to consider reports and recommendations of the Council’s standing committees;

f. to elect the Chairperson of the Executive Committee and the Secretary of the Council;

g. to elect the six faculty members to serve as the faculty panel for service on the faculty-student disciplinary committee in accordance with Section 15.5 of the Bylaws of the CUNY Board of Trustees;

h. to review and recommend revisions to the governance document of the Graduate School of Journalism and the bylaws of the Governance Council; and

i. to provide advice to the Dean on budget matters.

5. Officers

a. Chairperson of the Governance Council. The Dean of the Graduate School of Journalism will serve as Chairperson of the Governance Council and will preside over its meetings. In the absence of the Dean, the Chairperson of the Executive Committee will preside.

b. Chairperson of the Executive Committee. The Chairperson of the Executive Committee will be elected to a two-year term by the Council from among faculty members on the Council. The Chairperson will preside over the meetings of the Executive Committee. In the absence of the Chairperson, the Dean will preside.

c. Secretary of the Governance Council. The Secretary of the Governance Council Secretary will be elected for a one-year term by the Governance Council. The Secretary will prepare meeting agendas based on the directions of the Dean and Executive Committee, send out proper notice of Council meetings, prepare and distribute minutes, maintain custody of all Council records and supervise election of Council representatives and filling of vacancies.
6. Standing Committees. The Governance Council will establish the following standing committees: Curriculum and Degree Requirements Committee, Faculty Standards Committee, Campus Life and Facilities Committee and Technology and Library Committee. The Council may establish such other committees as it deems necessary to the discharge of its responsibilities. Each committee will consist of faculty members and student members as specified in its Bylaws.

C. Other Committees

1. Personnel and Budget (P & B) Committee. The P & B Committee will operate in accordance with the Bylaws of the Board of Trustees of the City University of New York. Its members will include all tenured full-time tenured faculty members. The duties of the P & B Committee will be:

   a. to review and make recommendations to the Dean regarding appointment, reappointment, promotion, leaves and granting of tenure for all full-time faculty at the Graduate School of Journalism;

   b. to appoint faculty search committees when faculty lines become vacant or new lines are authorized;

   c. to review and make recommendations to the Dean regarding adjunct and consortial faculty appointments; and

   d. to provide advice to the Dean on budget matters.

2. Admissions Committee. Membership will consist of seven faculty members (full-time, consortial or adjunct, who need not sit on the Governance Council), the Dean, the Associate Dean, and the Director of Admissions and Student Affairs, who will serve as a non-voting member of the committee. The faculty members will be elected annually by the Executive Committee from a list of faculty members who have indicated to the Chair of the Executive Committee that they are willing to serve in this capacity. The committee’s duties will include reviewing student admission applications and determining which students will be admitted annually, and maintaining a waiting list from which other applications will be offered admission if that is deemed desirable.

3. Academic Appeals Committee. Membership will consist of four faculty members (full-time, consortial or adjunct, who need not sit on the Governance Council) plus the Associate Dean. The faculty members will be elected annually by the Executive Committee from a list of faculty members who have indicated to the Chair of the Executive Committee that they are willing to serve in this capacity. The committee’s duties will be:

   a. to hear student appeals regarding grades and dismissal from the program for academic reasons and to submit recommendations to the Dean on such appeals; and

   b. to consider violations of the GSJ’s Code of Ethics. For this purpose, a student representative from the Student Graduate Council and elected by that Council will join the committee as a voting members, and the Assistant Dean or Director of Admissions/Student Affairs will join the committee as a non-voting member. The committee will refer to the Dean any findings with respect to violations of the Code of
Ethics and any recommendations for a change of grade or disciplinary action on that ground.

4. Faculty-Student Disciplinary Committee. A faculty-student disciplinary committee will be established and will function in accordance with Article 15 of the Bylaws of the CUNY Board of Trustees.

5. Ad Hoc Committees. As the need arises, ad hoc committees may be created, either by appointment by the Dean or the Governance Council.

D. Student Governance

1. Student Graduate Council. Students at the Graduate School of Journalism will be represented by a Student Graduate Council. At the end of each fall semester, six students will be elected by the student body to serve on the Student Graduate Council for the upcoming spring and fall semesters; at the start of each fall semester, two additional students will be elected from and by the incoming class to serve for the fall and spring semesters. When elections are to be held, the Director of Student Affairs will put out a call for candidates, with a deadline. Current Student Graduate Council members will oversee the election.

2. Duties. The Student Graduate Council will provide a forum for discussion of School-related issues and matters of particular concern to the student body. The School’s director of Student Affairs will also serve as an ad-hoc, non-voting, member of the Student Graduate Council in order to transmit student concerns directly to the Dean and to respond to student questions about administrative or academic issues affecting them. The Student Graduate Council will have the opportunity to communicate student viewpoints directly to the faculty and administration through the three student representatives on the School’s Governance Council. The Student Graduate Council will also decide how to allocate student activity fees and will make recommendations regarding changes to the level of such fees and will elect the six student members to serve as the student panel for service on the faculty-student disciplinary committee in accordance with Section 15.5 of the Bylaws of the CUNY Board of Trustees.

E. Amendments. Amendments to this governance document relating to the operations of the Graduate School of Journalism may be proposed by a two-thirds affirmative vote of the members present, there being a quorum, at any stated or special meeting of the Governance Council, provided that the text of the proposed amendment has been sent in writing to every member of the Governance Council at least two weeks before the meeting at which the proposed amendment is to be considered. Proposed amendments are subject to the approval of the CUNY Board of Trustees. The Council will appoint a committee to review the governance document and the Council’s by-laws every third year for possible revisions.