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

HELD

JANUARY 28, 2008

AT BARUCH COLLEGE VERTICAL CAMPUS
55 LEXINGTON AVENUE – BOROUGH OF MANHATTAN

The Chairperson called the meeting to order at 4:30 P.M.

There were present:

Benno C. Schmidt, Jr., Chairman

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

Carol A. Robles-Roman
Marc V. Shaw
Freida Foster-Tolbert
Jeffrey S. Wiesenfeld

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

Jay Hershenson, Secretary and Senior Vice Chancellor for University Relations
Jane Sovern, Deputy General Counsel for Legal Affairs
Hourig Messerlian, Deputy to the Secretary
Kisha Fuentes
Towanda Lewis
Anthony Vargas

Chancellor Matthew Goldstein
Executive Vice Chancellor Selma Botman
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 Gail O. Mellow
President Tomas Morales
President James L. Muyskens
President Antonio Perez

President Regina Peruggi
President Jennifer Raab
President Jeremy Travis
President Kathleen M. Waldron
President Carolyn G. Williams
President Gregory H. Williams
Dean Michelle Anderson
Vice Chancellor Ernesto Malave
Vice Chancellor Garrie Moore
Vice Chancellor Pamela Silverblatt
Vice Chancellor Gloriana Waters
Vice Chancellor Iris Weinshall
Senior University Dean John Mogulescu
RF President Richard F. Rothbard

The absence of Vice Chairman Philip Alfonso Berry, and Trustees John S. Bonnici, Joseph J. Lhota, Randy M. Mastro, and Sam A. Sutton was excused.
Chairman Schmidt called the meeting to order, and 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: Chairman Schmidt announced that as usual CUNY-TV is making available this important community service by transmitting the Public Session 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 Session of this afternoon’s Board meeting will be available as a podcast within 24 hours and can be accessed through the CUNY website.

Chairman Schmidt stated that I would like to begin our deliberations on a solemn note to indicate our profound and deeply-felt collective admiration for the late Chancellor Emeritus Albert H. Bowker, who served CUNY from 1963 to 1971. When he joined CUNY in 1963, there were four senior colleges and just a few community colleges. When he left in 1971, there were eighteen campuses offering associate and baccalaureate degrees, including six community colleges, and The Graduate School and University Center. Al Bowker's legacy at CUNY will long endure and we deeply mourn his loss.

I would like to welcome to the table Pamela Silverblatt, our new Vice Chancellor for Labor Relations, as well as Gloriana Waters who joins us in her new capacity as Vice Chancellor for Human Resources Management. Welcome to both of you.

Chairman Schmidt stated that I would like to congratulate Trustee Wellington Chen who was recently featured in a wonderful new book entitled Chinatown New York: Portraits, Recipes, and Memories by Ann Volkwein. It provides readers with a rich and insightful history of one of the great treasures of our City and nation.

I would also like to congratulate Vice Chair Philip Alfonso Berry and Trustees Rita DiMartino and Hugo Morales who were honored on December 6th by the New York City Hispanic Chamber of Commerce. Vice Chair Berry received the Trailblazer Award, Trustee DiMartino received the Hispanic Lifetime Leadership Award, and Trustee Morales was presented with the Hispanic Lifetime Scholar Award. I am also pleased to congratulate Trustee Morales on the award he received from the National Dominican Roundtable for over fifty years of distinguished community service. Congratulations.

Chairman Schmidt stated that I would like to thank Trustee Jeffrey Wiesenfeld for hosting a very successful and well-attended event on January 10th in celebration of the 40th Anniversary of Lehman College at the Alliance Bernstein LLP Corporate Headquarters. Thank you, Jeffrey.
B. COLLEGE AND FACULTY HONORS: Chairman Schmidt called on Trustee Valerie Lancaster Beal, who announced the following:

1. Hunter College Department of Chemistry and Biochemistry was recently featured in Chemical and Engineering News as being in the top 100 chemistry departments in this country, and one of the top few in terms of women faculty members. Congratulations!

2. Queens College is a leader in the number of black graduates who have completed Ph.D.s in English according to a recent study published by the Association of Departments of English. This performance puts Queens College ahead of several Ivy Leagues nationally. Congratulations!

3. Two Bronx Community College music professors have recently received honors in their field: Benjamin Yarmolinsky was awarded the 2007-2008 American Society of Composers, Authors and Publishers plus award in the Concert Music Division, and Thomas Cipullo received the Aaron Copeland Award, Summer 2007. Congratulations!

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

1. Queens College 2007 Graduate Ross Herskovitz was recently cited by Councilman James Gennaro for his bravery and will be honored early next month by his local community board for rushing inside the burning home of an elderly and disabled neighbor and bringing him out from a second floor window to safety. Keep up the good work, and congratulations!

2. Special congratulations are in order to York College for initiating and implementing its first annual student scholarship benefit concert featuring off-Broadway's Three Mo' Tenors who played to a packed house. Keep up the good work!

D. GRANTS: Chairman Schmidt 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 November 26, 2007 Board meeting.

BRONX COMMUNITY COLLEGE

1. $150,000 METLIFE FOUNDATION to Wach, H., History Department, for "Student Support."

HUNTER COLLEGE

1. $2,185,554 BREAST CANCER RESEARCH FOUNDATION to Bargonetti, J., for "Estrogen Influences on the p53 Checkpoint in Breast Cells."

2. $1,005,864 NEW YORK CITY DEPARTMENT FOR THE AGING to Fahs, M., for "Research Project on Senior Centers."

3. $849,982 UNITED STATES EDUCATION DEPARTMENT/NATIONAL INSTITUTE ON DISABILITY AND REHABILITATION RESEARCH to O'Neill, J., for "Rehabilitation, Research and Training Center for Improving Employment Outcomes."

4. $559,554 NEW YORK STATE EDUCATION DEPARTMENT to Ediger, A., for "Manhattan/Staten Island Bilingual Education Teacher Assistance Center."

5. $313,375 NEW YORK CITY ADMINISTRATION FOR CHILDREN'S SERVICES to Goodman, H., for "Delivery of Social Services Training/Education to Employees of New York City through Innovative Learning Technologies: Videoconferencing and Distance Learning for NYC Employees."

6. $300,000 NEW YORK STATE HEALTH FOUNDATION to Freudenberg, N., for "CUNY Campaign against Diabetes."
7. $282,237 NEW YORK STATE EDUCATION to Walsh, E., for "Liberty Partnership Program."
8. $259,800 HENRY LUCE FOUNDATION to Henderson, A., for "Claire Booth Luce Undergraduate Research Awards."
9. $251,000 NEW YORK CITY HUMAN RESOURCES ADMINISTRATION to Goodman, H., for "Delivery of Social Services Training/Education to Employees of New York City through Innovative Learning Technologies: Videoconferencing and Distance Learning for NYC Employees."
10. $249,998 UNITED STATES ADMINISTRATION FOR CHILDREN AND FAMILIES to Mallon, G., for "National Resource Center for Family-Centered Practice and Permanency Planning."
11. $231,448 UNITED STATES EDUCATION DEPARTMENT to Cantarella, M. and Oliver, C., for "Ronald E. McNair Post Baccalaureate Achievement Program."
12. $230,398 NEW YORK STATE EDUCATION DEPARTMENT to Kinsler, K. and Gamble, E. M., for "IBSIP and Novice Teacher Program."
13. $213,175 UNITED STATES DEPARTMENT OF ENERGY to Matsui, H., for "Room-Temperature Synthesis of Semiconductor Nanowires by Templating Collagen Triple Helices..."
14. $154,493 UNIVERSITY OF CALIFORNIA-LOS ANGELES/AUTISM SPEAKS to Siller, M., for "Promoting Communication Skills in Toddlers at Risk for Autism."
15. $153,945 NATIONAL INSTITUTES OF HEALTH to Melendez-Vasquez, C., for "Actomyosin Motors and Mechanism of Myelin Formation."
16. $151,738 NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES to Mallon, G., for "Post Graduate Certificate in Adoption Therapy."
17. $137,570 NEW YORKERS FOR CHILDREN to Mallon, G., for "Walking the Path Program."
18. $137,048 NEW YORK STATE EDUCATION DEPARTMENT to Patti, J., for "Leader Component of the TLQP Project."
19. $130,000 UNITED STATES DEPARTMENT OF ENERGY to Alexandratos, S., for "Immobilized Ligand-Modified Scaffolds: Design, Synthesis and Ionic Recognition."
20. $110,054 NORA RESEARCH SUPPORT ASSOCIATED WITH INDUSTRIAL HYGIENE PROGRAM to Caravanos, J., for "Educational Resource Center: Industrial Hygiene."
21. $100,000 JEWISH COMMUNAL FUND/BARBARA AND DONALD JONAS FAMILY FUND to Nokes, K. and Nickitas, D., for "Enhancing Student Nurse Literacy in Electronic Medical Record Technologies: Who Will Care for Me?"

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

1. $330,000 UNITED STATES DEPARTMENT OF JUSTICE, OFFICE OF COMMUNITY ORIENTED POLICING SERVICES (COPS) to Scrivner, E., John Jay Leadership Academy, for "Real-time Decision Making for Public Safety Executives."
2. $296,656 NATIONAL INSTITUTE OF JUSTICE to Jeglic, E. and Mercado, C., Psychology Department, for "Sex Offender Management, Treatment, and Civil Commitment: An Evidence Based Analysis Aimed at Reducing Sexual Violence."
3. $283,419 STAVROS S. NIARCHOS FOUNDATION to Andreopoulos, G., Center for International Human Rights, for "Policing Across Borders: Strengthening the Role of Law Enforcement in Global Governance."
4. $265,883 CENTERS FOR DISEASE CONTROL to Ehrensaft, M., Psychology Department, for "Can Family Based Prevention of Conduct Problems Prevent IPV Development?"
5. $206,424 UNITED STATES DEPARTMENT OF EDUCATION to Carpi, A., Science Department, for "Improvement of Postsecondary Education (FIPSE) Invitational Priority A."
KINGSBOROUGH COMMUNITY COLLEGE

1. $500,000 CONSORTIUM FOR WORKER EDUCATION to Katz, S. W. and Schulman, S. for "Jobs To Build On."

2. $481,392 NEW YORK STATE DEPARTMENT OF LABOR to Katz, S. W., Continuing Education, for "Limited English Proficiency and Contextualized Learning in the Workplace."

3. $305,000 ROBIN HOOD FOUNDATION to Singer, R., for "Opening Doors Learning Communities."

4. $253,849 NEW YORK STATE DEPARTMENT OF EDUCATION to Wilson, R., Student Development, for "Liberty Partnership."

5. $194,000 NATIONAL AERONAUTICS AND SPACE ADMINISTRATION to Goodrich, C., Physical Sciences, for "Thermal Evolution, Aqueous Alteration and Differentiation of the Ureilite Parent Body."

6. $165,000 NEW YORK CITY DEPARTMENT OF EDUCATION to Stoopack, J., for "Career Pathways-Tech Prep Program."

7. $150,000 METLIFE FOUNDATION to Singer, R., for "Community Colleges and Pathways to Student Success."

8. $142,947 NEW YORK STATE EDUCATION DEPARTMENT to Bartolomeo, M., for "Perkins IV – Health Careers."

9. $134,887 NEW YORK STATE EDUCATION DEPARTMENT to Basile, E., for "Perkins IV – College-Wide Career and Technical Education Initiatives."

LAGUARDIA COMMUNITY COLLEGE

1. $2,500,000 NEW YORK CITY ECONOMIC DEVELOPMENT CORPORATION for "Willets Point Workforce Assistance Program."

2. $125,000 METLIFE FOUNDATION to Arcario, P., for "GED/Business."

MEDGAR EVERS COLLEGE

1. $325,573 UNITED STATES DEPARTMENT OF EDUCATION to Lake, A. and Nyameh, A., for "Upward Bound Program."

2. $166,838 UNIVERSITY OF HOUSTON DOWNTOWN/NATIONAL SCIENCE FOUNDATION to Austin, S., for "Increasing Geoscience Student Participation."

3. $151,058 NATIONAL SCIENCE FOUNDATION to Carroll, M. and Catapane, E., for "STEP Into Science Program."

4. $100,000 THE AFTER SCHOOL CORPORATION to Lake, A. and Brathwaite, A., for "The Oasis After School Team."

QUEENS COLLEGE

1. $442,071 UNITED STATES DEPARTMENT OF EDUCATION to Anderson, P., Office of the Vice President for Student Affairs, for "Upward Bound Program."

2. $372,189 NATIONAL INSTITUTES OF HEALTH to Halperin, J., Psychology Department, for "Predictors of ADHD in Preschool Children."

3. $165,200 NATIONAL INSTITUTES OF HEALTH/UNIVERSITY OF PITTSBURGH to Brumberg, J., Psychology Department, for "Corticothalamic Neurons in Senorimotor Cortex."
4. $136,603 NATIONAL INSTITUTES OF HEALTH/RUTGERS UNIVERSITY to Melendez, A., Biology Department, for “Genetic Bases of Sarcopenia and Muscle Healthspan in C.elegans.”

COLLEGE OF STATEN ISLAND

1. $205,126 NEW YORK STATE DEPARTMENT OF EDUCATION to Kijne, H., for "Workforce Investment Act."

2. $151,090 NEW YORK STATE DEPARTMENT OF EDUCATION to Kijne, H., for "Title II Services at a One-Stop Center."

3. $149,723 NEW YORK STATE DEPARTMENT OF EDUCATION to Kijne, H., for "English Language/Civics."

4. $130,934 UNITED STATES DEPARTMENT OF EDUCATION to Kress, M. and Daniels, M., for "Promoting Educational Excellence for Students with Disabilities – People Tech."

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

I would like to start with your indulgence about my recollection of Albert H. Bowker. Al Bowker was a dear friend of mine for many years. I knew Al through the world of mathematics and statistics and we hear much about his work here at this University, and I would say that he really set the tone for bold, imaginative and courageous work for chancellors that came after him. Let me talk a little about the Al Bowker that I knew and reflect about how diverse his interests were and how profound his impact was not only in higher education as an administrator but as a mathematician and a very fine statistician.

Al Bowker started his career at MIT where he studied mathematics and then in the early 40's he went to Columbia University, which at that time was considered the place to study statistics here in the United States. Many of the students in their Ph.D. program started at CCNY. You would like to know that President Williams. Many of them went out to Stanford when Al Bowker left with a Ph.D. from Columbia University. That is where he met his wife, Rose Sitgreaves, who was also a very fine statistician and it was actually through Rose that I got to know Al Bowker well because Rose started an area in statistics called discriminate analysis and several decades later I put together a much more theoretical foundation of that subject, so we had that kind of professional connection between the two of us. Al and I at that point became very good friends.

When he left Columbia with a Ph.D. he went to Palo Alto where he essentially started a statistics department almost from scratch with many of the people who were trained at Columbia with him and many of them were CCNY students to start with, people like Seymour Geiser and Fred Holtz and a whole series of very fine people. He got the attention of the president of Stanford University at that point and was appointed Dean of the Graduate School at Stanford. Stanford in those days was not the powerhouse that it is today and he left his imprimatur on their Graduate School in a very profound way, recruiting some of the most able and promising young scholars who were trained more in the east and in the midwest and made their way out to Palo Alto.

It was at that time that people on the other coast, mainly the east coast, got to know about Bowker's work at Stanford University and he did come in 1963 and stayed to 1971 and the work that he did was well summarized. After leaving The City University of New York he went back to the west coast and he became Chancellor of the University of California at Berkeley where he stayed for almost ten years and really did very important work, also building up some critical departments. Mathematics was very strong at that time, but he built it up to the extraordinary place that it is today.

In the early 80's he returned back to Washington where he had spent a little time before but in an official capacity serving as Assistant Secretary for Post Secondary Education, a post that has not been filled since Al Bowker did that. He then came a little north, stayed on the east and worked with Johnny Toll, a very fine physicist who was then the President of the University of Maryland System and really built up Maryland as that very strong institution and then completed his work back at The City University of New York where he had a position as Vice President for Research at the Research Foundation of The City University of New York.
Al was a big opera fan. We had that in common. We would exchange books, he would tell me about books he thought I would like and I did the same with him. He was a dear friend, someone who I learned much from, somebody whom I deeply admired. He cared deeply about this great University and I will miss him and this University owes him a debt of gratitude for the wonderful work that he did. I subscribe to what you said Mr. Chairman, we will surely miss him.

Mr. Chairman, several months ago I reported to you and the Board that our University, in response to the horrific events at Virginia Tech University, was moving forward with an enterprise-wide solution that would notify our students, faculty and staff of an emergency as it is occurring. I asked our Executive Vice Chancellor and Chief Operating Officer Allan Dobrin to lead an initiative to put together a system of communication and I am pleased to report that last week we launched the first phase of the new CUNY ALERT system.

Phase 1 consists of our students, faculty and staff pre-registering to receive emergency alert messages. These messages can be delivered in an audio format (phone calls), as emails, or as text messages. Phase 2 will be the launch of the notification system when activated in March, and will send emergency messages to the registered individuals at a particular college and, if necessary, University-wide.

I am pleased to say that CUNY ALERT is a true joint venture between The City University of New York and the New York State Office of Emergency Management (SEMO). CUNY ALERT is modeled after NYS ALERT and the SUNY Alert System and could not be implemented without their participation and partnership.

We have and will continue to work with the college presidents to get the message out about the availability of such an important tool. I hope we never have to use the system, but it gives me comfort, and I am sure it comforts of all of us in our University knowing that such critical information can be shared in a timely way when necessary. Executive Vice Chancellor and Chief Operating Officer Allan Dobrin, thank you for rising to the occasion in the way that you did and we deeply appreciate the very good work that you did.

The main event in my presentation is to set the stage for a discussion by Vice Chancellors Ernesto Malave and Iris Weinshall on the recommendations that Governor Spitzer has provided in his Executive Budget which was released on January 22nd and the Preliminary Budget that Mayor Bloomberg just released at the end of last week. I am not going to discuss any of the numbers, I will leave that to both Vice Chancellor Malave and Vice Chancellor Weinshall, but I do want to set the tone for the discussion.

For the Executive Budget, all eyes were focused on the recommendations that came out of the Commission on Higher Education and all of you here, Board members and the rest of us around this table know that we at this University played a very prominent role in shaping the recommendations that were delivered to the Governor as a preliminary report in the very early part of December of last year.

Some of the highlights for us were the endorsement of the New York State COMPACT, which was very strenuously and enthusiastically embraced by the full Commission and very much embraced by this Governor. The investment of 2,000 faculty at both CUNY and SUNY and, of course, that investment is over and beyond the investment that we will continue to make at this University. This continues to be a very high priority for us.

I would say the third area for this University that we have much interest in, and are helping to shape, is an innovation fund which the Commission on Higher Education recommended at about a $3 billion level to be expended over a ten-year period. The purpose of the fund is to engage mainly the universities in the State of New York in basic and applied research that have direct linkages to creating a more fertile economic environment in the state, creating jobs, serving as an attractor for new businesses and to create a sense of importance in the work of all that we do, mainly in the sciences, in the engineering sciences as well.

We knew that these were the areas that we were going to spend most of our time thinking about when we listened to the Governor's speech at the State of the State on January 9th, and when he put together the Budget on the 22nd. What many of us were surprised about was the vehicle that he was proposing to fund a lot of the investment that is called for in the Commission Report that we shared with him. The vehicle is not a complex idea, it has been tried and
discussed at other states in the United States and it is basically to extract value out of the cash flow that comes as revenue to the State of New York through the New York State Lottery, which is on a yearly basis between $6 and $7 billion a year. The Governor's idea is to create the net present value of that cash flow over a period of years and as a result of that monetize that cash flow as a single amount of money that could be put into an endowment which would be generating revenue that can support much of what we had hoped to see in the Governor's Executive Budget.

Clearly this is something that would need legislative approval and the Governor is now, as I understand it, in serious discussions with a consortium of investment bankers who know how to put together a transaction like this, of course, but also to start the process of engagement with the legislature because there are issues outside of the financial transaction that people will be concerned about. In this budget we do not see investment, but the investment is anticipatory as the vehicle of this transaction is connected with the lottery.

What we did see in the budget is a very clear statement of stability, especially at the senior colleges. Our mandatory costs are essentially covered with the exception of a small amount of money—it does not sound that small—but relative to our base it is about $16 million, which is under the rubric of efficiencies and we are hopeful that we will be able to work with the legislature to get that righted and then perhaps some further investment.

We start with what I would call stability and, of course, stability is a word that can become unstable if, indeed, we see a further serious erosion in the revenues that are coming into the State of New York, largely as a result of the very severe and deep problems that we have seen in the fixed income market for securities. You have heard about the structured investment vehicles, the collateralized debt obligations, all of these things, mortgage backed securities that have created havoc in the financial services industry.

Much of the budget that the Governor was planning on was predicated on a certain amount of profitability in Wall Street and a number much higher than what was realized in 2007, and so about two-thirds of the fiscal year we were doing fine, but the last third of the year things fell apart. On an ongoing basis it is not clear where indeed revenues are going to be. I hedge a bit when I say stability. The budget that is coming out of the Governor that will now be remanded for discussion at the legislature has a very strong starting position in terms of stability. Investment hopefully will come as a result of the vehicle that I have just very briefly described.

The area that I feel much less enthusiastic about on a coming out of the gate basis is the Capital Budget. While it is true that the Capital Budget is the largest that has been proposed in the history of The City University of New York by a Governor, it is woefully inadequate to deal with many of the deep needs that we have here at this University. We have an aged infrastructure and it was only in the last maybe fifteen years where money was starting to come into the system for rehabilitation and building new buildings. We need a lot more support on the Capital side and that is going to be something that Vice Chancellor Iris Weinshall will talk about shortly. We have some work to do there.

Most of the projects that we have in the pipeline now will have sufficient funding to carry them through to fruition. The thing that I worry about, Mr. Chairman, is the new projects that a great University has to depend upon and we have to go out and project these costs and needs maybe a decade or half a decade ahead. We have some work to do on the Capital side.

On the Preliminary Budget that the Mayor has proposed, and the Mayor will come out with his final Executive Budget in the Spring, there are problems for the community colleges both on the Operating side and on the Capital side. We have a lot of work to do here.

Statement of Vice Chancellor Ernesto Malave:

Good afternoon, everyone, and happy New Year. Let me first tell you what you have before you. You have the final version of the CUNY Budget Request, which includes all the individual college investment programs, that was not included in the summary documents from before. At your leisure feel free to go through that. I will be going over a PowerPoint presentation entitled the 2008-2009 New York State Executive and New York City Preliminary Operating Budget, which is this document here and I will go through it very quickly.
On page 2 and beginning with the senior colleges, the Operating Budget for the senior colleges totals a little under $1.7 billion, which represents a net increase of $35.9 million or a 3.6% increase above the current year's adjusted budget. That $35.9 million is a net figure. It is all in the form of additional State aid of $35.9 million or 3.6%. As you can see on page 3, when I refer to it as a net figure, it includes $52.7 million to fund all of the University's fringe benefit costs, new building rental costs and all the inflationary increases. All the mandatory costs you have built into your budget are all accounted for in this budget.

In addition, outside of the University's Operating Budget, which is included in the document that was approved by the Trustees, we had requested $8.5 million to cover our energy costs. While the State did not include that in the Operating Budget, it did create a revenue pool outside of the University's Operating Budget of $8.5 million for CUNY. Our energy needs, whether they are $8.5 million, or whether they are $11 million they are going to be fully covered in this budget. Although we have a challenge, all of our mandatory, continuing costs are financed. All the resources that we received for COMPACT 1 and COMPACT 2 are all rolled into the base budgets and colleges will be able to continue making those investments.

I will go to the third point before I come back to the second one. The $35.9 million, I said was a net number, the $52.7 million is the increases. There are $16.7 million in decreases to be achieved through efficiencies and there were also, not uncommon for executives, the elimination of various legislative add-ons, in this case $652,000 that the legislature added to the SEEK program and a half a million dollars that was added for the Joseph S. Murphy Institute. Those were the negative figures.

The new investment initiative in the Executive Budget was a million dollar increase for the expansion of nursing programs. You should know that while that is included in the senior college budget those funds will be available for community colleges as well. On page 4 you will see the numbers that I just referred to in a different form, the overall increase of 3.6% of State aid and 2.2% overall.

On page 5 you will note as the Chancellor indicated that the budget does not fund and provide the funding that we needed to cover the investment program that we had asked for in the Budget Request. If you take into account the reduction of $16.7 million and the requested amount that we had for investment, the shortfall is $74.2 million and that is what we would need if we wanted to get our entire Budget Request financed.

The Chancellor indicated the little bit of uncertainty is that the investment program that is not scheduled for 2009 but 2010 is to be, in part, financed for the $4 billion endowment which requires the legislature to approve a scheme that the Governor has through the State lottery. We will know about that as the legislature considers it in the Adopted Budget. If there is an Adopted Budget condition that includes an endowment, then we can anticipate some measure of investment, except it will not begin in 2009 but in 2010.

On the next page you will just see the numbers very quickly. If you look at the mandatory needs, we had requested $62.9 million in mandatory needs and as you can see that is virtually covered in the Executive Budget. The reason for the $1.7 million difference is basically rounding areas on the fringe benefits, so it is not a real concern.

The shortfall is in the programmatic initiatives. We had sought $21.4 million in additional State support to finance the COMPACT and we had sought $33.2 million in revenues from a tuition increase of 5%. The Governor did not propose a tuition increase in the Executive Budget, thus the $33 million that we were anticipating to fund the investment program is not there. When you combine that with the shortfall of $17.9 million you have a $72.5 million shortfall and that is what we are going to invite the legislature to consider so we can begin an investment program in 2009.

For the community colleges the Executive Budget includes a number of positives and negatives. The first one is a $3.1 million reduction in community college aid associated with a reduction in the funding for FTE. Like those two other items for the senior colleges, the so-called legislative add-ons, last year the legislature added a $50 base aid increase. The Executive is reducing that in this Budget. You should know we had asked for it in this Budget Request, an increase in funding of $200 per FTE in order to fund the investment program. On the other side of the ledger, because of the enrollment growth which continues at the community colleges we did receive a $2.1 million increase in funding for that, which sort of offset the reduction.
Borough of Manhattan Community College received the State’s share of a $5.4 million request that we have for new building needs. That is a very positive development and we would expect the City of New York to match that as they always do. Very important, the last dot point, that the maintenance of effort provision, which requires the local sponsor, in this case the City of New York to provide the same level of funding as in prior years is maintained in the Executive Budget. That is the State Budget. On the State side, as the Chancellor indicated, we have a challenge to meet, to sort of offset that 1%, which is less than a 1% reduction of $16.7 million and, of course, we will be inviting the legislature to assist us with an investment program.

On the City side for the community colleges, as the Chancellor indicated, it is a little bit more challenging. The Mayor's Executive Budget is not released until the end of April or early May, after the Mayor is able to ascertain the effect of the State Adopted Budget on the City, he looks at all the revenues that are available and then makes a final determination. As we speak, it includes a net reduction of $28.9 million and that includes reductions that were already in place plus an additional reduction of $9.4 million that was added. You will recall that the Mayor invited us to participate in a peg exercise. Well, we did and they have accepted all the recommendations and they actually added a little bit more to that. On the positive side the Mayor's Executive Budget includes financing for mandatory needs in the area of collective bargaining, fringe benefits and pensions.

Outside of the community college budget, the City of New York's budget also includes recommendations to eliminate a lot of programs that largely support the senior colleges. In this case the $11.2 million Peter F. Vallone Scholarship Program, which largely benefits senior college students is pegged for elimination. This is not new, it is a City Council initiative and the Mayor, as any other Mayor, would require the Council to restore it. But, nevertheless, in these more challenging environments it becomes a heavy lift.

On page 9 the Budget—this is simply just for information purposes, because I do not think this is a real cut, but the current Preliminary Budget does not include funding for the CUNY Accelerated Study in Associate Programs (ASAP) that the University launched this year for the CUNY Prep Program. Those are two programs that were funded under the City's Poverty Commission and we have been told that once the Poverty Commission makes a determination as to whether to continue the programs the dollars would flow. We expect these dollars assuming a positive response from the Commission to find its way into the Executive Budget. Like the Peter F. Vallone Scholarship Program the budget does not include funding for the Citizenship and Immigration Project and the Black Male Initiative among other initiatives that are the favorites of the City Council.

Finally, on page 11 the Governor's Executive Budget included a new financial aid program for veterans in the City of New York, not only from the Persian Gulf conflicts, but going back to the Vietnam conflicts and Afghanistan, so New Yorkers who are veterans in effect have a tuition free program for up to $3,550 for any college in the State of New York, both public and private except that it is no more than the $4,350, which is the tuition level at the State University of New York.

As the Chancellor indicated, we have a fairly stable environment. We clearly do not have an investment environment yet, but we have a very stable environment going forward and assuming that there is no further collapse in the financial markets that will require the State of New York to make any midyear adjustments. On the City side we worry a little bit about the community colleges because we are looking at a cut to the senior colleges from the State of New York, as well as a cut from the City of New York. As you know, the City Council is now involved in considering what to restore and it is a very difficult environment for the City Council of New York.

Last year they restored all of our funds, did not give us investment in what was a very good year for the City of New York financially. That is no longer the case so they are going to have to struggle to make a restoration in this environment, but we are going to be working very hard with the Council and we still have plenty of time between now and the time that the Mayor issues the Executive Budget. Thank you.

Statement of Vice Chancellor Iris Weinshall:
In your packets you will find a one page summary of the State Budget. As the Chancellor noted we have our work cut out for us and challenges ahead. I think one has to look at the positive and not so much the negative. We got an increase of $2.8 billion in our Capital Budget and the State re-appropriated $2.6 billion. So going forward over five
years we have $5.4 billion.

Having said that, in the area of existing and new projects we were a tad disappointed in the appropriations made by the State. They did appropriate $960 million for existing and new projects and what that means is we have a number of projects in construction, and because of inflation and delays and various other reasons we are going to have to add money to those projects to complete them, and that will leave us a little bit more money to start new projects.

At a previous Board meeting I talked about critical maintenance and critical repair and that was a category that the State embraced both on the CUNY and the SUNY side and they have budgeted $1.4 billion for critical maintenance over five years. They have chosen to appropriate only $284 million for each of the successive five years. This is a positive note because it is the first time they have acknowledged that we have critical maintenance issues at CUNY and the category in which we can use this money is very broad. So we are now working to come up with a list of projects that we feel that we can get done in the next year because they would like to see that money spent right away.

On the State side I will note again we were a little disappointed. Our program was rather robust and we thought full of some very good projects, but I do not think one can really sneeze at a $5.4 billion five-year plan and we have a lot of work ahead of us. On the community college side the news was not as good. Although they gave us $250 million new dollars to spend and they re-appropriated the money from last year, another $326 million, which gives us now about $586 million, they did not acknowledge a critical maintenance piece on the community college side. As I have noted before that will just add to the gap.

As I have made in presentations before, really the areas that are in most need, not to say that the four year schools are not, but the community colleges clearly need a lot of work in the critical maintenance area. Their rationale for that was their concern that they appropriate the money and then the City does not match it and then that appropriation would just be sitting there unmatched. It was quite a disappointment for us not to have a little bit of money on the community college side.

On the City side the news is better from the Capital viewpoint. We had some very good news from City OMB and, in particular, it was good news for the community colleges. They have fully funded the building under construction at Medgar Evers College so we will not have to go back to the City, we will have enough funds to finish that building. They have also appropriated money for the new North Instructional building at Bronx Community College. They gave us half of what we asked for, but they are very positively inclined to give us the rest of it. So we feel good about that. The best news is on Fiterman Hall. They had pushed out money for Fiterman Hall in the out years, they have moved it back now into 2010 where we could use it and they are looking forward to having a conversation with us to finally fully fund Fiterman Hall.

We feel fairly confident on the City side that the community colleges have gotten at least the money that we need to get those projects done. Clearly though we need to talk to the State and the City more about the community colleges and that is really where the challenge lies for us going forward.

**Statement of Trustee Hugo M. Morales:**

One of the things that you described Mr. Chancellor, is that you started an ALERT system, which I think is very critical and very important and you also stated that you hope that it will never be used. My feeling is that one of the best ways to avoid this is to perhaps in the near future develop a central office just related to the mental hygiene services in the University, which will have the interaction with all of these campuses and advise all of the students the best way how to deal with a psychological problem. I think that will be something to prevent any tragic consequence in the future.

We know that the amount of anxiety, depression and suicide amongst students is very high. Just last week I learned about one student who was overwhelmed and today he is in the medical center, he tried to commit suicide. I believe that the development of a central office for mental hygiene services will be a necessary and very important component in the City University. I hope that will be developed in the near future.
Chancellor Matthew Goldstein continued with his oral report, stating that we are very concerned about counseling, professional counseling, especially mental health counseling and there is now a spirited discussion here at the Central Office and I would like to bring you in, Trustee Morales. You are a distinguished psychiatrist and I think you could help with some of our thinking. So I will be in touch with you to see how we construct some of this.

Getting back to the budgets that we have right now presented to us, we have a lot of work to do, I would say especially on the Capital side here we have probably the greatest likelihood of getting further consideration in the legislature and we will be working vigorously in that regard. It is true that we have $5.4 billion and that sounds like a tremendous amount of money, but it has to be factored in with the notion that this University for many decades really just piled on lots and lots of unmanaged physical facilities, so we have so much to really catch up on, but I am optimistic that we will get our word across.

The other thing that I think Vice Chancellor Iris Weinshall will agree with is that when the Governor started talking about the five-year Capital program, there was an intention of creating a lockbox here, you start out with this program that both the Governor and the legislature would agree to and there will be no further intrusion into those dollars. I believe that there is some rethinking about that which would give us an opportunity over the next couple of fiscal years to get further enhancement. We do have a lot of work to do but I think we will prevail to a much larger extent.

Let me just finish up, Mr. Chairman. We have a CUNY Legislative Action Council that we are working with on communications and outreach. When I addressed the Council of Presidents last week I emphasized the need for all of us to educate the legislature. You know, it is not just outreach and it is not just lobbying to get a further consideration for more resources, we really have to educate so many members of the legislature on critical elements that will allow this University and SUNY to do the work that they are capable of doing. We have a lot of that work ahead of us.

I have asked five presidents to serve as borough coordinators for meetings with the legislature, Ricardo R. Fernandez from the Bronx, Edison O. Jackson from Brooklyn, James L. Muyskens from Queens, Jeremy Travis from Manhattan and Tomás D. Morales from Staten Island and those meetings have started to take place and more will be happening. I will be up in Albany on Wednesday testifying in front of the Assembly Ways and Means and Senate Finance Committee on my observations of the Governor's Executive Budget and where I think challenges remain for us.

I am working with a number of members of the Commission on Higher Education to put some texture on the innovation from this $3 billion innovation fund and my other colleagues are John Sexton of NYU, Joel Seligman of the University of Rochester, along with John Clark, the Interim Chancellor of SUNY, and we will have recommendations very soon with respect to how we believe the innovation fund should be structured and hopefully that will see the light with that revenue that we hope will be forthcoming through this vehicle that I mentioned earlier.

On February 16th, we will host the annual CUNY Luncheon during the Black, Puerto Rican, Hispanic, and Asian Legislative Conference in Albany. That is an event that gets many of the legislators to our luncheon and gives us an opportunity to talk about the things that we need beyond that which is provided in the Governor's budget. We are working now with the Governor's office on the 30-day amendment period. This is a period which allows the University to appeal to the Governor on technical changes to the proposed budget and we are certainly working closely with the Mayor's office and the City Council on enhancements to the Preliminary Budget of the City of New York.

I would like to just mention that Secretary and Senior Vice Chancellor Jay Hershenson and Vice Chancellor Garrie Moore are working with the University Student Senate and student leaders on a new training program called Student Investment Ambassadors (SIA) to establish a cadre of speakers and educational advocates inspired by the eloquent testimony of so many of the students during the hearings that were held on the Commission on Higher Education.

You all know that 2005 through 2015 continues to be "Decade of Science" at this University. I am pleased to inform the Board that the New York City Science and Engineering Fair, which approximately has gone on for about sixty years here in the City, and which in the past been run by the New York Academy of Sciences along with collaborations through Polytechnic University, is now a CUNY-run event. We were chosen by the DOE to take on
that important effort, approximately 100 CUNY faculty have signed up to serve as judges and it gives us a wonderful opportunity to work with promising young students in the high schools who express interest in science.

We are also very much involved in the first annual World Science Festival that will take place. This is an international effort that will take place in the City of New York, the brainchild is our friend Brian Greene, a very renowned physicist and mathematician at Columbia University who thought up the idea of creating a Davos kind of event in a yearly way here in New York City and CUNY is going to be very much a part of this World Science Summit.

Finally I would like to congratulate President Jennifer Raab on being selected by the ABA as one of twenty members of the DirectWomen Board Institute's Class of 2008. The Institute and workshop are designed to develop and support the placement of women lawyers on corporate boards of major public companies. Jennifer, congratulations, that is a singular honor for us.

Lastly, Mr. Chairman, Baruch College, and I want to congratulate President Kathleen M. Waldron on this, was the recipient of the Theodore Hesburgh Award this year, which is a very prestigious award for a communication program that was started several years ago by a benefactor at Baruch, Bernard Schwartz, who has been connected with Baruch for many years and Kathleen, congratulations, that is a wonderful honor.

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

NO. 1. CHANCELLOR’S UNIVERSITY REPORT: RESOLVED, That the Chancellor’s University Report for January 28, 2008 (including Addendum and Errata Items) be approved:

NO. 2. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meetings and Executive Session of November 26, 2007 be approved.

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

A. THE CITY UNIVERSITY OF NEW YORK – ELECTRONIC LIBRARY RESOURCES:

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to execute an agreement to purchase three digital library collections from The Gale Group Inc. (Gale) on behalf of The City University of New York. The contract shall be awarded as a sole source pursuant to University regulations and applicable law. The total amount of the purchase agreement is $554,151, payable in four annual installments and chargeable to FAS Code 204301400. The purchase agreement shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: The three digital library collections CUNY is purchasing from Gale will be available to all CUNY faculty and students and are targeted towards researchers in the humanities and social sciences disciplines. The purchase includes online cataloging records for the collections to enhance access to them and to increase the utility of the collections for library users.

Report of Fiscal Affairs Committee Vice Chair Marc V. Shaw:
The Committee also heard a report from Vice Chancellor Ernesto Malave on the "Preliminary Report of Findings and Recommendations" issued by the Commission on Higher Education established by Governor Eliot Spitzer and a report on the status of State and City budgets. The Committee also received an update on the performance of the University's investment pool and an announcement that a search for a Chief Investment Officer was in progress. In addition Mr. Chairman, I wish to report that the Board Audit Sub-committee was presented by the Independent Audit firm of KPMG with the results of the University's Fiscal Year 2007 Audited Financial Statements. I am pleased to report that the audit yielded a clean and unqualified opinion from the CPA firm.
NO. 4. COMMITTEE ON ACADEMIC POLICY, PROGRAM AND RESEARCH: RESOLVED, That the following items be approved:

A. THE GRADUATE SCHOOL AND UNIVERSITY CENTER (SCHOOL OF PROFESSIONAL STUDIES) – M.A. IN APPLIED THEATRE:

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

EXPLANATION: Applied Theatre refers to the field of using theatre and drama in community and education settings, reaching audiences that traditional theatre often by-passes. It involves the use of theatre and drama as a medium through which to address social issues and educational concerns in a wide variety of non-traditional contexts, such as community outreach programs; social services; health education; team building and leadership training; historic and environmental sites; museums; and advocacy group work.

The purpose of the proposed program is to educate future leaders and scholars in the field of Applied Theatre. The program will provide students with a comprehensive introduction to the history of theatre movements and it will explore the practices from which the field of Applied Theatre has developed. Students will be exposed to key theories in theatre production, performance studies, human development, learning theory, group dynamics, ethics, cultural studies and multiculturalism all of which help to define and support Applied Theatre practices.

B. CITY COLLEGE – M.S.ED. IN EDUCATIONAL THEATRE:

RESOLVED, That the program in Educational Theatre leading to the Master of Science in Education degree to be offered at City College be approved, effective February 1, 2008, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to prepare theatre educators to teach theatre classes and to integrate theatre studies into the classroom and general school curriculum. The program is designed to meet the New York State Education Department requirements and is designed for prospective teachers with theatre and/or education backgrounds. Graduates of the program will receive an M.S.Ed. in Educational Theatre with initial certification to teach theatre in grades K-12.

The New York State Education Department recently identified a shortage in Theatre programs and as a result reinstated the certificate in Theatre. The Department of Education is currently working on a general certification in the Arts. In addition, there are a growing number of specialized high schools and public charter schools in New York City and New York State, many of which have a strong interest in the arts. Thus, the need for a teacher education program for theatre teachers with the ability to direct school productions, facilitate an aesthetic appreciation of theatre, and implement applied theatre strategies in and out of the classroom is considerable and immediate.

C. COLLEGE OF STATEN ISLAND – ABOLITION OF THE DEPARTMENT OF STUDENT SERVICES:

RESOLVED, That the Department of Student Services be abolished at the College of Staten Island, effective February 1, 2008.

EXPLANATION: As a result of a thorough review and after consultation with the College Council which consists of members of the faculty, staff, and students, the College proposes to abolish the existing Department of Student Services. The Department of Student Services has been made up of faculty who have served in counseling functions. As a result of retirement by faculty members of the Department, new hires in the Higher Education Officer series, and conversion from faculty to Higher Education Officer series titles, there is an insufficient number of faculty members remaining to conduct the functions and activities of an academic department.

A separate resolution has been submitted to the Board of Trustees via the University Report regarding a personnel action. Contingent upon the approval of the Board of Trustees, one faculty member from the Department of Student Services will be transferred to the Department of Psychology.
Report of Academic Policy, Program, and Research Committee Chair Wellington Z. Chen: Executive Vice Chancellor Botman also presented two information items to the Committee. 1) CUNY Law School, Center for Diversity in the Legal Profession: This Center will provide educational and community outreach services in order to promote participation of minorities in the legal profession. The Center plans to host an annual conference, conduct research and publish its results; prepare educational materials for the larger community on careers in law; and partner with other CUNY entities, both colleges and programs such as the Black Male Initiative. 2) The Graduate School and University Center, The Leon Levy Center for Biography: Leon Levy, a Wall Street investment banker, was a philanthropist and a CUNY graduate. The Graduate School has received a major grant from the Leon Levy Foundation to support the establishment and operating costs of the Leon Levy Biography Center. The new Center will fund the research and writing of several biographies each year, support conferences, seminars and other scholarly activities related to the field.

NO. 5. COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION: RESOLVED, That the following items be approved:

A. BARUCH COLLEGE – NAMING OF THE BERT WASSERMAN DEPARTMENT OF ECONOMICS AND FINANCE:

RESOLVED. That the Board of Trustees of The City University of New York approve the naming of the "Bert Wasserman Department of Economics and Finance" within the Zicklin School of Business at Baruch College.

EXPLANATION: Sandra Wasserman ’55 and her husband, the late Bert Wasserman ’54, have been active and generous supporters of Baruch College for many years. Mrs. Wasserman has been a Baruch College Fund Trustee since 2005 and Mr. Wasserman was one of the founders of the Baruch College Fund and served as a Trustee from 1979 until his death in 2005. He was named Trustee Emeritus in 2006.

The Wassermans have been exceedingly generous to Baruch College, establishing an endowed chair as well as naming the Wasserman Trading Floor. In recognition of their generosity and commitment, to recognize the legacy of Bert Wasserman, and with gratitude for Sandra Wasserman’s recent gift in support of Finance education, the College seeks to name the Department of Economics and Finance in the Zicklin School of Business after this visionary leader and benefactor.

B. BROOKLYN COLLEGE – ESTABLISHMENT OF AN ANONYMOUS ENDOwed CHAIR IN THE WOMEN’S STUDIES PROGRAM:

RESOLVED. That the Board of Trustees of The City University of New York approve the establishment of an anonymous Endowed Chair in the Women’s Studies Program at Brooklyn College, 2900 Bedford Avenue, Brooklyn, New York.

EXPLANATION: An anonymous donor has provided an endowment of $1,500,000 to the Brooklyn College Foundation to establish a chair in the Women’s Studies Program at the College. The endowment enables the College to attract and appoint visiting scholars for one or two-year appointments and provides funds for conferences, academic presentations, research support, etc., including support for the affiliated and recently established (June 2007) Shirley Chisholm Center for Research on Women. The Women’s Studies Program at Brooklyn College is the oldest in the University, and the donor’s intent is to raise the program to another level and give it a secure place in the College.

C. BROOKLYN COLLEGE – NAMING OF THE DIANA ROGOVIN DAVIDOW SPEECH AND HEARING CENTER:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Speech and Hearing Center, located in Room 4400, on the 4th floor of the Boylan Hall building, Brooklyn College, 2900 Bedford Avenue, Brooklyn, New York, the “Diana Rogovin Davidow Speech and Hearing Center.”
EXPLANATION: Diana Rogovin Davidow is a 1966 alumna of Brooklyn College, as well as a recipient of a Master of Science degree in 1971 from the College. She has pledged $1 million to the Brooklyn College Foundation, to be used in support of the Speech and Hearing Center at the Brooklyn College Department of Speech Communication Arts and Sciences. In recognition of her generosity, the College recommends that Room 4400 in Boylan Hall be named the “Diana Rogovin Davidow Speech and Hearing Center.”

Ms. Rogovin Davidow is a counselor and speech therapist who has taught in the New York City public school system. She is the founder of the Davidow Counseling Center at A Place Called Home, a nonprofit youth enrichment center in Los Angeles. Ms. Davidow’s donation to the College has allowed for state-of-the-art audio and video technology, scholarships, and enhanced clinical experiences for students.

D. BROOKLYN COLLEGE – NAMING OF THE MATTHEW J. FANTACI PROFESSORSHIP IN MODERN LANGUAGES AND LITERATURES:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Matthew J. Fantaci Professorship in Modern Languages and Literatures” at Brooklyn College, 2900 Bedford Avenue, Brooklyn, New York.

EXPLANATION: A pledge of $500,000 to the Brooklyn College Foundation, Inc. has been made to establish the Matthew J. Fantaci Professorship Fund. Matthew J. Fantaci (1926-2001), a graduate of Fordham University, was by all accounts an exceptional teacher of Spanish and Italian. The professorship in his name has been established by his brother, James Fantaci, a 1968 alumnus of Brooklyn College, long-time member and now Honorary Governor of the Brooklyn College Foundation Board of Trustees and managing director of Babcock & Brown, a global investment and advisory firm. The purpose of the Professorship Fund is to honor the memory of Matthew J. Fantaci by providing a stipend over a specified number of years to a faculty member of the Department of Modern Languages and Literatures at Brooklyn College who excels as an outstanding teacher of Spanish or Italian literature.

E. BROOKLYN COLLEGE – NAMING OF THE MAGNER CENTER FOR CAREER DEVELOPMENT AND INTERNSHIPS:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 1303, located on the 1st Floor of the James Hall Building, Brooklyn College, 2900 Bedford Avenue, Brooklyn, New York, the “Magner Center for Career Development and Internships.”

EXPLANATION: Marjorie Magner is a 1969 alumnus of Brooklyn College, and has been chair of the Brooklyn College Foundation Board of Trustees since 2005. In September 2003, Ms. Magner pledged $1 million to the Campaign for Brooklyn, to be used to establish a center to support the professional development of students at Brooklyn College. In recognition of her generosity, the College recommends that Room 1303, located on the 1st Floor of the James Hall Building, be named the “Magner Center for Career Development and Internships.”

Marjorie Magner is a founding member and Managing Partner of Brysam Global Partners, a specialized private equity firm. Prior to the formation of Brysam, Ms. Magner served as Chairman and CEO of the Global Consumer Group at Citigroup. The Magner Center offers a wide range of career programs and workshops, career counseling, internship placement, e-recruiting, and similar services, reflecting Ms. Magner’s interest in opening opportunities for students seeking careers in business.

F. BROOKLYN COLLEGE – NAMING OF THE EGON MAYER ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 3611, located on the third floor of the James Hall Building, Brooklyn College, 2900 Bedford Avenue, Brooklyn, New York, the “Egon Mayer Room.”

EXPLANATION: Dr. Marcia Kramer Mayer, widow of Egon Mayer, has generously donated to the Brooklyn College Foundation funds in excess of $154,000 to establish a memorial fund for her late husband. Egon Mayer (1944-2004) taught in the Brooklyn College Sociology Department from 1970 until his death and was also on the faculty of the
CUNY Graduate Center. A Hungarian immigrant, he was educated at Brooklyn College (class of 1967), the New School for Social Research and Rutgers University. He was an eminent sociologist and author of several major studies of religious observance and interfaith marriage among American Jews. He was also the founding director of the Jewish Outreach Institute, a non-profit organization committed to helping interfaith families integrate within the Jewish community. At the time of his death he was chairman of the Sociology Department. In honor of this generosity, and the legacy of Dr. Egon Mayer, the College recommends that Room 3611, located on the third floor of the James Hall Building, be named the "Egon Mayer Room."

Marcia Kramer Mayer is a senior vice president at NERA Economic Consulting. She earned her Ph.D. and M.A. in economics from Harvard University, and her A.B. in economics, with Great Distinction, from Stanford University, where she was elected to Phi Beta Kappa.

G. BROOKLYN COLLEGE – NAMING OF THE WOODY TANGER AUDITORIUM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 150, located on the 1st Floor of the Library at Brooklyn College, 2900 Bedford Avenue, Brooklyn, New York, the "Woody Tanger Auditorium."

EXPLANATION: Howard P. "Woody" Tanger is the son of Alexander Tanger, a 2001 alumnus and member of the Brooklyn College Foundation Board of Trustees since 1997. Alexander Tanger was originally a member of the class of 1941, but dropped out to serve in WWII, returning almost sixty years later to the campus to finish his degree. Mr. Tanger’s son “Woody,” though not an alumnus, became a great friend to Brooklyn College, and donated $1.5 million to the Brooklyn College Foundation in 2002, in honor of his father. In recognition of his generosity, the College recommends that Room 150 of the Brooklyn College Library, be named the "Woody Tanger Auditorium."

Howard P. "Woody" Tanger is the President and CEO of Marlin Broadcasting and is the owner of Tanger Properties, Inc., a real estate holding company based in Boston. Alexander Tanger is a member of the Brooklyn College Foundation Board of Trustees and the founder and chairman of Marlin Broadcasting, which owns and operates radio stations in New England.

H. BROOKLYN COLLEGE – ESTABLISHMENT OF THE CAROL L. ZICKLIN CHAIR IN THE HONORS ACADEMY:

RESOLVED, That the Board of Trustees of The City University of New York approve the establishment of the Carol L. Zicklin Endowed Chair in the Honors Academy at Brooklyn College, 2900 Bedford Avenue, Brooklyn, New York.

EXPLANATION: Carol L. Zicklin is a 1961 alumna of Brooklyn College, a retired teacher and educational consultant, and Vice-Chair of the Brooklyn College Foundation Board of Trustees. She has given the Brooklyn College Foundation $1,500,000 to establish the Carol L. Zicklin Endowed Chair in the Honors Academy, the first endowed chair at Brooklyn College. She and husband, Lawrence Zicklin, managing principal (retired) of the investment firm Neuberger & Berman, are active in supporting higher education in New York City. The Carol L. Zicklin Chair will serve as an intellectual center and anchor the prestigious Honors Academy at Brooklyn College and will be used to advance the College by providing a “degree of excellence” in this signature program in perpetuity.

I. CITY COLLEGE – NAMING OF THE MARIAN ANDERSON THEATRE:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Theater A, the main auditorium of the performance arts center located on the campus of The City College of New York, 135th Street and Convent Avenue, New York, New York, the "Marian Anderson Theatre."

EXPLANATION: Marian Anderson, a celebrated African-American opera and spiritual singer, debuted with the New York Philharmonic in 1925 and Carnegie Hall in 1928. Her reputation was further advanced through tours of Europe in the early 1930’s, where she did not encounter the racial prejudices she had experienced in America. In 1955, Ms. Anderson broke the color barrier by becoming the first African-American to perform with the New York Metropolitan Opera. In 1958, she was officially designated a delegate to the United Nations and in 1972 was awarded the UN
Peace Prize. Ms. Anderson symbolized the civil rights movement with dignity and grace; in recognition of her talent and accomplishments, the College recommends that the auditorium be named the “Marian Anderson Theatre.”

On The City College of New York’s campus, this state-of-the-art performing arts center houses a proscenium stage with a house capacity of 750. The center also includes a smaller black box theater, a rehearsal studio, and a tri-level grand lobby.

J. CITY COLLEGE – NAMING OF THE RALPH A. ARTINO LABORATORY:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 511, located on the first floor of the North Academic Center at The City College of New York, 160 Convent Avenue, New York, New York, the “Ralph A. Artino Laboratory.”

EXPLANATION: Dr. Ralph A. Artino was a mathematics professor at The City College of New York for 24 years until his untimely death in 1995 at 51. A prodigious writer and researcher in the Mathematics department, Dr. Artino worked tirelessly to raise funds for the mathematics laboratory. In recognition of his accomplishments, the College recommends that Room 511 be named the “Ralph A. Artino Laboratory.”

Dr. Ralph A. Artino received his Ph.D. from Rutgers University in 1971. He was a member of the American Mathematical Society for 22 years.

K. CITY COLLEGE – NAMING OF THE HYMAN CANTOR MICROBIOLOGY RESEARCH ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approves the naming of Room 705, located on the seventh floor of the Marshak Science Building at The City College of New York, 160 Convent Avenue, New York, New York, the “Hyman Cantor Microbiology Research Room.”

EXPLANATION: Hyman Cantor, a generous benefactor of the Biology department, was an exceptional person and scholar, but not a college graduate. A self-made millionaire and self-educated science enthusiast, Mr. Cantor purchased most of the high-quality dissecting and compound microscopes and other instruments used by researchers in the Biology department for over a decade. In recognition of his generosity, the College recommends that Room 705 be named the “Hyman Cantor Microbiology Research Room.”

Students often approached Mr. Cantor to support field trips or conferences. He never hesitated to give, with the proviso that they give him a detailed oral report when they returned.

L. CITY COLLEGE – NAMING OF THE RICHARD COHEN RESOURCE CENTER:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 290, located on the second floor of Shepard Hall at The City College of New York, 160 Convent Avenue, New York, New York, the “Richard Cohen Resource Center.”

EXPLANATION: Dr. Aphrodite Clamar Cohen is a 1953 alumna of The City College of New York. In 1997, Dr. Cohen made a $30,000 gift to the Department of Media and Communication Arts at City College in memory of her late husband Richard Cohen, an advertising and public relations executive. The donation was used to purchase furnishings and equipment to create a media resource center. In recognition of her generosity, the College recommends that Room 290 be named the “Richard Cohen Resource Center.”

Dr. Clamar Cohen is an adjunct professor at John Jay College of Criminal Justice and a practicing psychologist. Dr. Clamar received her B.A. from City College, her M.A. from Columbia University and her Ph.D. from New York University.
M. CITY COLLEGE – NAMING OF THE SHARON D. COSLOY SEMINAR ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 801, located on the eighth floor of the Marshak Science Building at The City College of New York, 160 Convent Avenue, New York, New York, the “Sharon D. Cosloy Seminar Room.”

EXPLANATION: Sharon Cosloy was a respected member of the CCNY Biology faculty for 27 years and served for six years as Chair of the biology department. After her death in 2001, her husband Edward Blank made successive commitments totaling $450,000 to The City College of New York’s 21st Century Foundation to establish a scholarship in her memory, the Sharon Cosloy Professors Fund, and the Sharon Cosloy and Edward Blank Lectureship in Biology. In recognition of her accomplishments and his generosity, the College recommends that Room 801 be named the “Sharon D. Cosloy Seminar Room.”

Edward Blank is a 1957 alumnus of The City College of New York and a pioneer in outbound telemarketing. His company, Edward Blank Associates, Inc., was founded in New York in 1970. It became a Top 10 firm, selling products and services in the U.S. and Canada. Mr. Blank continues to serve the College as a member of the Division of Science Dean's Advisory Board.

N. CITY COLLEGE – NAMING OF THE CHARLOTTE K. FRANK MATHEMATICS EDUCATION RESOURCE CENTER:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 218, located on the third floor of the North Academic Center at The City College of New York, 160 Convent Avenue, New York, New York, “The Dr. Charlotte K. Frank Mathematics Education Resource Center.”

EXPLANATION: Charlotte K. Frank is a 1950 alumna of City College who pledged $100,000 in 2003 to The City College of New York’s 21st Century Foundation for the benefit of the College’s School of Education to support professional development and promote excellence in mathematics and mathematics education. In recognition of her generosity, the College recommends that Room 218 of the North Academic Center be named “The Dr. Charlotte K. Frank Mathematics Education Resource Center.”

Dr. Frank is currently Senior Vice President for Research and Development for McGraw-Hill Education of The McGraw Hill Companies. She joined the company in 1988 after a nine-year leadership role as Executive Director of the Division of Curriculum and Instruction for the New York City Board of Education, where she was also a teacher and supervisor. Dr. Frank has received more than 60 awards for her achievements in education, including The City College Alumni Association’s 1999 Townsend Harris Medal. In addition to her B.B.A. degree from CCNY, she earned a M.S. Ed. from Hunter College and a Ph.D. from New York University.

O. CITY COLLEGE – NAMING OF THE THEODORE GOODMAN CONFERENCE ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 209, located on the sixth floor of the North Academic Center at The City College of New York, 160 Convent Avenue, New York, New York, the “Theodore Goodman Conference Room.”

EXPLANATION: Theodore Goodman was a 1915 alumnus of The City College of New York and a beloved teacher of creative writing who taught at CCNY for 32 years. Mr. Goodman’s influence over the impressive body of literature created by his students is beyond dispute. Former students of Mr. Goodman include Bernard Malamud, Henry Roth, Paul Goodman, Will Gibson, Paddy Chayefsky, Ernest Lehman, Abe Polonsky, Sam Locke, Danny Fuchs, Frederic Morton, Alfred Kazin and Irving Howe.

Lillian Goodman Kruger, his widow, committed nearly $200,000, through gifts of stock and a bequest, to benefit the Theodore Goodman Professorship and the Theodore Goodman Memorial Fund in his memory. In recognition of his accomplishments and his family’s generosity, the College recommends that Room 209 be named the “Theodore Goodman Conference Room.”
P. CITY COLLEGE – NAMING OF THE DEREK LINDSAY CONFERENCE AND READING ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 1121, located on the eleventh floor of the Marshak Science Building at The City College of New York, 160 Convent Avenue, New York, New York, the “Derek Lindsay Conference and Reading Room.”

EXPLANATION: Professor Derek Lindsay was an outstanding experimental chemist and a recognized authority in the area of electron spin resonance spectroscopy. Dr. Lindsay joined the faculty in 1979. He received his Ph.D. from Harvard University and was a post-doctoral fellow at MIT and then at the Joint Institute for Laboratory Astrophysics in Boulder, CO. He was a respected member of a community of scientists striving to understand how metals form and come together in small clusters. He was renowned for his pioneering work in metal clusters, using the Electron spin resonance (ESR) and later Raman spectroscopy for their study. Dr. Lindsay was widely admired by students, and his courses were well attended. He died in 1999, still an active member of the faculty. His memorial service drew scientists from all over the world, including Nobel Prize winners, who spoke of his influence on their work. In recognition of his accomplishments, the College recommends that Marshak Hall Room 1121 be named the “Derek Lindsay Conference and Reading Room.”

Q. CITY COLLEGE – NAMING OF THE ABRAHAM MAZUR BIOCHEMISTRY LABORATORY:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 1321, located on the thirteenth floor of the Marshak Science Building at The City College of New York, 160 Convent Avenue, New York, New York, the “Abraham Mazur Biochemistry Laboratory.”

EXPLANATION: Dr. Abraham Mazur was the chair of the chemistry department from 1969 to 1972 and a vice-president for research at the New York Blood Center. He was an outstanding biochemist and a recognized authority in the area of hemoglobin, ferritin and iron metabolism. Dr. Mazur is credited for the introduction of Biochemistry into the undergraduate curriculum and for building the Biochemistry program at CCNY. He was a consummate teacher, admired for his wisdom, generosity and fairness. He passed away in 2000. In recognition of his accomplishments, the College recommends that Marshak Hall, Room 1321 be named the “Abraham Mazur Biochemistry Laboratory.”

R. CITY COLLEGE – NAMING OF THE DAVID PERLMAN MEMORIAL LABORATORY:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 1228, located on the twelfth floor of the Marshak Science Building at The City College of New York, 160 Convent Avenue, New York, New York, the “David Perlman Memorial Laboratory”

EXPLANATION: David Perlman was a 1930 alumnus of CCNY and a respected member of the Department of Chemistry. His specialty was Organic Chemistry. Dr. Perlman passed away in 1972 and his colleagues wish to honor his memory by dedicating a teaching laboratory in his name. The College recommends that Room 1228 be named for Professor Perlman.

S. CITY COLLEGE – NAMING OF THE CARROLL AND MILTON PETRIE CENTER FOR MATHEMATICS EDUCATION:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 222, located on the third floor of the North Academic Center at The City College of New York, 160 Convent Avenue, New York, New York, “The Carroll and Milton Petrie Center for Mathematics Education.”

EXPLANATION: The Carroll and Milton Petrie Foundation’s $3.66 million grant to The City College of New York’s 21st Century Foundation to support the training of math assistant principals in New York City public high schools, has enabled The City College School of Education to make a vast impact on mathematics instruction in New York City. In recognition of its generosity, the College recommends that Room 222 of the North Academic Center be named “The Carroll and Milton Petrie Center for Mathematics Education.”
The Carroll and Milton Petrie Foundation is a private, independent grant making foundation that began active operation in 2002.

T. CITY COLLEGE – NAMING OF THE SAMUEL RUDIN ACADEMIC RESOURCE CENTER:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 301B, located on the third floor of the North Academic Center at The City College of New York, 160 Convent Avenue, New York, New York, the “Samuel Rudin Academic Resource Center.”

EXPLANATION: Samuel Rudin was a 1918 alumnus of The City College of New York and a noted civic and philanthropic leader. His son, Jack Rudin, who received an honorary Doctor of Humane Letters degree from The City College of New York in 1993, has made nearly $2 million in commitments to CCNY over the years through the Samuel and May Rudin Foundation. These gifts include a $500,000 pledge in 2003 to the College’s Division of Humanities to create a state-of-the-art academic support facility that is making a major contribution to the lives of CCNY students. In recognition of his generosity, the College recommends that Room 301B of the North Academic Center be named the “Samuel Rudin Academic Resource Center.”

Jack Rudin is chairman of Rudin Management Co., one of the city’s largest real estate builders, owners and managers, has been a generous supporter of The City College of New York for many years. Mr. Rudin is carrying on a 70-year tradition of philanthropy and public service initiated by his father.

U. CITY COLLEGE – NAMING OF THE DONALD LEROY SLOAN, JR. BIOCHEMISTRY LABORATORY:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 1332, located on the thirteenth floor of the Marshak Science Building at The City College of New York, 160 Convent Avenue, New York, New York, the “Donald Leroy Sloan, Jr. Biochemistry Laboratory.”

EXPLANATION: Dr. Donald Sloan graduated from the University of Utah in 1972 with a Ph.D. in biochemistry. He joined the chemistry faculty of City College a short while later and was named chairman in 1987. He passed away in 1990, following a long illness. Dr. Sloan was a very productive researcher as well as a beloved teacher and mentor. He also showed great leadership qualities as chairman of the department and implemented many important reforms during his abbreviated term. In recognition of his accomplishments, the College recommends that Marshak Hall, Room 1332 be named the “Donald Leroy Sloan, Jr. Biochemistry Laboratory.”

V. LAGUARDIA COMMUNITY COLLEGE – NAMING OF HIP/CENTRALIZED LABORATORY SERVICES NURSING RESOURCE CENTER:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the HIP/Centralized Laboratory Services Nursing Resource Center, located in Room E-328 on the 2nd floor of the E Building at LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, New York.

EXPLANATION: HIP Health Plan/ Centralized Laboratory Services has donated $100,000 to the LaGuardia Community College Foundation for the renovation and furnishing of a new state-of-the-art nursing resource center. The new computer and media center provides 385 clinical nursing students with academic support as well as Internet access, software programs, and video tutorials that help them with their theoretical and clinical studies. To recognize this company’s generosity, LaGuardia Community College seeks Board approval to name the facility located in Room E-328 the “HIP/Centralized Laboratory Services Nursing Resource Center.”

W. GRADUATE SCHOOL AND UNIVERSITY CENTER – NAMING OF THE LEON LEVY CENTER FOR BIOGRAPHY:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of “The Leon Levy Center for Biography” at the Graduate School and University Center.
EXPLANATION: The Leon Levy Foundation has pledged $3,732,675 to the Graduate Center Foundation for the creation of a Center for Biography. This Center will work to establish the legitimacy of biography within the academy, create a dialogue about its practice and methodology with biographers working outside the academy, improve its practice, and encourage public interest in biography.

The Leon Levy Foundation is a private, not-for-profit foundation created from the estate of Leon Levy. The Foundation continues Mr. Levy's philanthropic legacy by encouraging and supporting excellence in fields of interest to him and his wife, Shelby White. Mr. Levy spent his professional life on Wall Street. He co-founded the mutual fund management firm Oppenheimer & Co. He co-founded the private investment partnership, Odyssey Partners. His philanthropic interests were broad and included the study of the ancient world, arts and humanities, brain research, human rights and Jewish culture. He attended The City College of New York.

X. QUEENS COLLEGE – AMENDMENTS TO THE GOVERNANCE PLAN:

RESOLVED, That the proposed amendments to the Governance Plan of Queens College (the Academic Senate Charter) be approved.

EXPLANATION: The proposed amendments to the Queens College Governance plan have been approved by the Academic Senate and are recommended by the College President. The amendments reduce the numbers of senators while maintaining the current faculty-student ratio. The change is proposed to allow the Senate to conduct its business effectively, in light of the New York State Court of Appeal ruling in Perez v CUNY indicating that governance bodies such as the Academic Senate are subject to the Open Meetings Law and therefore must meet legally-mandated quorum and majority vote requirements in order to conduct business.

Specifically, the Academic Senate membership will be reduced from 90 to 60 with the 2/3 faculty and 1/3 student ratio maintained. The reduction in faculty and student seats are from categories that have been abolished, historically not filled or only partially filled. The revised governance plan is designed to achieve greater attendance and allow for a more orderly conduct of Academic Senate business.

Y. THE CITY UNIVERSITY OF NEW YORK – REVISIONS TO THE PSC-CUNY WELFARE FUND TRUST INDENTURE:

RESOLVED, That the Board of Trustees approve the revised PSC-CUNY Welfare Fund Trust Indenture; and be it further

RESOLVED, That the Chancellor is hereby authorized and directed to execute the revised PSC-CUNY Welfare Fund Trust Indenture.

NOTE: See Appendix A

EXPLANATION: The PSC-CUNY Welfare Fund, the Professional Staff Congress/CUNY, and The City University of New York undertook a review of the Fund’s trust documents and have agreed to revisions. The revised PSC-CUNY Trust Indenture incorporates, modifies, and supersedes three documents: the Trust Indenture, the Tripartite Agreement, and the Welfare Fund Clarification Agreement.

Z. THE CITY UNIVERSITY OF NEW YORK – CONTINUATION OF MILITARY LEAVE AND EMPLOYER-PAID HEALTH AND WELFARE BENEFITS COVERAGE FOR UNIVERSITY EMPLOYEES RECALLED FROM THE RESERVES TO ACTIVE MILITARY SERVICE:

RESOLVED, That the Board of Trustees of The City University of New York, in response to the continuing need for employees in the National Guard and Reserves to be activated for Military Service in response to the events of September 11, 2001, and in light of the continuing evolution of the response to September 11, 2001 into a wider campaign against terror, including military action in Iraq, hereby authorize the continuation of Military Leave and Health & Welfare benefits for University employees in accordance with the following policies. These policies apply to
employees of The City University of New York who are members of the National Guard, Reserve forces, or Reserve components of the armed forces of the United States.

1. Supplemental Military Leave

(a) The City University of New York will provide a temporary leave category called Supplemental Military Leave at full pay. Employees of The City University of New York who have been federally activated or activated by the Governor of New York State for military service between September 11, 2001 and December 31, 2008 will be granted Supplemental Military Leave with full pay after the exhaustion of military leave with full pay pursuant to Section 242 of the New York State Military Law. While on such Supplemental Military Leave, the eligible employee will be in full pay status for a period not exceeding 30 calendar days or 22 working days, whichever is greater, in addition to the leave that had been granted pursuant to Section 242 of the New York State Military Law.

(b) Employees shall be eligible to receive Supplemental Military Leave through December 31, 2008. Supplemental Military Leave shall not be granted for military service performed after December 31, 2008. In no event shall more than one such grant of Supplemental Military Leave be credited to any employee for activation related to the war on terror regardless of the number of times the employee is activated between September 11, 2001 and December 31, 2008.

2. Military Leave at Reduced Pay

(a) Employees shall be eligible to receive Military Leave at Reduced Pay through December 31, 2008. Military Leave at Reduced Pay status commences after the employee has exhausted Military Leave pursuant to Section 242 of the New York State Military Law, Supplemental Military Leave as set forth in paragraph 1 above, and any leave credits, other than temporary disability leave or sick leave, which the employee elects to use.

(b) Employees in Military Leave at Reduced Pay status will be paid their regular City University of New York salary (base pay) reduced by military pay (base pay plus housing and food allowances). The determination of rate of payment for the Military Leave at Reduced Pay will be based upon the employee's regular City University of New York salary as of his/her last day in full pay status and the employee's military pay on the first day of his/her activation, and shall not be subject to adjustment during the period of leave at reduced pay.

(c) Employees eligible for Military Leave at Reduced Pay will not be eligible to earn annual and temporary disability leave/sick leave accruals or to receive credit for holidays.

(d) In no event shall Military Leave at Reduced pay be granted for military service performed after December 31, 2008.

3. Continued Health Insurance Coverage

Covered dependents of eligible employees of The City University of New York, who are currently enrolled in a health plan with family coverage through The City University of New York and who have been federally activated or activated by the Governor of New York State for military service related to the war on terror shall continue to receive health insurance coverage with no employee contribution for a period not to exceed 12 months from the date of activation, less any period in which the employee remains in full-pay status. Contribution-free health insurance coverage will end at such time as the employee's active duty is terminated or the employee returns to City University of New York employment or December 31, 2008, whichever occurs first.

4. Other Provisions

The provisions of this resolution shall not apply to those employees who have voluntarily separated from City University of New York service or who are terminated for cause. Furthermore, the provisions of this resolution
shall apply only for the period of time that the employee has an appointment with The City University of New York.

**EXPLANATION:** On October 22, 2001, November 18, 2002, March 29, 2004, February 28, 2005 and January 8, 2007, the Board of Trustees passed resolutions extending Military Leave and employer-paid health and welfare benefits coverage for University employees recalled from the Reserves to active military service in response to the events of September 11, 2001. This resolution authorizes the continuation of these benefits through December 31, 2008 in response to the need for employees to serve in the Armed Forces in light of the continuing evolution of the response to September 11, 2001 into a wider campaign against terror, including military action in Iraq.

This resolution, consistent with the policies being followed by the State of New York for its employees, authorizes, under certain conditions, the continuation of Supplemental Military Leave at full pay for the greater of 30 calendar days or 22 working days, in addition to the Military Leave provided pursuant to Section 242 of the New York State Military Law. Further, after exhaustion of the Supplemental Military Leave, this resolution authorizes a Military Leave at Reduced Pay for military service performed through December 31, 2008, whereby the employee will receive salary from The City University of New York equal to the difference between the employee's regular CUNY salary and the military pay he/she is receiving. Finally, this resolution authorizes the continuation (through December 31, 2008) of dependent health care coverage, under certain conditions, for employees recalled to active service related to the war on terrorism (less any period in which the employee remains in full-pay status).

**AA. DISTINGUISHED PROFESSORS:** RESOLVED, That the following be designated Distinguished Professors in the departments, and the colleges, and for the period indicated, with compensation of $25,639 per annum in addition to their regular academic salaries, subject to financial ability:

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**Statement of President Kathleen M. Waldron:**
Professor Gail Levin is in Europe on a Fulbright so she will not be with us today but I would like to just thank everyone for recommending her. Professor Levin is a very Distinguished Art Historian who is presently on a Fulbright program as a Distinguished Research Chair of the Roosevelt Study Center in Holland. She has in the past published many books. Her most famous books are on Edward Hopper, a seven hundred page biography of Hopper which was nominated or named by the *Wall Street Journal* as one of the hundred most influential books in art in the last century. In addition, Professor Levin has written a ground breaking work on Judy Chicago. Professor Levin has been a long-time faculty member at Baruch College and has distinguished herself in her teaching, her research and her service to the community.

**Statement of President Jennifer Raab:**
Thank you very much for this opportunity. I am greatly privileged and delighted to introduce our Distinguished Professor Peter Carey. Peter is quite simply one of the world's foremost contemporary literary artists. He is at the top of the field of English language novelists. There is simply no better novelist now working in North America and I would not be in the slightest surprised if some time in the next decade he were to win a Nobel Prize. I cannot think of another novelist writing in English who is more deserving.
I believe all the things wholeheartedly that I just said but I did not actually think of them first. The first comment was from Salman Rushdie, the second from Jonathan Franz and the third from Russell Banks. So you can see from these comments and the people who wrote on behalf of Peter just how extraordinary Peter is as a writer and what a great addition he is to the City University faculty. Peter is one of only two people to win the coveted Booker Prize twice. He has won two Commonwealth prizes, three Miles Franklin awards, which is Australia's Pulitzer Prize, and the list goes on.

I hope all of you will see for yourself by reading his new book, which is so hot off the presses that I was not actually able to bring copies for all of my colleagues but we will get them. We have got Peter's last copies from the publisher and you will probably see a lot of him on his book tour. I can speak with more personal expertise on Peter's role as an extraordinary teacher, mentor and academic leader at Hunter College. Hunter's writing MFA is the best in the City and that is not just my opinion but was recently written in The Village Voice. What is so extraordinary is that we were able to accomplish this credential in a short five-years.

Peter taught at Princeton, at Stanford, at so many Ivy League universities, but when we met he wanted to come to Hunter College to build a program with the City University population's immigrants, first in their families to go to college, and this is a population he felt had an edge and wanted to tell their stories and he was so very right. We now have hundreds of applications for a very few spots and all of the students are extremely engrossed and feel that they are getting extraordinary attention and extraordinary career opportunities.

Together we created the Herzog Fellowship Program which places our young writers with extraordinary writers such as Salman Rushdie, Toni Morrison, Jonathan Franz and the list goes on. All these people are very close friends and colleagues of Peter's. We have a distinguished writing series where writers such as Frank McCord and Ann Carson in the next few months and many of the other names I mentioned will work with the students and give readings to the Hunter community. This is a program that someone of Peter's stature often would be found as purely a figurehead. In our case Peter has just thrown himself into nurturing and growing this program to make it the quality that it is and he is truly tireless in his efforts.

It has been one of the great privileges of my tenure to be able to work with Peter and to help support him as he has worked with our students and they have created something so important for this University. I thank you, very much and I am so happy that the next time Peter gets one of these wonderful awards they will note that he is a CUNY Distinguished Professor.

Statement of Professor Peter Carey:
It is very odd being an Australian in New York City. I mean, there are so many different nations and ethnic groups, but I think it is only the Australians who get asked when are you going home? So, I mean, there is not, as far as I know, an Australian neighborhood in Queens and there is no easy explanation for how we belong here or what we might contribute or connect. It is really true that this is what Hunter College and Jennifer Raab gave to me in the City, that in the classrooms in Hunter I found students who were grappling with all the things that as an Australian you grapple with all your life which is really, I am not going to give my Australian history lecture, about the country that begins with the penal colony and the genocide and how the trauma keeps on being acted out over and over and over forever, but I will say that it does breed some self doubting and conflicted people who are always belonging in two places at once.

This is the problem on the opportunity and the gift my students have. They are really often, like the student from British Guyana, astonished to find this white guy who sort of understands all the issues of colonialism and the question of how you have to use your own language and not betray it and at the same time you really passionately wish to address the center and being known by the center at the same time as being true to yourself. Weirdly you see this is what it is like to be an Australian. Not by any good judgment on my part but as sort of good luck and Jennifer Raab's incredible insistence I found myself in this very privileged place, which gives me great pleasure, well, I am at home in Australia too, but this has become my home, I have become today finally at last, I think at least a New Yorker. Thank you, very much.
Statement of President James Muyskens:
I would like to say just a few words about our newest Distinguished Professor, Professor of English and Director of Italian American Studies. He, unfortunately, cannot be with us today. He comes to us from the State University of New York at Stony Brook where he was a long-time director of their groundbreaking Italian American Studies Program. He has written and edited many books, including, From Wise Guys to Wise Men, Leaving Little Italy and Italian Signs, American Streets, which won the Giovanni Angeli Italian Ministry of Foreign Affairs Award and was selected as an outstanding academic book for choice.

As one of the founders of the Bodege Press and editor of Voices in Italian Americana, the editor of the State University of New York Press series and Italian American Studies and past president of the American Italian Historical Society, Professor Gardaphé has been instrumental in establishing the field of Italian American Studies and creating a sense of community among Italian American writers. Prof. Gardaphé says he is coming to The City University of New York for one special purpose, to create the best Italian American Studies program in the world and we believe he is just the man to do it. Thank you.

Statement of President William P. Kelly:
Good afternoon, everyone. It is with great pride and deep personal pleasure that I introduce to you James Oakes. Professor Oakes is a leading historian of 19th Century America, is a faculty member at Princeton, at Northwestern and at The Graduate Center he has engaged in seminal questions that dominated American intellectual life from the revolution through the Civil War. More particularly, he is one of the world’s most distinguished authorities on the history of American slavery.

His first book, The Ruling Race: A History of American Slaveholders, redefined the intellectual landscape of that field of inquiry. Before Oakes’ book no systematic study of slave owners had been undertaken. Prior scholarship focused almost exclusively on the largest slaveholders, the plantation owners who figure so prominently in Southern romanticism, the Scarlet O’Haras of the world if you will. Oakes’ intensive archival scholarships centered instead on more typical slave owners, economically marginal figures whose lives were marked by instability and westward movement. Oakes thereby replaced a paternalistic pre-capitalist model of southern life with one deeply enmeshed in the market revolutions and the contradictions of liberal economic theory.

Oakes’ second book, Slavery & Freedom in Interpretation of the Old South extended and refined the argument of the ruling race and solidified his reputation as one of the pre-eminent historians of his generation. Most notably that book re-centered the relationship between slavery and liberal capitalism. Its keen understanding of the tensions inherent in commercial humanism and its resetting of American slavery in a comparative context stimulated much subsequent work on southern social history and touched off a decade long scholarly debate.

Professor Oakes’ most recent book, The Radical and the Republican: Frederick Douglass, Abraham Lincoln, and the Triumph of AntiSlavery Politics, was widely hailed and wonderfully well reviewed when it was published last year. It is well on its way to becoming a classic in Antebellum political history. David Donald, America’s preeminent Lincoln scholar argued that “No other historian has so clearly explained Douglas’ changing political affiliations, nor do I know of another account of Lincoln’s shifting positions on emancipation that is so full and so convincing.”

One of The Graduate Center’s most effective teachers and most dedicated citizens Professor Oakes is only now entering his scholarly prime. We have greatly benefited from his presence among us and we expect much more to come. Finally, I take particular pride, as I am sure you will as well, in noting that Professor Oakes is one of our own. He is a 1974 alumnus of Baruch College. I introduce him to you with great delight and our restrained enthusiasm.

Statement of Professor James Oakes:
I arrived here thirty-eight years ago this month at Baruch College, ready and eager to set myself on a path to a distinguished career in international banking. Nothing went wrong thanks to a freshmen English composition professor who called me to her office at the end of the first semester and said I do not care what you major in but if you major in business you will be bored to tears. Whether she was right or wrong, I do not know, but she was followed shortly thereafter by a teacher of American history, Selma Burrell, who told me in the first weeks of her introduction to American history that I had the makings of a good historian and two years later suggested to me that I get a Ph.D. I was not even sure I knew what a Ph.D. was at that point. I was a Catholic school working class boy
from Staten Island. I left four years after I arrived and on my way to Berkeley.

The first thing I want to say to you all this afternoon is that I came to life intellectually at the City University and for that I am profoundly grateful. I spent eight years at Berkeley. I went to Princeton, spent five years there, twelve years at Northwestern and when the offer came from The Graduate Center it was partly just the attraction of coming home but also it was for me at that moment in my intellectual life a lifeline, the last chance, I thought, to see if I could continue as a scholar and I found myself when I got here for the first-time in a very long time in a department with colleagues who were genuinely enthusiastic about their own scholarship and about each other's scholarships who every day poked their heads into each other's offices and asked how are you doing, how is your book coming, listen to what I just found. The tone of intellectual excitement at The Graduate Center was set at the top, I think by a person who, if I may say so is in my experience the finest academic administrator it has ever been my privilege to work with.

I find myself now at the age of fifty-four more productive, more excited about my work than I have ever been in my life and so the second thing I would like to say to you all is that I came back to life intellectually at The City University of New York and for that too I am profoundly grateful. If I have any regret it is that Professor Newton, my freshman composition teacher, and Selma Burrell, cannot be here this afternoon so that I could thank them along with yourselves for this promotion and for considering me today. One last coda, I have another enormous debt of gratitude to The City University of New York that is not in my vitae and it is in September my five-year old son started kindergarten at the Hunter College Elementary School. He is in love with the place and so am I. I hit the jackpot. Thank you, very much.

Statement of President Gregory H. Williams:
Professor Sorkin cannot join us today but I am pleased to share a few words about him and his accomplishments with you. He is an internationally renowned architect and scholar. His prior teaching includes stints at Harvard, Columbia, Yale, Cooper Union as well as lectures and teaching across North America, Europe, Asia and Africa. Over twenty-five years he has had great experience as a practitioner and a theorist. He is considered by his peers to be one of the most respected and important urban architects in the world and a leading educator and intellectual, in fact, a true visionary.

Many of his publications are considered classics and he has addressed some of the most complex and controversial subjects possible in urbanism in books like The Next Jerusalem and After the World Trade Center: Rethinking New York City. He is involved in projects in New York City and around the world and we are truly fortunate to have him at City College and The City University of New York. Thank you.

BB. THE CITY UNIVERSITY OF NEW YORK – DISPOSITION OF AUTHORITY TO THE VICE CHANCELLOR FOR HUMAN RESOURCES MANAGEMENT AND THE VICE CHANCELLOR FOR LABOR RELATIONS:

WHEREAS, At its meeting on November 26, 2007, the Board of Trustees appointed a Vice Chancellor for Human Resources Management and a Vice Chancellor for Labor Relations in place of a Vice Chancellor for Faculty and Staff Relations; therefore be it

RESOLVED, That the Board of Trustees authorize the Chancellor to designate that specific functions that had been performed by the Vice Chancellor for Faculty and Staff Relations now be performed by either the Vice Chancellor for Human Resources Management or the Vice Chancellor for Labor Relations, as appropriate.

EXPLANATION: The Vice Chancellor for Faculty and Staff Relations had the duty and power to perform functions on behalf of The City University of New York. By virtue of this resolution, the Chancellor is authorized to designate either the Vice Chancellor for Human Resources Management or the Vice Chancellor for Labor Relations, as appropriate, to perform those responsibilities.

Report of Faculty, Staff and Administration Committee Chair Valerie Lancaster Beal:
I would like to note that Vice Chancellor Gloriana Waters distributed to the Committee for information two reports on the number and type of discrimination and sexual harassment complaints received and handled by the University.
NO. 6. COMMITTEE ON FACILITIES PLANNING AND MANAGEMENT: RESOLVED, That the following items be approved:

A. BOROUGH OF MANHATTAN COMMUNITY COLLEGE – 199 CHAMBERS STREET FAÇADE RESTORATION:

RESOLVED, That the Board of Trustees of The City University of New York accept the design for the restoration of the 199 Chambers Street façade project at Borough of Manhattan Community College, as prepared by Superstructures + Engineers Architects, with a construction budget of $3,474,139; and be it further

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

EXPLANATION: Borough of Manhattan Community College will repair the façade of the its main campus building at 199 Chambers Street, in order to comply with public safety as per Local Law 11/98 and the applicable sections of the New York City and New York State Building Codes.

B. YORK COLLEGE – CROSSWALK:

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 York College to construct a Crosswalk from 159th to 160th Streets. 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. YORKCOLL, for an amount not to exceed $500,000. The contract shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: York College will construct a sidewalk connecting its new 159th Street Pedestrian Mall to 160th Street, which will facilitate the flow of College-bound pedestrians from the subway and bus stops of Jamaica Center to the main campus buildings.

To design this project, the Board approved the selection of the firm of Lee Weintraub Landscape Architecture LLC by resolution dated September 26, 2005, Cal. No. 6.F.

C. QUEENS COLLEGE – RESIDENCE HALL AUTHORIZATION:

RESOLVED, That the City University request the Dormitory Authority of the State of New York to enter into a ground lease with Q Student Residences, LLC, a special purpose subsidiary of the Queens College Special Projects Fund, Inc. for the leasing of a parcel of property on the campus of Queens College to allow for the construction of a student housing facility of approximately 500 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 Q Student Residences, LLC, Capstone Development Corp., Capstone On-Campus Management, LLC, and any other necessary parties, and The City University of New York, for pre-development and development services and for the subsequent management and operation of the residence facility on the campus of Queens College.

EXPLANATION: The Chancellor and the College President have determined that providing a residence facility on the Queens College campus would promote and enhance the educational mission of the college and university. After completing a demand analysis, CUNY issued a Request for Proposals from experienced dormitory development/management firms to finance, develop and operate – on a self supporting basis – a 500 bed campus residence on an approximately 2.3 acre campus site located between the Rosenthal Library and the Fitzgerald Gymnasium, now used for tennis courts (which will be relocated to other campus sites). 5 firms responded to the RFP, 2 were interviewed by a committee of central office and college representatives and Capstone Development Corp. ("Capstone") 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 Q Student Residences, LLC, which in turn, with CUNY’s approval and/or participation, will enter into separate pre-development, development, and management agreements with Capstone and its related entities. Q Student Residences, LLC, as owner/borrower, will enter into a loan agreement with a lender which will issue long term tax exempt bonds to finance the project. Capstone (pursuant to its development agreement with Q Student Residences, LLC) 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, Capstone (pursuant to its management agreement) will collect rents (which would be used to pay debt service on the bonds), will operate the facility and would accrue reserves for future repairs.

It is currently estimated that the project will provide 506 student, staff, and faculty beds in a five-story building of about 150,000 square feet. It is expected to contain primarily 4-bedroom/2-bath units and 2 shared bedroom/2-bath units to house undergraduate students. It will also offer one bedroom and studio units for graduate and resident assistant students and 5 faculty/staff apartments. Multiple common spaces will be provided within the building including private and open study lounges, a laundry room, self-serve café, seminar/classroom space and a fitness center. The project will also include the provision of approximately 200 new parking spaces under the building and elsewhere on campus. The direct construction cost is estimated at approximately $44 - $46 million and a bond issue is anticipated at approximately $67 million (to include design and other fees, construction supervision, required reserves, financing costs, etc.). It is anticipated the financing will be completed and construction will begin in the early spring of 2008 and construction will be completed for a Fall 2009 opening.

D. MEDGAR EVERS COLLEGE – 391 EASTERN PARKWAY 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 (10) year lease agreement, on behalf of Medgar Evers College, to rent approximately nine thousand (9,000) square feet of space, at the premises known as 391 Eastern Parkway, Brooklyn, New York. The agreement shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: On June 25, 2007, the Board of Trustees adopted a resolution authorizing the University to enter into a lease at this location for 6,000 square feet of space at a rental rate not to exceed $26.00/SF. Subsequently, the landlord has been able to make available to the College and additional 3,000 square feet of space to bring the total leased area up to 9,000 square feet of space.

The proposed new ten-year lease will provide the College with additional space for classrooms, seminar rooms and offices to help relieve the overcrowded conditions on campus. The base annual rental is not expected to exceed $234,000 ($26.00/SF) in the first year of the term, with an escalation of 3% per annum for each year thereafter. The ten-year term will start upon completion of certain work requested by the College. The landlord will maintain all mechanical, plumbing, and other building systems. The University will be responsible for cleaning and electricity and will reimburse the landlord for its proportionate share of increases in real estate taxes over the base year of the lease.

This resolution is intended to replace the resolution adopted on June 25, 2007, Cal. No. 6.H.

E. LAGUARDIA COMMUNITY COLLEGE – 30-20 THOMSON 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 five (5) year lease agreement, on behalf of LaGuardia Community College, to rent approximately six thousand (6,000) square feet of space at the premises known as 30-20 Thomson Avenue, Long Island City, New York. The agreement shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: On June 25, 2007, the Board of Trustees adopted a resolution authorizing the University to enter into a lease at this location for 3,500 square feet of space at a rental rate not to exceed $25.00 per square foot. The space will be used by LaGuardia Community College to operate the Accelerated Study in Associates Program, also known as ASAP. Subsequently, the landlord has been able to make available to the College some additional space.
in an adjacent area. The total area now available for lease is 6,000 square feet of classroom and office space. This additional space is needed by the College to operate the program effectively.

The landlord, at landlord's cost, will renovate the new space to the College's specifications. The base annual rent is not expected to exceed $150,000 ($25.00/SF) per annum in the first year and escalate 3% per annum in each subsequent year of the term. The term will start upon completion by landlord of certain work requested by the College. The landlord will maintain all mechanical, plumbing and other building systems. The University will be responsible for cleaning, the cost of utilities and its proportionate share of increases in real estate taxes over the base year.

This resolution is intended to replace the resolution adopted on June 25, 2007, Cal. No. 6.J.

Upon motion duly made, seconded and carried, the public meeting was adjourned at 5:58 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.)
MINUTES OF THE MEETING OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK

HELD

FEBRUARY 25, 2008

AT BARUCH COLLEGE VERTICAL CAMPUS
55 LEXINGTON AVENUE – BOROUGH OF MANHATTAN

The Chairperson called the meeting to order at 4:30 P.M.

There were present:

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

Valerie Lancaster Beal
John S. Bonnici
Wellington Z. Chen
Rita DiMartino
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

Kisha Fuentes
Towanda Lewis
Anthony Vargas

Chancellor Matthew Goldstein
Executive Vice Chancellor Selma Botman
Executive Vice Chancellor Allan H. Dobrin
President Dolores Fernandez
President Ricardo R. Fernandez
President Russell K. Hotzler
President Marcia V. Keizs
President William P. Kelly
President Eduardo J. Marti
President Gail O. Mellow
President Tomas Morales
President James L. Muyskens
President Antonio Perez
President Regina Peruggi

President Jennifer Raab
President Jeremy Travis
President Kathleen M. Waldron
President Carolyn G. Williams
President Gregory H. Williams
Dean Michelle Anderson
Dean Ann Kirschner
Dean Stanford A. Roman, Jr.
Vice Chancellor Ernesto Malave
Vice Chancellor Garrie Moore
Vice Chancellor Pamela Silverblatt
Vice Chancellor Gloriana Waters
Vice Chancellor Iris Weinschall
Senior University Dean John Mogulescu
RF President Richard F. Rothbard

The absence of Trustees Joseph J. Lhota, Hugo M. Morales, and Sam A. Sutton was excused.
Chairman Schmidt called the meeting to order, and 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. VIDEOTAPING OF BOARD MEETING: Chairman Schmidt announced that as usual CUNY-TV is making available this important community service by transmitting the Public Session 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 Session of this afternoon’s Board meeting will be available as a podcast within 24 hours and can be accessed through the CUNY website.

Chairman Schmidt stated that on behalf of my fellow Board members and everyone at CUNY, I would like to express our deepest condolences to the families and friends of all the victims of the attack on the Northern Illinois University campus on February 14th. May we have a moment of silence as we remember the tragic loss of life. As we remember that terrible incident our concerns go out to our colleagues and friends at Stony Brook where we understand at this very moment there is a bad situation brewing on that campus. We know of no loss of life as of yet, so let us all just pray that this situation will resolve itself without violence.

On a much happier note, I want to formally welcome Trustee Charles Shorter to this Board meeting and to this Board. Trustee Shorter has already attended a number of Board committee meetings. He brings extensive and important business experience, community leadership, and a great dedication to education to the University. Charles, we are very happy to welcome you to this Board.

Statement of Trustee Charles A. Shorter:
I should be applauding you. I cannot tell you how honored I am to be a member of this Board and how excited I am both about learning a lot more from all of you, and making a contribution to the growth of this amazing institution. Thank you, Mr. Chairman and Chancellor Goldstein.

Upon motions duly made, seconded and carried, the following resolution was adopted: (Calendar No. 7)

NO. 7. RESOLUTION OF APPRECIATION — RANDY M. MASTRO:

WHEREAS, The Honorable Randy M. Mastro was appointed by Mayor Rudolph Giuliani to the Board of Trustees of The City University of New York in 1999; and

WHEREAS, For over eight years he has been a dedicated Trustee and has played an important role in working on behalf of CUNY’s renewal, bringing his sure hand, discerning judgment, and firm commitment to quality public higher education to every University issue; and
WHEREAS, He served as chair of the Board of Trustees’ Standing Committee on Facilities Planning and Management since 1999, overseeing a fruitful new era of public/private initiatives, expansion, and upgrades to the colleges’ physical campuses, ensuring the safety and progress of the University’s students and faculty; and

WHEREAS, He provided invaluable contributions to the University’s academic resurgence by helping to secure effective leadership at several CUNY colleges, chairing the City College Presidential Search Committee in 2000, the John Jay College of Criminal Justice Presidential Search Committee in 2003 through 2004, and the Search Committee for a new Dean of the CUNY Law School in 2005; and as a member of the Graduate School and University Center Presidential Search Committee in 2004 and the Hunter College President Search Committee in 2000; and

WHEREAS, During his tenure, his profound wisdom and deep insight contributed greatly to the deliberations of the Board; 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 Randy M. Mastro for his energy, devotion, and outstanding 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.

Chairman Schmidt stated that we will convey a copy of this resolution to Randy and we are looking forward to a dinner with Chancellor Goldstein to celebrate Randy’s long service with us.

It is a pleasure to announce that Chancellor Matthew Goldstein will receive a well-deserved communal leader award by the Jewish Community Relations Council of New York, at their 2008 Gala Dinner being held on March 11th. Congratulations, Chancellor Goldstein.

Chairman Schmidt stated that the Board held its Brooklyn Borough Hearing, together with the regular Board public hearing on the February 2008 Calendar on Tuesday, February 19, 2008 at Brooklyn Borough Hall. I very much appreciate that the hearing was chaired by Trustee Sam Sutton and attended by Trustees Rita DiMartino and Manfred Philipp, Chancellor Goldstein and members of the Chancellery, and CUNY College Presidents in Brooklyn.

A summary of the proceedings has been circulated to the Trustees and the Chancellor's cabinet and a transcript of the hearing is available in the Office of the Secretary. The next Board borough hearing will take place in Staten Island at the College of Staten Island on Monday, March 17, 2008.

Chairman Schmidt stated that I take special pleasure to note that Graduate Center Professor James Oakes, who we welcomed to the table at our last Board meeting on the occasion of his appointment as Distinguished Professor. James Oakes has won the 2008 Lincoln Prize, one of the most important awards in the field of American History, for his book, The Radical and the Republican: Frederick Douglass, Abraham Lincoln, and the Triumph of Antislavery Politics. He shares the 2008 award with historian and diplomat Elizabeth Brown Pryor.

This superb book of his was commended by the Lincoln jury for using "new comparative framework to analyze the careers of the wartime President and the nation's most important black leader." The jury cited the author's "powerful" narrative, "designed for historians as well as general readers," which "flows seamlessly...sometimes with dramatic effect." Congratulations to Professor Oakes and The Graduate Center on this important distinction.
Chairman Schmidt stated that speaking of distinctions, the 43rd Annual CUNY Athletic Conference Basketball Championships concluded on Friday night at City College with John Jay men’s team earning their first ever Conference title with a 68-54 win over the #1 seeded team, York. In front of 2,000 fans and a live New York City television audience, the Bloodhounds joined the Baruch women, who beat Lehman 71-60 in a rematch of last year’s exciting final, thereby earning a trip to the NCAA tournament beginning next week. Congratulations to the basketballers.

A week earlier, the Hostos men and Queensborough women did the same when they won the CUNY community college titles at host Queensborough. For the 32nd straight year, Con Edison was the principal sponsor of this event.

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

1. Distinguished Professor of Physics at City College Myriam P. Sarachik has been elected to the governing council of the National Academy of Sciences, and will serve a three-year term as a councilor beginning July 1, 2008. The 17-member council is the governing body for the Academy. Congratulations!

2. Professor of Poetry in Hunter College’s MFA program in Creative Writing Tom Sleigh, has won the prestigious 2008 Kingsley Tufts Award for his collection Space Walk, which comes with a $100,000 prize, the largest in the nation for a mid-career poet. Congratulations!

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

1. Two CUNY community college students were nominated to the prestigious All-U.S.A. Academic First Team sponsored by Phi Theta Kappa. They will each receive a $2,500 scholarship, as well as national recognition through coverage in U.S.A. Today. They are: Accounting major Morris Sheriff from Borough of Manhattan Community College who had the highest application score in New York State, and liberal arts - biology senior Kojo Wallace of Bronx Community College. Congratulations!

2. Twenty-four Hostos Community College Licensed Practical Nursing students and one alumnus passed the 2007 licensure examinations with a 87.5% pass rate - the average pass rate for New York State was 81.34%. Congratulations!

3. Three Queensborough Community College students won awards at the Annual Biomedical Research Conference for Minority Students for their research poster presentations. They are: Frandaluz Cuevas - Microbial Sciences Award, Marie-Pierre Payen - Quantitative Sciences Award, and Guy Surpris - Cell Biological Sciences Award. Congratulations!

4. Hunter College Ethnomusicology Graduate Program alumnus Jorge Arevalo Mateus earned a Grammy Award for best historical album The Live Wire: Guthrie in Performance 1949; and Hunter College Alumna Nataliya Binshteyn was selected as a finalist for the Paul and Daisy Soros Fellowship for New Americans. Congratulations!

D. GRANTS: Chairman Schmidt 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 January 28, 2008 Board meeting.

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

1. $191,584 NATIONAL SCIENCE FOUNDATION (ROBOTICS) for “Educational Robotics to Improve Student Retention and Recruitment in Critical Gateway Computer Science Courses.”

2. $138,280 NEW YORK STATE EDUCATION DEPARTMENT (STEP) for “Pre Collegiate Preparation for HS Students in Science and Technology.”
### CITY COLLEGE

1. **$2,415,445** **NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION** to Khanbilvardi, R. and Ahmed, S., for "NOAA – Cooperative Center for Remote Sensing and Technology Center."

2. **$1,633,200** **UNITED STATES DEPARTMENT OF TRANSPORTATION** to Paaswell, R., for "University Transportation Research Center."

3. **$784,000** **ARMY RESEARCH OFFICE** to Gayen, S., for "DOD Center for Nanoscale Photonic Emitters and Sensors for Military and Commercial Applications."

4. **$600,000** **NEW YORK CITY DEPARTMENT OF ENVIRONMENTAL PROTECTION** to Agrawal, A., for "Nondestructive Evaluation and Development of Assets Management System for NYC’s Pump Stations Force Mains."

5. **$498,000** **NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION** to Khanbilvardi, R., Gladkova, I., and Rossow, W., for "CREST – Satellite Earth Science Sensor Compression and Product Algorithm Research."

6. **$304,193** **NEW YORK STATE DEPARTMENT OF TRANSPORTATION** to Paaswell, R., for "UTRC: Long Island 2035: Building Public Consensus Around a Sustainable Future, Phase 1."

7. **$300,358** **NEW YORK STATE DEPARTMENT OF TRANSPORTATION** to Ghosn, M. and Agrawal, A., for "UTRC: Load and Resistance Factor Rating Methodology in New York State."

8. **$295,298** **NATIONAL INSTITUTES OF HEALTH** to Tarbell, J., for "Shear Stress Effects on Endothelial Transport."

9. **$280,000** **PRINCETON UNIVERSITY** to Moshary, F., for "Engineering Research Center on Mid-Infrared Technologies for Health of the Environment (MIRTHE)."

10. **$251,945** **VARIOUS** to Rich, A., for "Colin Powell Center for Policy Studies."

11. **$211,224** **NATIONAL INSTITUTES OF HEALTH** to Tchernichowski, O., for "Behavioral Mechanisms of Vocal Imitation."

12. **$200,000** **NEW YORK STATE EDUCATION DEPARTMENT** to Witherspoon, K. and Job, Y., for "Extended Day/School Violence Prevention Program."

13. **$133,496** **COLUMBIA UNIVERSITY** to Akins, D., for "Columbia Center for Electron Transport in Molecular Nanostructure."

14. **$125,624** **NEW YORK CITY DEPARTMENT OF EDUCATION** to Fosnot, C., for "Mathematics in the City."

15. **$120,000** **NATIONAL SCIENCE FOUNDATION** to Sarachik, M. and Tu, J., for "Spectroscopic and Local Magnetic Measurements in High-Spin Molecular Nanomagnets."

16. **$100,500** **GLOBAL CONTOUR, LTD** to Watkins, C., for "Composite Structural Damage Self-Sensing via Electrical Resistivity Measurement – Phase IIA-3."

17. **$100,000** **NEW YORK STATE EDUCATION DEPARTMENT** to Hernandez, R., for "Special Legislative Imitative: Teaching Dominican Studies."

18. **$100,000** **DEPARTMENT OF ENERGY** to Makse, H., for "Stress-Dependent Acoustic Propagation and Disseparation in Granular Materials."

### GRADUATE SCHOOL AND UNIVERSITY CENTER

1. **$361,000** **FORD FOUNDATION** to Chinn, S., for "Support to Establish an International Resource Network to Foster Research and Teaching on Sexuality and Gender."
2. $317,440 NATIONAL SCIENCE FOUNDATION (NSF) to Smith, G., for “SBES Alliance – CUNY/Michigan AGEP Alliance.”

3. $200,000 UNION COLLEGE to Flugman, B. and Gross, A., for “Evaluation of Pathways to Revitalized Undergraduate Computing Education.”

4. $158,104 AMERICAN SOCIAL HISTORY PRODUCTIONS, INC. to Brown, J., for “Center for Media and Learning.”

5. $144,227 GOVERNMENT OF NETHERLANDS to Weiss, T., for “Global Centre for the Responsibility to Protect.”

HUNTER COLLEGE

1. $633,399 NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE to Salmon, R. and Graziano, R., for “An Education Program for Minority Social Workers.”

2. $460,919 JOAN AND SANFORD I. WEILL MEDICAL COLLEGE OF CORNELL UNIVERSITY to Dottin, R., for “Clinical and Translational Science Center.”

3. $279,256 NEW YORK CITY OF HEALTH AND MENTAL HYGIENE to Bromberg, E., for “Training in Intensive Case Management.”

4. $149,908 NEW YORK STATE DEPARTMENT OF HEALTH to Burton, D. and Krauss, B., for “A Program to Promote Smoking Cessation Among Male Chinese American Restaurant Workers in Flushing, Queens, NYC.”

5. $101,403 UNIVERSITY OF MEDICINE AND DENTISTRY OF NEW JERSEY to Kotelchuck, D., for “Hazardous Worker Training Program.”

6. $100,000 STARR FOUNDATION to Feinstein, P., for “Dynamic Remodeling of Differentiated Cells by Fusion with Embryonic Stem Cells.”

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

1. $2,421,347 NEW YORK CITY COUNCIL, CENTER FOR ECONOMIC OPPORTUNITY to Mukamal, D., for “The New York City Justice Corps.”

2. $300,000 OPEN SOCIETY INSTITUTE to Handelman, S. and Kornberg, J., for “The Center on Media, Crime and Justice at John Jay College of Criminal Justice in Launching a Comprehensive Program of Activities.”

3. $288,768 UNITED STATES DEPARTMENT OF HOMELAND SECURITY to Romaniuk, P. and Sneh, I., for “Educating Tomorrow’s Homeland Security Leaders Today.”

4. $200,000 UNITED STATES DEPARTMENT OF HOMELAND SECURITY, NATIONAL CONSORTIUM ON THE STUDY OF TERRORISM AND RESPONSES TO TERRORISM to Freilich, J., for “Creation of a Database of U.S. Extremist Crime, 1990-2009.”

LAGUARDIA COMMUNITY COLLEGE

1. $245,657 NEW YORK CITY HUMAN RESOURCES ADMINISTRATION/CUNY to Bedor, A., for “COPE Program.”

2. $236,486 UNITED STATES DEPARTMENT OF DEFENSE to Hunt, B., for “Procurement Technical Assistance Center.”

3. $210,480 NEW YORK STATE DEPARTMENT OF LABOR to Kydd, J., for “Displaced Homemaker.”

4. $125,000 MET LIFE FOUNDATION to Dick, M., for “GED Bridge to Business Careers (GBBC).”
MEDGAR EVERS COLLEGE

1. $335,000 NEW YORK CITY COUNCIL to Simmons, E., for “Immigration Law Center.”
2. $160,000 NATIONAL AERONAUTICS AND SPACE ADMINISTRATION to Johnson, L., for “New York City Research Alliance.”

QUEENS COLLEGE

1. $190,060 NEW YORK CITY BOARD OF EDUCATION to Zevin, J. and Gerwin, D., for “Teaching American History.”
2. $120,000 THE FOUNDATION FOR AIDS RESEARCH to Golub, S., for “Neurocognitive Factors in the Relationship Between Drug Use and Risky Sex.”

COLLEGE OF STATEN ISLAND

1. $205,126 NEW YORK STATE DEPARTMENT OF EDUCATION to Kijne, H., for “Workforce Investment Act.”
2. $151,090 NEW YORK STATE DEPARTMENT OF EDUCATION to Kijne, H., for “Title II Services at a One-Stop Center.”
3. $149,723 NEW YORK STATE DEPARTMENT OF EDUCATION to Kijne, H., for “English Language/Civics.”
4. $130,934 UNITED STATES DEPARTMENT OF EDUCATION to Kress, M. and Daniels, M., for “Promoting Educational Excellence for Students with Disabilities – People Tech.”

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

Mr. Chairman, I want to echo your early comments welcoming Trustee Charles Shorter. It is wonderful to see you here, Trustee Shorter and we look forward to working with you over the next several years. Mr. Chairman, I would like to start with a brief snapshot on our enrollment position and it's splendid news. Spring enrollment has exceeded 230,000 students, the highest since 1976. Since 1999, spring enrollments have increased by nearly 20%.

Enrollment is up 3.1% and FTEs are up 4.1% this spring compared to last spring, and the enrollment most importantly is attributable more to rising continuation rates than it is to an influx of new students; a strategy that we have been working very hard on and it seems to be bearing fruit. Increased enrollment in the spring launches enrollment growth in the fall because of rising retention rates across the University. The fact that FTEs are growing faster than headcount means primarily that students are taking more courses than they did last year. Through our Campaign for Success we have been encouraging students to take a fuller load in order to maximize the likelihood that these students not only will be retained but, indeed, graduate with a Baccalaureate or an Associate degree.

While our enrollment is growing we are experiencing high academic achievers coming to this University in record numbers. At the Macaulay Honors College, for example, over 3,800 students have applied for the Fall 2008 class, an increase of nearly 20%. This is the highest number of applications in the eight-year history of the Macaulay Honors College. SAT scores and grade point averages are growing as well and they are quite impressive as we speak.

When we look where these students are coming from, they are coming from Stuyvesant High School in record numbers, from Brooklyn Technical High School and Bronx High School of Science all in record numbers. Those are all very good data and we are very pleased that this University continues to have its reputation burnished with youngsters and not such young people looking at this University as a valued place to study.

Let me move to give you an update on the budget process starting with the State of New York. On January 30th, I testified before the Senate and Assembly fiscal committees regarding Governor Spitzer's proposed Executive Budget.
As I have reported to this Board, the budget provides stability, and barring any further perturbations or assaults to the revenue associated with the State of New York we should have a stable environment this year, but as I have also reported there was no investment revenue that was provided through Governor Spitzer's Executive Budget.

As a result we are working very closely with the State Legislature to augment the operating and capital budgets. Borough-wide meetings with legislators were held in Staten Island, Queens, Brooklyn and Manhattan, and were organized with the help of our college presidents. The next borough-wide meeting is scheduled on February 27th in Albany, organized by President Ricardo R. Fernandez, with the Bronx legislators.

I have personally written to the entire New York City delegation in the Assembly and Senate about the reasons for needed capital support, and Executive Vice Chancellor and Chief Operating Officer Allan Dobrin and Vice Chancellor Iris Weinshall accompanied a senior representative from the Governor's Office to visit CUNY colleges to see their needs firsthand and this set of visits will be just the first of many to come so that we can fully send out very direct messages about the needs that we have in our infrastructure.

The CUNY Luncheon at the Black, Puerto Rican, Hispanic, and Asian Caucus Conference took place on February 16th with a resounding success. This is the brainchild of Senior Vice Chancellor and Secretary Jay Hershenson. He tells me that 700 boxed lunches were given out and just about everybody in the legislature and even our Governor came to give greetings. So, Jay, thank you for continuing to provide that very important venue for us. I am going to loop back to that caucus meeting in just a minute.

First, let me give you an update on our efforts working with Mayor Bloomberg and the City Council to urge improvements in the City's Financial Plan. I am scheduled to testify before the New York City Council Higher Education and Finance Committees regarding the plan on Friday, March 14th. There will also be a City Council Higher Education Committee hearing on Thursday, February 28th regarding the status of our community colleges.

Switching very quickly to a federal update, I have written to the New York Congressional Delegation about President Bush's proposed federal budget for higher education, focusing primarily on financial aid programs, CUNY's support for a proposed new program for worker training called, "Loans for Short-Term Training," and the University's opposition to propose limits on loan forgiveness for public-sector employees.

The Council on Aid to Education, Mr. Chairman, released its annual fundraising survey last week, and CUNY was prominently featured in a February 20th New York Times article. Donations to this University last year reached $279 million. I will only remind you that when you assumed the mantle of chairmanship here at this University we were hovering around $40 million, so that is a fairly impressive increase.

Mr. Chairman, I just want to provide kudos to our presidents. They are the ones on the line, banging on doors, walking the streets, pleading, cajoling and they are certainly getting the point across. We could not be more delighted, and you and I, as you know, in October and November of this year will formally announce iteration 2 of our capital campaign and it will be an impressive announcement.

Next month, the Council of Presidents will participate in a day-and-a-half retreat to focus on a number of long-range topics including fund raising, articulation, marketing and changing demographics, workforce development and the 2008-2012 Master Plan. As I previously mentioned to the Board I am in the process of meeting with faculty at all of our campuses. Last week, I had the privilege of spending time at LaGuardia Community College. Thank you, Gail, for the very warm reception and at my alma mater, thank you Gregory Williams at CCNY. I have now visited about two-thirds of the campuses and my pledge was to reach all of the twenty-three campuses by June of this year.

Speaking about LaGuardia, I must again commend President Gail Mellow on delivering the 2008 Robert H. Atwell lecture at the American Council on Higher Education's 90th Annual Meeting in San Diego on February 10th. Her speech entitled "Each and All: Creating a Sustainable System of Higher Education" was greeted with uncontrolled adulation, people leapt to their feet and could not control themselves. So, Gail there is some magic in what it is that you are saying.
I would also like to commend President Carolyn Williams and Bronx Community College on hosting the 2008 World Congress and International Association of Colleges’ Conference from February 18th to the 20th. Over four hundred delegates from forty countries participated in a dialogue about developing global partnerships. I am also pleased to announce that CUNY-TV continues to attract accolades. This year it received Emmy nominations for “Canape,” “Art or Something Like It,” and “Nueva York.” So, congratulations to Bob Isaacson and the group.

Mr. Chairman, I would like to conclude by looping back to the CUNY Luncheon at the Black, Puerto Rican, Hispanic, and Asian Caucus. I would like to thank Vice Chairman Philip Berry and Trustees Rita DiMartino, Freida Foster-Tolbert and Robert Ramos for participating in both the luncheon and the caucus conference. Secretary and Senior Vice Chancellor Jay Hershenson had a special treat for the members of that luncheon and it had to do with hearing from a young man, Mark Smiley, who has been featured on bus and subway panels as one participant in our "Look Who’s Teaching and Learning at CUNY" program.

Mark attended Baruch College through the SEEK program. With that small investment and a lot of hard work on Mark's part, today Mark is attending medical school at the University of Pittsburgh as the recipient of a $300,000 scholarship from the Jack Kent Cooke Foundation. What is interesting about Mark Smiley is that he is a legacy. His mother, Norma Smiley, graduated from Medgar Evers College and is a registered nurse. Mark's two brothers—Gregory graduated from Kingsborough Community College and CCNY and his brother O'Neil, a York College graduate and owner of a construction company—they were all there.

Professor Charles Malerich of Baruch College's chemistry department, who worked closely with Mark during his time at Baruch was in attendance as well as were Presidents Kathleen Waldron, Edison O. Jackson and Gregory Williams, in addition to President Regina Peruggi. Mark's story is a shining example of the heights a student can reach with just a small investment. We are going to show you a video about Mark Smiley. I promise you there will not be a dry eye in the audience.

** (VIDEO ABOUT MARK SMILEY PLAYED ON LARGE SCREEN MONITOR) **

Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 1 through 6)

NO. 1. CHANCELLOR’S UNIVERSITY REPORT: RESOLVED, That the Chancellor’s University Report for February 25, 2008 (including Addendum and Errata Items) be approved:

NO. 2. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting of January 28, 2008 be approved.

NO. 3. COMMITTEE ON ACADEMIC POLICY, PROGRAM AND RESEARCH: RESOLVED, That the following items be approved:

A. CITY COLLEGE – PH.D. AND M.PHIL. IN BIOMEDICAL ENGINEERING, CHEMICAL ENGINEERING, CIVIL ENGINEERING, ELECTRICAL ENGINEERING, AND MECHANICAL ENGINEERING:

RESOLVED, That the City College be authorized to offer the programs in Biomedical Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, and Mechanical Engineering leading to the Ph.D. and M.Phil. degrees, effective September 1, 2008, subject to financial ability; and be it further

RESOLVED, That the Board of Trustees requests that the New York State Board of Regents amend the Master Plan of the City College so as to permit the College to offer the above-cited five programs in engineering leading to the Ph.D. and M.Phil. degrees.

EXPLANATION: The primary purpose for the elevation of the City College to become a Ph.D. granting institution is to improve the reputation of the Grove School of Engineering and its national ranking and thereby significantly enhance
the recruitment and retention of outstanding students and first class faculty as well as increase access to external funds from research agencies.

Doctoral education in engineering at the City College started in 1963 under the auspices of The Graduate Center of CUNY. Although all of the other doctoral programs offered at The Graduate Center follow a consortia model, which involves active participation by doctoral faculty from across the CUNY campuses, the engineering programs have always been campus-based at the City College because no other CUNY campus offers engineering education. Faculty who teach the engineering courses and who conduct research in the engineering programs have always been appointed to the five engineering departments within the Grove School of Engineering at the City College. In addition, the physical facilities necessary to offer these engineering programs, including office space, computing equipment, scientific equipment, and the research laboratories, are all located at the City College. Thus, the City College is not only uniquely situated to offer these engineering programs but has, in fact, provided all of the education components and financial support for these programs since their inception in 1963.

Because these programs will be the first doctoral programs offered at the City College an amendment to the College's Master Plan is required. (Pursuant to Memorandum 95-17 of the Deputy Commissioner of Education to Chief Executive Officers of Institutions of Higher Education – September 22, 1995).

**B. CITY COLLEGE – PH.D. IN BIOLOGY, BIOCHEMISTRY, CHEMISTRY, AND PHYSICS:**

RESOLVED, That the City College be authorized to offer the programs in Biology, Biochemistry, Chemistry, and Physics leading to the Ph.D. degrees jointly with the Graduate School effective September 1, 2008, subject to financial ability; and be it further

RESOLVED, That the Board of Trustees requests that the New York State Board of Regents amend the Master Plan of the City College so as to permit the College to offer the above-cited four programs leading to the Ph.D. degrees jointly with the Graduate School.

**EXPLANATION:** The primary purpose for the restructuring plan is designed to enable the City College to be officially recognized for the doctoral education that is conducted on its campus and to enhance its academic profile. It is also intended to better serve the City College's ability to showcase its doctoral programs to federal funding agencies and private corporations and foundations in order to secure needed financial support to fund doctoral-level education at the College. The plan is also expected to significantly improve opportunities for the City College to attract, support and retain first class doctoral-level faculty as well as outstanding doctoral students. In the new restructuring, the curricula of the four programs as well as the faculty who teach the programs remain unchanged.

In the fall of 2004, Chancellor Matthew Goldstein invited an external advisory committee of distinguished scientists to review the organizational structure of the CUNY Graduate School with regard to doctoral education in biology, biochemistry, chemistry, and physics. The committee's report emphasized that in order for CUNY to continue to excel in the sciences resources must flow to the high quality programs, specifically, at the City College and at Hunter College, which provide most of the doctoral education university-wide in biology, biochemistry, chemistry, and physics. The advisory committee suggested that Ph.D. degrees in sciences should be awarded jointly, specifically by the City College and Hunter College. This allows the campuses to showcase their doctoral programs for Federal granting agencies, for fund raising in general, as well as for ranking of CUNY on a national level. In the new restructuring, the curriculum of these four programs as well as the faculty who teach these four programs remain unchanged.

Because these programs will be the first doctoral programs in the sciences offered at the City College an amendment to the College's Master Plan is required. (Pursuant to Memorandum 95-17 of the Deputy Commissioner of Education to Chief Executive Officers of Institutions of Higher Education – September 22, 1995).
C. HUNTER COLLEGE – DOCTOR OF PUBLIC HEALTH:

RESOLVED, That Hunter College be authorized to offer the program in Public Health leading to the Doctor of Public Health (DPH) degree jointly with the Graduate School effective September 1, 2008, subject to financial ability; and be it further

RESOLVED, That the Board of Trustees requests that the New York State Board of Regents amend the Master Plan of Hunter College so as to permit the College to offer the above-cited program leading to the DPH degree jointly with the Graduate School.

EXPLANATION: The primary purpose of the proposed restructuring is to enable Hunter College to be officially recognized to offer the DPH degree. In February 2007, the CUNY Board of Trustees approved a program in Public Health leading to the DPH degree to be offered at the Graduate School. The DPH was duly registered for the Graduate School by the New York State Education Department. The DPH program was designed to become the cornerstone of Chancellor Goldstein's proposed collaborative School of Public Health (SPH) that is planned for CUNY, to be sited at Hunter College. Hunter College will serve as the lead institution for this CUNY-wide SPH that will also include Brooklyn College, the Graduate School, and Lehman College. CUNY's SPH must be accredited by the Council on Education for Public Health (CEPH), the only available accrediting agency for schools of public health. CEPH accreditation requires that the lead institution of a collaborative school of public health offer the DPH degree. Thus, the proposed joint authorization to offer the DPH at Hunter College and the Graduate School is designed to enable Hunter College and the SPH to meet the CEPH accreditation requirements. If CUNY's collaborative SPH is not accredited by CEPH, CEPH will cease to accredit our currently accredited Master's in Public Health degrees at Hunter and Brooklyn Colleges. Further, without CEPH accreditation, graduates of our MPH and DPH programs will be unable to sit for the new certification examination for public health professionals. In the new structure, the DPH curricula as well as the faculty who teach in the DPH will remain unchanged.

Because this will be the first DPH program to be offered at Hunter College, an amendment to the College's Master Plan is required. (Pursuant to Memorandum 95-17 of the Deputy Commissioner of Education to Chief Executive Officers of Institutions of Higher Education – September 22, 1995).

D. HUNTER COLLEGE – PH.D. IN BIOLOGY, BIOCHEMISTRY, CHEMISTRY, AND PHYSICS:

RESOLVED, That Hunter College be authorized to offer the programs in Biology, Biochemistry, Chemistry, and Physics leading to the Ph.D. degrees jointly with the Graduate School effective September 1, 2008, subject to financial ability; and be it further

RESOLVED, That the Board of Trustees requests that the New York State Board of Regents amend the Master Plan of Hunter College so as to permit the College to offer the above-cited four programs leading to the Ph.D. degrees jointly with the Graduate School.

EXPLANATION: The primary purpose for the restructuring plan is designed to enable Hunter College to be officially recognized for the doctoral education that is conducted on its campus and to enhance its academic profile. It is also intended to better serve Hunter College's ability to showcase its doctoral programs to federal funding agencies and private corporations and foundations in order to secure needed financial support to fund doctoral-level education at the College. The plan is also expected to significantly improve opportunities for Hunter College to attract, support and retain first class doctoral-level faculty as well as outstanding doctoral students. In the new restructuring, the curricula of the four programs as well as the faculty who teach the programs remain unchanged.

In the fall of 2004, Chancellor Matthew Goldstein invited an external advisory committee of distinguished scientists to review the organizational structure of the CUNY Graduate School with regard to doctoral education in biology, biochemistry, chemistry, and physics. The committee's report emphasized that in order for CUNY to continue to excel in the sciences resources must flow to the high quality programs, specifically, at the City College and at Hunter College, which provide most of the doctoral education university-wide in biology, biochemistry, chemistry, and physics. The advisory committee suggested that Ph.D. degrees in sciences should be awarded jointly, specifically by the City College and Hunter College. This allows the campuses to showcase their doctoral programs for Federal
granting agencies, for fund raising in general, as well as for ranking of CUNY on a national level. In the new restructuring, the curriculum of these four programs as well as the faculty who teach these four programs will remain unchanged.

Because these programs will be the first doctoral programs in the sciences offered at Hunter College an amendment to the College's Master Plan is required. (Pursuant to Memorandum 95-17 of the Deputy Commissioner of Education to Chief Executive Officers of Institutions of Higher Education – September 22, 1995).

E. QUEENSBOROUGH COMMUNITY COLLEGE – A.A.S. IN MEDICAL OFFICE ASSISTANT:

RESOLVED, That the program in Medical Office Assistant leading to the Associate in Applied Science degree to be offered at Queensborough Community College be approved, effective March 1, 2008, subject to financial ability.

EXPLANATION: The proposed program is designed to integrate Medical Office Assistant competencies across several disciplines including basic secretarial skills, medical secretarial skills, primary biological principles, and public health sciences, with clinical testing procedures, phlebotomy technology, and phlebotomy practice, and other associated medical procedures that are performed in the practicing physician's office.

The proposed program builds upon an existing 30-credit Certificate program in Medical Office Assistant and will greatly expand the range of job opportunities available to graduates. Graduates of the proposed program will be eligible to assume clinical duties that include taking medical histories and recording vital signs, explaining treatment procedures, preparing patients for examination and assisting the physician during examination. Medical assistants also collect and prepare laboratory specimens or perform basic laboratory tests, draw blood, take electrocardiograms, remove sutures and change dressings.

F. LAGUARDIA COMMUNITY COLLEGE – A.A.S. IN RADIOLOGIC TECHNOLOGY:

RESOLVED, That the program in Radiologic Technology leading to the Associate in Applied Science degree to be offered at LaGuardia Community College be approved, effective March 1, 2008, subject to financial ability.

EXPLANATION: The proposed program is designed to provide students with the theoretical knowledge, the in-depth technical knowledge and the hands-on skills necessary to qualify for entry-level positions in the health care industry as Radiologic Technologists. Graduates of the proposed program will be eligible to sit for both the American Registry of Radiologic Technologists (ARRT) certification exam and the New York State licensure exam.

National, regional, and local data all point in the direction of strong job growth in the Medical Imaging field. While hospitals remain the principal employers of Radiologic Technologists, employment is expected to grow most rapidly in physician's offices, clinics and diagnostic imaging centers. Health care facilities such as these are expected to grow rapidly due to the shift toward outpatient care and third party reimbursement. Thus, employment opportunities appear to be good for graduates of this program.

Statement of Chancellor Matthew Goldstein:

Just a couple of background pieces of information. Let me say this is a historic moment for this University. It is something that many of us have longed for some time and I would like to just bring you all back to 2004 when we started this process working very closely with President William P. Kelly. It was then that I invited a visiting team of very distinguished members of the academic communities across the United States to take a look at our Graduate School and consider how we deploy resources and how we are organized and issues around governance.

We had Dick Atkinson, President Emeritus of the University of California System, Bill Kerwin, the Chancellor of the University of Maryland System, David Ward, President of the American Council on Education, extensive discussions with Jim Duderstat, former President of the University of Michigan and Chuck Vest, the former President of MIT. Along this time, Chairman Schmidt and I were having extensive conversations. Chairman Schmidt was privileged to be the president of one of the most distinguished institutions in the world with a very strong Life Sciences component at Yale University and he and I talked a lot about some of the problems, especially in what we perceived to be in science education at the Ph.D. level at this University.
All of you know that we have very distinguished programs at the Graduate School and they really dominate in the humanities and the arts and the social sciences, but the natural sciences were really not the areas that we were really spending a lot of time thinking about in this University for a long time. I am told about twenty years ago an attempt was made to look at that particular problem and nothing happened and yet in 2004 we were really determined to look closely at how we are structured in laboratory science areas in particular.

The committee that I brought in very quickly saw what we saw and said that we really should take a look at sciences in a very global and very methodical way. It was then that I invited Bob Selby, who was then Dean of Science at MIT to join us for these kinds of discussions; Maureen Goodenoff, who is a very distinguished immunologist at the University of Florida; Norma Aliwell, who is Dean of the College of Life Sciences at the University of Maryland; and Tom Rosenbaum, Vice President of Argon National Laboratories and a professor of physics at the University of Chicago. They looked very closely at how we deployed our resources and how we were organized around Ph.D. level science at the University and it was from their recommendations and very extensive discussions continuing with Jim Dudersthat and Chuck Vest that we decided to create a task force on doctoral education in the sciences. It was chaired by Selma Botman, our Executive Vice Chancellor and University Provost for Academic Affairs, with the assistance of Gillian Small, our University Dean for Research, and the task force had representation across the University presidents, provosts, and deans of science. Many faculty participated and as a result of that the task force got to work, rolled up their sleeves, and developed committees on joint degrees, governance, recruitment, and teaching students.

The task force completed their work in January 2007, almost three years after the initial foray in taking a look at doctoral education, and I am pleased to say to you tonight that as a result of a number of our presidents standing up and saying we agree that we must do something a little different than we have in the past in doctoral education we for the first-time this year will deploy ninety doctoral fellowships, for the first time being truly competitive on a national level. Those ninety fellowships will have the same base offer for five years, a relationship between the central administration and the campuses, full tuition, $24,000 in stipends and health benefits, and we are out there now looking to find the very best students that we can.

Tonight's resolutions are starting with Hunter and City Colleges and the reason that we start there is that these two institutions are the most mature in the development of a long-standing effort in basic and applied research with impressive track records in acquiring sponsored research. It is our hope and expectation that other campuses that wish to follow in the lead that Hunter and City are doing tonight will come on board and we will be working with those campuses over the next three years or so to see if we can move in that direction as well. This is an important move for us, and it is something of a paradigm shift.

Mr. Chairman, with your indulgence, since President William Kelly was a partner with us right at the very beginning and really shepherded so much of this through the Graduate School, I wonder if I can call on him just to make a couple of comments and then Executive Vice Chancellor and University Provost Selma Botman, who is seated beside me, can answer any particular questions.

Statement of President William P. Kelly:
I am grateful to have this opportunity to speak about the reorganization of CUNY's Doctoral Programs in Physics, Biochemistry, Chemistry and Biology. I would second virtually everything that the Chancellor just said. I would want to emphasize the importance of this reorganization for the University's efforts to move forward in research and teaching in the sciences and to stress how important this reorganization is as a critical component of the Decade of Sciences initiative.

I also underscore the care with which this process has unfolded, the careful measures that have been taken, the consultative processes that have brought people of great distinction to the University to look at our programs, the internal conversations that have happened, the leadership that has been exerted by presidents at all of the colleges, and how very excited we are to have in play ninety fellowships that are competitive nationally. This is something very new for us, to have a steady state of 400-450 fellowships with distinguished scientists who will be working at the University.
I want to say just a quick word about the implementation strategy that has resulted from this process. It has as I think most of you know two key components. I stress this because sometimes it becomes a little tangled. First, out of the process comes the creation of joint degrees between The Graduate Center, Hunter College, and City College respectively, that speak to the resolutions before the Board today. Second, the preservation of both, the current Graduate Center degree and the consortial model that has served this University very well indeed.

I want to say a word about the legislative process as well. In May of 2007 the faculty senates at both Hunter College and City College approved the awarding of joint degrees with The Graduate Center in these four disciplines. In December of 2007 the legislative body of The Graduate Center responded to those actions and approved in due course the awarding of doctoral degrees jointly by those two colleges and The Graduate Center and, like the Chancellor, looks forward and expects subsequent joint degrees from other colleges as those colleges’ resources come on line.

On these fundamental actions absolute clarity abounds. There was some confusion for a brief time at the last Academic Policy, Program and Research meeting, when some of the internal Hunter and City documents that were intended as background material for SED were mislabeled as Letters of Intent, that had been approved by governance at The Graduate Center. These documents were not degree proposals nor had they been approved by The Graduate Center. Executive Vice Chancellor and University Provost Selma Botman set the record straight before the Committee on Academic Policy, Program and Research approved the resolutions that are at the Board today. These support materials are labeled appropriately in the documents that you have.

I also want to stress that further curricular changes in each of the four programs will be fully vetted by the appropriate committees and presented to the Graduate Council for ratification. In short, the resolutions passed by the three academic senates have been and will continue to be rigorously and scrupulously observed. I would conclude by echoing what the Chancellor has just said about how important this initiative is for the future of the City University, the investment in doctoral education that it underwrites, and the emphasis it places on scientific research across the colleges will significantly enhance the work of our faculty and students and position CUNY to contribute meaningfully to the future of the city, the nation and the world. Mr. Chancellor, thank you for this opportunity.

Statement of Trustee Manfred Philipp:
This has been a long and intense process. The Chancellor and President William Kelly described some of it. In fact, there was actually more. Before this process started there were a number of task forces inside this University—in fact before our current Chancellor became chancellor—examining the state of the science doctoral programs. I was a member of one of those task forces but not all of them, almost about twenty years ago and it has been a topic of continuing concern.

One of the most important problems, of course, being addressed by this proposal, is the provision of suitable doctoral fellowships for science doctoral students including health care and tuition remission, something that the doctoral programs involved have long asked for and, of course, as a member of two of these doctoral programs I am quite grateful that this is now being taken care of. We know that it is being taken care of with the assistance of all the colleges involved, not only the two proposed joint degree campuses, but all the other campuses that participate in doctoral programs such as Queens College, Brooklyn College, College of Staten Island and so forth. These are good things.

Now to get to the details and in any good proposal there are details. In terms of Cal. No. 3.A., the movement of the engineering programs to City College, of course, this is of considerable concern to engineering faculty at the College of Staten Island and I am happy to report that I have received assurances that those faculty will continue to be able to be involved in the program as they have been before, and I would like to put that in the record that we have received such assurances. In terms of the joint degrees in the sciences, I think I should make you aware of the material that is on the table from Professor Burke of the Doctoral Faculty Policy Committee and other material where I think it is clearly the expressed wish of the faculty leadership of the Graduate Council at The Graduate Center that the details, the fine print, is something that they would like to examine and that they will be examining.
In terms of the doctorate of public health at Hunter College, this is something that this University really needs to do. In my opinion and I think in the opinion of many other people, the University needs a stronger presence in applied health sciences such as public health. As you probably recall, we have made a discreet proposal in the area of pharmacy as well. I would just like to mention that. We support these things. Having said that we were told and I think this is correct that the resolution passed by the Graduate Council would be in this packet. I have not seen it but I assume it is there because the Graduate Council Leadership thinks that the detailed language of that resolution is important. Thank you.

Statement of Executive Vice Chancellor and University Provost Selma Botman:
First of all, while we in the Central Office had conversations with external scientists and leaders of higher education, essentially the desire for City and Hunter Colleges to offer doctoral degrees bubbled up from the faculty, and really is a testament to the extraordinary efforts the faculty at City College and Hunter College have been extending over years and really they have been laboring in something of a camouflaged way because they did not have doctoral authority. This is really a partnership. This has been a partnership between the Central Office and the campuses to recognize the work that faculty on the campuses have been doing.

I would also point out that there are no changes in curriculum. There are no changes in academic standards. There are no changes in faculty. That what we are asking the Board to vote on is not a new degree program but rather a degree registration that allows Hunter and City Colleges to have doctoral authority. Nothing is changing on the ground. As the Chancellor said, this is a momentous and historic moment for City University and I think that both campuses will benefit from doctoral authority and we look forward to other campuses that aspire to doctoral authority as well to working hard so that their faculty are grant-funded and research-active and can rise to the level of a doctoral campus.

Statement of Trustee Manfred Philipp:
In the deliberations of the Graduate Council—and I am merely a member of that council, not a member of its leadership—it was clear that one concern in the granting of joint degrees is the possible diffusion of a single authority over the curriculum, faculty membership and the certification of degrees. I think what we have heard today is in accordance with the resolution that the council passed, that these things all remain as they are now in the hands of the council, having two separate centers of authority for the science, and I am speaking about the science doctoral programs. That is Cal. Nos. 3.B. and 3.D. Having separate centers would be disruptive in a very practical way. We have heard that that will not happen. Thank you.

Report of Academic Policy, Program and Research Committee Chair Wellington Z. Chen:
Executive Vice Chancellor and University Provost Selma Botman also presented an information item to the committee on The City College of New York Charles B. Rangel Center for Public Service. The aim of this interdisciplinary center will be to become a national center for promotion of greater diversity in public service. Named for the Honorable Charles B. Rangel whose congressional district includes the City College, the center will promote recruitment of students from underserved populations to prepare for careers as leaders in government and public service. The center's scholarly and outreach activities will be supported primarily by private donations. Thus far $8,765,000 has been raised from a total goal of at least $30 million. The center will be housed in a building adjacent to the City College campus, and will include the Rangel Library, the conference center, and offices for visiting scholars.

NO. 5. COMMITTEE ON FACILITIES PLANNING AND MANAGEMENT: RESOLVED, That the following items be approved:

A. HUNTER COLLEGE – NORTH BUILDING ANIMAL RESEARCH UPGRADE:
RESOLVED, That the Board of Trustees of The City University of New York accept the design of North Building Animal Research Upgrade at Hunter College, as prepared by Helpern Architects, with a construction budget of $3,024,806. The Board approved the selection of the design/engineering firm of Helpern Architects by resolution dated September 26, 2005, Cal. No. 6.D.; and be it further
RESOLVED, That the City University Construction Fund is requested to authorize the Dormitory Authority of the State of New York to complete the contract documents, to bid and award contracts and to supervise the construction of this project.

EXPLANATION: Hunter College will renovate the North Building Animal Research Facility to meet the research needs of the institution and to bring the facility into compliance with applicable codes and standards.

B. JOHN JAY COLLEGE OF CRIMINAL JUSTICE – HAAREN HALL ROOF REPLACEMENT:

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 John Jay College of Criminal Justice for the roof replacement of Haaren Hall building. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding pursuant to law and University regulations. The contract cost shall be chargeable to the State Capital Construction Fund, Project No. JJ028-007, for an amount not to exceed $1,854,200. The contract shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: John Jay College of Criminal Justice will replace the roof of Haaren Hall building.

To design this project, the Board approved the selection of Superstructures + Engineers Architects by resolution dated November 28, 2005, Cal. No. 1.

C. THE CITY UNIVERSITY OF NEW YORK – PROGRAM MANAGEMENT AGREEMENT WITH THE DORMITORY AUTHORITY OF THE STATE OF NEW YORK:

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to execute a new Program Management Agreement with The Dormitory Authority of the State of New York on behalf of The City University of New York and The City University Construction Fund. The Agreement shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: Under the current Program Management Agreement ("the Agreement"), The Dormitory Authority of the State of New York ("DASNY") is responsible for the financing and management (including planning, design, and construction) of the University’s capital projects. While DASNY would continue to finance projects under the new Agreement, the Agreement would allow both CUNY and the City University Construction Fund the flexibility to manage capital projects themselves. The Agreement would continue to allow the University to engage DASNY’s services to manage capital projects on a project-by-project basis, and it further would allow DASNY to compete for a role in the design and construction of those projects that will be managed by the University. This flexibility will allow the University to have direct control over project development, design and construction.

NO. 4. COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION: RESOLVED, That the following items be approved:

A. BARUCH COLLEGE – NAMING OF THE EDWARD AND DAISY BESSO COMPUTER LAB:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Edward and Daisy Besso Computer Lab,” located in Room 330 of the Newman Library at Baruch College.

EXPLANATION: Victor Besso is a former trustee of the Baruch College Fund, who passed away in 2006. He was the retired President of PTC Partners, a computer software company. He also served as Executive Vice President of Intsel, an international trading firm, and of Pechinay Ugine Kuhlmanni, a French producer of aluminum.

Mr. Besso has been a generous donor to the Baruch College Fund since 1985, and 1996 pledged $100,000 to the College’s Capital Campaign. In recognition of his generosity, the College recommends that a computer lab in the Baruch College Library be named after Mr. Besso’s parents, Edward and Daisy.
B. BARUCH COLLEGE – NAMING OF THE VICTOR AND NIDIA BESSO COMPUTER LAB:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Victor and Nidia Besso Computer Lab,” located at Baruch College in the Newman Vertical Campus on the 11th floor, Room 11-210.

EXPLANATION: Victor Besso, a former trustee of the Baruch College Fund, passed away in 2006. A generous donor to the Baruch College Fund since 1985, in December 1992, Mr. Besso pledged $100,000 to create a CD ROM room in the William and Anita Newman Library within the Newman Conference Center.

By 1997, due to renovations to the library space in the Newman Conference Center, the CD ROM room previously named for Mr. Besso became obsolete and changed in functionality. In order to perpetuate the honorific that had been granted to Mr. Besso, a library computer lab was named in his honor. In 2003, the functions of named space in the library again changed, and a computer lab in the new Vertical Campus was designated to be named in honor of Mr. Besso and his wife, Nidia. The College therefore recommends that the Board approve the naming of the “Victor and Nidia Besso Computer Lab.”

C. BARUCH COLLEGE – NAMING OF THE PATRICIA A. BRENNAN CLASSROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 10-155 within the Newman Vertical Campus at Baruch College, the “Patricia A. Brennan Classroom.”

EXPLANATION: Donald Brennan, a prominent financier, graduated from Baruch College with an MBA in 1966. In 2001 he made a generous pledge of $100,000 to the Baruch College Foundation. Mr. Brennan received the Alumnus of Distinction Award from Baruch College in 2006.

Mr. Brennan has served as Vice-Chairman and a director of the ICT Group, Inc., a leading global provider of customer relationship management solutions, since April 1987. He also serves as a director of Eurotel Marketing Ltd and ICT Australia PTY Ltd, both of which are subsidiaries of the ICT Group. In addition, Mr. Brennan served as a Managing Director and Head of the Merchant Banking Division of Morgan Stanley & Co., Inc. from 1986 until his retirement in February 1996. He has also served as Chairman of Morgan Stanley Capital Partners III, Inc., Chairman of Morgan Stanley Leveraged Equity Fund II, Inc., Chairman of Morgan Stanley Venture Partners and a director of Morgan Stanley & Co., Inc.

To recognize Mr. Brennan’s generosity, the College recommends the naming of the “Patricia A. Brennan Classroom,” which Mr. Brennan suggested be named in honor of his wife in gratitude for, in his words, the “encouragement and sacrifice [that] enabled me to pursue my graduate education at Baruch College.”

D. BARUCH COLLEGE – NAMING OF THE CARL BRODY LECTURE HALL:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Carl Brody Lecture Hall,” located in Room 12-150 of the Newman Vertical Campus.

EXPLANATION: Carl Brody (Class of 1944) was a generous donor to Baruch College during his lifetime. In addition, following his death, he made a bequest in his will to Baruch in excess of $800,000. In recognition of his generosity, the College seeks Board approval to name the “Carl Brody Lecture Hall” in the Newman Vertical Campus.
E. BARUCH COLLEGE – NAMING OF THE MYRNA CHASE CONFERENCE ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Myrna Chase Conference Room” at Baruch College, located in Room 8-262 of the William and Anita Newman Vertical Campus.

EXPLANATION: Myrna Chase is Dean of the Mildred and George Weissman School of Arts and Sciences, and retires this year after thirty-seven years of dedicated service to Baruch College. Dr. Chase joined Baruch College as a European intellectual historian in 1971. She received honors as a Fulbright and Mellon Scholar, founded the Feit Interdisciplinary Humanities Seminar, chaired the Weissman Curriculum Committee for many years, and was instrumental in the creation of the Baruch honors program. She quickly became known as a campus leader and over time served as Chair of the History Department, campus facilitator for the College’s last full Middle States accreditation review, and eventually, in 2000-2001, as Interim Provost and Senior Vice President for Academic Affairs. In these roles she earned a reputation as a tireless advocate for students and faculty alike. Dr. Chase is also one of only two faculty members who have won all three of the College’s Presidential Excellence Awards for scholarship, teaching, and service.

On the occasion of her retirement, and in celebration of her long and illustrious career at Baruch College, the College recommends the naming of the “Myrna Chase Conference Room” in her honor.

F. BARUCH COLLEGE – NAMING OF THE STEWART KARLINSKY OFFICE:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 11-278 in the Newman Vertical Campus at Baruch College the “Stewart Karlinsky Office.”

EXPLANATION: Dr. Stewart S. Karlinsky graduated from Baruch College in 1970 and subsequently earned an M.B.A. and Ph.D. from New York University. He has donated $25,000 to the Baruch College Fund.

Dr. Karlinsky is a Professor of Taxation and Graduate Tax Director at San Jose State University. He is also the Executive Director of the SJSU Tax Policy Institute and the SJSU/TEI sponsored High Technology Tax Institute, as well as the co-director of Joint J.S./MST program with Santa Clara Law School.

In recognition of Dr. Karlinsky’s illustrious career and generosity to Baruch, the College recommends the naming of the “Steward Karlinsky Office” in its Newman Vertical Campus building.

G. BARUCH COLLEGE – NAMING OF THE ERNST & YOUNG/HARRY MANCHER CLASSROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Ernst & Young/Harry Mancher Classroom” located in Room 12-175 of the Newman Vertical Campus at Baruch College.

EXPLANATION: In 1999, Ernst & Young contributed $150,000 toward Baruch’s accountancy department. A commitment naming one of the classrooms used by the accountancy department was at that time made. Eli Mason, Baruch College Class of 1940, LHD (Hon.) ’78, then a trustee of the Baruch College Fund, suggested that they consider naming a classroom in honor of Harold Mancher, a former classmate of his at Baruch, who was once head of Ernst & Ernst (the firm came to be known as Ernst & Young in 1989, after a merger). The firm agreed, and the classroom was dedicated in 2000.

The College now seeks Board approval for the naming of this classroom the “Ernst & Young/Harry Mancher Classroom.”
H. BARUCH COLLEGE – NAMING OF THE MARILYN LAMARCHE-MANDELL ‘55 CLASSROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of classroom 10-140 in the Newman Vertical Campus the “Marilyn LaMarche-Mandell ’55 Classroom.”

EXPLANATION: Marilyn LaMarche-Mandell graduated from Baruch College in 1955. In 2007, Ms. LaMarche-Mandell made three gifts to the Baruch College Foundation totaling $100,000.

Ms. LaMarche-Mandell is a limited managing director of the New York investment banking firm Lazard Freres & Co., LLC, where she also has served as general partner and senior vice president. Ms. LaMarche-Mandell is also a Trustee of the Phoenix Series Fund Board.

In recognition of the generosity of Ms. LaMarche-Mandell, Baruch College wishes to name classroom 10-140 the “Marilyn LaMarche-Mandell ’55 Classroom.”

I. BARUCH COLLEGE – NAMING OF THE BOB LEGOFF ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 920 in the Newman Conference Center of Baruch College, the “Bob LeGoff Room.”

EXPLANATION: Bob LeGoff dedicated himself to running administrative applications at Baruch’s Computer Center from 1975 until his death in 2003.

For twenty-eight years, Bob worked tirelessly to provide reports and generate timely information for students, faculty, and administrators. He supervised day and evening processing operations and was a perfectionist when it came to providing information accurately and quickly. He never left until a job was well done.

After his death, his beloved colleagues came together to dedicate this space in his memory. The College now seeks approval from the Board of the naming of this room in Mr. LeGoff’s memory.

J. BARUCH COLLEGE – NAMING OF THE CLAIRE AND ELI MASON CONFERENCE ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Claire and Eli Mason Conference Room” located in Room 308 of Baruch College’s Administration Building.

EXPLANATION: Eli Mason, Class of 1940, LHD (Hon.) ’78, was the first President of the Baruch College Fund. He has been repeatedly honored by Accounting Today as one of the 100 most influential individuals in the field of accountancy. In addition to his degrees from Baruch, he earned an MBA from New York University in 1941. Mr. Mason served as a Baruch College Fund Trustee from 1969 to 1974. He remains active as a consultant at Mason & Company Division, J.H. Cohn, a firm he founded more than fifty years ago.

In recognition of his achievements, including his long service with and leadership of the Baruch College Fund, the College seeks Board approval for naming the conference room on the third floor of Baruch’s Administration Building the “Claire and Eli Mason Conference Room.”

K. BARUCH COLLEGE – NAMING OF THE EDWARD SPIEGEL CLASSROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the "Edward Spiegel Classroom," to be located in Room 10-170 of the Newman Vertical Campus at Baruch College.

EXPLANATION: Edward Spiegel, Class of 1959, was a Baruch College Fund Trustee until his untimely death in 2004. Mr. Spiegel was a generous contributor to the Baruch College Fund during his lifetime, including a $100,000 pledge in 2001. Following his death, his widow, Deanne Spiegel, has agreed to fundraising for a scholarship at Baruch College to be established in her late husband’s name.
Mr. Spiegel was an Advisory Director to Goldman, Sachs & Company, having joined the firm in 1967, and was a member of the original group of equity professionals that formed the New York Institutional Sales department. He became a general partner in 1984. He was responsible for managing NYI, the largest institutional department of Goldman, Sachs.

In recognition of Mr. Spiegel’s own generosity and that of his family following his death, the College seeks Board approval for the naming of this classroom in his honor.

L. BARUCH COLLEGE – NAMING OF THE STARR CAREER DEVELOPMENT CENTER:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Starr Career Development Center,” to be located in Room 2-225 of the Newman Vertical Campus at Baruch College.

EXPLANATION: In September 2005 the College was invited to submit a proposal to The Starr Foundation with regard to a multi-million dollar initiative in career development. As a result of that proposal, in 2006 The Starr Foundation gave $5 million to Baruch’s career development initiatives. This constituted the largest foundation gift in the history of the College.

The Starr Foundation, which was established in 1955, is associated with the AIG Insurance Company. It serves as an international philanthropic vehicle for diverse causes, including arts and culture, health care, education, medical research, performing arts and public policy.

In recognition of the Starr Foundation’s generosity, Baruch College recommends that its Career Development Center be named the “Starr Career Development Center.”

M. THE CITY COLLEGE OF NEW YORK – NAMING OF THE CHARLES B. RANGEL CENTER FOR PUBLIC SERVICE:

RESOLVED, That the Board of Trustees of the City University of New York approve the naming of the “Charles B. Rangel Center for Public Service” at The City College of New York, effective immediately.

EXPLANATION: The Charles B. Rangel Center for Public Service at The City College of New York (“The Rangel Center”) will strive to become a national center for the promotion of greater diversity in public service through several major components. The Center is named for The Honorable Charles B. Rangel, whose congressional district includes The City College (“CCNY”). In a distinguished career spanning more than four decades, Congressman Rangel has always held the belief that America’s “governing class” – those men and women who make our laws and policies – must mirror this country’s rich tapestry of cultures, faiths, and ethnicities. Currently Chairman of the House Ways and Means Committee, Congressman Rangel serves as a role model for young people of all backgrounds who can achieve greatness in public service.

The Rangel Center will be housed in a restored brownstone adjacent to the CCNY main campus and will include the Charles B. Rangel Library (“the Rangel Library”), a conference center, and offices for visiting scholars. The Rangel Library, consisting of documents, archives, and memorabilia from Congressman Rangel’s lifetime of public service, will serve as a locus of sponsored research and conferences concerning barriers to full participation in public service by underserved minorities.

The Rangel Center will organize conferences and seminars to promote recruitment and encouragement of students, particularly from underserved and under-represented populations, to pursue education programs that will prepare them for careers as leaders in government and public service. The Rangel Center will sponsor opportunities for internships for students, mentoring by professionals in the field, as well as talks by visiting scholars and outstanding persons who serve or have served in the public sector.
The Center is supported primarily by private donations from foundations, including the Ford, Kheel, Starr and Verizon Foundations, the Community Trust, and individuals including Josh Weston and Eugene Isenberg. Thus far, $8,765,000 has been raised toward a goal of at least $30 million to renovate the building and support the programs.

**Report of Faculty, Staff and Administration Committee Chair Valerie Lancaster Beal:**
At the last Board meeting on January 28th, the appointments of five new distinguished professors were approved, including that of Professor Michael Sorkin at The City College of New York. We are very pleased to have Professor Sorkin with us this evening. I would ask President Gregory Williams to introduce Professor Sorkin and say a few words about him.

**Statement of President Gregory H. Williams:**
Thank you, Trustee Beal. It is my pleasure to present Professor Sorkin to the Board. He is an internationally renowned architect and scholar. He joined The City College of New York in 2000. His prior teaching included Harvard, Columbia, Yale, Cooper Union, as well as lectures and teaching across North America, Europe, Asia and Africa. He has helped shape the debate about the urban future and social justice and completely revised our urban design program which now has a high national profile and attracts some of the most gifted and accomplished students that we have at The City College of New York. He has over twenty-five years experience as a practitioner and a theorist. He is considered by his peers to be one of the most respected and important urban architects in the world, a leading educator, intellectual and, in fact, a true visionary.

He was at the forefront of designing for social justice, most recently in New Orleans and Mississippi in the aftermath of Hurricane Katrina. His work on sustainable design, an important element both of the City College curriculum as well as CUNY’s sustainable initiatives. Many of his publications are, in fact, classics and he has addressed some of the most complex and controversial subjects of urbanism in his work which includes, The Next Jerusalem and After the World Trade Center: Rethinking New York City. He has received numerous academic awards from all over the world. He is widely published, a contributing author to Architectural Record and Metropolis and his work has been the subject of many solo and group exhibitions. He has projects around the world and we are truly fortunate to have Professor Michael Sorkin at The City College of New York.

**Statement of Professor Michael Sorkin:**
I am greatly honored by this promotion and offer you my deep thanks. I wish especially to acknowledge the generous support of Chancellor Goldstein, President Williams, Provost Dagan and Dean Ranalli as well as my colleagues and students who have produced a space in which experiment and excellence can flourish. I love teaching at City College for a number of reasons that grow from its historic character and mission. I have taught at a variety of academic institutions, including many of the high priced brands and no experience I have had at any of these can be compared with commencement day at CCNY.

The sight, in particular, of immigrant parents watching with tearful pride as a first member of the family graduates from college registers the utter importance of what we do. I feel especially connected to this as my mother and father, the first members of their families to graduate from college studied at Hunter and CCNY. I only regret that they, both of whom died this summer, could not have lived to see me here today. In my own program I have always made sure to provide a hospitable environment for the stimulating diversity that marks our institution. This year’s class includes students from Chile, Scotland, India, Bangladesh, Uruguay, Turkey, Trinidad, Italy, Bosnia, California, Ohio and New York.

We just returned from a study trip to China where we augmented this richness of cultural insight with close cooperation with a group of Chinese students and faculty who were amazed at the arrival of our traveling UN. I cannot stress this value enough. In my previous appointment at the Academy of Fine Arts in Vienna, where diversity meant perhaps having a German in the class, the homogeneity of backgrounds and assumptions reduced the prospects of the accidental marvels that only a divergence of views can bring. This hospitality to difference is one of the great things America and CUNY do and we must never relinquish this.
It is also wonderful to teach urban design at CUNY because our University has without any doubt the most distinguished collection of urbanists on the planet, Marshall Berman, Setha Low, Sharon Zuckin, Cindy Katz, Neil Smith, Mike Wallace, Tom Angotti, John Mollenkopf and this year’s Lewis Mumford lecturer—see you all on April 3rd, I hope—David Harvey, among others constitute an utterly unparalleled resource. We do not, however, make the most of it. I come to you today to help leverage potential synergies that would allow us to maximize our rare and amazing situations.

Let us catalogue and coordinate urban studies offerings across the University. Let us at last offer a full blown Ph.D. program in urbanism. Let us streamline the nightmarish process of student registration on other campuses. Let us publicize our global leadership in the field. Let us link faculty, centers, programs and institutions that are natural bedfellows. Let us vigorously move to focus our publishing research and activist efforts to fully engage what is surely one of the most pressing issues of the age, the fact that half the planet now lives in cities and half of those live in slums. Let us lead the way in understanding and ameliorating this dire situation. Let us be the source of the best ideas for diverse, democratic, and sustainable, and beautify cities of tomorrow starting here in New York. I thank you again for this tremendous honor and will do my very best to repay it.

Faculty, Staff and Administration Committee Chair Valerie Lancaster Beal continued with her report, stating that at the Faculty, Staff and Administration Committee meeting on February 4th, Vice Chancellor Waters distributed detailed reports on the University’s Affirmative Action program, copies of which were sent to the Board members under separate cover. I would now ask Vice Chancellor Waters to share highlights of that information with you.

Statement of Vice Chancellor Gloriana Waters:
As Trustee Beal has mentioned, under separate cover members of the Board have received an affirmative action data summary book along with a three-year comparison report and a workforce assessment. At your place are highlights from these documents which I will take you briefly through now. At the end of my presentation I will share some steps the University is taking to meet the challenges of diversity that we have identified. Before I begin I would like to note that for purposes of this presentation the term minority refers to the federally-designated protected class groups—blacks, Hispanics, Asians and American Indians. National statistics cited are from 2005, the latest data available.

Our University-wide workforce overall is 47% minority and 52% female. This compares well with national figures which show that in 2005 women were 53% of the workforce at colleges and universities around the country. Federally-designated minorities were only 21% of that workforce, but here at CUNY minorities increased from 45% in 2005 to 47% in 2007. Females increased their numbers by 8% over the same three-year period. On the full-time faculty side, our percentage representation of 30% minority group members and 46% women compares quite well with the 16% minority and 41% female faculty members across the country. I also note that full-time female faculty increased their numbers by 243 individuals which represents an increase of almost 9% between 2005 and 2007.

I also want to note here that under the leadership of Executive Vice Chancellor and University Provost Selma Botman and Dean Jose Morin of John Jay College, we have embarked on an initiative to recruit and hire accomplished Puerto Rican and Latino scholars here at CUNY. Since 2005 we have seen an increase of 13% in our Latino full-time faculty members. In order to compare CUNY’s staff to the national data, we must look at a group of titles which together form the executive, administrative and managerial employee job group. This group for CUNY includes our executives as well as classified managerial positions and certain higher educational officer titles. Nationally in 2005 the percentages in these titles were 52% female and 17% minority. At CUNY in 2005 we showed a 50% representation of women which increased to 51% in 2007. With 40% minority group representation in 2005 and 42% in 2007, CUNY greatly exceeds the national data.
The Board may also be interested to know that if we look just at Executive Compensation Plan members, 50% of the appointments made between 2005 and 2007 have been made to federally-protected group members. Looking at our other professional staff, CUNY once again exceeds national representation of 19% minority and 56% women. In 2005 CUNY's female representation was 58% and remained that way in 2007, two percentage points higher than the national percentages. Our minority representation grew from 47% to 49% from 2005 to 2007, again far beyond the national data, which brings us to the challenges we face.

While University-wide our numbers are quite impressive, we recognize that levels of diversity varied among the campuses. This is particularly important as we look to expanding our faculty ranks in the near future. Further, we recognize that we must move beyond concern for compositional diversity—that is just looking at the numbers and attending to issues like the climate that diverse groups find when they join our institution. Research suggests that a critical element of a successful diversity program is providing an environment where prospective faculty members feel at home and where they can make their best contribution. The next chart shows how we are meeting these challenges.

Last June CUNY established an Office of Recruitment and Diversity as a freestanding unit in the Office of the Vice Chancellor for Human Resources Management. Office of Recruitment and Diversity (ORD), as it is called, is headed by University Dean Henry Vance Davis, who has devoted much of his academic career to enhancing diverse environments in universities. This new office continues to be responsible for equity and compliance activities, but beyond that it is charged with promoting an inclusive excellence program. Inclusive excellence expands beyond simple numbers to effectively utilize the diverse workforce we have to achieve excellence in academics, excellence in administration and excellence in our student body.

Since last June Dean Davis has attended seven major interdisciplinary conferences where he has recruited faculty. So far he has identified fifty highly accomplished scholars anxious to join CUNY's ranks. The CVs of these academics have been submitted to open faculty searches in CUNY. The office has also established an electronic curriculum vitae databank to accept and track applicants and has launched a website and a listserv to share information on inclusive excellence as well as promote CUNY's commitment to diversity. ORD with the support of Chancellor Goldstein has also secured the selection of CUNY as the host of the 2008 Metro New York/Southern Connecticut Higher Education Recruitment Consortium—known as HERC—Conference and the topic this year is "Making Excellence Inclusive." I have already mentioned to you the success we have had with our Puerto Rican and Latino initiative and we expect that success to continue in the future.

For the next year the Office of Recruitment and Diversity has established a number of short-term goals. First, the office will engage a number of University-wide constituencies in developing a strategic plan for exclusive excellence. We will expand the number of diverse scholars in the pipeline and we will closely monitor the progress of the recruited academics to further understand the dynamics of the process for these candidates. We will also identify and address those factors that hinder our recruitment and retention of newly hired and diverse faculty.

In conclusion, I would like to point out that CUNY's data compared with other institutions of higher education is quite impressive. However, it is important that we build upon this diversity. CUNY is in a unique position to become a model for diversity in the academy, its location in New York City, its highly diverse faculty, staff and student body and most importantly the commitment of CUNY's leaders to an inclusive environment, all provide an excellent foundation for what will be the next generation of diversity programming. I look forward to your continued support and will keep the board updated on our progress. Thank you.

Statement of Trustee Manfred Philipp:
I would like to congratulate Vice Chancellor Waters on her report and I would like to just emphasize one factor that she brought out: continued advances in diversity mean continued ability to hire in terms of the faculty we need, and continued ability to hire large numbers of faculty because we have had problems in hiring in the past and, of course, as she said, it means we have to provide conditions for these faculty members once they arrive that are suitable so that they actually stay once they are hired. I would like to congratulate the Chancellery on their efforts to increase full-time hiring, not substitute hiring. The faculty of this University strongly support that.
Statement of Trustee Robert Ramos:
I want to again say congratulations to Vice Chancellor Waters for bringing this issue up. It is an issue that I have always had as a student leader and I think across the campuses we notice a lack of faculty that mirrors the campus of the students that they teach. I think one thing that we could look into is looking within. I have graduated from Brooklyn College, I work, and I have an elementary education degree. There are many other students who graduate as educators. If we look at our own, who we teach and represent the diversity that we are, we can find the diversity we need in our faculty by looking within and hiring people from our own campuses. I think that would be a good way of helping to stem some of the problems, instead of having to go outside and looking for faculty of color, we can look within. I think that that would be a good way to help.

NO. 6. HONORARY DEGREE: RESOLVED, That the following honorary degree, approved by the appropriate faculty body, the college president and recommended by the Chancellor, be presented at the commencement exercise as specified:

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<tr>
<th>COLLEGE</th>
<th>DEGREE</th>
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<tr>
<td>CITY COLLEGE</td>
<td>Elie Wiesel Doctor of Letters</td>
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(To be awarded at a special ceremony on April 9, 2008)

Upon motion duly made, seconded and carried, the public meeting was adjourned at 5:50 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.)
MINUTES OF THE MEETING OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK
HELD
APRIL 28, 2008
AT BARUCH COLLEGE VERTICAL CAMPUS
55 LEXINGTON AVENUE – BOROUGH OF MANHATTAN

The Chairperson called the meeting to order at 4:31 P.M.

There were present:

Benno C. Schmidt, Jr., Chairman

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

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

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
Executive Vice Chancellor Selma Botman
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 Gail O. Mellow
President Tomas Morales
President James L. Muyskens
President Regina Peruggi

President Jennifer Raab
President Jeremy Travis
President Kathleen M. Waldron
President Carolyn G. Williams
President Gregory H. Williams
Dean Michelle Anderson
Dean Stephen Shepard
Dean Ann Kirschner
Vice Chancellor Erasto Malave
Vice Chancellor Garrie Moore
Vice Chancellor Pamela Silverblatt
Vice Chancellor Gloriana Waters
Vice Chancellor Iris Weinshall
Senior University Dean John Mogulescu
RF President Richard F. Rothbard

The absence of Vice Chairman Philip Alfonso Berry, and Trustees Valerie Lancaster Beal, John S. Bonnici, Carol A. Robles-Roman, and Robert Ramos was excused.
Chairman Schmidt 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. VIDEOTAPING OF BOARD MEETING: Chairman Schmidt 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.

Chairman Schmidt stated that on behalf of my fellow Board members, I would like to express our deepest condolences to the family and friends of former trustee Dr. Thomas Tam who passed away on February 27, 2008. Dr. Tam served the University with great distinction from 1989 to 1996. He was a long time friend and colleague of Trustee Wellington Chen. Chancellor Goldstein is working with President Muyskens and President William Kelly on the establishment of a Thomas Tam Professorship in Asian and Asian American Studies. Dr. Tam’s legacy will long endure at CUNY and we mourn his loss.

On another sad note, President Dolores Fernandez’ father-in-law passed away recently in Spain. On behalf of all my fellow Board members, I would like to express our condolences to President Fernandez and her family.

On a happy note we have just heard that Trustee Robert Ramos and his wife are the proud parents of a new baby boy. Congratulations.

Chairman Schmidt reported that the Board held its Staten Island Borough Hearing on Monday, March 17, 2008, at the College of Staten Island. The hearing was chaired by Trustee Kathleen Pesile and attended by Trustees Rita DiMartino, Robert Ramos and Manfred Philipp, members of the chancellery and President Tomás Morales. The Board also held its Queens Borough Hearing on Monday April 14, 2008 at Queens Borough Hall. The hearing was chaired by Vice Chair Philip Alfonso Berry and attended by Trustee Wellington Chen, Marc Shaw and Manfred Philipp, Chancellor Goldstein, members of the chancellery, and CUNY college presidents in Queens.

Summaries of both proceedings have been circulated to the Trustees and the Chancellor's cabinet and transcripts are available in the Office of the Secretary. Please note that the next Trustees borough hearing will take place in The Bronx, at The Bronx Overall Economic Development Corporation on Monday, June 16, 2008.

Chairman Schmidt stated that I would like to thank Trustee Kathleen Pesile for representing the University for the tenth year in a row at the 20th anniversary of the CUNY Big Apple Job Fair. Former Board Vice Chair Edith B. Everett received the CUNY Big Apple Award for her dedication and numerous contributions to our students. Over
100 employers participated in this event.

Now, I have the special pleasure of welcoming **John Jay College of Criminal Justice** Professor of English, John Matteson who recently won the 2008 Pulitzer Prize in Biography in recognition of his book *Eden's Outcast: The Story of Louisa May Alcott and Her Father*. Professor Matteson is with us today so we can formally express to him our warmest congratulations on this outstanding achievement.

**Statement of President Jeremy Travis:**
Thank you, very much, Chairman Schmidt, Chancellor Goldstein, members of the **Board of Trustees**. It is with great pride that I introduce to you John Matteson, a member of the English faculty at **John Jay College**. John came to **John Jay College** a short decade ago, after earning his law degree from Harvard, practicing law for five years and then earning his doctorate in English at Columbia. He has been a valued member of our community teaching widely in literature, literature and the law, legal writing and most recently in *John Jay's* Honors Program, while also serving in the Faculty Senate. He loves the classroom and is known to be a teacher's teacher.

John has demonstrated substantial scholarly accomplishments over that decade culminating in this his first book, *Eden's Outcast: The Story of Louisa May Alcott and Her Father*. Even before winning the Pulitzer Prize, *Eden's Outcast* was enthusiastically reviewed by newspapers around the country and abroad and was chosen as one of 2007's best biographies by the Christian Science Monitor and the St. Louis Post Dispatch. Now his book has won the Pulitzer making John the second of our faculty to win that honor in addition to Mike Wallace, who won the Pulitzer for history in 1999.

When the Pulitzer Prize was announced coincidentally during Chancellor Goldstein's visit to **John Jay**, true, the faculty in the room broke into applause both for the honor bestowed on the college but mostly out of affection for John Matteson. Few people are both so accomplished and so modest. This is a great day for **John Jay**. This is a day when we seek approval of an English major at **John Jay** for the first-time since 1976 and seek approval for the first of many two plus two joint degree programs with community colleges at **CUNY** and seek approval for our first faculty led study abroad programs. Celebrating the accomplishments of our Pulitzer Prize winning colleague John Matteson it is icing on a very rich cake.

**Statement of Professor John Matteson:**
Thank you President Travis for that wonderful introduction. Chancellor Goldstein, Chairman Schmidt, members of the Board, and honored guests. On April 7th when people started asking me what it was like to win a Pulitzer Prize, my first response was admittedly plagiaristic. I quoted the words of my first literary idol, John Steinbeck, who when asked a similar question about having won the Nobel Prize responded that he felt wrapped and shellacked. He later explained that he was referring to what people used to do to cracked fishbowls. He meant that he did not feel very real. Indeed, real is the last thing that one is likely to feel when one has just won a higher honor than he has ever imagined winning, one that could as easily have gone to many other writers who worked longer and perhaps indeed better without comparable recognition.

Elated, yes, flattered, certainly, but real, I did not feel real for several days. Now that I have had some time to think of my own comparisons, I think the feeling can best be likened to that of having one's first child. One feels the joyous awareness that something miraculous has happened. One senses clearly that one's life has changed irrevocably and one has not the faintest idea what to do next.

The comparison with becoming a parent is not only a good emotional approximation it also fits my circumstances in other ways. The most important of these is that the book that earned me the Pulitzer would not have been written had it not been for my daughter Rebecca, who coincidentally was born at Roosevelt Hospital across the street from **John Jay** at a time when I was too caught up in the new sensations of daddy-hood even to be aware that there was a college on the other side of 10th Avenue.

I wrote *Eden's Outcasts* the way I did because I had a suspicion that writing a dual biography about a father and daughter would help me to become a better parent. At the same time, I hoped that my life as a father would strengthen my ability to understand the complex system of attraction and conflict that drove Bronson Alcott and his more famous daughter, Louisa May both together and apart.
In writing this book, I encountered a host of remarkable mentors and friends, but none so important as the smart loving girl named Rebecca who unconsciously showed me the way. Writing this book has also raised me to new professional insights because Bronson Alcott was, at the core of his being, a teacher even though scandal drove him from the teaching profession at an early age. In studying how Bronson Alcott taught I have learned some vital lessons about how to conduct myself in the profession that he justly regarded as the greatest of all human occupations.

Here are a handful of the fifty-eight maxims that Alcott created as a standard for judging himself in the classroom. I think you will agree that adhering to these would make a pretty good teacher. First: To teach nothing merely from subservience to custom. Next, to teach by encouragement; to teach by keeping curiosity awake; to teach by persuasion, not coercion; to teach endeavoring to make pupils feel their importance by the prophetic hope placed in their conduct; finally, to teach pupils to teach themselves.

In short, Bronson Alcott reminded me that the work that I do as a teacher, the work that we together do as a University is and ought to be a sacred task, one that not only enriches minds but restores and cultivates spirits. In a world that too often rewards the pursuit of self interest, teaching gives us a glorious opportunity to be generous. In a society in which we struggle too often to be one another's masters, it gives us the dignified and honorable opportunity to serve.

Bronson Alcott knew, as I hope we may continually remember, that to teach is to express and experience love. Today's Board of Trustees meeting marks a red letter day in the history of John Jay College and certainly not because I happen to be sitting here. It is because today after more than thirty years as a service department, the English Department of John Jay College now again will have a major.

Time, or rather time and retirement, have reduced to a handful the number of professors in our department who can remember when the last graduate of our English Department walked across the stage at commencement. That student, whoever he or she may be, is several years older than I am now. For those who have looked forward to this day since the mid 70's and for those of us for whom the dream has been a cherished one for a shorter time, but with no less sincerity, it has been well worth the wait and I thank you for this day.

The message that I bear to the CUNY Board of Trustees is indeed one of thanks, but also one of high expectation for the future of humanities education at John Jay College. If my understanding is correct there are currently four writers at CUNY who have won the Pulitzer Prize. Half of them are on the faculty of John Jay, where neither of them has for more than thirty years had the pleasure of teaching a student at the college majoring in his discipline.

I hope for the Board to realize that Mike Wallace and I with our glittering prizes are merely two representatives of an outstanding humanities faculty at John Jay, that despite its relative obscurity in the CUNY system, is a vast reservoir of scholarly talent and professional dedication. I sometimes say that joining the John Jay faculty in 1997 was like buying Intel at $2 a share. John Jay's stock has risen impressively and so too have the hopes and aspirations of everyone connected with the college. With the guidance of President Travis and Provost Bowers, John Jay stands on the threshold of the golden age. Let us all do whatever we can to bring that age into being.

Daniel Webster in arguing a case before the United States Supreme Court once said of his alma mater, Dartmouth College, she is a small college, sir, but there are those who love her. John Jay by headcount is by no means small, but it also aspires to other kinds of largeness. In the research ambitions of its professors and the teaching endeavors of its faculty and in the inspiring dreams of its students it has the potential to become as large in the eyes of American education as its mother university will allow it to become. In closing, I say remember us, respect us, take pride in us. Give us the funding and support that we require and deserve and you will continue to witness a glorious miracle on 59th Street. I thank you all.
**Chairman Schmidt** stated that we also have with us this afternoon two exceptional **Queens College** students. I would like to recognize natural sciences honor student Yehoshua Laker, who recently received a Goldwater Scholarship. He was chosen from a highly competitive national pool of over 1,000 students. I would also like to recognize and congratulate Macaulay Honors College at **Queens College** student Joseph Hirsh who has received a graduate fellowship from the National Science Foundation, a very meaningful fellowship which will provide support of over $120,000 toward his graduate work. They are both with us today at our invitation so we could express our congratulations to them on their achievements.

**Statement of President James Muyskens:**
Thank you, **Chairman Schmidt**, **Chancellor Goldstein** and distinguished members of the Board. It is certainly a great pleasure for the third year in a row to have the honor of presenting to you a **Queens College** student who has won the prestigious Goldwater Scholarship. These are for students intending to have careers in the sciences. Mr. Laker is a biology English major and a math and natural sciences honors student. To say that Yehoshua maintains a full schedule would be an understatement. In the mornings he studies Talmud at the Yeshiva Bnai Torah near his home in Far Rockaway. He spends afternoons tackling a heavy pre-med course load at **Queens College** where he conducts research in cancer—very important research. He also writes a technology column and copy edits for the student newspapers and best of all he is a member of the track team.

For the last three semesters Yehoshua has worked in the cell biology research laboratory of Prof. Karl Fath and cancer research lab of biochemistry Prof. Wilma Saffran. I am delighted that he was able to be here today and that you have a chance to meet him.

**Statement of Mr. Yehoshua Laker:**
Thank you, **President Muyskens** for your introduction. **Chairman Schmidt**, **Chancellor Goldstein**, members of the Board, I truly appreciate this opportunity to be here today. At **Queens College**, I have had so many amazing professors with just incredible minds, drives and teaching abilities who have influenced the path I am taking. Furthermore, the terrific diversity I encounter on campus and in every single class has fundamentally changed my perspective toward the world and other people.

From its wide ranging courses and its breadth of research laboratories, to its student newspaper, pre-med club and track team, **Queens College** has given me the opportunity to explore the diverse span of fields which I love. My studies have clarified my desire for a career in science and I am strongly interested in pursuing an MD/Ph.D. degree which would allow me to combine a career in medicine with biology or biochemistry research. I am genuinely glad by my decision to attend **Queens College**. I truly look forward each day to coming to school.

**Statement of Dean Ann Kirschner:**
Thank you, **Chairman Schmidt**. Our National Science Foundation winner Joseph Hirsh is going to be getting his Ph.D. at the **CUNY Graduate Center** and while majoring in pure mathematics at **Queens** he also enrolled in ten doctoral level math classes at the **CUNY Graduate Center**. As an undergraduate he has already passed two out of three doctoral qualifying exams.

He was awarded the Queens Math Department's Thomas Putney Memorial Award for the highest achieving junior and he is working on a senior thesis under the supervision of Prof. John Terilla. He has been teaching his fellow mathematicians at Brown University's Undergraduate Math Symposium in his sophomore year and at the Module Spaces of Curves Conference at the Max Planck Institute in Germany.

Math is not Joey's only love or activity. He has worked fifteen hours a week as an assistant Macaulay Technology Fellow for the past two semesters. He studied Mandarin while living with a host family in Beijing, so he could talk about mathematics in Chinese. He loves to cook, especially baking, he writes poetry and he co-founded the **Macaulay Honors College** Book Club called, The Page Turners.
When we introduced Joey on a student panel last fall at the Macaulay Advisory Council one of them said to me, “ahhh, now I understand what Macaulay students are all about,” but actually Joey stands alone. So it is my pleasure today to introduce you to Joseph Hirsh, Queens ’08.

Statement of President James Muyskens:
Perhaps no better tribute could be paid to CUNY then the observation that Joe made that the only limits he ever encountered in his education were his own and those were very few, if any. He made his mark at Queens from the beginning. He decided that we needed an honors freshman section in linear algebra, which we offered; it included him and two other students, good for the budget. He also successfully recruited fifteen students for an advanced course in algebra topography, something we had not been offering at the college for some time. You will be happy about that, Mr. Chancellor. It is a real point of pride that, as I understand it, he has turned down UC Berkeley to accept admission into the doctoral program in mathematics at our CUNY Graduate Center. Glad to have you here.

Statement of Mr. Joseph Hirsh:
Thank you both for that very kind introduction. I was just going to speak a little bit about my time at Queens College, but I think there is sort almost nothing left to say. I did want to say that I am very grateful to Queens College for allowing me to pursue my interests by allowing me to ask for special sections of linear algebra to be offered on many courses. You know, when I came to Queens College I did not intend to pursue mathematics but after one honors course in calculus with Dr. John Terilla I decided that I wanted to continue because it was really interesting and we continued studying. I took a course with him every semester and took courses with our faculty as well and then they sort of encouraged me to take courses at The Graduate Center, and I did, and to take qualifying exams instead of final exams which was a fair enough trade for me. I do not think that would have been possible if I were in another university where it may have been more formulaic or something else, but Queens College sort of allowed me to do what I wanted and to keep doing it. I am very grateful for that.

Chairman Schmidt stated that on another happy note, David Bauer, Macaulay Honors College at City College, Class of 2009 student, was recently awarded a highly-competitive Harry S. Truman Scholarship for 2008. David is a "Triple Crown" winner, having previously won the Intel 1st Place Science Prize and a Goldwater Scholar Award. David is currently at Oxford University doing research in DNA sequencing, but congratulations again to David Bauer.

Congratulations also to the CUNY School of Law, which has again placed in the top ten ranking in the country for the quality of its clinical offerings. This year the school ranked fourth in the nation, moving up from its previous ranking of seventh. So congratulations to Dean Anderson and the faculty at the CUNY School of Law.

Chairman Schmidt stated that in volleyball Hunter College ranked fourteenth in the nation and managed to beat Baruch College three straight games to win the 2008 CUNY Men’s Volleyball Championship. Baruch College did win two straight trophies in the previous two years, so we will see what happens next year. Congratulations to the Hunter College team.

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

NO. 9. RESOLUTION OF APPRECIATION - SELMA BOTMAN:

WHEREAS, Selma Botman was appointed Executive Vice Chancellor of Academic Affairs in 2004, upon recommendation of the Chancellor, by The City University of New York Board of Trustees, becoming Executive Vice Chancellor and University Provost in 2006; and

WHEREAS, Executive Vice Chancellor Botman’s contributions to the University benefited from her previous experience as Vice President for Academic Affairs at the University of Massachusetts; and
WHEREAS, Executive Vice Chancellor Botman's energy and enthusiasm propelled the Office of Academic Affairs into a broad expansion of its efforts to support the academic excellence of the University's faculty, curricula, and student learning; and

WHEREAS, Executive Vice Chancellor Botman's commitment to the University's student body motivated the creation of the Campaign for Student Success; the initiation of the city-supported Accelerated Study in Associate Programs, with its intention to graduate community college students in a more timely fashion and connect them with the workforce; and the focus on building an academic culture that assumes the potential of all students to realize their academic aspirations when effectively supported by the University's faculty and staff; and

WHEREAS, Executive Vice Chancellor Botman demonstrated deep appreciation of faculty scholarly distinction through the revision of the process for evaluating candidates for Distinguished Professor and the creation of a Distinguished Lecture series that brought scholars of international renown to the University; and

WHEREAS, Executive Vice Chancellor Botman guided strategic cluster hiring initiatives in United States history and demography that have brought new talent and disciplinary strength to the University; the creation of a new University School of Public Health at Hunter College; and the establishment of a new M.A. in Middle Eastern Studies at the Graduate Center; and

WHEREAS, Executive Vice Chancellor Botman committed the University to a profound reconsideration of teacher education and the essential role of the University in supporting the public schools of New York City that resulted in creation of the Teacher Academy; and

WHEREAS, Executive Vice Chancellor Botman guided the creation of the University's first online degree program within the School of Professional Studies and stimulated a rethinking within the Office of Academic Affairs about the function of technology in supporting academic excellence, faculty scholarship, and student learning; and

WHEREAS, Executive Vice Chancellor Botman played a leadership role in the University's Black Male Initiative and Latino Faculty Recruitment Initiative as part of her commitment to a University that fully reflects and benefits from the rich range of human experience, history, and culture; and

WHEREAS, Executive Vice Chancellor Botman supported and collaborated effectively with the Board of Trustee's Committee on Academic Policy, Program and Research; and

WHEREAS, Executive Vice Chancellor Botman worked tirelessly to promote the academic quality and reputation of the University across the national landscape of urban higher education; and

WHEREAS, Executive Vice Chancellor Botman fostered a uniquely collaborative decision-making style within the Office of Academic Affairs and with college provosts and student affairs professionals in order to achieve academic outcomes befitting a major University; and

WHEREAS, Executive Vice Chancellor Botman supported and advocated for the intellectual capital of the University's faculty and the academic advancement of its student learners; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York expresses its heartfelt appreciation to Selma Botman for her exemplary dedication and service as Executive Vice Chancellor and University Provost.

Resolution unanimously adopted, followed by a standing ovation.

Statement of Executive Vice Chancellor and University Provost Selma Botman:
I will only say very briefly that I came to the University because I believed in the mission of The City University of New York and over the course of four years I have really become hooked on this mission. The University has a treasure trove of faculty and we see John Matteson here before us and some of the most wonderful students that any University could have. I have enjoyed working with all of you and I appreciate your kind words and I will miss you all. Thank you.
B. COLLEGE AND FACULTY HONORS: Chairman Schmidt called on Trustee Rita DiMartino, who announced the following:


2. *Queensborough Community College*’s Department of Chemistry won the Stanley Israel Regional Award for advancing diversity in the chemical sciences. Congratulations!

3. Dr. Robert R. Alfano, Distinguished Professor of Science and Engineering at *City College* has been named the 2008 recipient of the Optical Society of America’s (OSA) Charles Hard Townes award. For his discovery of and work on the supercontinuum, an ultrafast white light source produced by passing ultrafast laser pulses through matter. Congratulations!

4. Dr. Sheldon Weinbaum, Distinguished Research Professor of Biomedical and Mechanical Engineering in the Grove School of Engineering at *City College* received the 2008 Davies Medal, the highest honor given to an engineering alumnus by Rensselaer Polytechnic Institute (RPI), his alma mater. Congratulations!

5. *Hunter College* Distinguished Professor of English Meena Alexander and adjunct dance program lecturer Vicky Shick were both awarded Guggenheim Fellowships; *Hunter* Assistant Professor of History Daniel Hurevitz won the Herbert Hoover Presidential Library Award for best book on 20th Century American History published in 2007; and, *Hunter* Associate Professor of Art Katy Siegel received a prestigious curatorial award from the Guggenheim Museum. Congratulations to all!

6. Hillary Gardner, *LaGuardia Community College* Program Coordinator and Instructor at the College's Center for Immigrant Education Training was one of four honorees of the 2008 New York Times "English for Speakers of Other Languages" (E.S.O.L.) Teacher of the Year Program; also, *LaGuardia* Adjunct Assistant Professor Rachel P. Youens was granted a 2008 Guggenheim Fellowship. Congratulations to all!

7. *Kingsborough Community College* Physical Sciences Professor Varattur Reddy and students Misbah Howard and Mickdy Milien were selected to participate in Brookhaven National Laboratory's highly selective faculty and student teams (FaST) summer 2008 research program; *Kingsborough* Professor Harold Connolly, Jr. was a member of a team of scientists who identified three asteroids that appear to be our solar system's oldest objects. Congratulations to all!

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

1. *Bronx Community College* graduating senior Kojo Wallace was named a 2008 All-U.S.A. First Academic Team member by Phi Theta Kappa - the International Honors Society for two-year colleges. Congratulations!

2. 2007 *York College* graduate Derell Kennedo was recently selected as a 2008 Charles B. Rangel International Affairs Fellow. The *York College* Student newspaper, Pandora’s Box, won the American Scholastic Press Association Award—first place with special merit (the highest classification). Only papers with near perfect scores get the highest designation. Congratulations to all!

3. *Macaulay Honors College* at *Queens College* student Ahuva Jacobowitz was selected a 2008 New York City Urban Fellow; and, *Macaulay Honors College* at *Queens College* student Alum Priya Suryan was awarded a 2008 Fulbright Scholarship. Congratulations to all!

4. *Hunter College* doctoral student Nurxat Nuraje, received a competitive 2008 Materials Research Society (M.R.S.) Graduate Student Award; *Hunter* students Margaret Park and Alex Rodriguez each received Fulbright grants; *School of Social Work* senior Alexandra Smith won a Soros Justice Advocate Fellowship; *Hunter* alumna Nataliya Binshtein was awarded a 2008 Merage American Dream Fellowship; Alumna Misty Chanel-Blot...
received a graduate National Science Foundation fellowship; Last but not least, the Hunter College Model U.N. team came away with the most prizes - nine awards - at the recent Harvard and CUNY Model U.N. competitions. Congratulations to all!

5. City College chemistry student Maggie He received a National Merck Index Recognition Award and will present a poster at the Merck Index Women in Chemistry Poster Session in August 2008. Congratulations!

6. Queensborough Community College students presented their research and won awards at the 16th Annual Statewide College Science and Technology Entry Program (CSTEP) conference. They are: Xing Li, Agustin Baez, Cristina Toro, Ariel Khaimov, Jinhee Gwon. Congratulations!

7. Five Baruch College M.B.A. students won first prize at the Executive Leadership Council's 2008 National Business Case competition, beating teams from thirty-five other schools including the University of Michigan; Baruch College senior, Carlos Macias, a double major in business journalism and history, won a $4,000 scholarship from the Donald W. Reynolds National Center for Business Journalism. Congratulations to all!

8. Queens College geology major Andrea Balbas received a fellowship in the Minorities Striving and Pursuing Higher Degrees of Success in Earth System Science Professional Development Program. She was also selected as research associate for the summer 2008 N.A.S.A. Academy at Goddard Space Flight Center. Congratulations!

9. College of Staten Island freshman swimmer Pavel Buyanov won national titles in the 100 and 200 yard breaststroke at the N.C.A.A. championships last month - the first national title in C.S.I. history. Congratulations!

D. GRANTS: Chairman Schmidt 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 February 25, 2008 Board meeting.

BARUCH COLLEGE

1. $1,784,626.85 THE STARR FOUNDATION for "Starr Scholarship Fund."
2. $906,547.85 THE STARR FOUNDATION for "Global Career Center Endowed Fund."

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

1. $209,085 NEW YORK STATE EDUCATION DEPARTMENT for "Liberty Partnership."

BRONX COMMUNITY COLLEGE

1. $165,000 NEW YORK STATE EDUCATION DEPARTMENT to Keizs, J., Tech Prep Prog., for "Student Support."
2. $140,000 ROBIN HOOD FOUNDATION to Seliger, M., Institutional Advancement, for "Student Support."

BROOKLYN COLLEGE

1. $334,150 UNITED STATES DEPARTMENT OF EDUCATION for "Talent Search."
2. $316,652 NEW YORK STATE DEPARTMENT OF EDUCATION for "Workforce Investment Act."
3. $261,130 NATIONAL INSTITUTES OF HEALTH for "Catalysis of Ionized Action by M Tuberculosis KatG."
4. $207,890 NATIONAL INSTITUTES OF HEALTH for "Effect of Pb2+ Toxicity at the Molecular Level."
5. $175,000 NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES for "Federal Childcare Development."
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<tr>
<td>6</td>
<td>$159,376</td>
<td>NEW YORK CITY OFFICE OF THE MAYOR</td>
<td>for &quot;Adult Literacy Program.&quot;</td>
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<td>7</td>
<td>$140,766</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>for &quot;Function of an Unconventional Myosin in Tetrahymena.&quot;</td>
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**HUNTER COLLEGE**

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<tr>
<td>1</td>
<td>$469,000</td>
<td>NEW YORK CITY COUNCIL</td>
<td>to Torres, A., for &quot;Puerto Rican Studies Institute.&quot;</td>
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<td>2</td>
<td>$332,000</td>
<td>NEW YORK STATE OFFICE OF TEMPORARY &amp; DISABILITY ASSISTANCE</td>
<td>to Fahs, M., for &quot;Housing Training Resource System.&quot;</td>
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<td>3</td>
<td>$260,023</td>
<td>LAVELLE FUND FOR THE BLIND, INC.</td>
<td>to Trief, E., for &quot;Design &amp; Implementation of a Tangible Cue System for Children Who Are Multiply and Visually Impaired.&quot;</td>
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<td>4</td>
<td>$247,424</td>
<td>PHS/NIH/NATIONAL INSTITUTE OF ALLERGY &amp; INFECTIOUS DISEASES</td>
<td>to Ortiz, B., for &quot;Chromatin Based Gene Regulation in T Lymphocytes.&quot;</td>
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<td>5</td>
<td>$155,980</td>
<td>NEW YORK STATE DEPARTMENT OF HEALTH</td>
<td>to Henderson, A., for &quot;Activities Related to Stem Cell Research.&quot;</td>
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<td>6</td>
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<td>UNITED STATES EDUCATION DEPARTMENT</td>
<td>to Cardoso, E., for &quot;Long-Term Training: Rehabilitation Counseling.&quot;</td>
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<td>$128,293</td>
<td>RESEARCH FOUNDATION OF SUNY</td>
<td>to Rockwell, P., for &quot;Biotechnology Scholars Project.&quot;</td>
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<td>8</td>
<td>$125,000</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Brazill, D., for &quot;Research CAREER Award: Signal Transduction of Eukaryotic Quorum.&quot;</td>
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<td>9</td>
<td>$120,000</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Drain, C. M., for &quot;Hierarchical Self-Organization of Photonic Materials.&quot;</td>
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<td>$119,292</td>
<td>NEW YORK STATE EDUCATION DEPARTMENT</td>
<td>to Silberman, R., for &quot;Intensive Teacher Institute for Teachers of the Blind/Visually Impaired.&quot;</td>
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<td>$115,612</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Braun, C., for &quot;Collaborative Research: The Origin &amp; Diversification of Hearing in Malagasy-South Asian Cichlids.&quot;</td>
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**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

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<td>1</td>
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<td>NEW YORK CITY DEPARTMENT OF HOMELESS SERVICES</td>
<td>to Hairston-Parker, D. and Kornberg, J., Office for Continuing Education and Professional Studies, for &quot;Basic Peace Officer and Entry Level Basic Peace Officer Training, Peace Officer Recertification Training, Investigative Interview Class and Peace Officer Supervisory Skills Training Programs.&quot;</td>
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<td>2</td>
<td>$513,232</td>
<td>UNITED STATES AIR FORCE, AIR FORCE OFFICE OF SCIENTIFIC RESEARCH</td>
<td>to Atran, S., for &quot;The Global Transnational Terrorism Project.&quot;</td>
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<td>3</td>
<td>$170,706</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Yanos, P., Psychology Department, for &quot;Treating Internalized Stigma in Severe Mental Illness.&quot;</td>
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**KINGSBOROUGH COMMUNITY COLLEGE**

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<td>$506,967</td>
<td>NEW YORK STATE EDUCATION DEPARTMENT</td>
<td>to Mikalopas, J., Physical Sciences and Katz, S. W., Continuing Education, for &quot;Excelsior Scholars Programs for 7th Grade Math &amp; Science.&quot;</td>
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**LAGUARDIA COMMUNITY COLLEGE**

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<td>NEW YORK STATE EDUCATION DEPARTMENT</td>
<td>to Chiarkas, J., for &quot;CUNY Catch Program.&quot;</td>
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QUEENS COLLEGE

1. $380,000  UNITED STATES DEPARTMENT OF ENERGY  to Markowitz, S., Center for the Biology of Natural Systems, for "Former Worker Surveillance Program."

2. $373,835  NATIONAL INSTITUTES OF HEALTH  to Bittman, R., Chemistry and Biochemistry Department, for "Synthesis of Novel Bioactive Sphingolipids as a Resource."

3. $288,781  NATIONAL INSTITUTES OF HEALTH  to Halperin, J., Psychology Department, for "ADHD: Neural Correlates of Adult Outcomes."

4. $286,904  NATIONAL INSTITUTES OF HEALTH  to Catsambis, S., Sociology Department, for "Tracking and Achievement Growth in the Elementary Grades: Continuing the Nationwide Longitudinal Inquiry."

COLLEGE OF STATEN ISLAND

1. $150,000  ARMY RESEARCH OFFICE  to Zaitsev, A., for "Ion Beam Written Carbon Nanostructures on Carbonaceous Substrates."

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

Thank you, Mr. Chairman. Let me begin by briefly talking about the capital budget and the operating budget that was approved recently in Albany. On the capital budget, we have received in excess of $1.8 billion for one year of funding. Originally when the capital budget was under discussion there was a view that both SUNY and CUNY’s capital budget would be a five-year horizon, but as time went by the view changed. This is a very large one-year capital budget for us and will allow us to maintain the needs of an aging system, and it gives us significant momentum to continue our modernization program.

While the number of projects is rather extensive, I would like to just mention a few that will have what I would say a transforming effect on the life of this University. On the City College campus, we very strenuously advanced the idea of a CUNY-wide Advanced Science Research Center and we have funding for Phase 1 of that very important project. Remember, that project is going to be very close to the New York Structural Biology Center, which is a consortium of some of the leading universities in New York State doing very important and cutting-edge research.

Of course, Columbia University is moving incrementally uptown and much of their new facilities are going to be dedicated to similar activities that we envisage for the Advanced Science Research Center. I see over time a synergism among those institutions that will not only benefit the life of science in the city but certainly will work to advance some of the extraordinary events that are happening, especially in the life sciences, in the United States and elsewhere.

The 17 Lexington Avenue building at Baruch College is the original site of City College, which, as you know, opened its doors in 1847. We now have funding to do a complete renovation of that site at 23rd Street and Lexington Avenue. I think that is long overdue and we are very pleased to be able to go forward.

Roosevelt Hall at Brooklyn College, which is going to be a new facility for science both for undergraduate education and advanced graduate work, is funded to allow us to move forward. The West Quad and the Performing Arts Center at Brooklyn College will also have important affects on that institution.

City College’s new science facility, its School of Architecture renovation and the Marshak Building rehabilitation are all part of this adopted budget. There will also be a new building for the CUNY Law School, a new science lab building for Hunter College, a Center for Computational Science at the College of Staten Island, added funds for the North Instructional Building at Bronx Community College, wonderful new athletic facilities for Kingsborough Community College, the building expansion project at John Jay and I could go on and on and on.
With the amount of money that is in the pipeline now from prior capital budgets and this additional $1.8 billion we are going to be expending over the next four to five years several billions of dollars for new construction and renovations of facilities. We are really very excited about that. The numbers sound high but I must remind all of you that we still have enormous needs that will not be met even with this very fine capital budget.

One outstanding issue involves the need for additional funding of critical maintenance at the community colleges. That is going to require continuing coordination with SUNY because they have similar needs at their community colleges. As I have said to the Board on several occasions, I believe that as we move forward there really needs to be coordination with the State University of New York. By bringing these two important systems together, I think we have momentum and strength that we have not realized before and we really have to, I believe, build on that kind of cooperative spirit.

On the operating side for the senior colleges we have an adopted budget of a little under $1.7 billion. That represents an increase of about $37 million over the current budget that we are spending down. The increase consists of $52 million in funding for the University's mandatory needs and some smaller programs, offset by about a $17.7 million reduction.

I have given guidance to Vice Chancellor Ernesto Malave, Executive Vice Chancellor and Chief Operating Officer Allan Dobrin and the college presidents as we look to pare down to this $17.7 million level. Certain values and certain operating principles need to be maintained. First and foremost, we must ensure that the core needs of our campuses are left untouched. We do not want to move aggressively at all and we want to preserve those core operating needs. We will be using reserves that we have worked very hard to develop to deal with shortfalls like this.

We are going to be managing our enrollment in ways that will allow us to work towards that number as well and we will be certainly looking at certain overall programs that we provide centrally to the campuses, including a whole variety from academic areas to administration functions and security, among other areas.

I remind you that we had two budget reductions. One was a 2.5% reduction that was originally proposed when the Executive budget was advanced to the legislature and then on top of that an additional 3.35% reduction. The $17.7 million reduction consists largely of that second 3.35% reduction. For the community colleges the Executive budget recommended a base aid reduction of $50 per FTE but that was restored in the adopted budget, and additional funding over the Executive budget was provided for SEEK, College Discovery, the Joseph S. Murphy Institute for Worker Education and Labor Studies, and other legislative initiatives.

I also remind you that after the Executive budget was released there was a very small amount of money, approximately $90 million, that was given to the legislature to be allocated through the Joint Committee on Higher Education co-chaired by Senator Kenneth LaValle and Assemblywoman Deborah Glick. This sharply reduced the amount of legislative add-ons. It just reinforces that we need to work very aggressively on a going forward basis to ensure that the monies that CUNY and SUNY need to not only stay afloat, but to advance the goals of both of these great systems.

I was delighted to see in the budget appropriation that there is language to develop an endowment, specifically for both CUNY and SUNY. The language is very artfully written and interesting in that there will be efforts to anticipate not only the initial fueling of an endowment—the vehicle for that fueling is still not developed, but there are many people from the investment banking community who are participating in the discussion to determine ways in which that initial endowment could be created—but that additional funds through private sources and other state supported sources are envisaged. Obviously, we are going to watch that very carefully and we will certainly be part of the discussion to shape that important effort.

I would temper some of these remarks by saying that, as all of you obviously know, starting about a year ago many of us started to see events unfolding not only both here in New York State and the city but also nationally. We started hearing things about a credit crunch and things like mortgage-backed securities and collateralized debt obligations and started to hear about very esoteric financial instruments that went sour and obviously in the last year all of us have seen the dramatic impact that this has. This is somewhat exacerbated in the city because about 20 cents on every dollar that is collected for revenue to support general obligations in New York State is a result of not only Wall
Street but all of the businesses associated with Wall Street.

I do not believe that the budget that was enacted is going to hold on a going forward basis. We already are having some discussions about some adjustments to that budget and it may not be the first iteration of some further adjustments. Revenue has been down very sharply in New York State, especially in the first quarter of this fiscal year and I think there are some very choppy waters that we are going to have to navigate along with other agencies in New York State and probably it is going to go on for some time. We have to be prepared not only to deal with the imminence of a budget that is going to have to be very artfully managed, but to start thinking very clearly and comprehensively about how to prepare ourselves for the budget that will start to be developed over the summer and then presented to the state legislature by Governor Paterson in January of 2009.

I have had some very direct and intense discussions with Governor Paterson. Chairman Schmidt and I have had some very good discussions with Secretary Charles O'Byrne and we will be meeting again with Governor Paterson to better prepare ourselves as we move forward. We have a lot of work yet to do, but the presidents have been given opportunities to start thinking creatively about some modest investments this year. I am one that deeply believes that even in downturn times you need to continue to make investments. A university of this prominence and this size cannot be deterred from making strategic investments because otherwise we are just not going to be the kind of institution that we need to be.

On the city side, I had a long conversation this morning with Mayor Bloomberg about the community college budgets and our capital budgets. That was preceded by a very thorough letter that I wrote to him about a week ago. While no promises were made, the Mayor was made much more aware of some of the critical needs that the University has and I hope that as a result of that we will be moving in a direction where a better understanding of the particular programs and especially capital needs of our community colleges will be better understood.

Chairman Schmidt mentioned Trustee Pesile's wonderful remarks at the 20th Anniversary of the CUNY Big Apple Job Fair. We also had at that event City Council Finance Committee Chair David Weprin and we spent some time with Councilman Weprin talking about community colleges and I think he understands it and hopefully we will be moving forward over the next several weeks, which are going to be critical weeks. The Mayor very soon will be presenting the budget to the City Council and we want to make sure that we have an opportunity to help influence what the mayor will be presenting.

Last weekend the 12th annual Model Senate took place in Albany. This is something that Senior Vice Chancellor and Secretary Jay Hershenson has really taken wonderful ownership to. Trustees Hugo Morales, Rita DiMartino, Manfred Philipp and Robert Ramos were there to represent the University. A number of presidents were there as well, and State Comptroller Tom DiNapoli and many legislators were in attendance. State Comptroller DiNapoli was given a surprise award and spent the entire lunch with everybody in attendance. Governor Paterson opened the Model Senate with greetings.

The Sixth Citizenship Now program, which is a joint program with the New York Daily News, started today. It will go on for the entire week. Senior Vice Chancellor and Secretary Jay Hershenson is the man who thought of this effort and, again, Jay, thank you for helping over 40,000 people since this program began. We have many people answering the phones who speak languages other than English and really the work that is being done at that Citizenship Now facility is really quite extraordinary and really helping to shape lives in ways that none of us could have ever imagined.

Congratulations to President Gregory Williams who successfully brought in two $10 million gifts. One from a partner of Skadden, Arps, Slate, Meagher & Flom who is a very distinguished graduate of City College, went to Harvard Law School, has deep affection for President Williams and really has provided a wonderful opportunity with this $10 million gift to increase diversity in law schools around the United States and in the legal profession. The other $10 million gift is from alumnus Mickey Ross to establish a Jewish Studies Center at City College. Congratulations, Greg.
Congratulations to President Regina Peruggi for her appointment to the Commission on Lifelong Learning of the American Council on Education. Congratulations to President Marcia Keizs on her appointment to the board of the American Council on Education’s Commission on Effective Leadership. Congratulations to President Dolores Fernández who received the Duarte Heritage Award from Casa Duarte Cultural and Performing Arts center and the Northern Manhattan Coalition for Economic Development.

Both Vice Chancellor Iris Weinshall and President Gail Mellow were honored recently by the League of Women Voters. They both spoke eloquently and we were all just so proud to be there with them. Congratulations to President Eduardo Martí who will be honored by the Vision Services for the Blind at a luncheon on Wednesday, May 14th, at Terrace on the Park. Lastly, congratulations to Senior Vice Chancellor and Secretary Jay Hershenson who will receive a leadership award from ASPIRA of New York, Inc., at their annual Circle of Latino Achievers Luncheon in recognition of his support of Latino youth in New York City. So congratulations to all of you.

I would end by saying that we have a new program called “CUNY Summer in the City.” We have established an integrated website and marketing campaign to communicate information about summer study and activities at all CUNY colleges. This will help students earn more credits, which will then result in greater retention and it will also then result in even higher graduation rates. The mastermind behind this again is our own Senior Vice Chancellor and Secretary Jay Hershenson. He has developed a sixty-second PSA and I am told that he wants to show it now.

Statement of Senior Vice Chancellor and Secretary Jay Hershenson:
I would like to point out that Dwayne Ferguson of CUNY-TV, who is here with Bob Isaacson, is the cameraman straight ahead. He is the star of the PSA and we are ready to go.

**(VIDEO ABOUT "SUMMER IN THE CITY")**

Chancellor Matthew Goldstein continued with his oral report, stating that we have asked for an Executive Session, as Chairman Schmidt mentioned, to talk about some personnel matters, potential real estate transactions and collective bargaining briefings. Lastly, I just want to remind all of you that we will give Executive Vice Chancellor and University Provost Selma Botman a grand party on May 5th at Bayard’s from six to eight.

Statement of Trustee Manfred Philipp:
I would like to first of all congratulate the Chancellor and his colleagues on achieving the Capital Budget that we have seen from the State. I was also happy to see the letter that he wrote to Mayor Bloomberg, both on the capital side and on the operating expense side, particularly on the capital side. Our community colleges really need the kind of capital infusion that we see within the senior colleges. I think I brought this up before, the Mayor and the City Council ought to step up to the plate. I have testified to Councilmember Charles Barron’s City Council Committee on Higher Education advocating more funding for this University and particularly to the community colleges. I think that we are a group that have to do more in that regard. There are enormous unmet needs. At the same time and this is not in response to the demonstration we have just seen, I would like to see, of course, a report on progress towards a conclusion of the contract negotiations. We do need that as a matter of fact for this University to be healthy in the future. Thank you.

Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 1 through 7, 8.A., and 11)

**NO. 1. CHANCELLOR’S UNIVERSITY REPORT:** RESOLVED, That the Chancellor’s University Report for April 28, 2008 (including Addendum, Errata and Table Items) be approved:

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**
**FISCAL MATTERS – SECTION CIV: FEES**
**CIV.2.a. MATERIALS/TRANSPORTATION FEES**

RESOLVED, That the following Non-Instructional Fees for purchasing of materials, transportation charges or services being provided, be approved by the Board of Trustees of The City University of New York for the period June 2, 2008 through June 27, 2008. The guidelines outlined in the Tuition and Fee Manual have been followed in charging these fees.
### Department/Course Description

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Material Fees</th>
<th>Transportation Fees</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 770</td>
<td>$820</td>
<td>$400 for round-trip transportation to the Dominican Republic</td>
<td>Students are provided with materials, services or transportation which are not regularly supplied as part of the course. Students will own the end products. Students will receive services at rates consistently less than if they were to obtain them on their own. The College does not derive any monetary benefit from these fees.</td>
</tr>
</tbody>
</table>

### Puerto Rican/Latin American Studies

| Department/Socio-Political Development in Contemporary Dominican Republic (course studies political, social and economic issues in the Dominican Republic from the 1930's to the present; | PLG 290 | $820 for room and board at the Universidad Autonoma, Santo Domingo campus, for field trips, and for computer and internet access. | $400 for round-trip transportation to the Dominican Republic |

**Notes:**

* Indicate items being purchased or services provided.

** Justification/Explanation may be provided on a departmental basis. However, if new fee, indicate why fee is now necessary. If fee has increased, please indicate the reason for the increase. If fee is being renewed at the same rate, and surplus (excess) funds were generated in prior years, justify why the same rate should be charged.

**CIV.2.b. MATERIALS/TRANSPORTATION FEES**

**RESOLVED,** That the following Non-Instructional Fees for purchasing of materials, transportation charges or services being provided, be approved by the Board of Trustees of The City University of New York for the period June 2, 2008 through June 27, 2008. The guidelines outlined in the Tuition and Fee Manual have been followed in charging these fees.

<table>
<thead>
<tr>
<th>Department/Course Description</th>
<th>Course Number</th>
<th>Material Fees</th>
<th>Transportation Fees</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puerto Rican/Latin American Studies Department/Socio-Political Development in Contemporary Dominican Republic (course studies political, social and economic issues in the Dominican Republic from the 1930’s to the present;</td>
<td>PLG 290</td>
<td>$820 for room and board at the Universidad Autonoma, Santo Domingo campus, for field trips, and for computer and internet access.</td>
<td>$400 for round-trip transportation to the Dominican Republic</td>
<td></td>
</tr>
</tbody>
</table>

Students are provided with materials, services or transportation which are not regularly supplied as part of the course. Students will own the end products. Students will receive services at rates consistently less than if they were to obtain them on their own. The College does not derive any monetary benefit from these fees.
intersections between ethnicity, race, social-class, and “national” identities); Sociology Department/Senior Seminar, Critical Criminology (course explains the basic sociological and epistemological tenets of critical criminology and relates this perspective to various crime-related issues in the Dominican Republic. Foreign Languages/Spanish Language Course at the appropriate level.

SOC 440

SPA 100, 200, 300, or 400

MATERIAL FEES AND TRANSPORTATION CHARGES

<table>
<thead>
<tr>
<th>Dept/ Course No.</th>
<th>Purpose of Fees *</th>
<th>Est. no. students per semester</th>
<th>Amount of fees</th>
<th>New fee Y/N</th>
<th>Amt. of fees</th>
<th>Board Approval Y/N Date</th>
<th>Surplus Funds Generated Y/N</th>
<th>Justification/Explanation for charging fees **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puerto Rican/Latin American Studies, PLG 290; Sociology, SOC 440; Foreign Languages/SPA 100, 200, 300, or 400 level</td>
<td>$1,220.00 for round-trip transportation to the Dominican Republic, for room and board at the Universidad Autonoma, Santo Domingo campus, for field trips, and for computer and internet access.</td>
<td>21</td>
<td>$1,220</td>
<td>Y</td>
<td></td>
<td>N</td>
<td>To cover the expenses related to a faculty-led study abroad program in the Dominican Republic. All fees will be for the direct benefit of the students participating in the program.</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
* Indicate items being purchased or services provided.

** Justification/Explanation may be provided on a departmental basis. However, if new fee, indicate why fee is now necessary. If fee has increased, please indicate the reason for the increase. If fee is being renewed at the same rate, and surplus (excess) funds were generated in prior years, justify why the same rate should be charged.

CIV.2.c. MATERIALS/TRANSPORTATION FEES

RESOLVED, That the following Non-Instructional Fees for purchasing of materials, transportation charges or services being provided, be approved by the Board of Trustees of The City University of New York for the period June 7, 2008 through July 3, 2008. The guidelines outlined in the Tuition and Fee Manual have been followed in charging these fees.
### Material Fees and Transportation Charges

<table>
<thead>
<tr>
<th>Dept/ Course No.</th>
<th>Purpose of Fees *</th>
<th>Est. no. students per semester</th>
<th>Amount of fees</th>
<th>New fee Y/N</th>
<th>Amt. of fees</th>
<th>Board Approval Y/N Date</th>
<th>Surplus Funds Generated Y/N</th>
<th>Justification/Explanation for charging fees **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology/PSY3XX</td>
<td>$2,900 for round-trip transportation to Rabat, Morocco and for room and board with local families arranged by AMIDEAS, for field trips, and for computer and internet access</td>
<td>12</td>
<td>$2,900</td>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td>To cover the expenses related to a faculty-led study abroad program in Rabat, Morocco. All fees will be for the direct benefit of the students participating in the program.</td>
</tr>
</tbody>
</table>

** Notes:**

* Indicate items being purchased or services provided.

** Justification/Explanation may be provided on a departmental basis. However, if new fee, indicate why fee is now necessary. If fee has increased, please indicate the reason for the increase. If fee is being renewed at the same rate, and surplus (excess) funds were generated in prior years, justify why the same rate should be charged.

### CIV.3 Grant/Contract Programs - Blanket Tuition and Fee Waivers

**RESOLVED,** That a waiver of tuition and fees be approved by the Board of Trustees of The City University of New York, in accordance with the Tuition and Fee Manual for the following students who will be enrolled in the program described below:

<table>
<thead>
<tr>
<th>Name of Program/Project Director</th>
<th>Study Abroad</th>
<th>Ken Lewandoski</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Sponsor/Contractor</td>
<td>John Jay College</td>
<td></td>
</tr>
<tr>
<td>Applicable Semester(s)</td>
<td>Summer 2008</td>
<td></td>
</tr>
<tr>
<td>Location of training site</td>
<td>Overseas</td>
<td></td>
</tr>
<tr>
<td>Total amount of Grant or Contract</td>
<td>Est. $N/A</td>
<td>Actual $N/A</td>
</tr>
<tr>
<td>Period of contract</td>
<td>From: To:</td>
<td></td>
</tr>
<tr>
<td>Amount of grant/contract available for this</td>
<td>Est. $</td>
<td>Actual $</td>
</tr>
</tbody>
</table>
### Administration of grant/contract

<table>
<thead>
<tr>
<th>Description of program</th>
<th>Research Foundation</th>
<th>Other (specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is sponsor/contractor receiving tuition and fees from its members/students?</td>
<td>Y/N</td>
<td>If yes, specify total $</td>
</tr>
<tr>
<td>Is sponsor/contractor providing in-kind services?</td>
<td>Y/N</td>
<td>If yes, specify total $</td>
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### Estimated no. students & tuition fees waived

<table>
<thead>
<tr>
<th>Semester</th>
<th>Estimated no. students</th>
<th>CR per stdt</th>
<th>Total CR (Stdt X CR)</th>
<th>Estimated tuition waived</th>
<th>Estimated fees waived</th>
<th>Total tuition &amp; fees</th>
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<tbody>
<tr>
<td></td>
<td>Grad</td>
<td>Under Grad</td>
<td>Grad</td>
<td>Under Grad</td>
<td>Technology fees @$37.50</td>
<td>Activity fees 28@$39.85</td>
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<td>Fall</td>
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<td>Sum</td>
<td>28</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>1050</td>
<td>1115.80</td>
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<tr>
<td></td>
<td>12</td>
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<td></td>
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<td>450</td>
<td>364.20</td>
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</table>

**TOTAL AMOUNT TO BE WAIVED** (estimated tuition plus fees) $ 3580

**Explanation:** The College will not count the FTEs generated by these courses as part of its overall FTE count. The enrollments will be accounted for in accordance with the University’s guidelines concerning grant/contract courses. The grant/contract will cover the direct costs (instructional and OTPS expenditures) and indirect costs attributed to the program.

**NO. 2. APPROVAL OF MINUTES:** RESOLVED, That the minutes of the regular Board meeting of February 25, 2008 be approved.

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

**A. THE CITY UNIVERSITY OF NEW YORK – BOOKBINDING 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 full bookbinding 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 an estimated cost of $905,000 chargeable to the appropriate college’s FAS Codes during the applicable fiscal year. The contract term shall be five years with the 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 this contract to provide bookbinding services for the CUNY campus libraries.

**B. THE CITY UNIVERSITY OF NEW YORK – MAINTENANCE SERVICES FOR AIR MANAGEMENT SYSTEMS:**

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 maintenance services of air management systems. 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 an estimated annual cost of $700,000 chargeable to the appropriate college's FAS Codes, during the applicable fiscal year. The contract term shall be five years with the 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 this contract to provide maintenance services of air management systems for the CUNY campuses.

Report of Fiscal Affairs Committee Chair Joseph J. Lhota:
I wish to report that the Board Audit sub-committee met with the Independent Audit firm of KPMG for a brief presentation on the University's Fiscal Year 2007 Internal Control/Management Letter and on the University's Fiscal Year 2007 A-133 Audit.

The Committee also heard numerous reports from Vice Chancellor Ernesto Malave on the status of the State and City budgets. University Controller Barry Kaufman introduced Janet Krone as the University’s new Chief Investment Officer who gave a report on the performance of the University's investment portfolio.

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

A. QUEENSBOROUGH COMMUNITY COLLEGE – A.S. IN GALLERY AND MUSEUM STUDIES:

RESOLVED, That the program in Gallery and Museum Studies leading to the Associate in Science degree to be offered at Queensborough Community College be approved, effective September 2008, subject to financial ability.

EXPLANATION: New York City is a major center of the international art world, with hundreds of art galleries and museums that draw professionals and visitors from across the United States and worldwide. The purpose of the proposed program is to provide students with the knowledge and skills necessary to obtain entry-level positions in the gallery and museum field.

The program is also designed to enable students to pursue advanced study at a senior college. Program graduates will be eligible to transfer into the Queens College baccalaureate program in Art History with no loss of credit. Further, an initiative is under development to expand internship opportunities to include posts in the Conservation Departments of the Metropolitan Museum of Art and the New York Public Library.

B. CITY COLLEGE – M.P.A. IN PUBLIC SERVICE MANAGEMENT:

RESOLVED, That the program in Public Service Management leading to the Master of Public Administration degree to be offered at The City College of New York be approved, effective September 2008, subject to financial ability.

EXPLANATION: The proposed program is designed to provide students with the knowledge and skills necessary to succeed in public service careers in local, state, or national government. Students will have the opportunity to specialize within the following five areas: Urban Policy, Public-Private Partnerships in the Management of Infrastructure, Environmental Policy, Social Policy, and Foreign Policy.

The proposed program builds upon existing undergraduate programs in Economics, Political Science, Sociology, Pre-Law, Management and Administration, International Studies, and History as well as other related programs in Architecture, Engineering and Science whose graduates might also seek careers in public service.

According to the United States Bureau of Labor Statistics, jobs in government and affiliated non-governmental organizations, are, and will continue to be, a major source of employment. The Bureau also reports that students with master's degrees tend to be hired at more senior grades. Thus, the proposed program both prepares graduates for public service employment opportunities and enhances their potential to rise to high-level positions.
C. HOSTOS COMMUNITY COLLEGE AND JOHN JAY COLLEGE OF CRIMINAL JUSTICE – JOINT PROGRAMS IN FORENSIC SCIENCE:

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

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 Forensic Science offered at John Jay College and guarantee graduates of the Hostos program seamless transfer into the upper division baccalaureate program at John Jay College with no loss of credit.

Forensic Science has received a great deal of attention in recent years because of popular television series such as *Law and Order* and *CSI*. These shows have both interested the general public in the science of analyzing evidence from crime scenes and inspired young people to consider and aspire to careers in this burgeoning field. The proposed program is 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 a meaningful career in a science-oriented area.

The Bachelor of Science degree in Forensic Science is already offered at John Jay College, and all of the courses required in the program are offered there on a regularly scheduled basis. Current Hostos Community College faculty already teach the courses that represent the general curriculum requirements of the first two years of the proposed joint program. Thus the proposed joint registration is cost-effective and a meaningful addition to the Hostos Community College program offerings.

Statement of Trustee Hugo M. Morales:
I fully support the program in forensic science and I congratulate President Dolores Fernandez and President Jeremy Travis. Forensic psychiatry, I know, is important presently and in the future all related to forensic science. I think it is an outstanding program. I only hope that members of our Hispanic community will participate in the program.

D. HOSTOS COMMUNITY COLLEGE AND JOHN JAY COLLEGE OF CRIMINAL JUSTICE – JOINT PROGRAMS IN CRIMINAL JUSTICE:

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

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 Criminal Justice offered at John Jay College, and to guarantee graduates of the Hostos program 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 and probation. Criminal Justice systems exist at the Federal, State, City, and County levels. All are directly involved in 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. The proposed program is designed to help address the underrepresentation of women and minorities in criminal justice fields.

The Bachelor of Arts in Criminal Justice is already offered at John Jay College, and all of the courses required in the program are offered there on a regular basis. Current Hostos Community College faculty already teach the courses that represent the general curriculum requirements of the first two years of the proposed joint program. Thus the proposed joint registration is cost-effective and a meaningful addition to the Hostos Community College program offerings.
E. JOHN JAY COLLEGE OF CRIMINAL JUSTICE – B.A. IN ENGLISH:

RESOLVED, That the new program in English leading to the Bachelor of Arts at John Jay College of Criminal Justice be approved, effective September 2008, subject to financial ability.

EXPLANATION: Designed to strengthen the humanities at John Jay College, the proposed program will also advance criminal justice education more broadly by stimulating interdisciplinary curricular development and research among the humanities, social sciences, and criminal justice. To support this vision, the college is proposing an innovative, writing intensive major in English with two concentrations. One concentration focuses on traditional texts and methodologies of literary study; the other integrates methodologies of literary study with central problems and questions in the law.

Thirty percent of John Jay's entering students identify law school as a desired goal. The American Bar Association encourages undergraduates considering law school to choose courses that develop "core skills and values," including "analytic and problem-solving skills, critical reading abilities, writing skills, oral communication and listening abilities, general research skills, task organization and management skills, and the values of serving faithfully the interests of others while promoting justice." The proposed program is designed to reinforce the interpretive and linguistic competencies expected of law school candidates and practicing lawyers. It also provides a solid foundation for graduate studies in a variety of additional fields.

Statement of Trustee Manfred Philipp:
I would like to, in particular, express my support for the B.A. in English at John Jay College. It is remarkable that we had a college without an English baccalaureate program and that is a deficiency that is now corrected. At the same time the movement of the associate degree programs to other community colleges underlines the need for more seats at community colleges, something that I am sure that Chancellor Goldstein and others will be looking at into the future. Thank you.

Statement of Chancellor Matthew Goldstein:
Chairman Schmidt and members of the Board, I think a very poor decision was made thirty-one years ago when John Jay was forced to extract from its inventory the academic programs a number of humanities programs. When President Jeremy Travis and I talked initially about Jeremy coming to John Jay College I indicated that I thought that action should be addressed, that if John Jay were to aspire to be the wonderful institution that it is well on its way to becoming, that it really needs to have a more broad based set of academic offerings.

I want to congratulate President Jeremy Travis and Jane Bowers, their new Provost and especially the faculty in the humanities at John Jay who have asked for years about this. John Matteson spoke very eloquently about the need for this and we very strongly support it. Jeremy, I just want to congratulate you on your leadership in moving this forward and to congratulate the faculty for working so cooperatively with the administration. This is just iteration one of a series of new academic programs that I think will show a paradigm shift, of how we think of John Jay and what it will become in the future.

F. SCHOOL OF PROFESSIONAL STUDIES/GRADUATE SCHOOL AND UNIVERSITY CENTER – M.A. IN LABOR STUDIES:

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

EXPLANATION: The proposed program is designed with three fundamental purposes: to prepare individuals for effective leadership in the labor movement; to provide individuals working in labor-related fields with specialized knowledge; and to provide opportunities for advanced scholarship in the field of labor. The program is expected to appeal to those working full-time in the labor movement; to individuals who aspire to leadership positions in their unions, communities and workplaces; and to students who wish to explore careers in labor or related fields.
Currently, union leaders and labor advocates need more than organizing and bargaining skills in order to represent workers effectively. They also require a broad understanding of economic, political, and social systems. They consistently face an array of complex issues, including the changing nature of work and workers; the history of and current context for problems of organized labor; the effects of technological advances; and the opportunities and challenges associated with pluralism and the dynamics of social identity, including class, race, gender, and sexuality. The need for advanced study in the field of Labor Studies is therefore significant.

Report of Academic Policy, Program and Research Committee Chair Wellington Z. Chen: Executive Vice Chancellor and University Provost Selma Botman also presented one information item to the Committee. An update on the College's response to the 2008-2012 Master Plan and the College's response has been provided.

NO. 5. COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION: RESOLVED, That the following items be approved:

A. QUEENS COLLEGE – NAMING OF THE GREGORY RAZRAN ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room E308 of the Queens College Science Building as "The Gregory Razran Room."

EXPLANATION: During the Cold War era, Professor Gregory Razran, a noted research scholar in the area of Pavlovian conditioning, almost single-handedly kept a dialogue open between American and Soviet psychologists. When the Science Building opened in 1986, the Psychology Department wished to acknowledge the contributions of Professor Razran, who served as Chairman of the Psychology Department from 1946-1966, by naming the Departmental Conference Room in his honor.

B. QUEENS COLLEGE – NAMING OF THE RUSSELL SPEER LABORATORY:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 270 of Razran Hall at Queens College as "The Russell Speer Laboratory."

EXPLANATION: In 1978, the Psychology Department voted to name this laboratory room in honor of Russell Speer, a Senior Laboratory Technician who provided great service to the Department from 1960 until his untimely death at age 45.

C. QUEENS COLLEGE – NAMING OF THE WILMA A. WINNICK ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room A337 of the Queens College Science Building as "The Wilma A. Winnick Room."

EXPLANATION: This room is the laboratory for the undergraduate course "Experimental Psychology," a required class for Psychology majors. Dr. Wilma A. Winnick, an alumna of Queens College, began as an Adjunct Lecturer in the Psychology Department and worked her way up to Professor. She was a member of the Psychology Department for 54 years, including serving as Department Chairperson from 1992 to 1998, and on the departmental P&B Committee for more than 20 years. Dr. Winnick's research provided seminal information in the concept of implicit (procedural) memory. Dr. Winnick retired in May 2004.

D. QUEENS COLLEGE – NAMING OF THE HAROLD SCHUCKMAN ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room E324 of the Queens College Science Building as "The Harold Schuckman Room."

EXPLANATION: This room is used as the classroom for the undergraduate "Advanced Experimental Psychology" course, a requirement for Psychology majors. Dr. Harold Schuckman began as an Assistant Professor in the Psychology Department and worked his way up to Professor. Dr. Schuckman, whose research focused on the neural
processes related to perception, worked in the Department for 35 years, including serving as Department Chairperson from 1980 to 1992. Dr. Schuckman retired in May 2000 and passed away that same year. The room was named in his honor at a memorial service in September 2000.

E. QUEENS COLLEGE – NAMING OF THE PROFESSOR MARGARET A. GRAM FOOD SCIENCE LABORATORY:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Room 301 of Queens College’s Remsen Hall as “The Professor Margaret A. Gram Food Science Laboratory.”

EXPLANATION: Professor Margaret A. Gram served as Chairperson of the Home Economics Department from 1939 to 1973, when she retired. During World War II, she and the students in the Department undertook the feeding of the soldiers housed on the campus, providing food purchased from the local farms. In the 1950’s, Professor Gram designed the College’s current Dining Hall, with its central kitchen and surrounding dining rooms. Professor Gram focused much of her energy and attention on helping students achieve their life goals and making the campus more student-oriented. She died in 1996, and the Laboratory was named in her memory that year.

F. QUEENS COLLEGE – NAMING OF THE THOMAS J. HAYDEN MEMORIAL LECTURE HALL:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 101 of Remsen Hall at Queens College as “The Thomas J. Hayden Memorial Lecture Hall.”

EXPLANATION: Mr. Thomas J. Hayden III served on the technical staff in the College’s Department of Chemistry from 1951-1990. When Mr. Hayden retired, he was Chief College Laboratory Technician and Director of Chemical Laboratories. Mr. Hayden was known for his enthusiasm and ability to use lecture demonstrations to illustrate chemical principles, and as a result nearly every chemistry lecturer adopted his techniques in their lectures. Since the late 1990’s, faculty, students and staff of the Chemistry and Biochemistry Department have been performing a show in this lecture hall in Mr. Hayden’s memory for several hundred invited high school students. Mr. Hayden died in 1998, and the dedication of the lecture hall took place at a ceremony in 2001.

G. QUEENS COLLEGE – NAMING OF THE RUDY FISHER ASTRONOMY LABORATORY:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room B231 of the Queens College Science Building as “The Rudy Fisher Astronomy Laboratory.”

EXPLANATION: Professor C. Rutherford (“Rudy”) Fisher served in the Department of Physics from 1964 through 1998, and made extraordinary contributions to the Department’s astronomy program. Professor Fisher also donated approximately $40,000 to the Department over a period of several years, which he earmarked for the astronomy laboratories. The undergraduate astronomy laboratory was named in his honor in 2001.

H. QUEENS COLLEGE – NAMING OF THE DORANCE BLANCHE WEILL MATHEMATICAL LABORATORY:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 61 of Kiely Hall at Queens College as “The Dorance Blanche Weill Advanced Mathematics Computer Laboratory.”

EXPLANATION: Dorance Blanche Weill, a Queens College Mathematics alumna, left a $25,000 bequest to the College in her will to establish a memorial to her dedicated to improving mathematics education. The College received her bequest in 1995 and named the laboratory in her memory in 1996. The Dorance Blanche Weill Mathematical Laboratory provides equipment for students to explore mathematics by using sophisticated mathematics software, both independently and in a classroom setting.

I. QUEENS COLLEGE – NAMING OF THE JOSEPH HERSHEYNOV MATHEMATICS LABORATORY:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 331 of Kiely Hall at Queens College as “The Joseph Hershenov Mathematics Laboratory.”
EXPLANATION: In 1981, the Mathematics Laboratory at Queens College was established by Professor Joseph Hershenov, who at the time was the Department Chair and Principal Investigator of a National Science Foundation grant that funded the Laboratory's establishment. Professor Hershenov served on the College faculty from 1962 through 2002. The Laboratory was named after Dr. Hershenov in 2003.

J. QUEENS COLLEGE – NAMING OF THE LEO ZIPPIN MATHEMATICS COMMON ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 508 of Kiely Hall at Queens College as “The Leo Zippin Mathematics Common Room.”

EXPLANATION: Leo Zippin was a renowned mathematician who taught at Queens College from 1938 until 1971. He was a founding member of the Queens College Mathematics Department and the first Executive Officer of the Mathematics Ph.D. program at The CUNY Graduate Center. Professor Zippin was an inspiration to many students who pursued graduate studies and careers in mathematics. In 1995, Room 508 of Kiely Hall was dedicated to the memory of Professor Zippin, who died that year.

K. QUEENS COLLEGE – NAMING OF THE WALTER NEWMAN CONFERENCE CENTER:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room D212 of the Queens College Science Building as “The Walter Newman Conference Center.”

EXPLANATION: Walter Newman was Chairman of the College’s Geology Department in the late 1960’s and early 1970’s, and was instrumental in the growth of the Department during those years. He was a valued colleague who passed away prematurely in 1986. Room D212 was named “The Walter Newman Reading Room” in his memory in 1987, and the College now wishes to rededicate the same space located in the Queens College Science Building as “The Walter Newman Conference Center.”

L. QUEENS COLLEGE – NAMING OF THE PRESIDENT MCMURRAY LOUNGE:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Room 227 of Queens College Student Union as “The President McMurray Lounge.”

EXPLANATION: President Joseph McMurray led Queens College from 1965 to 1971. This second floor lounge in the Student Union was named for President McMurray to honor him as the President who was instrumental in the establishment of the Student Union (at that time the College Union) Building.

M. QUEENS COLLEGE – NAMING OF THE ALEXANDER W. AND SARAH BIRSTEIN PEARLMAN ALCOVE:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Art Library Alcove #2 (Rosenthal Library L.6) in the Queens College Rosenthal Library in memory of Dr. Alexander W. and Sarah Birstein Pearlman.

EXPLANATION: In 2006 the Art Library Alcove #2 was named in memory of Dr. Alexander W. and Sarah Birstein Pearlman. Dr. Pearlman, a Friend and user of the Library who was also a member of the Friends of the Library Board, left $10,000 in his will in appreciation of the excellent service he received from the Library's faculty and staff while researching his art collection. That gift was received in 2005. In 1997, Dr. Pearlman also donated art works to the Art Library in his wife’s name.

N. QUEENS COLLEGE – NAMING OF THE EDWARD APPLEBAUM ROOM:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Classroom 223 (Rosenthal Library L.2) in the Queens College Rosenthal Library in memory of Edward Applebaum.

EXPLANATION: This classroom was named in 2000 in memory of Edward Applebaum, a 1977 Queens College
alumnus who passed away in 1998. His brother, through the Stuart Applebaum Giving Foundation, donated $100,000 to Rosenthal Library in 2000, and has made further donations of $50,000 in 2001, $10,000 in 2003, $11,000 in 2004, $12,000 in 2005, $18,000 in 2006 and $20,000 in 2007.

**O. QUEENS COLLEGE – NAMING OF THE MARC BELTH STUDY ROOM:**

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Room 541, Group Study Room (Rosenthal Library L.5) in the Queens College Rosenthal Library, in memory of Dr. Marc Belth.

**EXPLANATION:** This Group Study Room was named in 2000 in memory of Dr. Marc Belth, who was a Professor of Education at the College from the 1940’s to the 1960’s, and who was especially interested in the process of thinking. A donation of $10,000 was made by his wife, Zoe Belth, in 2000 to establish the Marc Belth Memorial Award, which is awarded annually to a graduating senior who has demonstrated academic excellence and plans to attend graduate school to pursue studies in cognition-related fields.

**P. QUEENS COLLEGE – NAMING OF THE ALEXANDER BRAGINSKY ROOM:**

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Conference Room #1 (Rosenthal Library L.5) in the Queens College Rosenthal Library in memory of Alexander Braginsky.

**EXPLANATION:** This Conference Room, formerly known as the President’s Conference Room #1, was named in 2002 in memory of Alexander Braginsky, a Queens College alumnus from the class of 1987, who perished in the terrorist attacks of September 11, 2001. He had been employed by the news organization Reuters America.

Both he and his mother, Nelly Braginsky, immigrated to the United States from Russia, and Mr. Braginsky often expressed his gratitude for the excellent education he received at Queens College. Mrs. Braginsky donated $50,000 to the Rosenthal Library.

**Q. QUEENS COLLEGE – NAMING OF THE LOUIS GORDON FACULTY CARREL:**

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Faculty Carrel in Room 522 (Rosenthal Library L.5) in the Queens College Rosenthal Library in memory of Louis Gordon.

**EXPLANATION:** This Faculty Carrel was named in 2003 in memory of Louis Gordon, a publisher, who was a Friend of the Rosenthal Library and a member of the Friends of the Library Board. Mr. Gordon passed away in 2002, and $10,000.00 was donated by his sons in his memory.

**R. QUEENS COLLEGE – NAMING OF THE FRIENDS OF THE LIBRARY LOUNGE:**

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Friends of the Library Lounge” (Rosenthal Library L.4) in the Queens College Rosenthal Library.

**EXPLANATION:** In 2003, The Friends of the Queens College Library, a longstanding organization of donors to Rosenthal Library, donated $3,000 to be used to support library operations and activities for the benefit of Queens College students. In the same year, the aforesaid space was named for the group.

**S. QUEENS COLLEGE – NAMING OF THE HAL AND IDA GROSS ALCOVE:**

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Lincoln Collection, Alcove 2 (Rosenthal Library, L.3) in the Queens College Rosenthal Library in honor of Hal and Ida Gross.

**EXPLANATION:** This space was named in 2005 in honor of Hal and Ida Gross, who donated a valuable collection of books and other research materials on Abraham Lincoln and established an endowment in the amount of $10,000 in 2005 for Lincoln and 19th Century American History materials at the Rosenthal Library. Mr. and Mrs. Gross also made two additional donations to the Library: a gift of $2,500 in 2006 and $1,000 in 2007.
T. QUEENS COLLEGE – NAMING OF THE ELAINE AND LEONARD KAPLAN FACULTY CARREL:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Faculty Carrel in Room 523 (Rosenthal Library L.5) in the Queens College Rosenthal Library in honor of Elaine and Leonard Kaplan.

EXPLANATION: This Faculty Carrel was named in honor of Elaine and Leonard Kaplan in 2006. Dr. Elaine Kaplan, a 1955 alumna of Queens College, established an endowment for children’s literature to mark the 50th anniversary of her graduation from Queens College in 2005. Dr. Kaplan donated $10,000 to the Rosenthal Library to establish this endowment.

U. QUEENS COLLEGE – NAMING OF THE TWOMEY LOUNGE:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of Rosenthal Library L.1 in the Queens College Rosenthal Library as "The Twomey Lounge."

EXPLANATION: This space was named in 2007 in honor of Michael and Barbara Twomey, both alumni of the Queens College’s Class of 1948. In 2006, Mr. and Mrs. Twomey donated $100,000 to the Rosenthal Library. Michael Twomey is a retired executive of American International Group (AIG).

V. QUEENSBOROUGH COMMUNITY COLLEGE – NAMING OF THE OWEN AND BEBE BERNSTEIN WALL OF REMEMBRANCE:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Drs. Owen and Bebe Bernstein Wall of Remembrance” within the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College.

EXPLANATION: In 2007 Drs. Owen and Bebe Bernstein pledged $54,000 to the Queensborough Community College Fund, Inc. to support the program endowment of the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College. This resolution seeks approval to name a Wall of Remembrance within the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College. The Wall of Remembrance will follow the traditional approach to such memorials, allowing participants to have the names of loved ones recorded through the mounting of engraved memorial plaques.

The Bernsteins have long been leaders and members of the College’s Holocaust Center. Dr. Owen Bernstein is both an educator and child psychologist with an extensive record of leadership in the Jewish community. Dr. Bernstein served as the chairperson of the Center’s Advisory Board and is currently a member of the Advisory Board. Dr. Bebe Bernstein has a long record as an educator of children with “special needs.” She has served as a city-wide coordinator for such programs with the New York City Board of Education.

W. QUEENSBOROUGH COMMUNITY COLLEGE – NAMING OF THE ADAM MANDELBLATT MEMORY WALL:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Adam Mandelblatt Memory Wall” within the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College.

EXPLANATION: In 2007 the family of Adam Mandelblatt pledged $54,000 to the Queensborough Community College Fund, Inc. to support the program endowment of the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College. This resolution seeks approval to name a memory wall within the Kupferberg Center in memory of Adam Mandelblatt, who passed away on December 6, 2006. The Adam Mandelblatt Memory Wall will combine the traditional format of a memorial wall with an attached computer retrieval system, thereby allowing viewers to enter the deceased’s name and retrieve his/her photo and a relevant biography.
Adam Mandelblatt was a Holocaust survivor who escaped to Cuba, married and then emigrated to the United States. In 1983, Adam Mandelblatt became one of the founding members of the College’s Holocaust Center.

X. QUEENSBOROUGH COMMUNITY COLLEGE – NAMING OF THE ALISON WERNER LEVINE SURVIVOR INTERVIEW COLLECTION:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Alison Werner Levine Survivor Interview Collection” within the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College.

EXPLANATION: In 2007, Cheryle and Steven Levine, along with the mother of Cheryle Levine, Mrs. Doris Werner, pledged $36,000 to the Queensborough Community College Fund, Inc. to support the program endowment of the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College. This resolution seeks approval to name the Survivor Interview Collection within Kupferberg Center in memory of Steve’s and Cheryle’s daughter, Alison.

Steve Levine has long been a member of the QCC Fund, Inc. and Cheryle Levine (Class of 1975) is the current president of the Queensborough Alumni Association.

Y. QUEENSBOROUGH COMMUNITY COLLEGE – NAMING OF THE HOWARD AND ILENE LAPIDUS RECEPTION VESTIBULE:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Howard and Ilene Lapidus Reception Vestibule” within the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College.

EXPLANATION: In 2006 Barnes and Noble College Booksellers, Inc. pledged $100,000 to the Queensborough Community College Fund, Inc. to support the program endowment of the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College, and specifically to name the Center’s reception vestibule in honor of Howard and Ilene Lapidus.

Howard Lapidus served The City University of New York for 38 years before retiring in 2006. Thirty-six of those years were spent at Queensborough Community College, where he served in a variety of capacities ranging from Dean for Faculty and Staff Relations, Special Counsel to the President, Senior Vice President for Administration and Finance to Interim President, and finally, Chief Operating Officer. Upon his retirement from Queensborough in 2006, Mr. Lapidus was honored at the College’s Annual Partners for Progress Gala as the “College Partner of the Year.” Barnes and Noble chose that occasion to pay a tribute to Mr. Lapidus, who had worked with Barnes & Noble to establish the first Barnes and Noble college bookstore on the campus of Queensborough Community College.

Z. QUEENSBOROUGH COMMUNITY COLLEGE – NAMING OF THE BARNES & NOBLE COLLEGE BOOKSELLERS CINEMA AND FILM LIBRARY:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Barnes & Noble College Booksellers Cinema and Film Library” within the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College.

EXPLANATION: In 2007 Barnes & Noble College Booksellers, Inc. pledged $100,000 to the Queensborough Community College Fund, Inc., to support the program endowment of the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College. This resolution seeks approval to name the “Barnes & Noble College Booksellers Cinema and Film Library” within Kupferberg Center at Queensborough Community College.
AA. QUEENSBOROUGH COMMUNITY COLLEGE – NAMING OF THE LUCILLE AND CHARLES BOVA GARDEN:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Lucille and Charles Bova Garden” as part of the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College.

EXPLANATION: Dr. Diane Bova Call, daughter of Lucille and Charles Bova, pledged $25,000 in 2007 to the Queensborough Community College Fund, Inc. to support the program endowment of the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College. This resolution seeks approval to name the Garden associated with the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College in honor of her parents.

Charles Bova served in the U.S. Army during World War II and was a member of the armed forces that liberated Dachau at the war’s end.

BB. QUEENSBOROUGH COMMUNITY COLLEGE – NAMING OF THE DR. ALEXANDER GAINES AND RUTH KRAUSS GAINES TERRACE:

RESOLVED. That the Board of Trustees of The City University of New York approve the naming of the “Dr. Alexander Gaines and Ruth Krauss Gaines Terrace” as part of the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College.

EXPLANATION: Dr. Sandra Delson, daughter of Dr. Alexander Gaines and Ruth Krauss Gaines, pledged $100,000 in 2007 to the Queensborough Community College Fund, Inc. to support the program endowment of the Harriet and Kenneth Kupferberg Holocaust Resource Center and Archives at Queensborough Community College. This resolution seeks approval to name the Outside Terrace of the Kupferberg Center the “Dr. Alexander Gaines and Ruth Krauss Gaines Terrace”.

Dr. Sandra Delson served as the first Chairperson of the eighteen-member advisory board to Queensborough’s Holocaust Resource Center and Archives.

CC. LAGUARDIA COMMUNITY COLLEGE – NAMING OF JOSEPH SHENKER HALL:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of LaGuardia Community College's Main Building, located at 31-10 Thomson Avenue, Long Island City, New York, as “Joseph Shenker Hall.”

EXPLANATION: In 1968, the Board of Higher Education passed a resolution to create Community College Number Nine. Dr. Joseph Shenker, who at that time was Dean for Community College Affairs, began working to create the College that was subsequently named LaGuardia Community College. Following a brief tenure as Acting President of Kingsborough Community College, Dr. Shenker was appointed President of LaGuardia Community College in 1970.

Dr. Shenker worked tirelessly to establish the College’s goals and programs, as well as to create a unique campus at a former manufacturing site. The first building purchased for the College was the 50-year-old Ford Instrument Building, which required extensive renovations to change its use from a factory to an educational institution. During his eighteen-year tenure, Dr. Shenker garnered support to purchase and renovate other facilities to expand the campus. He built an institution with an excellent reputation for innovation and quality education, pioneering many new educational models, such as cooperative education and internships to provide community college students with a practice-oriented education. He also opened two college-sponsored high schools: LaGuardia Middle College High School and the International High School.

After leading LaGuardia for eighteen years, Dr. Shenker continued his career as an administrator as President of Bank Street College and Provost for the C.W. Post Campus of Long Island University. He also has served as a Trustee for UNICEF America (1993-97) and is currently on the Board of Directors for the Wallace Foundation.
Dr. Shenker established a strong organizational foundation and culture of innovation that continues today at LaGuardia. The College therefore requests that the Board approve the naming of its Main Building as “Joseph Shenker Hall.”

DD. BROOKLYN COLLEGE – NAMING OF THE H. WILEY HITCHCOCK INSTITUTE FOR STUDIES IN AMERICAN MUSIC:

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Institute for Studies in American Music, located in Room 415 Whitehead Hall, Brooklyn College, 2900 Bedford Avenue, Brooklyn, New York, the “H. Wiley Hitchcock Institute for Studies in American Music.”

EXPLANATION: H. Wiley Hitchcock was a distinguished professor in the Conservatory of Music at Brooklyn College, who joined the faculty in 1971 and soon thereafter founded the College’s Institute for Studies in American Music (ISAM). He served as the director of the Institute until his retirement in 1993, during which time the Institute gained international recognition as a premier research center dedicated to the study, preservation, and presentation of American music. Professor Hitchcock served with great distinction as a teacher and scholar both on campus and as a member of the CUNY doctoral faculty in music. He was known to students and colleagues alike for his impeccable standards and character and, to a larger audience, through his many publications, including the highly esteemed New Grove Dictionary of American Music, of which he was co-editor, and the widely used textbook, Music in the United States: A Historical Introduction. He also served the profession as president of the American Musicological Society, the Music Library Association, and the Charles Ives Society. Professor Hitchcock was a true man of letters, a model musicologist with multifaceted interests; besides his work in American music, he also published major studies of French and Italian baroque music.

Professor Hitchcock recently passed away. In his obituary, The New York Times described him as “a leading scholar of American music,” and stated that he “played a major role in building a support structure for scholars and studies in American music.” The College therefore requests Board approval to name the “H. Wiley Hitchcock Institute for Studies in American Music.”

EE. GRADUATE SCHOOL AND UNIVERSITY CENTER – AMENDMENT TO THE GOVERNANCE PLAN:

RESOLVED, That the Board of Trustees of The City University of New York approve the proposed amendment to the Governance Plan of the Graduate School and University Center of The City University of New York (“University Center Governance Plan”), effective May 1, 2008.

NOTE: See Appendix B

EXPLANATION: The proposed amendment would add two voting members to the School of Professional Studies Council (“SPS Council”) from CUNY’s Adult and Continuing Education Programs. One representative would represent the senior colleges, and one would represent the community colleges. The amendment proposes that the two representatives be appointed by the Dean of the School of Professional Studies, after consultation with the Council of Adult and Continuing Education Administrators.

Both the SPS Council and SPS Administration support the amendment. Representatives of CUNY’s Adult and Continuing Education Programs have a strong interest in the relationship between CUNY’s Adult and Continuing Education Programs and the SPS. Because of that interest, two representatives from those Programs have been attending Council meetings and have made valuable contributions to discussions at those meetings. The Council and the SPS Administration would like to recognize that past contribution and the importance of their perspective by amending the Council’s governance plan to add Adult and Continuing Education Program representatives as voting members.
FF. LAGUARDIA COMMUNITY COLLEGE – AMENDMENTS TO THE GOVERNANCE PLAN:

RESOLVED, That the proposed amendments to the Governance Plan of LaGuardia Community College be adopted effective April 29, 2008.

NOTE: See Appendix C

EXPLANATION: The proposed amendments to the Governance Plan of LaGuardia Community College ("LaGuardia") are recommended by the College President. The LaGuardia College Senate ratified an earlier version of the amendments; this version contains some changes in language for clarity but embodies the same principles as the plan that the Senate previously endorsed. The changes in language were approved by the Chair of the LaGuardia College Senate.

The proposed amendments would change the structure and number of instructional staff and student representatives, providing for a total of 40 representatives. Currently, there are 46 representatives.

Specifically, the current Governance Plan provides for one Senator to be elected from the instructional staff of each department. The administrative structure of the College has changed since the adoption of the Plan in 1978 and is now comprised of academic departments and non-academic divisions. The proposed amendments recognize that change by providing for elections of one Senator from each academic department and one from each division. There are 12 academic departments and 6 divisions. The proposed plan would also provide for the election of one Senator from the President's office and would make the Faculty Council President a voting Senator; currently the individual holding that position serves as an ex-officio member without vote. Thus, under the proposal, there would be 19 representatives from the full-time faculty and instructional staff. In addition, at the same time that Senators from each department and division were elected, Alternates would be elected for each Senator.

The plan would also lower the number of student representatives, making the number equal to the number of academic department representatives plus the Student Government Association President, who will be a voting member—13 in total. Currently, the number of student representatives is equal to the total number of instructional staff representatives and the Student Government Association President serves ex officio without vote. The proposed amendments also provide for a transitional period to account for the fact that student Senators have already been elected to serve this academic year and that a new group of student Senators will be elected to serve starting in Fall 2008, before this plan can go into effect. Under the transitional plan affecting the new group of student Senators, the number of student representatives would be decreased, and the remaining student Senators would serve as Alternates.

The proposed plan also provides for one Senator to be elected at large to represent adjunct faculty members and one to represent civil service employees. Four other at-large Senators would be elected by the full-time faculty and instructional staff, one Senator would be elected by the Alumni Association, and one Senator would be appointed by the College President. All of these Senators would also have Alternates elected to serve in the event of absences. In the current plan, adjuncts are unrepresented.

In addition, The President of the College and all Vice Presidents would serve ex-officio without vote.

The changes are proposed primarily to allow the Senate 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 Academic Senate 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. Most significant for this purpose is the decrease in the number of student representatives, for whom attendance is sometimes difficult, and the simultaneous election of Senators and Alternates. The Alternates would be available to serve when Senators are absent.
NO. 6. COMMITTEE ON STUDENT AFFAIRS AND SPECIAL PROGRAMS: RESOLVED, That the following item be approved:

A. COLLEGE OF STATEN ISLAND – COLLEGE AUXILIARY ENTERPRISE BOARD CERTIFICATE OF INCORPORATION AND BYLAW AMENDMENTS:

RESOLVED, That the Board of Trustees of The City University of New York approve the following amendments to the certificate of incorporation of The College of Staten Island Auxiliary Services Corporation, Inc.:

Article THIRD

1. To support and advance the education, research and public service mission of The City University of New York by aiding its students, faculty, and other staff of The College of Staten Island through the provision of food service, book store, parking lot, student, faculty and staff housing, transportation, athletic and recreational facilities and other auxiliary services and facilities at or near the various locations of The College of Staten Island.

... 

Article FOURTH

4. Without profit and solely as an incident to the various purposes, to provide such services and facilities to the students and faculty of The City University of New York College of Staten Island and its community as may be authorized on behalf of and agreed to by The College of Staten Island.

and be it further

RESOLVED, That the Board of Trustees of The City University of New York approve the following amendment to the bylaws of The College of Staten Island Auxiliary Services Corporation, Inc.:

Article I, Section 2

(a) To provide such services and facilities to the students, and faculty and other staff of The City University of New York College of Staten Island, hereafter referred to as The College, and its community as may be authorized on behalf of and agreed to by The College of Staten Island by the direct or indirect operation of bookstores, food services, parking facilities, student, faculty and staff housing, transportation, athletic and recreational facilities and other auxiliary services and facilities at or near the various locations of The College of Staten Island.

Article II, Section 3, Paragraph 4

4. Two (2) members of the Faculty appointed by the College President from a panel of four (4) members of the Faculty elected annually by the Faculty of The College Council.

NOTE: Matter underlined is new.

EXPLANATION: This resolution approves amendments to the Corporation's certificate of incorporation and bylaws that clarify that the Corporation is authorized to provide services and facilities at or near the College not only to students, faculty and staff of the College, but also to other members of the CUNY community who utilize those services and facilities. The amendments also change the manner of electing faculty to the Corporation's board of directors by providing that the two faculty members appointed by the College President to the board will be chosen from a panel of four faculty members elected by the Faculty. Previously the panel was elected by the College Council.

Report of Student Affairs and Special Programs Committee Chair Kathleen M. Pesile:
Mr. Chairman I would like to report that at the March 31, 2008 Committee on Student Affairs and Special Programs meeting, Vice Chancellor Garrie Moore gave a comprehensive report on the status of the CUNY
Leadership Academy, the co-curricular transcript and the Wall Street Stock Market Game Fellows Program. Over the past months, student leaders have represented CUNY locally and nationally at several conferences, including the Emerging Leaders Conference, the National Conference on Student Leadership held in Orlando, Florida, Empowering Student Changing Lives Leadership Conference held at the College of Staten Island and the Women's Conference held at Baruch College.

He also updated the committee on the establishment of the Student Investment Ambassadors Program, which was formed in conjunction with Senior Vice Chancellor and Secretary Jay Hershenson. This new program was established to develop students into informed communicators, who can effectively carry forward messages on the importance of State and City support for a new and enhanced investment in public higher education.

Vice Chancellor Moore also presented two short video clips, one featuring the students at the conference in Orlando and the other focusing on the Clinical Psychology Fellows program.

He also mentioned the recently concluded National Association of Student Personnel Administrators (NASPA) conference and stated that there was a strong CUNY presence; over fifty members of the CUNY family attended the conference. Presenters or committee members at this national conference included President Tomás Morales of the College of Staten Island, Dr. Marie Ting - Central Office, Dr. Joseph Bertolino - Queens College, Dr. Peter Jordan - LaGuardia Community College, Prof. Allan Wernick - Baruch College and Vice Chancellor Garrie Moore. In fact, this year CUNY hosted its first ever reception at a national student affairs conference and I personally want to thank the presenters for attending.

NO. 7. HONORARY DEGREES: RESOLVED, That the following honorary degrees, approved by the appropriate faculty body, the college president and recommended by the Chancellor, be presented at the commencement exercise as specified:

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<thead>
<tr>
<th>COLLEGE</th>
<th>DEGREE</th>
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<tr>
<td>UNIVERSITY HONORARY DEGREE</td>
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<tr>
<td>Peter Gelb</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>(To be awarded at the June 3, 2008 William E. Macaulay Honors College Convocation)</td>
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<tr>
<td>BARUCH COLLEGE</td>
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<tr>
<td>Alma Guillermoprieto</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td>Alan Dershowitz</td>
<td>Doctor of Laws</td>
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<tr>
<td>(To be awarded at the May 28, 2008 Commencement Exercises)</td>
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<tr>
<td>BROOKLYN COLLEGE</td>
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<tr>
<td>Paul Auster</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td>Michael Cunningham</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td>Philip G. Zimbardo</td>
<td>Doctor of Humane Letters</td>
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<tr>
<td>(To be awarded at the May 29, 2008 Commencement Exercises)</td>
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<tr>
<td>CITY COLLEGE</td>
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<tr>
<td>Enrique Carbajal</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td>(To be awarded at the May 30, 2008 Commencement Exercises)</td>
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</table>
GRADUATE SCHOOL AND UNIVERSITY CENTER

William G. Bowen  Doctor of Humane Letters
Ornette Coleman  Doctor of Musical Arts
Edward Hirsch  Doctor of Humane Letters
(To be awarded at the May 22, 2008 Commencement Exercises)

JOHN JAY COLLEGE

Ellen Wolf Schrecker  Doctor of Humane Letters
Gary L. Wells  Doctor of Humane Letters
(To be awarded at the May 29, 2008 Commencement Exercises)

LEHMAN COLLEGE

Margaret K. Bruce  Doctor of Humane Letters
Frank Espada  Doctor of Arts
Woodie King, Jr.  Doctor of Humane Letters
(To be awarded at the May 29, 2008 Commencement Exercises)

QUEENS COLLEGE

Adam Heller  Doctor of Science
(To be awarded at the May 29, 2008 Commencement Exercises)

CUNY SCHOOL OF LAW

Dolly Filártiga  Doctor of Laws
Juan Gonzalez  Doctor of Laws
Roderick L. Ireland  Doctor of Laws
(To be awarded at the May 16, 2008 Graduation Ceremony)

COLLEGE OF STATEN ISLAND

Harry Doherty  Doctor of Humane Letters (posthumous)
Michael Shugrue  Doctor of Letters
(To be awarded at the May 29, 2008 Commencement Exercises)
NO. 11. (ADDED ITEM) SALK SCHOLARSHIPS: RESOLVED, That the Board of Trustees approve the award of the Jonas E. Salk Scholarships to the following graduates who have been recommended by the Chancellor.

WITH STIPEND

Oluwaseun Adeosun  City College
Ghulam Dastgir  Brooklyn College
Diana Kachan  Baruch College
May Kong  Hunter College
William Mak  City College
Samia Mohammed  Hunter College
Alexander Pyronneau  Brooklyn College
Leah Rothman  Queens College

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

A. (ADDED ITEM) THE CITY UNIVERSITY OF NEW YORK - CONSTRUCTION BY DASNY OF THE BARUCH COLLEGE CANOPY TO THE SOUTHWEST ENTRANCE PLAZA OF THE NEWMAN VERTICAL CAMPUS:

RESOLVED, That the Board of Trustees of The City University of New York accept the design of the Canopy to the Southwest Entrance Plaza of the Newman Vertical Campus at Baruch College, as prepared by RSD Engineering PC, with a construction budget not to exceed $4,800,000; and be it further

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

EXPLANATION: Baruch College will construct a canopy over the southwest entrance plaza of the Newman Vertical Campus to protect people entering the building from ice which can falls off the building under certain winter weather conditions.

Upon motion duly made, seconded and carried, the public meeting was adjourned at 5:59 P.M.

SECRETARY AND SENIOR VICE CHANCELLOR JAY HERSHENSON
The Executive Session was called to order at 6:00 P.M.

There were present:

Benno C. Schmidt, Jr., Chairman

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

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

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
Executive Vice Chancellor Selma Botman
Executive Vice Chancellor Allan H. Dobrin
President Jennifer Raab
Vice Chancellor Ernesto Malave
Vice Chancellor Garrie Moore
Vice Chancellor Pamela Silverblatt
Vice Chancellor Gloriana Waters
Vice Chancellor Iris Weinshall
University Dean Robert Ptachik
Director Jennifer Friedman (FPC)

The absence of Vice Chairman Philip Alfonso Berry, Trustees Valerie Lancaster Beal, John S. Bonnici, Carol A. Robles-Roman, and Robert Ramos was excused.

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

Upon motion duly made, seconded and carried, the Executive Session was adjourned at 6:13 P.M.

SECRETARY AND SENIOR VICE CHANCELLOR JAY HERSHENSON
The Public Session reconvened at 6:14 P.M.

There were present:

Benno C. Schmidt, Jr., Chairman

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

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

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
Executive Vice Chancellor Selma Botman
Executive Vice Chancellor Allan H. Dobrin
President Jennifer Raab
Vice Chancellor Ernesto Malave
Vice Chancellor Garrie Moore

Vice Chancellor Pamela Silverblatt
Vice Chancellor Gloriana Waters
Vice Chancellor Iris Weinshall
Senior University Dean John Mogulescu
Dr. Alexandra Woods Logue

The absence of Vice Chairman Philip Alfonso Berry, Trustees Valerie Lancaster Beal, John S. Bonnici, Carol A. Robles-Roman, and Robert Ramos was excused.

Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 8.B. and 10)

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

B. 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 Letter of Intent ("LOI") with The Brodsky Organization, LLC ("Brodsky") for the acquisition, development, construction, fit-out, equipping and furnishing of a new facility for the Hunter College School of Social Work and associated Hunter College programs, and authorize the Senior Vice Chancellor for Legal Affairs to execute the LOI. The agreement shall be subject to approval by the University Office of General Counsel.
EXPLANATION:  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”). An affiliate of Brodsky has approached Silberman Fund about purchasing the 79th Street Site. CUNY has indicated that it will not give up its leasehold interest in the 79th Street Site to Brodsky unless CUNY is provided with an alternate location for the SSW. Accordingly, Brodsky will identify a site located in Harlem (“Project Site”), which Brodsky will acquire for the benefit of CUNY and on which Brodsky will construct a new building for ownership by/for CUNY and occupancy by SSW. Silberman Fund has indicated that it is willing to make a substantial financial contribution to CUNY in compensation for its leasehold interest at the 79th Street Site and to assist CUNY in the relocation of the SSW to the Project Site.

This project is currently planned to be developed as a building composed of academic facilities, including, without limitation, classrooms and offices containing not less than 135,000 gross square feet and an underground parking facility (“Project”). CUNY would vacate the 79th Street Site upon completion of construction by Brodsky and acquisition by CUNY of the Project for occupancy by SSW.

The LOI is a non-binding agreement. A final Development Agreement will be brought to the June Board meeting for approval.

NO. 10. THE CENTRAL OFFICE – APPOINTMENT OF INTERIM EXECUTIVE VICE CHANCELLOR AND UNIVERSITY PROVOST:

RESOLVED, That the Board of Trustees approve the appointment of Alexandra Woods Logue to be Interim Executive Vice Chancellor and University Provost effective June 9, 2008, at a compensation to be recommended by the Chancellor to the Board, subject to financial ability.

EXPLANATION:  Executive Vice Chancellor and University Provost Selma Botman will be leaving the University in early June to accept appointment as President of the University of Southern Maine. Alexandra Woods Logue currently serves as Special Advisor to the Chancellor and Associate University Provost. Prior to her current position, Dr. Logue has been Provost and Vice President for Academic Affairs at New York Institute of Technology, Dean of the Weissman School of Arts and Sciences at Baruch College, and Chair of the Department of Psychology and Associate Dean of Social and Behavioral Sciences at SUNY Stony Brook. Dr. Logue holds an A.B in Psychology (Magna Cum Laude) and a Ph.D. in Experimental Psychology from Harvard University. She is the author of two books and numerous scholarly articles in her major research area of learning and motivation.

Statement of Dr. Alexandra Woods Logue:
Thank you, Chairman, Schmidt, very much. Thank you, Trustees. I first came to CUNY in 1995 and have been able, therefore, off and on to watch directly the enormous progress that CUNY has been making under the leadership of then president of Baruch College, Matthew Goldstein, now Chancellor, and also due to the very hard work of the faculty, the students, the administrators, the staff and the Board of CUNY. I have watched CUNY just make enormous strides and it is an enormous honor to be able to take on this new role to help CUNY move forward even further, to build on the excellent accomplishments of Executive Vice Chancellor and University Provost Selma Botman and to work with everyone collaboratively in this effort to insure that CUNY moves to the greatest accomplishments that it possibly can.

CUNY embodies the future of New York City, perhaps more than any other institution as part of New York City and I look forward to working with everyone to continue to make CUNY a model for higher education for not just the United States but beyond.
Statement of Trustee Manfred Philipp:
I would just like to comment that *Interim Executive Vice Chancellor Logue* is off to a running start. She has a meeting with the *University Faculty Senate* Executive Committee scheduled for tomorrow morning.

Upon motion duly made, seconded and carried, the meeting was adjourned at 6:21 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.)
MINUTES OF THE MEETING OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK

HELD

JUNE 23, 2008

AT BARUCH COLLEGE VERTICAL CAMPUS
55 LEXINGTON AVENUE – BOROUGH OF MANHATTAN

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 Weinshall
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 TAPPING 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 Honourable 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 Lisynskiy, 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."
<table>
<thead>
<tr>
<th>No.</th>
<th>Amount</th>
<th>Funding Agency/Affiliation</th>
<th>Research Project Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>$254,794</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Raphan, T., for &quot;Multidimensional Dynamic of the Vestibulo Ocular Reflex.&quot;</td>
</tr>
<tr>
<td>3.</td>
<td>$175,000</td>
<td>NEW YORK STATE OFFICE OF CHILDREN &amp; FAMILY SERVICES</td>
<td>to Korn-Bursztyn, C., for &quot;Federal Childcare Development.&quot;</td>
</tr>
<tr>
<td>4.</td>
<td>$173,911</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Sanchez-Delgado, R., for &quot;SCORE: Ru (II) Complexes for Chemotherapy of Malaria and Cancer.&quot;</td>
</tr>
<tr>
<td>5.</td>
<td>$170,104</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Greer, A., for &quot;SCORE: Mechanism of Formation of Polysulfane Anticancer Agents.&quot;</td>
</tr>
<tr>
<td>6.</td>
<td>$148,763</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Davenport, L., for &quot;SCORE: Conformational Stability and Dynamics of G-Quadruplexed DNA and Ligand Interactions.&quot;</td>
</tr>
<tr>
<td>7.</td>
<td>$132,167</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Nishiura, J., for &quot;SCORE: Metamorphosis and the Control of Mosquito Borne Diseases.&quot;</td>
</tr>
<tr>
<td>1.</td>
<td>$1,439,651</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Hubbard, K., for &quot;MBRS/SCORE Program at CCNY.&quot;</td>
</tr>
<tr>
<td>2.</td>
<td>$600,000</td>
<td>NATIONAL AERONAUTICS AND SPACE ADMINISTRATION</td>
<td>to Ahmed, S., for &quot;University Research for Optical Sensing and Imaging of the Earths Environment (COSI).&quot;</td>
</tr>
<tr>
<td>3.</td>
<td>$430,263</td>
<td>COLUMBIA UNIVERSITY</td>
<td>to Parra, L., for &quot;Cortically-Coupled Computer Vision: C-3 Vision.&quot;</td>
</tr>
<tr>
<td>4.</td>
<td>$400,000</td>
<td>OFFICE OF NAVAL RESEARCH</td>
<td>to Koplik, J., for &quot;Morfeus: Multiphysics Object-Oriented Reconfigurable Fluid Environment for Unified Simulations.&quot;</td>
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<tr>
<td>5.</td>
<td>$385,000</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Goyert, S., for &quot;Role of CED14 and Other LPS Receptors in Severe Sepsis.&quot;</td>
</tr>
<tr>
<td>6.</td>
<td>$374,850</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Wallman, J., for &quot;Role of Vision in Etiology of Axial Myopia.&quot;</td>
</tr>
<tr>
<td>7.</td>
<td>$340,000</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Steinberg, R., for &quot;CLUSTER: Investigating a New Model Partnership for Teacher Preparation.&quot;</td>
</tr>
<tr>
<td>8.</td>
<td>$300,000</td>
<td>OFFICE OF NAVAL RESEARCH</td>
<td>to Ahmed, S., for &quot;Exploring Techniques for Improving Retrievals of Bio-optical Properties of Coastal Waters.&quot;</td>
</tr>
<tr>
<td>9.</td>
<td>$299,413</td>
<td>MISSILE DEFENSE AGENCY</td>
<td>to Gertner, I., for &quot;Time-Frequency Analysis for Detection, Track, and Discrimination of Threat Objects in a Dense Object Environment.&quot;</td>
</tr>
<tr>
<td>10.</td>
<td>$280,215</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Ghilardi, F. and Battaglia, F., for &quot;Consolidation of Motor Skills and Sleep Hemeostasis in Parkinson's Diseases.&quot;</td>
</tr>
<tr>
<td>11.</td>
<td>$242,718</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Caplan, A., for &quot;Hsp90 Chaperone Machine Structure and Function.&quot;</td>
</tr>
<tr>
<td>12.</td>
<td>$194,936</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Fritton, S., for &quot;Role of Fluid Flows in Bone's Response to Applied Loading.&quot;</td>
</tr>
<tr>
<td>13.</td>
<td>$193,880</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Lazaridis, T., for &quot;Effective Energy Functions for Proteins in Lipid Membranes.&quot;</td>
</tr>
<tr>
<td>14.</td>
<td>$186,702</td>
<td>STX, SHIPBUILDING CO.</td>
<td>Lee, J., for &quot;Process Intensification by Integrating of Reaction and Separation.&quot;</td>
</tr>
<tr>
<td>15.</td>
<td>$184,000</td>
<td>ARCHITECTURE RESEARCH OFFICE</td>
<td>to Alfano, R., for &quot;DOD Center for Nanoscale Photonic Emitters and Sensors for Military and Commercial Applications.&quot;</td>
</tr>
</tbody>
</table>
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 "CloudsSat 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."
<table>
<thead>
<tr>
<th>Grant Number</th>
<th>Amount</th>
<th>Funding Agency</th>
<th>Project Title</th>
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<tbody>
<tr>
<td>4</td>
<td>$356,600</td>
<td>PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES</td>
<td>to Kleiman, F., for &quot;Mechanisms of Response to DNA Damage by Nuclear Factors.&quot;</td>
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<tr>
<td>5</td>
<td>$304,011</td>
<td>PHS/NIH/NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS &amp; STROKE</td>
<td>to Filbin, M., for &quot;Role of Myelin in Spinal Cord Regeneration.&quot;</td>
</tr>
<tr>
<td>6</td>
<td>$217,684</td>
<td>PHS/NIH/NATIONAL INSTITUTE ON DRUG ABUSE</td>
<td>to Angulo, J., for &quot;Methamphetamine and the Striatal Ni-1 Receptors.&quot;</td>
</tr>
<tr>
<td>7</td>
<td>$185,000</td>
<td>FORD FOUNDATION</td>
<td>to Torres, A., for &quot;Rethinking Labor Market Intermediation.&quot;</td>
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<tr>
<td>8</td>
<td>$176,000</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Francesconi, L., for &quot;Speciation of Technetium-99 Incorporated into Metal Oxide Matrices.&quot;</td>
</tr>
<tr>
<td>9</td>
<td>$125,438</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Maitra, N., for &quot;CAREER: Time Development Density Functional Theory for Atoms, Molecules, and Quantum Dots.&quot;</td>
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<tr>
<td>10</td>
<td>$125,000</td>
<td>WASHINGTON STATE UNIVERSITY/UNITED STATES DEPARTMENT OF ENERGY</td>
<td>to Alexandratos, S., for &quot;Advanced Aqueous Separation Systems for Actinide Partitioning.&quot;</td>
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<tr>
<td>11</td>
<td>$114,000</td>
<td>PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES</td>
<td>to Qui, W., for &quot;Comparative Genomics of Major Clonal Groups of a Lyme Disease Pathogen.&quot;</td>
</tr>
<tr>
<td>12</td>
<td>$114,000</td>
<td>PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES</td>
<td>to Xu, Y., for &quot;Biophysical Study of Collagen-Von Willebrand Factor Interaction during Thrombosis.&quot;</td>
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<tr>
<td><strong>JOHN JAY COLLEGE OF CRIMINAL JUSTICE</strong></td>
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<tr>
<td>1</td>
<td>$414,666</td>
<td>UNITED STATES DEPARTMENT OF EDUCATION</td>
<td>to Texeira, K., for &quot;Upward Bound Program.&quot;</td>
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<td>2</td>
<td>$271,000</td>
<td>ANONYMOUS DONOR VIA THE UNITED STATES CONFERENCE OF CATHOLIC BISHOPS</td>
<td>to Terry, K., Department of Law and Police Science, for &quot;Causes and Context of Child Sexual Abuse in the Catholic Church.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>$194,471</td>
<td>NATIONAL ENDOWMENT FOR THE HUMANITIES</td>
<td>to Gitter, E., English Department, for &quot;Making Objects Speak: Portable Audio Guides for Teaching with Visual Culture in the Humanities.&quot;</td>
</tr>
<tr>
<td>4</td>
<td>$100,000</td>
<td>RASKOB FOUNDATION VIA THE UNITED STATES CONFERENCE OF CATHOLIC BISHOPS</td>
<td>to Terry, K., Department of Law and Police Science, for &quot;Causes and Context of Child Sexual Abuse in the Catholic Church.&quot;</td>
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<tr>
<td><strong>LAGUARDIA COMMUNITY COLLEGE</strong></td>
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<tr>
<td>1</td>
<td>$195,000</td>
<td>UNITED STATES DEPARTMENT OF TRANSPORTATION</td>
<td>to Hunt, B., for &quot;Small Business Training.&quot;</td>
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<td>2</td>
<td>$160,800</td>
<td>NEW YORK CITY DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT</td>
<td>to Kydd, J. and Watson, S., for &quot;In-School Youth Employment Program.&quot;</td>
</tr>
<tr>
<td>3</td>
<td>$101,412</td>
<td>NEW YORK STATE EDUCATION DEPARTMENT</td>
<td>to Kurien, S., for &quot;Adult Literacy and Basic Adult Education.&quot;</td>
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<tr>
<td><strong>LEHMAN COLLEGE</strong></td>
<td></td>
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<tr>
<td>1</td>
<td>$280,000</td>
<td>SUNY RESEARCH FOUNDATION</td>
<td>to Paull, M. and Stanley, C., for &quot;NYS Small Business Development Center.&quot;</td>
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<td>2</td>
<td>$255,020</td>
<td>NEW YORK STATE HEALTH FOUNDATION</td>
<td>to Aguirre-Molina, M., for &quot;CUNY Community Partnership for Public Health.&quot;</td>
</tr>
<tr>
<td>3.</td>
<td>$163,000 NATIONAL INSTITUTES OF HEALTH to Borrell, L., for &quot;Measuring and Documenting Disparities in Oral Health: A Practical Approach.&quot;</td>
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<tr>
<td>4.</td>
<td>$148,835 HOSPITAL LEAGUE, LOCAL 1199 to Paull, M., for &quot;Lehman College MSN Program.&quot;</td>
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<tr>
<td>5.</td>
<td>$147,321 UNITED STATES DEPARTMENT OF ENERGY to Chudnovsky, E., for &quot;Dynamics of the Magnetic Flux in Superconductors.&quot;</td>
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<tr>
<td>6.</td>
<td>$141,350 NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE to Georges, C. A., for &quot;Nursing Skills Upgrade Training.&quot;</td>
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</tbody>
</table>

**MEDGAR EVERS COLLEGE**

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<thead>
<tr>
<th>1.</th>
<th>$300,000 UNITED STATES DEPARTMENT OF COMMERCE to Brown, O. and Morrison, R., for &quot;Brooklyn International Trade Development Center.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>$160,000 NEW YORK CITY DEPARTMENT OF CORRECTION to Lake, A., for &quot;CUNY Catch Expansion.&quot;</td>
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</tbody>
</table>

**NEW YORK CITY COLLEGE OF TECHNOLOGY**

<table>
<thead>
<tr>
<th>1.</th>
<th>$152,873 NATIONAL SCIENCE FOUNDATION to Blake, R. and Brown, P., for &quot;Research Experience for Undergraduates in Satellite and Ground-Based Remote Sensing at NOAA-CREST (Year 1).&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>$104,414 NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE to Sonnenblick, C., for &quot;Classroom Support Scholarship.&quot;</td>
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</tbody>
</table>

**QUEENS COLLEGE**

<table>
<thead>
<tr>
<th>1.</th>
<th>$2,202,786 UNITED STATES DEPARTMENT OF ENERGY to Markowitz, S., Center for the Biology of Natural Systems, for &quot;Former Worker Surveillance Program.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>$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 &quot;New York City Community Air Survey Program.&quot;</td>
</tr>
<tr>
<td>3.</td>
<td>$232,500 NATIONAL INSTITUTES OF HEALTH to Seeling, J., Biology Department, for &quot;The Role of B56 a/g Regulatory Subunits of Protein Phosphatase 2A in Wnt Signaling.&quot;</td>
</tr>
<tr>
<td>4.</td>
<td>$222,585 NATIONAL SCIENCE FOUNDATION to Huenerfauth, M., Computer Science Department, for &quot;Career: Learning to Generate American Sign Language Animation through Motion-Capture and Participation of Native ASL Signers.&quot;</td>
</tr>
<tr>
<td>5.</td>
<td>$200,000 FORD FOUNDATION to Priestley, G. and Bayne-Smith, M., Political Science and Urban Studies Departments, for &quot;Conversemos Prevention Initiative.&quot;</td>
</tr>
<tr>
<td>6.</td>
<td>$143,808 NATIONAL SCIENCE FOUNDATION to Zheng, Y., School of Earth and Environmental Sciences Department, for &quot;Collaborative Research: Humics and Iron Redox Reactions in Bangladesh Aquifer.&quot;</td>
</tr>
<tr>
<td>7.</td>
<td>$135,840 NATIONAL INSTITUTES OF HEALTH to Sneed, J., Psychology Department, for &quot;Vascular Depression: A Distinct Diagnostic Entity?&quot;</td>
</tr>
</tbody>
</table>

**COLLEGE OF STATEN ISLAND**

<table>
<thead>
<tr>
<th>1.</th>
<th>$216,556 NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES to Murphy, C., for &quot;Child Care Development Block Grant.&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>$206,300 NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES to Murphy, C., for &quot;Child Care Development Block Grant.&quot;</td>
</tr>
</tbody>
</table>
Board of Trustees Minutes of Proceedings, June 23, 2008

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 in 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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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

Current Full-Time (per semester) $4,400
Proposed $4,700

Current Part-Time (per credit) $400
Proposed $425

Revised Tuition Schedule for Graduate, Non-Resident MBA Students

Current Full-Time and Part-Time (per credit) $600
Proposed $640

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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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>
<td>W</td>
<td>Withdrawed</td>
<td>-</td>
</tr>
</tbody>
</table>

Glossary
### Board of Trustees Minutes of Proceedings, June 23, 2008

<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>Withdrew Failing 0.00</td>
</tr>
<tr>
<td>WN</td>
<td>Never Attended 0.00</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrew Unofficially (Student attended at least one class session) 0.00</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 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. 0.00</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. 0.00</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>FPN</td>
<td>F from pending—to be used when the PEN grade reverts to an F grade. 0.00</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>

The following symbols have been implemented as prefixes to grades in SIMS to identify repeated courses including the application of the F grade repeat policy and Board approved variance, as well as indicate a grade’s impact on GPA and credit accumulation.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&amp;</td>
<td>REPEAT (REGULAR) COUNTS IN GPA NOT CR COMP</td>
</tr>
<tr>
<td>*</td>
<td>PREV PASSED AND F GR POL and/or NO GPA, NO CR COM</td>
</tr>
<tr>
<td>#</td>
<td>REPLACEMENT GRADE, F GRADE POL, NO GPA</td>
</tr>
<tr>
<td>@</td>
<td>REPEAT F GR POL, NO GPA, COUNTS CR COM</td>
</tr>
</tbody>
</table>

The following grades are no longer in use and have been removed from the legend of grade symbols.
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>

Values have been defined in this document for purposes of computation on existing transcripts.

<table>
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<th>Effective Date of Removal</th>
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<td>-</td>
<td>9/1/76</td>
</tr>
<tr>
<td>K</td>
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<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>
student is doing passing work in the course.

VII. The "W" and "WF" grades are official withdrawals and documentation as to when the withdrawal occurred must be available at the college.

VIII. 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.

IX. 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.

X. 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.

XI. 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.

XII. 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 withdraw grades.

XIII. 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.

XIV. 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.

XV. 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.

XVI. 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.


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 proposed Generic 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. GOLDHAMMER 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 SACCO '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 grandchildren 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 1977. 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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<tr>
<td>Graduate School and University Center</td>
<td>Richard Alba</td>
<td>Sociology</td>
<td>September 1, 2008</td>
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<tr>
<td>Graduate School and University Center</td>
<td>Stephen Neale</td>
<td>Philosophy</td>
<td>September 1, 2008</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 NYCC 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 (Full-time/Part-time)</th>
<th>Proposed Fee (Full-time/Part-time)</th>
</tr>
</thead>
<tbody>
<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.
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
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] 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 [involving] any matter
in which the Trustee personally participated during the period of his or her service as a Trustee.

d) [Further, a] 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.

SECRETARY AND SENIOR VICE CHANCELLOR JAY HERSHENSON
MINUTES OF THE MEETING OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK
HELD
JUNE 23, 2008

AT BARUCH COLLEGE VERTICAL CAMPUS
55 LEXINGTON AVENUE – BOROUGH OF MANHATTAN

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

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

HELD

SEPTEMBER 22, 2008

AT BARUCH COLLEGE VERTICAL CAMPUS
55 LEXINGTON AVENUE – BOROUGH OF MANHATTAN

The Chairperson called the meeting to order at 4:34 P.M.

There were present:

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

Wellington Z. Chen
Rita DiMartino
Joseph J. Lhota
Hugo M. Morales
Peter S. Pantaleo
Kathleen M. Pesile

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

Rouzbeh Nazari, 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
Steven Quinn
Anthony Vargas

Chancellor Matthew Goldstein
Interim EVC and University Provost 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 Gail O. Mellow
President Tomás Morales
President James L. Muyskens
President Antonio Perez

President regina peruggi
President Jennifer Raab
President Carolyn G. Williams
President Kathleen M. Waldron
President Gregory H. Williams
Dean Michelle Anderson
Dean Ann Kirschner
Vice Chancellor Ernesto Malave
Vice Chancellor Garrie Moore
Vice Chancellor Pamela Silverblatt
Vice Chancellor Gloriana Waters
Vice Chancellor Iris Weinshall
Senior University Dean John Mogulescu
RF President Richard F. Rothbard

The absence of Trustee Valerie Lancaster Beal 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 may 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. VIDEOTAPING OF BOARD MEETING: Chairman Schmidt 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.

Chairman Benno C. Schmidt, Jr. stated that on behalf of the Board he would like to warmly welcome Trustee Peter S. Pantaleo who was appointed by Governor Patterson and unanimously confirmed by the State Senate. As a member of CUNY’s Business Leadership Council he has been working closely with the University in many ways beneficial to us. Mr. Pantaleo is a prominent attorney and partner at DLA PIPER and his extensive experience is a stroke of good luck for our Board. Welcome, Trustee Pantaleo. Would you like to say a few words?

Statement of Trustee Peter S. Pantaleo:
Thank you, Mr. Chairman, Chancellor Goldstein. It is an honor to be asked to and to actually serve on this Board and I look forward to working with you all.

Chairman Schmidt stated that it is also a pleasure to welcome Mr. Rouzbeh Nazari who as interim USS chair replaces Mr. Robert Ramos as the student Trustee. Mr. Nazari is a PhD candidate in Civil Engineering at the Graduate Center where he works on the development of an advanced technique for mapping and monitoring sea and lake ice. Welcome, Mr. Nazari. It is a pleasure to look forward to working with you on the Board. Would you like to say a few words?

Statement of Trustee Rouzbeh Nazari:
Thank you, Mr. Chairman. I appreciate this great opportunity. I will be honored to do anything for the City University of New York and thank you, very much, for having me.

Chairman Schmidt stated that he would also like to welcome Dr. Gillian Small, the new Vice Chancellor for Research at the table in her new capacity. Welcome to you, Gillian, we look forward to working with you.

Chairman Schmidt noted that on behalf of my fellow Board members I would like to express our deepest condolences to the family and friends of former Trustee and Baruch College alumnus Jerome Berg who passed away on July 21st, 2008. Mr. Berg served CUNY with great distinction from 1994 to 1997, including as Chair of the Board’s Committee on Academic Policy, Program and Research.
Chairman Schmidt stated that on behalf of all my fellow Board members I would like to express our deepest condolences to the family and friends of Hunter College alumnus Dr. Joseph Shenker who passed away last Saturday morning, September 20th. Dr. Shenker was the Founding President of LaGuardia Community College. He held a number of major posts at this University including as Acting President of Hunter College, Acting President of Kingsborough Community College, CUNY’s Dean of Community Colleges and Acting Vice Chancellor for Faculty and Staff Relations. He served as President of the Bank Street School of Education and launched the first Middle College High School in the United States during his tenure at LaGuardia Community College. This past spring the Board unanimously approved a resolution recommended by President Gail Mellow and Chancellor Goldstein to name the main building at LaGuardia Community College Joseph Shenker Hall. During the past three years Dr. Shenker worked with CUNY to establish student scholarships through private foundation support in honor of Julius C. C. Edelstein and Albert H. Bowker at Hunter College and the Graduate Center respectively. Dr. Shenker had recently retired as Provost of the CW Post campus of Long Island University. The Office of the Secretary has circulated information to all of you about services in his memory being held later this week.

Chairman Schmidt noted that it is a pleasure to announce that Dr. Leonard Kleinrock, former City College alumnus, has been selected by President George W. Bush to receive the nation’s highest scientific honor, the National Medal of Science. A Distinguished Professor of computer science at UCLA he is considered to be the father of the Internet and indeed the sender of the first ever email in 1969. Congratulations to Dr. Kleinrock.

Chairman Schmidt stated that it is also a pleasure to note that Trustee Wellington Chen received the Community Service Award from the New York Chapter of the Organization of Chinese Americans at their 32nd Anniversary Gala on September 19th. Congratulations, Trustee Chen.

Trustee Kathleen Pesile will receive a Distinguished Service Award from the College of Staten Island Alumni Association at a special event celebrating the First Convocation of CSI President Tomás Morales. Congratulations.

Chairman Schmidt announced that the Association of Community College Trustees will hold its 39th Annual Leadership Congress here in New York City at the Marriot Marquis from Wednesday, October 29th to Saturday, November 1st. Trustee Kathleen Pesile is working diligently as our Board’s representative to the Association. She will chair a concurrent conference session on the CUNY Model for Financial Stability: A Shared Perspective on Thursday, October 30th from 1:45 p.m. to 3:00 p.m. featuring Vice Chancellor Ernesto Malave and all of our community college presidents. Vice Chairman Philip Berry will be keynote speaker at the Closing General Session Brunch on Saturday, November 1st. If any Trustees would like to attend this Congress please contact the Office of the Secretary. You have information about it in your Trustee materials.

B. COLLEGE AND FACULTY HONORS: Chairman Schmidt announced the following:

1. CUNY TV Nuevo York co-host Carmen Boullosa was awarded the 2008 Café Gijón Prize, one of Spain’s most distinguished literary awards, for her forthcoming novel El Complot De Los Romanticos, to be published in 2009. Ms. Boullosa’s manuscript was chosen from among 596 submissions. She is the first Mexican ever to receive this prestigious award. Congratulations.

2. Baruch College Professor Bin Chen was awarded a William Diaz Fellowship as one of four fellows who received fellowships from the Nonprofit Academic Centers Council in 2008. This fellowship is designed to advance the work of faculty of color who teach and conduct research in philanthropic and nonprofit sector studies. Congratulations.

3. City College Herbert M. Kayser Professor of Mechanical Engineering Latif Jiji received the 2008 Ralph Coats Roe Award from the American Society for Engineering Education’s, Civil Engineering Division; and City College Henry Semat Professor of Theoretical Physics Michio Kaku received the 2008 Klopsteg Memorial Award from the American Association of Physics Teachers. Congratulations.

4. Hunter College Political Science Associate Professor Roger Karapin received the Charles Tilly Award for his book, Protest Politics in Germany: Movements on the Left and Right Since the 1960’s; and Hunter Psychology Professor Jeffery Parsons was award the Distinguished Scientific Contribution Award for 2008 by the Society for

5. Associate Dean of Academic Affairs and Professor of Political Science at Kingsborough Community College Reza Fakhari was recently elected Chairman of the Board of Directors of the Student World Assembly by the organization’s board of directors. Congratulations.

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

1. Nine of 9 women undergraduates who received education grants from the New York Women’s Forum at its Second Colloquium on September 11, 2008, were CUNY students. They are: Rebecca Backman of Brooklyn College, Melinda Cornwell of Hunter College, Alisa Berger of LaGuardia Community College, Judy Canestrelli and Wanda Vargas of Lehman College, Andrea Balbas and Mindy Burton of Queens College and Cassandra Keting and Susan Holmes of the College of Staten Island. Congratulations.

2. A team of students from Baruch College’s Zicklin School of Business won a gold and honorable mention for best marketing strategy presentation at the Direct Marketing Educational Foundation’s 2008 Collegiate Awards. Congratulations.

3. Twenty-one Queensborough Community College students recently presented their research findings at the National American Chemical Society at the 236th National American Chemical Society Exposition in Philadelphia. This is a significant achievement, as this venue is usually reserved for students at baccalaureate and graduate levels. Congratulations.

D. GRANTS: Chairman Schmidt 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 June 23, 2008 Board meeting.

BARUCH COLLEGE

1. $168,589 NATIONAL SCIENCE FOUNDATION to Munshi-South, J. for “RIG: A Landscape Genetics Approach.”

2. $164,014 NATIONAL SCIENCE FOUNDATION to Sommer, K. for “the Functions of Social Influence.”

3. $150,000 MRS. GILES WHITING FOUNDATION for “Teaching Awards.”

BROOKLYN COLLEGE

1. $400,000 AIR FORCE OFFICE OF SCIENTIFIC RESEARCH to Polle, J. for “Fluorescence Aided Cell Sorting . . . Research.”

2. $356,336 NATIONAL INSTITUTES OF HEALTH to Hainline, L. for “Gatekeepers and Roadblocks: Increasing URM Student Success in Science.”

3. $353,250 NATIONAL INSTITUTES OF HEALTH to Lipke, P. for “Amyloid – Like Interactions in Yeast Cell Adhesion.”

4. $298,796 NATIONAL INSTITUTES OF HEALTH to Sclafani, A. for “Carbohydrate Appetite Fat Appetite and Obesity.”

5. $255,907 NATIONAL INSTITUTES OF HEALTH to Sclafani, A. for “Neuropharmacology of Learned Food Preferences.”


8. **$141,750** [NEW YORK STATE HIGHER EDUCATION SERVICES CORPORATION](#) to Romer, N. and Reiser, D. for “Building Networks to College.”

9. **$117,750** [NATIONAL INSTITUTES OF HEALTH](#) to Brenner, S. for “SCORE: Advancing the Utility of . . . of Therapeutic Agents.”

10. **$100,000** [NATIONAL INSTITUTES OF HEALTH](#) to Hainline, L. for “Equipment Supplement: Brooklyn College RISE Program.”

11. **$100,000** [OMNI PV, INC.](#) to Shum, K. for “Optical Investigation of UD930 Materials.”


### CITY COLLEGE

1. **$1,169,290** [NEW YORK CITY DEPARTMENT OF EDUCATION](#) to Posamentier, A. for “NYC Teaching Fellow Program – Cohort XII.”

2. **$1,000,000** [NEW YORK CITY DEPARTMENT OF ENVIRONMENTAL PROTECTION](#) to Fillos, J. for “Commercial Food Waste Study.”

3. **$987,000** [NATIONAL SCIENCE FOUNDATION](#) to Parker, N. for “2008 Bridge to the Doctorate.”

4. **$761,099** [NEW YORK STATE DEPARTMENT OF TRANSPORTATION](#) to Paaswell, R. for “Study of Goods Movement . . . NJ.”

5. **$504,700** [NATIONAL AERONAUTICS AND SPACE ADMINISTRATION](#) to Ahmed, S. for “University Research for Optical Sensing and Imaging . . . Environment.”

6. **$500,000** [NEW YORK STATE FOUNDATION FOR SCIENCE, TECHNOLOGY AND INNOVATION](#) to Banerjee, S. for “Faculty Development Program.”

7. **$470,000** [NEW YORK CITY COUNCIL](#) to Hernandez, R. for “Libraries and Archives.”

8. **$311,430** [NEW YORK CITY DEPARTMENT OF SANITATION](#) to Diyamandoglu, V. for “New York Waste Match Program.”


12. **$294,500** [NATIONAL INSTITUTES OF HEALTH](#) to Pezzano, M. for “SCORE: Crosstalk Control of Thymic Epithelium Development.”


15. **$259,452** [NEW YORK CITY DEPARTMENT OF EDUCATION](#) to Posamentier, A. for “NYC Teaching fellow Program – Cohort XIV.”

16. **$249,840** [NEW YORK STATE ENERGY RESEARCH AND DEVELOPMENT AUTHORITY](#) to Paaswell, R. for “CUNY Building Performance Laboratory.”

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<th>Funders</th>
<th>Projects and Details</th>
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<tr>
<td>19.</td>
<td>$198,000</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Foxe, J. for “The Neurophysiology of Attentional Deployment.”</td>
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<td>20.</td>
<td>$198,000</td>
<td>NEW YORK STATE DEPARTMENT OF HEALTH</td>
<td>to Tarbell, J. and Wang, S. for “NYSTEM—Development of Stem Cell Research Capabilities.”</td>
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<td>21.</td>
<td>$195,187</td>
<td>NATIONAL AERONAUTICS AND SPACE ADMINISTRATION</td>
<td>to Rossow, W. for “Converting the ISCCP Cloud . . . Record.”</td>
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<td>22.</td>
<td>$191,866</td>
<td>NEW YORK CITY DEPARTMENT OF SANITATION</td>
<td>to Diyamandoglu, V. for “Materials Exchange, Reuse and . . . City.”</td>
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<td>23.</td>
<td>$190,000</td>
<td>DEPARTMENT OF ENERGY</td>
<td>to Wolberg, G. for “Feature-based data Fusion for 3D Photography.”</td>
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<td>24.</td>
<td>$187,223</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Gunner, M. for “Importance of Buried Charges in Protein.”</td>
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<td>27.</td>
<td>$165,318</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Ghose, R. for “CAREER: NMR Insights into the Influence of Dynamics . . . Interactions.”</td>
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<td>28.</td>
<td>$159,649</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Nair, V. P. for “Topics in Gauge Theories, Gravity and Many-body Systems.”</td>
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<td>29.</td>
<td>$150,671</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Tasayco, M. for “Understanding Electrostatic Contributions to Protein Stability.”</td>
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<td>30.</td>
<td>$142,834</td>
<td>UNIVERSITY OF CALIFORNIA, DAVIS</td>
<td>to Weinbaum, S. for “New Approach to Endothelial Cleft Structure.”</td>
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<td>32.</td>
<td>$120,989</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Cleary, S. for Experimental and Theoretical Approaches to . . . Algorithms.”</td>
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<td>33.</td>
<td>$109,995</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Couzis, A. for “Template Synthesis of Nanoscale Hollow . . . Porosity.”</td>
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<td>34.</td>
<td>$107,251</td>
<td>RUTGERS UNIVERSITY</td>
<td>to Tchernichowski, O. for “Integrative Studies of Vocal development.”</td>
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<td>35.</td>
<td>$106,435</td>
<td>PENN STATE UNIVERSITY</td>
<td>to Walser, A. for “Prototype to Production: Processes and Conditions for . . . 2020.”</td>
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<td>36.</td>
<td>$100,000</td>
<td>NEW JERSEY DEPARTMENT OF TRANSPORTATION</td>
<td>to Agrawal, A., Paaswell, R. and Fillos, J. for “UTRC: Water Quality Mitigation and Banking.”</td>
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<tr>
<td>37.</td>
<td>$100,000</td>
<td>NEW YORK STATE DEPARTMENT OF TRANSPORTATION</td>
<td>to Paaswell, R. for “UTRC: Economic Competitiveness-Performance Measures for Transportation (Yr. 19).”</td>
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**HUNTER COLLEGE**

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<td>1.</td>
<td>$694,073</td>
<td>PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES</td>
<td>to Brazill, D. for “Minority Access to Research Careers.”</td>
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2. $523,480 PHS/NIH/NATIONAL INSTITUTE OF DRUG ABUSE to Parsons, J. for “Risk Reduction Intervention . . . Males.”

3. $350,000 HOWARD HUGHES MEDICAL INSTITUTE to Raps, S. for “Support for Students in the HHMI Exceptional Opportunities Program.”

4. $320,553 PHS/HEALTH RESOURCES AND SERVICES to Degazon, C. for “Becoming Excellent Students . . . in Nursing.”

5. $282,237 NEW YORK STATE EDUCATION DEPARTMENT to Walsh, E. for “Liberty Partnership Program.”

6. $268,202 PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Weigang, Q. for “Curricular and Pedagogical Innovation in Quantitative Biology.”

7. $266,629 PHS/NIH/NATIONAL INSTITUTE OF NEUROLOGICAL DISORDERS & STROKE to Melendez-Vazquez, C. for “Actomyosin Motors and Mechanism of Myelin Foundation.”

8. $200,000 UNITED STATES DEPARTMENT OF EDUCATION to Silberman, R. for “Preparation for “Teachers for Learners with Severe . . . Populations.”

9. $120,525 LAVELLE FUND FOR BLIND, INC. to Silberman, R. for “Orientation and Morality Add-on Certification . . . Impaired.”

10. $119,282 NATIONAL SCIENCE FOUNDATION to Chappell, R. for “Zinc Modulations of Retinal Ion Channels.”

11. $100,000 UNITED STATES DEPARTMENT OF EDUCATION to Silberman, R. for “Project CD-ROM Cultural Diversity in Rehabilitation . . . Program.”

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

1. $380,111 UNITED STATES DEPARTMENT OF EDUCATION to Couture, J. for “The Educational Talent Search Program.”

2. $300,000 NEW YORK CITY DEPARTMENT OF JUVENILE JUSTICE to Jacobs, N. for “The Reentry Support Project.”

3. $249,000 J.E.H.T. FOUNDATION to Doyle, J. and Kornberg, J. for “Newly-Developed Standards for Arson . . . Fire Sources.”


**KINGSBOROUGH COMMUNITY COLLEGE**


2. $735,521 NEW YORK CITY DEPARTMENT OF EDUCATION to Pero, L. for “Perkins IV.”

3. $599,742 NATIONAL SCIENCE FOUNDATION to Zeitlin, A. for “The Brooklyn Biotechnology Bridge.”

4. $342,604 NEW YORK CITY HUMAN RESOURCES ADMINISTRATION to Mandara, M. for “COPE Program.”

5. $253,849 NEW YORK CITY DEPARTMENT OF EDUCATION to Wilson, R. for “Liberty Partnerships Program.”

6. $181,768 DEPARTMENT OF HEALTH AND HUMAN SERVICES ADMINISTRATION FOR CHILDREN AND FAMILIES to Schulman, S. for “New Americans Center.”
### LAGUARDIA COMMUNITY COLLEGE

1. **$627,397**  
   **NEW YORK STATE EDUCATION DEPARTMENT** to Farrell, S. for “WIA/CUNY Catch Corrections.”

2. **$339,380**  
   **UNITED STATES DEPARTMENT OF EDUCATION** to Levine, R. for “Upward Bound.”

3. **$338,400**  
   **NEW YORK CITY DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT** to Kydd, J. for “Summer Youth Employment Program.”

4. **$332,640**  
   **NEW YORK STATE EDUCATION DEPARTMENT (CTEA)** to Eynon, B. and Orgel, R. for “Enhancing Career . . . Technology.”

5. **$249,982**  
   **UNITED STATES DEPARTMENT OF EDUCATION** to Farrell, S. for “Veterans Upward Bound (Yr. 2 of 5).”

6. **$192,210**  
   **NEW YORK STATE EDUCATION DEPARTMENT (CTEA)** to Capuano, L. for “Student Information Center.”

7. **$139,220**  
   **NEW YORK STATE DEPARTMENT OF LABOR** to Gzifa, A. for “Job for Youth.”

8. **$130,977**  
   **NEW YORK STATE EDUCATION DEPARTMENT** to Baldonedo, C. and Gazzola, J. for “Job Placement and eCareer Plan.”

9. **$112,335**  
   **NEW YORK STATE EDUCATION DEPARTMENT (CTEA)** to Joffe, M. for “Program for Disabled Students.”

### LEHMAN COLLEGE

1. **$2,378,084**  
   **UNITED STATES DEPARTMENT OF EDUCATION** to Martinez, H. for “Gaining Early Awareness . . . South Bronx GEAR UP.”

2. **$2,000,000**  
   **NATIONAL INSTITUTES OF HEALTH** to Martinez, H. for “Gaining Early Awareness . . . Bronx GEAR UP.”

3. **$495,037**  
   **NEW YORK CITY DEPARTMENT OF EDUCATION** to Wolfe, M. and Libfeld, S. for “New York City Mathematics Project.”

4. **$368,347**  
   **NATIONAL INSTITUTES OF HEALTH** to Sailor, K., Reid, A., Lizardi, H. and Manier, D. for “Lehman College Psychology Research Development – MRISP.”

5. **$207,765**  
   **NEW YORK CITY DEPARTMENT OF EDUCATION** to Polirstok, S. for “Teaching Fellows Program.”

6. **$195,922**  
   **NATIONAL INSTITUTES OF HEALTH** to Demmer, C. for “Improving Care for Dying Children and Their Families.”

7. **$171,362**  
   **NEW YORK CITY DEPARTMENT OF EDUCATION** to Wolfs, M. and Campos, A. for “Professional development Services for Literacy.”

8. **$161,207**  
   **NATIONAL INSTITUTES OF HEALTH** to Borell, L. for “Measuring and Documenting Disparities in Oral Health.”

9. **$122,250**  
   **NATIONAL INSTITUTES OF HEALTH** to Cheng, H. for “A Periplasmic Global Regulator, ExoR, for Bacterial Invasion of Host Cells.”

### MEDGAR EVERS COLLEGE

1. **$1,320,417**  
   **NEW YORK CITY DEPARTMENT OF EDUCATION** to Lake, A. for “Young Adult Learning-to-Work/Borough Center.”

2. **$511,720**  
   **NATIONAL SCIENCE FOUNDATION** to Austin, S. Johnson, L. Karan, H. and Movasseghi, D. for “Computer Science, Environmental and Mathematics Scholarship Program.”
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<th>Amount</th>
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<tr>
<td>3.</td>
<td>$427,129</td>
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<td>to Schrader, C. for CTEA.</td>
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<td>4.</td>
<td>$400,000</td>
<td>NEW YORK CITY DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT</td>
<td>to Lake, A. for “Flatbush beacon at MS 2.”</td>
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<td>5.</td>
<td>$400,000</td>
<td>NEW YORK CITY DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT</td>
<td>to Lake, A. for “Progressive Youth Empowerment Beacon at PS 181.”</td>
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<td>6.</td>
<td>$400,000</td>
<td>NEW YORK CITY DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT</td>
<td>to Lake, A. for “Crown Heights Beacon at PS 138.”</td>
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<td>7.</td>
<td>$400,000</td>
<td>NEW YORK CITY DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT</td>
<td>to Lake, A. for “Beacon Program at IS 323.”</td>
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<td>8.</td>
<td>$325,573</td>
<td>UNITED STATES DEPARTMENT OF EDUCATION</td>
<td>to Lake, A. for “Talent Search Program.”</td>
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<td>9.</td>
<td>$200,000</td>
<td>UNITED STATES DEPARTMENT OF EDUCATION</td>
<td>to Paul, S. for “Combined Priority personnel Preparation.”</td>
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<td>10.</td>
<td>$193,143</td>
<td>NEW YORK STATE EDUCATION DEPARTMENT</td>
<td>to Catapane, E. for “Collegiate Science and Technology Entry Program.”</td>
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<td>11.</td>
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<td>NEW YORK STATE EDUCATION DEPARTMENT</td>
<td>to Lake, A. for “Science and Technology Entry Program at Jackie Robinson Center.”</td>
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<td>12.</td>
<td>$107,845</td>
<td>UNITED STATES DEPARTMENT OF EDUCATION</td>
<td>to Schrader, C. for “Title III.”</td>
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NEW YORK CITY COLLEGE OF TECHNOLOGY

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<tr>
<td>1.</td>
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<td>to Manes, J. for “Workforce Investment Act Title 2.”</td>
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<td>2.</td>
<td>$195,704</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to August, B. for “ADVANCE IT Start Research Reflect and Plan.”</td>
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<td>3.</td>
<td>$158,368</td>
<td>NEW YORK STATE EDUCATION DEPARTMENT</td>
<td>to Barreras, I. for “STEP – Science and Technology Entry Program.”</td>
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<td>4.</td>
<td>$146,832</td>
<td>NEW YORK STATE EDUCATION DEPARTMENT</td>
<td>to Richardson, K. for “CSTEP – Collegiate Science and technology Entry Program.”</td>
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QUEENS COLLEGE

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<td>1.</td>
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<td>to Markowitz, S. for “Queens Ground Zero Workers Health Watch.”</td>
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<td>2.</td>
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<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Flory, J. for “Endophenotypes for Borderline Personality Disorder.”</td>
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<td>3.</td>
<td>$156,831</td>
<td>NATIONAL INSTITUTES OF HEALTH/UNIVERSITY OF PITTSBURGH</td>
<td>to Brumberg, J. for “Corticothalamic Neurons in Sensorimotor Cortex.”</td>
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<td>4.</td>
<td>$155,667</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Sneed, J. for “Vascular Depression: A Distinct Diagnostic Entity?”</td>
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<td>5.</td>
<td>$100,00</td>
<td>THE ELLISON MEDICAL FOUNDATION</td>
<td>to Melendez, A. for “Autophagy and the Relationship Between Lifespan and Fat Metabolism.”</td>
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COLLEGE OF STATEN ISLAND

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<td>1.</td>
<td>$617,600</td>
<td>UNITED STATES DEPARTMENT OF EDUCATION</td>
<td>to Sanders, J. for “GEAR UP.”</td>
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1. $306,549 UNITED STATES DEPARTMENT OF EDUCATION to Flouris, T. for “Ensuring Students Success in Aviation.”

2. $171,737 NATIONAL AERONAUTICS AND SPACE ADMINISTRATION to Paglione, T. and Khandaker, N. for “Science, Engineering, mathematics and Aerospace Academy (SEMAA).”

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

Thank you, Mr. Chairman, and I apologize to the Board–this will be something of a long report because there have been extraordinary events over the last several weeks, and certainly over the summer, that I feel obligated to report on. Let me first begin by echoing Chairman Schmidt’s very warm words about Joseph Shenker, who was a dear friend of mine, someone who did extraordinary work at this University. His passing has shocked so many of us who knew him well and we will miss him dearly. Jerome Berg, whom I had the pleasure of working with when I was president of Baruch College and he was on the Board, was very deeply committed to the welfare of this University and we are very saddened to see his passing.

I am delighted to see Trustee Peter S. Pantaleo. Peter, it is wonderful to have you on the Board and we look forward to working with you. Rouzbeh Nazari, I am very interested in your work at the Graduate School, and I am sure that you will bring distinction to the role of student Trustee as well.

This has been a very active summer. First, I want to thank the Executive Committee of this Board for being patient with me when I asked that we convene to discuss serious issues that we were facing at the University, and I appreciate the time that you gave and that some of you revised your vacations to allow us to convene to consider the matters that we brought before you.

Mr. Chairman, the summer is a busy time for me in that I do all of the performance reviews for the presidents and the vice chancellors. This is about a six-week process that culminates a year of work and data collection that is coordinated between the campuses and the central administration. I just want to say publicly to the presidents, in particular, it is truly a pleasure to work with all of you. These are very fine women and men who work tirelessly on behalf of their respective campus, and when you look closely at the data as I do each summer, you realize how far so many of our colleges have come. I think the Board really ought to acknowledge the very fine work that our presidents and vice chancellors do. As a result of the performance reviews, we have proposed Executive Compensation Plan raises for this Board’s approval later in the meeting for presidents and members of the chancellery, and I just want the Board to know that they are driven largely by the performance of the campuses.

Our fall enrollment continues to be very, very strong. We anticipate having about a 4.3% headcount increase and a 5% increase in FTEs. The number that I look at very closely is the FTE increase because that really is probably one of the best initial lenses on retention and our ability to get our students through the system and on to earning their degrees. We have almost 10,000 additional degree-credit students, and I am very pleased to tell the Board that this fall we have the highest SAT scores at a group of our top-tier institutions than we have had since the existence of this University, which is a great tribute to the enhanced reputation of this institution. Students of very fine ability are looking at CUNY as a place to really shape their professional and personal goals, and I am delighted to see that very strong mark as one indicator of high performance.

We talk about the large numbers of degree-seeking students that we are enrolling, but we also have an extraordinary number of adult and continuing education students that are studying at this University. Our latest count indicates that we have exceeded for the first time over 270,000 students in our adult and continuing education programs.

I am not going to spend a lot of time waxing about the events of the last year, specifically about the financial markets, the credit markets in particular. I have talked with the presidents for well over a year about the so-called storm clouds that we were seeing and the potential for the storm clouds to have a very serious effect on this University. In no way did I ever anticipate that the problems would be as deep and as complex as they are. We are in a very dynamic environment that has the potential of having very serious consequences for the state and the city and, by extension, to the University as well. I will assure all of you that with the strong leadership that we have at the University—a very
fine Board and presidents and members of the chancellery—we will get through this. It may be a little tough at times. It is possible that the Governor will bring back the legislature soon to consider whether the adopted budget that we are operating under now will hold for the rest of the fiscal year and, if not, what kind of remediation would have to be provided either through additional revenue or further contraction in expenditures. I don’t know if that will happen, but the data that I have seen and the people whom I have talked with indicate that there is high likelihood that there will need to be some reexamination of that budget.

We expect, of course, that this year will be a real challenge for all of us. It is a little early to know the financial plan of the state for the Governor’s Executive Budget, which will tentatively be released about the third week in January. Obviously, we are having continuing conversations with the Governor, with the secretary to the Governor, and with the head of the Division of the Budget in forming the structure of the expenditures. We will certainly keep this Board very apprised.

Let me just go over briefly with all of you—and I have reported on this before, but I think it is helpful to report it again—that we had two budget cuts at our senior colleges. First, when the adopted budget was enacted in April, we had close to an $18 million cut. We were able to work through that cut pretty effectively with small reductions in our OTPS area, some University-wide lump sum accounts that we had to dip into, and a vacancy control program that we instituted. But last month the Governor called back the state legislature because things started to unravel very quickly and as a result we were faced with an additional $50.6 million reduction over the original $17.7 million.

I want the Board to know that this administration was not sitting idly over the course of many months. When I first addressed the presidents maybe fifteen months ago and talked about some rumblings that we were hearing in the fixed income and mortgage-backed security areas that could potentially cause problems for the state, I asked Vice Chancellor Ernesto Malave and Executive Vice Chancellor and Chief Operating Officer Allan Dobrin to work together to start methodically and quietly building some buffers into the budget, just as a preventive measure in anticipation of some additional problems. And sure enough there were.

Because of our ability to identify one-time only resources and alternative ways to handle some of the accounting that we utilize at the University, we were able to offset about $32 million of the $50.6 million cut. The campuses did not see the effect of that because it really did not affect our core business. That left us with about $18.6 million and we have worked with the campuses to again protect the core business of the University. By core business, I mean largely the faculty that we place in the classroom, the counselors that are working with our students, the very basic services that the University is based upon. Very early, when the state budget was adopted, I asked Vice Chancellor Malave to implement into our expenditure plan an encumbrance on the senior college and central administration budgets of about 1.5%, which helped us once again deal effectively with the additional budget cuts without our core being touched. There were no cuts in our community college base aid or in the state’s Tuition Assistance Program.

I have had candid and serious conversations with Laura Anglin, who is the Director of the Division of the Budget, with Charles O’Byrne, the Secretary to the Governor and with the Governor himself about the way in which the University can, indeed, work through some of its problems. So I think all of us should feel a sense of comfort that we managed this very effectively, and as a result I think there has been very little disruption. Again, the number we started with was over $68 million and we have done really well. What will happen on a going forward basis is yet a very different chapter in the way that the University will be able to manage its affairs, but we are going to have to wait to see how some of this unravels, if it unravels at all.

The Mayor’s adopted budget issued in June reduced the city’s support for our community colleges by slightly under $8 million. We are awaiting the city’s next financial plan adjustments, which will be taking place in the next several weeks. I anticipate that there will be further cuts that we will see when the Mayor presents his financial plan, and we will work very closely with the Mayor and the deputy mayors to insure to the degree that we can that, again, our core business, this time at the community colleges, is held out of harm’s way.

I have been in communication with the Board several times about the status of Fiterman Hall. This has been a torturous journey. It is still not done yet. This is a $324 million problem. We have taken above the line from that cost about $82 million that we received from a variety of sources including insurance and some of the monies provided through other sources as well. That leaves us with about $242 million and we are in discussions, very serious
discussions now. As you know, a community college requires half the contribution by the state and half the contribution by the city, which is very different the way in which the capital programs work for the senior colleges. I am hopeful that this important project will get done. I want to thank Antonio Pérez, who has been indefatigable in getting the word out, and being very, very supportive clearly of his campus, and Vice Chancellor Iris Weinshall, who has done fabulous work in thinking in the most creative ways about how we can get this project finally completed. Again, I am hopeful that we will succeed.

Mr. Chairman, I have been concerned about the financial events that we’ve seen roar through this country, especially in the last five to six weeks, both incrementally over the past several months and, indeed, almost all year. As a result of that I have established three working groups that I would like to talk about for just a minute. The three working groups are first, a budget working group. I have asked Vice Chancellor Ernesto Malave, with some support from individuals around the University, to really take a very fresh look at how we expend funds and the things that we expend funds for. The reason we need to do this is that this is a big and complex organization. We are expending now about $2.3 billion a year at this University and I think that at times like this we ought to know what the opportunities are for the University to operate in a different way with respect to how we expend money. No decisions are being made. This is really nothing more than due diligence to be looking very closely at the way in which this University operates.

I have asked Vice Chancellor Iris Weinshall to take a look at our physical assets and see what kinds of physical assets we have that can be monetized and how the dollars associated with that analysis could be reshaped to potentially offset opportunities that we would no longer have because of expenditure reductions. Iris is working her way through our inventory of physical assets—for example, air rights that we may be able to develop value in, development rights, things that we procure in our capital programs which are varied and complex and deep—to see how the University may operate in a different way in certain areas to free up cash, hopefully on an ongoing basis, if not just on a one-time basis, to help deal with issues that we may have in our operating budget.

And lastly I have asked our General Counsel and Senior Vice Chancellor for Legal Affairs Rick Schaffer to look deeply at our Bylaws, the contracts that we have, the Civil Service Commission’s rules and regulations and other operating guidelines to see if changes could be made that the Board at some point could consider to enable us to be more nimble and more attentive in the very highly changing world that we are facing here in the state and, again, by extension at the University.

I have asked Executive Vice Chancellor and Chief Operating Officer Allan Dobrin to oversee the three working groups. At some point after their work is done we will ask members of the Board to help us think through some of the items that we are looking at. I announced last week to the Faculty Governance Leaders that we would like to bring them in partnership at the appropriate time. Certainly, the University Student Senate and, of course, our presidents starting with the Fiscal Affairs Committee of the Council of Presidents, will start responding to some of the things that we uncover through this process to assist us in managing the University in the most efficacious way that we can.

Statement of Executive Vice Chancellor and Chief Operating Officer Allan Dobrin:
I do not have much more detail, but just to give you a little sense, in Ernesto’s committee, what we are doing is really going through the whole budget and deciding what is our core mission and what programs are supportive of the core. Then there are things that universities and other organizations pick up that have good social value, but in difficult budget times may make a decision that those are not critical, if our budget gets much worse. With respect to Iris’s committee, the University also has lots of assets in high value areas of the city and one of the things we want to do is see if it is worth selling some of those assets and being able to save money that way by providing those services in places and ways that are of lower value.

Chancellor Matthew Goldstein continued, stating that he would just move on to a few other things before completing his report.

We will be hosting a summit on public higher education. This is something that I discussed with Vartan Gregorian, lamenting over the so-called bifurcation based upon wealth that is separating a group of higher education institutions in the United States from another group of institutions that is less fortunate in having the kinds of very deep resources to meet the challenges that all of us are going to face over the next few years, with large numbers of faculty expected
to retire and a very contentious auction for universities to get the very best talent that they can to keep this important institution moving ahead. Chairman Benno Schmidt and I have also discussed this many times. Vartan Gregorian reacted very favorably to the idea of a summit, and we will have on October 17 and 18 here in Manhattan a group of some of the very top leaders in public higher education. All of them are very excited about the idea to work through some of these areas and I will certainly report back to the Board on what we discuss. I think it will be a lively and important meeting.

I am delighted to report that the Professional Staff Congress of CUNY ratified their collective bargaining agreement on September 3 by a vote of 93% in favor of the contract with the University. I want to particularly thank Vice Chancellor Pamela Silverblatt, who really came in at a very critical time to help negotiate this contract working with Dr. Barbara Bowen, the president of the PSC in particular, to get this contract done. We hope to resolve the outstanding contract with the Teamsters in the next several months.

I am also delighted to report that Governor Paterson and the New York State Board of Regents approved joint doctoral degree-granting authority in the sciences to both City College and Hunter College. This is a very big deal. I want to thank President Bill Kelly, President Gregory Williams, President Jennifer Raab, and Vice Chancellor Gillian Small for making this happen. This is the first time in the history of CUNY that those two campuses will be given degree-granting authority at the Ph.D. level in the areas of biology, chemistry, biochemistry and physics. Additionally, Hunter College and the Graduate School will offer a joint Doctor of Public Health, and City College, through its Grove School of Engineering, will grant Ph.D.s in engineering alone. I am just really delighted that we were able to get this community around to this approach. Dr. Manfred Philipp also was very helpful and I thank you, Manfred, for helping out at some critical points as well. It is our hope and expectation that some of our other campuses—in particular Brooklyn College, Queens College, College of Staten Island and Lehman College—will, when they are ready, proceed down this road as well, to obtain degree granting authority in select areas.

I am going to jump ahead here, and we will have to return to this after the Board acts. I am very pleased that today we have the opportunity to meet Dr. Ken Olden as Acting and Founding Dean of the CUNY School of Public Health and Acting Dean of the Hunter College School of Health Professions. I have talked with this Board about the establishment of a School of Public Health here at The City University of New York. It will be the first public school of public health in this region. It is a very complex enterprise. You have to have three doctoral programs in place. You have to have five master’s programs in place. You have to have granted degrees in those disciplines before you are accredited. It is a very arduous and deeply complex problem to get this done. But we are fortunate in bringing at a critical time to the University, Dr. Ken Olden. I will talk a little about Dr. Olden and then ask President Raab to speak about him as well at the time when the Board acts to appoint this very, very distinguished man that we worked so hard to convince to come to this University to start this very important school.

Mr. Chairman and members of the Board, for those of you who watched the very moving 9/11 ceremony that took place at Ground Zero you will have noticed that there were many students that come from various countries around the world who read the names of people that were lost in that horrific act, and who came originally from the same country. The Mayor’s office called me for assistance and I asked our own Senior Vice Chancellor Jay Hershenson and Pat Gray, who works with Jay, to work with each of our presidents to develop a database of students, and they were extraordinary. It was a very emotional few hours to hear all of the names recited and having our students who represented 85 different countries around the world as part of that. This is just another example of the power of this University. That would not have happened without CUNY’s involvement. So I want to thank Jay, in particular, for working so hard, and Pat Gray, who is the director of special events, to make it happen.

For those of you who read the New York Times on Sunday, and I expect all of you do, you would have seen a supplement on higher education and there was a beautiful photograph of Bill Macaulay and his wife Linda Macaulay with some of the students and faculty associated with the Macaulay Honors College. We have copies for you in your materials if you haven’t seen it.

I want to commend Vice Chancellor Ernesto Malave who, with the support of Executive Vice Chancellor Allan Dobrin, put together a very successful Financial Management Conference. Trustee Joe Lhota gave a critical keynote speech that captivated the audience and knocked people off their feet. Joe, thank you for the very good speech that you made.
Mr. Chairman, I want to thank Vice Chancellor Garrie Moore for his continuing efforts to coordinate disaster relief related to the most recent hurricanes both here and abroad. Garrie, thank you for working so diligently. Congratulations to President Jeremy Travis on being asked by the Governor to chair the Task Force on Transforming Juvenile Justice. Congratulations to President Edison Jackson who will be honored at the Minority Access 9th Role Models Conference. Lastly, I commend President Tómas Morales on being awarded the Boricua College Professional Achievement Award in Education.

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

NO. 1. CHANCELLOR’S UNIVERSITY REPORT: RESOLVED, That the Chancellor’s University Report for September 22, 2008 (including Addendum and Errata Items) be approved:

EXPLANATION: The Chancellor’s University Report consists of standard resolutions and actions of a non-policy nature which require approval by the Board of Trustees.

Chancellor Goldstein stated that he was very pleased to introduce Dr. Ken Olden as our Acting and Founding Dean of the new CUNY School of Public Health. As I mentioned briefly this will be the first public health school in this region and it is a very exciting opportunity for this University to really concentrate on some of the very vexing problems that face urban America and it will have its focus. This is a CUNY-wide school, but I have asked President Raab to be the lead institution since at Hunter we have probably the greatest depth of very distinguished faculty in the areas around and in public health here in the University. Ken Olden is an extraordinary individual whose bio I would like to tell you a little about and then I will ask, President Raab, if you would just comment a bit about Dr. Olden in areas that I may have missed.

Dr. Olden is a world renowned cancer researcher who for fourteen years directed the National Institute of Environmental Health Sciences at the National Institutes of Health. He was the first African American to become director of one of the eighteen institutes of the National Institutes of Health. He has won great many awards including honorary degrees from six universities. From 2006 to 2007 he was the Yerby Visiting Professor at Harvard’s School of Public Health from which he received the Julius B. Richmond Award in Public Health in 2005. This is the highest award given by the Harvard School of Public Health and I should note that our own Mayor Bloomberg received the same award two years later in 2007. In 2004, Dr. Olden received the Sedgwick Memorial Medal for Distinguished Service in Public Health from the American Public Health Association. A list of Dr. Olden’s honors and awards goes on for many, many pages. Suffice it to say that we are greatly honored that he is joining CUNY and we look forward to the establishment of an outstanding School of Public Health under his inspiring leadership.

Statement of President Jennifer Raab:
I just want to add a short story to that wonderful introduction. We had asked Dr. Noreen Clark, who is the former head of the Michigan School of Public Health, one of the ranking public health schools in the country, to assist us in finding somebody who was really commensurate to the position of creating this wonderful new urban School of Public Health. Dr. Clark called me one day and said I have the candidate and if this person wants to come I am not finding you any other candidates. So I thought that was just a wonderful introduction and as soon as I was privileged to meet Dr. Olden I knew exactly what she meant because not only are the number of his career awards extraordinarily distinguished, Dr. Olden is a man of great passion and his deep personal commitment to the underserved in the field of public health is extraordinary. I can think of no better person to fulfill the mission that you challenged all of us with three years ago when you determined that CUNY was the place to address the urban problems of public health. We are all committed under Dr. Olden’s leadership to being part of the solution to the public health crisis and to become a real leader.

I want to just take a moment to thank you for conceiving of putting CUNY in this leadership role and giving Hunter the honor of leadership. I want to thank my colleagues at Brooklyn and Lehman and the Graduate Center who also have extraordinary faculties in the field of public health. I think we are all very excited to be working together and also with Baruch, who has a wonderful public affairs program, which is contributing. I would also like to thank Dr. Lexa Logue.
for her help in moving us forward. As you said this is a very complex regulatory process to create a school and she is keeping us all on track. So we thank her very much.

It is now my pleasure to introduce somebody whose life has been devoted to improving conditions for the underserved in the area of public health and who has really privileged us with coming to New York at a time where he could have moved on in his extraordinary career and rested on laurels has decided to tackle this really tough inspiring challenge to which we know he will lead us all to great success. Welcome, Dr. Olden.

Chairman Schmidt stated that he now had the pleasure of welcoming Dr. Olden as the Acting and Founding Dean of the CUNY School of Public Health and Acting Dean of the Hunter College Schools of the Health Professions.

Statement of Dr. Kenneth Olden:
Thank you, Mr. Chairman. Chancellor Goldstein, President Raab, members of the Board of Trustees, it is a great honor to be here this afternoon, so good afternoon to all of you. I started out in life in a little place in Tennessee because I was committed to public service and it is that commitment that brought me to New York three or four weeks ago. So for thirty-eight years I ran a research laboratory and for fourteen years I ran an institute in the National Institutes of Health and I did nothing as exciting or as potentially important as what the chancellor and the president asked me to come to New York to do. I am excited about the opportunity to be involved in the development of a school of public health with an urban focus. I believe there are twenty-eight other accredited public health schools in the nation and one of those is here in New York, but none of them have urban health as their mission.

When I was in the NIH we were often asked about translating our results, our findings, our discoveries, our technologies and knowledge into prevention and treatment strategies to improve the health of the American people and especially after congress doubled the NIH budget in a period of five years. So the one piece that was missing, it seems to me is a school of public health with an urban focus. Urbanization is a reality. An agent of that population is migrating into the city is another reality. So urbanization and agent are applying pressures in a global force to challenge the public health research enterprise in this nation. If we want to reduce pain and suffering, we want to reduce health care costs and we want to eliminate disparities in health, we are going to have to prevent diseases.

I want to congratulate Chancellor Goldstein on his vision to create a school that can make all the difference in the world. Since urbanization is a global issue what we discover here in New York can serve, can be translated, can be applied around the world and my job is to bring together the talent in the university at large and in the city and you represent much of that talent, to bring together the talent in New York to create a world class School of Public Health. With your support I am confident that we can do that. Thank you very much.

NO. 2. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meetings and Executive Session of June 23, 2008 be approved.

Report of Fiscal Affairs Committee Chair Joseph J. Lhota:
The Committee on Fiscal Affairs met on September 3rd. There were no action items. However, the committee received a comprehensive budget report from Vice Chancellor Ernesto Malave. The Vice Chancellor reviewed budget developments since we last met in June and he reported on Governor Paterson’s call for a $50.6 million in additional budget reductions and spending reductions for the University’s senior colleges to help close the growing state budget gap. Vice Chancellor Malave outlined the University’s strategy in managing the $50.6 million midyear reduction for the senior colleges that were needed to be enacted by the Governor, because of the request of the Governor and the legislature. He disclosed how CUNY had prepared to meet midyear budget challenges and was thus able to substantially mitigate the impact on the colleges to no more than $18.6 million. As a result CUNY was able to reserve its core academic and student support services. Vice Chancellor Malave also reported that the Albany budget agreement largely spared the community colleges from the reduction. However, he warned that the City of New York is also dealing with difficult budget challenges and the CUNY community would most likely be facing further budget reductions later this year.

I would like to commend the Vice Chancellor and his staff for the publication of a budget bulletin called Financial Disclosure that I believe was sent to everyone on the Board and one that the members of the committee found very informative, providing important information and data to the Trustees in a timely manner as to what is going on both in
Albany and at City Hall. Finally, Mr. Chairman, the committee received a report from Janet Krone, the University’s Chief Investment Officer on the University’s investment portfolio and plans to have our new investment consultants, Cambridge Associates, meet with the Board’s Investment Subcommittee at its next scheduled meeting on October 6th. That concludes my report.

NO. 3. COMMITTEE ON ACADEMIC POLICY, PROGRAM AND RESEARCH:

RESOLVED, That the following items be approved:

A. YORK COLLEGE – B.S. IN PHARMACEUTICAL SCIENCES:

RESOLVED, That the program in Pharmaceutical Sciences leading to the Bachelor of Science degree to be offered at York College, be approved effective October 1, 2008, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to provide students with the knowledge and skills necessary to secure entry-level positions in the flourishing New York and Tri-State-based pharmaceutical, cosmetics, chemical, and related industries. Graduates of the program can be employed in areas such as drug discovery, research and development, product formulation and manufacturing, process improvement, physical and chemical drug analysis and properties, clinical research, pharmacokinetics and metabolism, drug safety and surveillance, regulatory affairs, and licensing. In addition, the proposed curriculum is an excellent preparation for graduate and professional studies.

B. LEHMAN COLLEGE – M.S. IN BUSINESS:

RESOLVED, That the program in Business, with specializations in Finance, Marketing, or Human Resource Management, leading to the Master of Science degree to be offered at Lehman College, be approved effective October 1, 2008, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to prepare graduates with the necessary expertise, insight, and vision that will enable them to compete in today's business environment, to solve the technical, interpersonal, and conceptual problems specific to their functional field. The proposed program is also intended to provide the threshold into higher academic or professional pursuits, such as earning a doctorate in business or a law degree.

There is a clear need for comprehensive and challenging graduate programs in all functional fields of management in the highly competitive, diverse, and socially conscious business environment. At the present time, no other institution of higher learning offers any graduate business programs in the Borough of the Bronx. Lehman currently has more than one thousand students enrolled in undergraduate programs in either business or business related programs. The proposed program will afford these students the opportunity to enrich their academic background with a graduate degree in a chosen field of business administration.

C. LEHMAN COLLEGE – B.S. IN EXERCISE SCIENCE:

RESOLVED, That the program in Exercise Science leading to the Bachelor of Science degree to be offered at Lehman College be approved effective October 1, 2008, subject to financial ability.

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. 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 of the labor market through the year 2012 as more people spend time and money on fitness services and as more businesses recognize the benefits of fitness and wellness programs.
D. THE COLLEGE OF STATEN ISLAND – M.A. IN MENTAL HEALTH COUNSELING:

RESOLVED, That the program in Mental Health Counseling leading to the Master of Arts degree to be offered at the College of Staten Island be approved effective October 1, 2008, subject to financial ability.

EXPLANATION: The primary purpose of the proposed program in Mental Health Counseling is to respond to the needs of the State, City, and local communities for qualified, licensed mental health counselors as provided by recent changes in New York State law. Following the completion of the Master’s degree in Mental Health Counseling, individuals may qualify for licensure by completing 3000 hours of supervised clinical work and passing a licensure exam. Mental Health Counselors offer services to complement those of other psychotherapeutic practitioners, working in clinical settings, hospitals, non-profit organizations, and so on.

Staten Island, with over 450,000 residents, encompasses one of the fastest growing immigrant and poor populations in New York. However, Staten Island offers the fewest government and charity services. The proposed program is meant to address the local shortage of mental health services.

Statement of trustee Hugo M. Morales:
As I have indicated during the CAPPR meeting I fully support the program in counseling and I congratulate Dr. Morales for offering the community of Staten Island this needed program. I personally feel that mental health is not a priority for many people. I don't think people realize how disabling mental illness can be, costing hundreds of millions of dollars and disabling a high percentage of our community. I really feel that this program should be duplicated in many of our colleges. Mental health is a necessity and we have to face it. Thank you.

E. HOSTOS COMMUNITY COLLEGE – A.S. IN ACCOUNTING:

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

EXPLANATION: The purpose of the proposed program is to provide students with a course of study that will provide them with the first two years of a baccalaureate program in Accounting. The program is designed to allow students to transfer to a four-year program in Accounting upon completion of the baccalaureate degree.

Hispanics, African Americans, and women, the vast majority of the Hostos Community College student population, are traditionally underrepresented as professionals in management, business, and financial operations occupations. Thus, the proposed program is designed as a first step for minority students to gain entry and succeed in a four-year Accounting program. The proposed program is also part of a college-wide curricular revitalization and renewal to enable students to more effectively compete in an increasingly complex workforce.

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 Accounting 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.

Trustee Manfred Philipp stated that I would just like to offer my congratulations to our colleges for expanding the opportunities that our graduates will have after graduation by embarking on these masters’ programs.

Report of Committee on Academic Policy, Program and Research Chair Wellington Z. Chen:
Interim Executive Vice Chancellor and University Provost Logue also presented information items to the Committee: a) The CUNY Law School Center on Latino Latina Rights and Equality: the mission of the center is to promote legal research and scholarship on issues concerning Latinos and Latinas. It will support faculty research projects and curriculum development on issues that affect the Latino community; b) The NYSED has completed registration actions permitting Hunter College to offer the Doctor of Public Health degree jointly with the Graduate School; for City and Hunter Colleges, to offer doctorate degrees in the natural sciences (biology, biochemistry,
chemistry and physics) jointly with the Graduate School; and for City College to become the sole CUNY institution granting doctoral degrees in engineering; c) an update on the CUNY Law School’s Pipeline to Justice Program. This is a year long program that assists promising students who are not admitted to law school in raising the LSAT scores and improving their critical thinking and writing skills. Each year about twenty students who have completed the program are subsequently admitted to the law school. This program which is open to people of all backgrounds helps to increase diversity in the legal profession, one of the professions with the most under-representation. That concludes my report, Mr. Chairman.

NO. 4. COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION: RESOLVED, That the following items be approved:

A. THE CITY UNIVERSITY OF NEW YORK – PROPOSED AMENDMENTS TO ARTICLES VI AND XI OF THE BYLAWS:

RESOLVED, That Sections 6.1 and 6.2 of Article VI of the Bylaws and Section 11.34 of Article XI of the Bylaws be amended to include two new titles, “Campus Schools College Laboratory Technician” and “Campus Schools Senior College Laboratory Technician”; and be it further

RESOLVED, That Section 6.2.a(2)(b) of Article VI of the Bylaws be amended to delete the title “principal,” and be it further

RESOLVED, That Section 11.34 of Article XI of the Bylaws be revised to reflect that New York City’s Board of Education has become the Department of Education and that the Board of Examiners no longer exists.

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.

Note: deleted language has been struck through and new language is highlighted.

Section 6.1 INSTRUCTIONAL STAFF

The instructional staff shall consist of the persons employed in the following titles:

- Chancellor
- Executive vice chancellor
- Chief operating officer
- Senior vice chancellor
- Vice chancellor
- University administrator
- University associate administrator
- University assistant administrator
- President
- Vice president
- Assistant vice president
- University dean
- University associate dean
- University assistant dean
- Law school assistant professor
- Law school instructor
- Law school library professor
- Law school library associate professor
- Law school library assistant professor
- Law school adjunct professor
- Law school adjunct associate professor
- Law school adjunct assistant professor
- Law school adjunct instructor
- Law school lecturer
- Visiting professor
- Visiting associate professor
- Visiting assistant professor
- Adjunct professor
<table>
<thead>
<tr>
<th>Position</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Adjunct associate professor</td>
</tr>
<tr>
<td>Associate dean</td>
<td>Adjunct assistant professor</td>
</tr>
<tr>
<td>Assistant dean</td>
<td>Adjunct lecturer</td>
</tr>
<tr>
<td>Administrator</td>
<td>Lecturer (full-time)</td>
</tr>
<tr>
<td>Associate administrator</td>
<td>Lecturer (part-time)</td>
</tr>
<tr>
<td>Assistant administrator</td>
<td>Instructor</td>
</tr>
<tr>
<td>Distinguished professor</td>
<td>Instructor (nursing science)</td>
</tr>
<tr>
<td>Professor</td>
<td>Research associate</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Research assistant</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Clinical assistant</td>
</tr>
<tr>
<td>Distinguished lecturer</td>
<td>Senior registrar</td>
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<tr>
<td>Distinguished lecturer – medical series</td>
<td>Registrar</td>
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<tr>
<td>Distinguished lecturer – law school series</td>
<td>Associate registrar</td>
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<tr>
<td>Medical professor (basic sciences)</td>
<td>Assistant registrar</td>
</tr>
<tr>
<td>Associate medical professor (basic sciences)</td>
<td>Registrar’s assistant</td>
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<tr>
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<td>Chief college laboratory technician</td>
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<tr>
<td>Medical lecturer</td>
<td>Senior college laboratory technician</td>
</tr>
<tr>
<td>Adjunct medical professor (basic sciences)</td>
<td>College laboratory technician</td>
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<tr>
<td>Adjunct associate medical professor (basic sciences)</td>
<td>Chief college physician</td>
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<td>Adjunct assistant medical professor (basic sciences)</td>
<td>College physician</td>
</tr>
<tr>
<td>Adjunct medical lecturer</td>
<td>Higher education officer</td>
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<tr>
<td>Medical professor (clinical)</td>
<td>Higher education associate</td>
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<tr>
<td>Associate medical professor (clinical)</td>
<td>Higher education assistant</td>
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<tr>
<td>Assistant medical professor (clinical)</td>
<td>Assistant to higher education officer</td>
</tr>
<tr>
<td>Adjunct medical professor (clinical)</td>
<td>Business manager</td>
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<tr>
<td>Adjunct associate medical professor (clinical)</td>
<td>Assistant business manager</td>
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<tr>
<td>Adjunct assistant medical professor (clinical)</td>
<td>Assistant to business manager</td>
</tr>
<tr>
<td>Law school professor</td>
<td>Placement director</td>
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<tr>
<td>Law school associate professor</td>
<td>Education and vocational counselor</td>
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<tr>
<td></td>
<td>Continuing education teacher</td>
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</tbody>
</table>

And in the hunter college elementary school and Hunter College high school

<table>
<thead>
<tr>
<th>Position</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Guidance counselor</td>
</tr>
<tr>
<td>Chairperson of department</td>
<td>Librarian</td>
</tr>
<tr>
<td>Teacher</td>
<td>[College laboratory technician]</td>
</tr>
<tr>
<td>Assistant teacher</td>
<td>Substitute teacher</td>
</tr>
<tr>
<td>Temporary teacher</td>
<td>Occasional per diem substitute teacher</td>
</tr>
<tr>
<td>Campus schools college laboratory technician</td>
<td></td>
</tr>
<tr>
<td>Campus schools senior college laboratory technician</td>
<td></td>
</tr>
</tbody>
</table>

And in the childhood centers

<table>
<thead>
<tr>
<th>Position</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Assistant teacher</td>
</tr>
</tbody>
</table>

And in the educational opportunity centers (EOC)

<table>
<thead>
<tr>
<th>Position</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational opportunity center adjunct lecturer</td>
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</tr>
<tr>
<td>Educational opportunity center adjunct college laboratory technician</td>
<td></td>
</tr>
<tr>
<td>Educational opportunity center college laboratory technician</td>
<td></td>
</tr>
<tr>
<td>Educational opportunity center higher education officer</td>
<td></td>
</tr>
<tr>
<td>Educational opportunity center higher education associate</td>
<td></td>
</tr>
<tr>
<td>Educational opportunity center higher education assistant</td>
<td></td>
</tr>
<tr>
<td>Educational opportunity center assistant to higher education officer</td>
<td></td>
</tr>
</tbody>
</table>
Educational opportunity center lecturer

Section 6.2. PERMANENT INSTRUCTIONAL STAFF-TENURE.

The permanent instructional staff shall consist of those persons who have been granted tenure under any of the provisions enumerated in subds. a, b, c, d, e, f, and g below and in section 6.3. subds. a, b, and d.

a. (1) Appointments before September 1, 2006 – A person employed before September 1, 2006 full-time on an annual salary in the title of professor, associate professor, assistant professor, medical professor (basic sciences), associate medical professor (basic sciences), assistant medical professor (basic sciences), medical professor (clinical), associate medical professor (clinical), assistant medical professor (clinical), law school professor, law school associate professor, law school assistant professor, law school library professor, law school library associate professor, law school library assistant professor, instructor (nursing science), senior registrar, registrar, associate registrar, assistant registrar, chief college laboratory technician, senior college laboratory technician, college laboratory technician, and in the hunter college high school and hunter college elementary school (but not in the early childhood center program), principal, chairperson of department, teacher, guidance counselor, and librarian, or in any grade or position which the board in its discretion may add hereto, who after serving on an annual salary in any of the above titles for five full years continuously, has been appointed or shall be appointed for a sixth full year, shall have tenure effective on the first day of September following his/her reappointment for the sixth full year.

(2) Appointments on or after September 1, 2006 –

a) A person employed on or after September 1, 2006 full-time on an annual salary in the title of professor, associate professor, assistant professor, medical professor (basic sciences), associate medical professor (basic sciences), assistant medical professor (basic sciences), medical professor (clinical), associate medical professor (clinical), assistant medical professor (clinical), law school professor, law school associate professor, law school assistant professor, law school library professor, law school library associate professor, law school library assistant professor, instructor (nursing science) or in any grade or position which the board in its discretion may add hereto, who after serving on an annual salary in any of the above titles for seven full years continuously, has been appointed or shall be appointed for an eighth full year, shall have tenure effective on the first day of September following his/her reappointment for the eighth full year.

b) A person employed on or after September 1, 2006 full-time on an annual salary in the title of senior registrar, registrar, associate registrar, assistant registrar, chief college laboratory technician, senior college laboratory technician, college laboratory technician, and in the hunter college high school and hunter college elementary school (but not in the early childhood center program), principal, chairperson of department, teacher, guidance counselor, and librarian, campus schools college laboratory technician, and campus schools senior college laboratory technician, and in the educational opportunity centers, educational opportunity center college laboratory technician, or in any grade or position which the board in its discretion may add hereto, who after serving on an annual salary in any of the above titles for five full years continuously, has been appointed or shall be appointed for a sixth full year, shall have tenure effective on the first day of September following his/her reappointment for the sixth full year.

b. Persons promoted to the rank of professor shall be granted tenure after not more than four years of continuous full-time service on an annual salary in positions on the instructional staff.

c. A distinguished person of proven record appointed to the title of professor, who had tenure in another accredited institution of higher learning, may be appointed with immediate tenure by the board in its discretion.

d. (1) Appointments before September 1, 2006 – A person appointed to the title of professor, associate professor, or assistant professor may be granted early tenure by the board in its discretion, under these bylaws, after not less than one nor more than five years of continuous satisfactory service on an annual salary basis, when such service is interrupted by the period of a fellowship deemed by the college valuable to it, when for a very substantial reason the college would be well served by such early grant of tenure or when the person has had tenure in another accredited institution of higher learning.
(2) Appointments on or after September 1, 2006 – A person appointed to the title of professor, associate professor, or assistant professor may be granted early tenure by the board in its discretion, under these bylaws, after not less than one nor more than seven years of continuous satisfactory service on an annual salary basis, when such service is interrupted by the period of a fellowship deemed by the college valuable to it, when for a very substantial reason the college would be well served by such early grant of tenure or when the person has had tenure in another accredited institution of higher learning.

e. A person who has attained tenure under one of the provisions of Section 6.2. or Section 6.3. of these bylaws in an educational unit under the jurisdiction of the board of trustees, and who is subsequently appointed to a comparable position on an annual salary basis in another education unit under the jurisdiction of the board, shall retain his/her tenure.

f. The decision of the board to reappoint with tenure a person in a title for which seven years of full-time continuous service is required for achieving tenure shall be communicated in writing to the person affected not later than December first preceding the expiration of the seventh full year of service. The decision of the board to reappoint with tenure a person in a title for which five years of full-time continuous service is required for achieving tenure shall be communicated in writing to the person affected not later than December first preceding the expiration of the fifth full year of service. Where an appointee begins his/her service after September thirtieth the tenure period shall not begin until the succeeding September first, and when an appointment is made during the month of September, the appointment shall date as of September first of that year for the purposes of tenure.

g. A person in a title on the permanent instructional staff who interrupts her service for maternity leave duly granted to her by the board shall not suffer from an interruption of the service period required for tenure. A period of creditable service immediately preceding such absence shall be counted in computing the years of service required by this section.

Section 11.34. STAFF OF THE HUNTER COLLEGE HIGH SCHOOL, HUNTER COLLEGE ELEMENTARY SCHOOL, AND IN THE EARLY CHILDHOOD CENTERS.

A. Position Definition:

Persons employed on the staff of the hunter college high school[4] and hunter college elementary school, including staff employed in the titles campus schools college laboratory technician and campus schools senior college laboratory technician, and in any unit of the university that has an early childhood center shall perform those duties which so far as practicable would be performed by persons in comparable positions in the New York City [board] department of education.

B. Qualifications:

For positions in the hunter college high school, the hunter college elementary school, including staff employed in the titles campus schools college laboratory technician and campus schools senior college laboratory technician, and in the early childhood centers, qualifications, so far as practicable, shall be the same as for comparable positions in the New York City [board] department of education [except that a license issued by the board of examiners of the New York City board of education shall not be required].

B. THE CITY UNIVERSITY OF NEW YORK – PROPOSED AMENDMENTS TO ARTICLE XI OF THE BYLAWS:

RESOLVED, That the Bylaws of the Board of Trustees be amended as follows (additions indicated by underscore and highlight, and deletions by strike-through):

Section 11.48. EDUCATIONAL OPPORTUNITY CENTER ASSISTANT TO HIGHER EDUCATION OFFICER
A. Position Definition:

An educational opportunity center assistant to higher education officer shall, generally under the supervision of an educational opportunity center higher education officer or college dean, perform such administrative duties as may be assigned to him/her.

B. Qualifications:

For appointment as an educational opportunity center assistant to higher education officer, a candidate must have demonstrated satisfactory qualities of personality and character and ability to work with others for the good of the institution. He/she must show potential for significant achievement and growth. He/she must possess a baccalaureate degree.

Section 11.49 EDUCATIONAL OPPORTUNITY CENTER HIGHER EDUCATION ASSISTANT

A. Position Definition:

The duties of an educational opportunity center higher education assistant are generally to serve as an assistant to one of the major educational officers of an educational opportunity center with responsibility for a limited area of planning, research or professional and/or administrative duties as may be assigned.

B. Qualifications:

For appointment as educational opportunity center higher education assistant, the candidate must have demonstrated satisfactory qualities of personality and character and ability to work with others for the good of the institution. He/she must have had at least four years of experience in one or more related areas and be sufficiently adaptable to apply such experience to the field in which his/her responsibility will lie. He/she must possess at least a baccalaureate degree and show definite potential for significant achievement and growth in the area to which he/she is assigned. An appropriate combination of education above the baccalaureate degree and demonstrable skills and/or years of experience may be substituted for the four years of experience in determining qualifications for the position of educational opportunity center higher education assistant.

Section 11.50 EDUCATIONAL OPPORTUNITY CENTER HIGHER EDUCATION ASSOCIATE

A. Position Definition:

The duties of an educational opportunity center higher education associate are:

   a. To serve as deputy for an educational opportunity center higher education officer or
   b. To assume administrative responsibility, in most instances under the general supervision of an educational opportunity center higher education officer or college dean for some major area of educational opportunity center activity or
   c. To develop some major aspect of new programs.

B. Qualifications:

For appointment as an educational opportunity center higher education associate, a candidate must have demonstrated satisfactory qualities of personality and character and ability to work with others for the good of the institution. He/she must have had at least six years of related experience. He/she must be sufficiently well versed in the overall functions of the educational opportunity center to be able to serve as deputy for an educational opportunity center higher education officer, or to carry full responsibility, in most instances under the general supervision of a college dean for some major area of educational opportunity center activity. He/she must possess at least a baccalaureate degree and show evidence of exceptional achievement in his/her chosen field as well as potential for future growth. An advanced degree above the baccalaureate degree may be required as appropriate to perform the duties of a particular position. An appropriate combination of education above the baccalaureate degree and
demonstrable skills and/or years of experience may be substituted for six years of experience in determining qualifications for the position of educational opportunity center higher education associate.

Section 11.49 11.51 EDUCATIONAL OPPORTUNITY CENTER HIGHER EDUCATION OFFICER

A. Position Definition:

The duties of an educational opportunity center higher education officer are:

a. To assume full responsibility for the educational opportunity center activity or for a major activity thereof or
b. To develop some major aspect of new programs.

B. Qualifications:

For appointment as educational opportunity center higher education officer, the candidate must have demonstrated satisfactory qualities of personality and character and ability to work with others for the good of the institution. He/she must have had at least eight years of related experience. He/she must be sufficiently well versed in the overall functions of an educational opportunity center to be able to assume full responsibility, answerable as a general rule to his/her college president or designee for the educational opportunity center of a major activity thereof. He/she must possess a baccalaureate degree and show evidence of exceptional achievement in her/her chosen field as well as potential for future growth. An advanced degree above the baccalaureate degree may be required as appropriate to perform the duties of a particular position. An appropriate combination of education above the baccalaureate degree and demonstrable skills and/or years of experience may be substituted for the eight years of experience in determining qualifications for the position of educational opportunity center higher education officer.

Section 11.50 11.52 EDUCATIONAL OPPORTUNITY CENTER COLLEGE LABORATORY TECHNICIAN

A. Position Definition:

An educational opportunity center college laboratory technician shall perform laboratory functions and other technical duties of a highly skilled nature which are reasonably related to such functions but which are nevertheless non-teaching. An educational opportunity center college laboratory technician, for example, shall provide lecture support in the form of set-ups of equipment displays and demonstrations and laboratory support for experiments and for research. Each educational opportunity center shall develop a specific job description which will be related to the laboratory or technical requirements of the educational opportunity center. Where appropriate, the technician shall exercise some supervision.

B. Qualifications:

For appointment as an educational opportunity center college laboratory technician, a person, in addition to possessing knowledge and skills related to the discipline, shall be a high school graduate possessing one of the following sets of minimum additional qualifications: (a) four (4) years of work or experience appropriate to the requirements of the educational opportunity center at a level of competence comparable to that indicated by apprenticeship in the skilled trades, or (b) an associate degree and a minimum of two (2) years of experience of the type described above, or (c) a bachelor’s degree in an area appropriate to the duties to be performed, or (d) an appropriate combination of at least four (4) years of education and work experience beyond high school.

Section 11.53 EDUCATIONAL OPPORTUNITY CENTER ADJUNCT LECTURER

A. Position Definition:

A person employed as an educational opportunity center adjunct lecturer shall be assigned to teach part-time or perform related duties on a part-time basis at an educational opportunity center.
B. Qualifications:

For appointment as an educational opportunity center adjunct lecturer a person must have those qualifications or professional achievement and training comparable to those of faculty members in the rank of educational opportunity center lecturer.

Section 11.52 11.54 EDUCATIONAL OPPORTUNITY CENTER ADJUNCT COLLEGE LABORATORY TECHNICIAN

A. Position Definition:

A person employed as an educational opportunity center adjunct college laboratory technician shall perform the duties of an educational opportunity center college laboratory technician on a part-time basis.

B. Qualifications:

For appointment as an educational opportunity center adjunct college laboratory technician a person must have the same qualifications as an educational opportunity center college laboratory technician.

Be it further

RESOLVED, That the Board waives the Bylaw provision requiring that a Bylaw change be adopted at the regular or special meeting following the meeting that it was introduced.

EXPLANATION: On January 29, 2007, the Board of Trustees amended Article XI of the Bylaws to add a series of Educational Opportunity Center instructional titles. There was an error in the numbering of the sections corresponding to the new titles, resulting in three titles having the same section number. In order to correct this typographical error, it is proposed that the section numbers for the Educational Opportunity Center titles be revised. The content of the Article is unchanged

C. THE CITY UNIVERSITY OF NEW YORK – PROPOSED AMENDMENTS TO ARTICLES VI AND XI OF THE BYLAWS:

RESOLVED, That the Bylaws of the Board of Trustees be amended as follows (additions indicated by underscore and highlight, and deletions by strike-through):

Section 6.1. INSTRUCTIONAL STAFF

The instructional staff shall consist of the persons employed in the following titles:

- Chancellor
- Executive vice chancellor
- Chief operating officer
- Senior vice chancellor
- Vice chancellor
- University administrator
- University associate administrator
- University assistant administrator
- President
- Vice president
- Assistant vice president
- University dean
- University associate dean
- University assistant dean
- Dean
- Law school assistant professor
- Law school instructor
- Law school library professor
- Law school library associate professor
- Law school library assistant professor
- Law school adjunct professor
- Law school adjunct associate professor
- Law school adjunct assistant professor
- Law school adjunct instructor
- Law school lecturer
- Visiting professor
- Visiting associate professor
- Visiting assistant professor
- Adjunct professor
- Adjunct associate professor
Board of Trustees Minutes of Proceedings, September 22, 2008

Associate dean
Assistant dean
Administrator
Associate administrator
Assistant administrator
Distinguished professor
Professor
Associate Professor
Assistant Professor
Clinical Professor
Distinguished lecturer
Distinguished lecturer – medical series
Distinguished lecturer – law school series
Medical professor (basic sciences)
Associate medical professor (basic sciences)
Assistant medical professor (basic sciences)
Medical lecturer
Adjunct medical professor (basic sciences)
Adjunct medical professor (clinical sciences)
Adjunct assistant medical professor (basic sciences)
Adjunct medical lecturer
Medical professor (clinical)
Associate medical professor (clinical)
Assistant medical professor (clinical)
Adjunct medical professor (clinical)
Adjunct associate medical professor (clinical)
Adjunct assistant medical professor (clinical)
Law school professor
Law school associate professor

Adjunct assistant professor
Adjunct lecturer
Lecturer (full-time)
Lecturer (part-time)
Instructor
Instructor (nursing science)
Research associate
Research assistant
Clinical assistant
Senior registrar
Registrar
Associate registrar
Assistant registrar
Registrar’s assistant
Chief college laboratory technician
Senior college laboratory technician
College laboratory technician
Chief college physician
College physician
Higher education officer
Higher education associate
Higher education assistant
Assistant to higher education officer
Business manager
Assistant business manager
Assistant to business manager
Placement director
Education and vocational counselor
Continuing education teacher

And in the hunter college elementary school and
Hunter College high school

Principal
Chairperson of department
Teacher
Assistant teacher
Temporary teacher
Campus schools college laboratory technician
Campus schools senior college laboratory technician

Guidance counselor
Librarian
[College laboratory technician]
Substitute teacher
Occasional per diem substitute teacher

And in the childhood centers

Teacher
Assistant teacher

And in the educational opportunity centers (EOC)

Educational opportunity center adjunct lecturer
Educational opportunity center adjunct college laboratory technician
Educational opportunity center college laboratory technician
Educational opportunity center higher education officer
Educational opportunity center higher education associate
Educational opportunity center higher education assistant
Educational opportunity center assistant to higher education officer
Educational opportunity center lecturer
Section 6.5. APPOINTMENTS WITHOUT TENURE.

Nothing contained in this article shall be construed as conferring or permitting tenure, or service credit toward the achievement of tenure in the positions of chancellor, executive vice chancellor, chief operating officer, sr. vice chancellor, vice chancellor, university administrator, university associate administrator, university assistant administrator, president, vice president, assistant vice president, university dean, university associate dean, university assistant dean, dean, associate dean, assistant dean, administrator, associate administrator, assistant administrator, director of campus schools, department chairperson, chief librarian, principal, supervisor, distinguished professor, clinical professor, distinguished lecturer, distinguished lecturer – medical series, distinguished lecturer – law school series, medical lecturer, adjunct medical professor (basic sciences), adjunct associate medical professor (basic sciences), adjunct assistant medical professor (basic sciences), adjunct medical professor (clinical), adjunct associate medical professor (clinical), adjunct assistant medical professor (clinical), adjunct medical lecturer, law school instructor, law school lecturer, law school adjunct professor, law school adjunct associate professor, law school adjunct assistant professor, law school adjunct instructor, visiting professor, visiting associate professor, visiting assistant professor, adjunct professor, adjunct associate professor, adjunct assistant professor, adjunct lecturer, higher education officer, higher education associate, higher education assistant, assistant to higher education officer, higher education intern, research associate, research assistant, clinical assistant, lecturer (full-time), lecturer (part-time), instructor appointed after October 1, 1968; business manager, assistant business manager, assistant to business manager, continuing education teacher, occasional per diem substitute teacher, educational opportunity center adjunct lecturer, educational opportunity center adjunct college laboratory technician, educational opportunity center higher education officer, educational opportunity center higher education associate, educational opportunity center higher education assistant, educational opportunity center assistant to higher education officer, educational opportunity center lecturer, all positions in the early childhood centers programs, or any other instructional positions not included on the permanent instructional staff, except that prior service as a full-time lecturer or lecturer (full-time) may be considered toward the award of tenure to persons in a title on the permanent instructional staff. Appointment to any such non-tenure-bearing position, or removal therefrom, however, shall not deprive the person so appointed or removed of tenure in the highest position on the staff held with tenure prior to his/her appointment to such office, or conjointly with such office, nor shall such appointment or removal deprive any person of service credit toward the achievement of tenure under the provisions of this article.

Section 11.44. DISTINGUISHED LECTURER.

A. Position Definition:

Individuals appointed as distinguished lecturers are experienced practitioners or teachers in their professions or fields of expertise. It shall be their responsibility to teach in their areas of expertise. As a general rule, they are not required to perform research, unless the appointment letter specifies a research commitment. Distinguished lecturers are full-time, non-tenure track positions. A distinguished lecturer may serve in the title for no more than a total of five years, subject to annual reappointment.

B. Qualifications:

For appointment as a distinguished lecturer, the candidate must have demonstrated satisfactory qualities of personality and character, a record of achievements in his/her profession or field of expertise, and a willingness to cooperate with others for the good of the institution. He/she must also have a baccalaureate degree.

Section 11.55. CLINICAL PROFESSOR.

A. Position Definition:

Individuals appointed as clinical professors are experienced practitioners or teachers in their professions or fields of expertise. The responsibilities of the position include teaching (including, in some cases, clinical instruction), and may include research. Clinical professors are full-time, non-tenure track positions.
B. Qualifications:

For appointment as a clinical professor the candidate must have demonstrated satisfactory qualities of personality and character, a record of achievements in his/her profession or field of expertise, and a willingness to cooperate with others for the good of the institution. He/she must also have a baccalaureate degree.

Be it further

RESOLVED, That the Board waives the Bylaw provision requiring that a Bylaw change be adopted at the regular or special meeting following the meeting that it was introduced.

EXPLANATION: The proposed amendments update Article VI of the Bylaws to include the new title of Clinical Professor and to update the position definition of Distinguished Lecturer. The terms and conditions of employment applicable to these titles have been negotiated with the Professional Staff Congress/CUNY, the union that represents employees in these titles, and will be reflected in the 2007-2010 PSC/CUNY collective bargaining agreement.

Statement of General Counsel and Senior Vice Chancellor Frederick P. Schaffer:
This is an amendment to the Bylaws to conform to the latest collective bargaining agreement in the creation of a new position of clinical professor. You have before you a letter from the president of the PSC inquiring as to why certain aspects of the definition of this position are not included in the Bylaws. This is really just an editorial judgment. When we define positions within our Bylaws we generally do not include the same level of detail that we have in the collective bargaining agreement. I am confident that the collective bargaining agreement and other materials from the Central Office will make clear that this position of clinical professor like the position of distinguished lecturer is a position which is time limited. And to the extent that there is any confusion at all, which I trust there will not be, we will obviously work with the campuses and with the faculty representatives to clarify the situation.

D. THE GRADUATE SCHOOL AND UNIVERSITY CENTER – PROPOSED AMENDMENTS TO THE GOVERNANCE PLAN:

RESOLVED, That the proposed amendments to the Governance Plan of The Graduate School and University Center be adopted, effective October 1, 2008.

NOTE: See Appendix I

EXPLANATION: The proposed amendments to the Governance Plan of The Graduate School and University Center (“Governance Plan”) are recommended by the President and have been approved by the Graduate Council. The amendments to the Governance Plan state that Master’s degree programs that are not within existing doctoral programs will be headed by directors, except for the Master of Arts in Liberal Studies (“MALS”) program, which will continue to be headed by an executive officer. Since a revised college reimbursement model is now in place for new Graduate School free-standing interdisciplinary M.A. programs, a different title was needed for the heads of these programs, distinct from the executive officer title. These revisions are necessary because a new free-standing master’s degree program in Middle Eastern Studies was recently established at the Graduate School, and the Governance Plan did not address the leadership of that program or other free-standing Master’s degree programs that might be established in the future under the revised funding model.

E. BOROUGH OF MANHATTAN COMMUNITY COLLEGE – PROPOSED AMENDMENTS TO THE GOVERNANCE PLAN:

RESOLVED, That the proposed amendments to the Governance Plan of Borough of Manhattan Community College be adopted, effective October 1, 2008.

NOTE: See Appendix J

EXPLANATION: The proposed amendments to the Governance Plan of Borough of Manhattan Community College (“BMCC”) are recommended by the College President and were approved by the BMCC College Council. These
amendments address some technical issues that have arisen as a result of major changes to the BMCC Governance Plan approved by the CUNY Board of Trustees in 2007.

First, the proposed revisions address the problem of filling vacancies in certain offices. Currently, the BMCC Governance plan provides that, when a vacancy occurs in certain positions, the vacancy is to be filled from the list of unsuccessful candidates for the position from the last election. However, there have been times when there was no such list; in such cases, the proposed amendments would allow the President of the Academic Senate to fill vacancies in the offices of faculty delegate-at-large, adjunct/part-time CLT representative and full-time CLT representative. The President of the College Council would be granted similar authority in connection with vacancies in the office of Higher Education Officer, Civil Service delegate, and College Assistant delegate.

Second, the amendments address a number of different scheduling issues. They provide for Executive Committees of the Academic Senate to coordinate the scheduling of its meetings with those of the College Council. They also eliminate specific scheduling conflicts between other College Council and Academic Senate Committee meetings. They also provide that faculty members who serve on the College Council Executive Committee will be ineligible to chair an Academic Senate Standing Committee. This change is intended to cure a scheduling conflict, because the Executive Committees of the Academic Senate and the College Council both meet on the same day each month.

Third, the amendments provide a mechanism for selecting the chairpersons of Academic Senate and College Council Standing Committees and Ad-hoc Committees, as well as a mechanism for establishing the membership of the College Council Long Range Planning Committee.

Fourth, the amendments propose to eliminate staggered terms of office for Higher Education Officers and Civil Service and College Assistant delegates in order to simplify the election schedule by avoiding the need to hold elections every other year.

Finally, the amendments would change the petitioning process for calling a special meeting of the Academic Senate by requiring twenty signatures of members of the Senate instead of ten, thereby making that process consistent with the petitioning requirements of the College Council.

F. HUNTER COLLEGE – NAMING OF THE JOAN HANSEN GRABE DEAN OF THE HUNTER-BELLEVUE SCHOOL OF NURSING:

RESOLVED, That the Board of Trustees of the City University of New York approves the naming of The Joan Hansen Grabe Dean of the Hunter-Bellevue School of Nursing.

EXPLANATION: The Grabe Foundation has pledged $1,026,000 to the Hunter College Foundation, Inc. to establish and permanently endow The Joan Hansen Grabe Dean of the Hunter-Bellevue School of Nursing.

Joan Hansen Grabe (Class of 1960) is a member of the second class to graduate from the Hunter College School of Nursing. Ms. Grabe has been a committed participant in Hunter’s recent efforts to assess and re-envision the Hunter-Bellevue School of Nursing as a free-standing school within Hunter College. Prior to this gift, the Grabe family endowed the Joan Hansen Grabe Scholarship through the Hunter College Mother’s Day Scholarship Fund.

This generous gift will enable Hunter-Bellevue School of Nursing to continue to provide quality education for nursing professionals – a mission that is particularly critical in the face of the growing local and national nursing shortage.

G. HUNTER COLLEGE – NAMING OF THE JUDITH AND STANLEY ZABAR ART LIBRARY

RESOLVED, That the Board of Trustees of the City University of New York approves the naming of the Judith and Stanley Zabar Art Library on the 16th floor or the North Building at Hunter College.

EXPLANATION: Judith and Stanley Zabar have pledged $500,000 to build and maintain a state-of-the-art satellite library within the Art Department that can also be used as a seminar and multi-purpose room. In recognition of this gift, the new library will be named the Judith and Stanley Zabar Art Library.
Judith Zabar, an artist and former Trustee of the Hunter College Foundation, graduated from Hunter College High School in 1950 and Hunter College in 1954, where she received a B.A. in English and Creative Art. She is a member of the Friends of the Hunter College Galleries. Stanley Zabar is Vice President and Chief Financial Officer of Zabar’s & Co., Inc.

H. YORK COLLEGE – NAMING OF THE ACFE ENDOwed PROFESSOR OF FRAUD EXAMINATION:

RESOLVED, That the Board of Trustees of The City University of New York approves the naming of the “ACFE Endowed Professor of Fraud Examination” at York College.

EXPLANATION: A pledge of $500,000 has been made by the Association of Certified Fraud Examiners, Inc. to the York College Foundation in order to establish the ACFE Endowed Professor of Fraud Examination. The purpose of the endowment is to further anti-fraud education by supplementing the salary and fringe benefits of the professorship, and supporting scholarly and professional activities such as conference and meeting related expenses, publications and dues.

This gift will create the first endowed faculty position at York College.

NO. 5. COMMITTEE ON FACILITIES PLANNING AND MANAGEMENT:

RESOLVED, That the following items be approved:

A. THE CITY UNIVERSITY OF NEW YORK – FISCAL YEAR 2009 AUTHORIZATION FOR RENOVATION WORK:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Vice Chancellor for Facilities Planning, Construction, and Management to request the Dormitory Authority of the State of New York (DASNY) to execute agreements for work covered by the Board's budget resolution of November 26, 2007 (Budget Resolution), for the following Budget Resolution items; Condition Assessment; Health & Safety; Condition Assessment; Facilities Preservation; Condition Assessment; Americans with Disability Act; Critical Maintenance for Senior Colleges; Energy Conservation; Science Lab Upgrades; Upgrade Bathroom Facilities; and Asbestos Abatement. No such agreement shall cover any work not subject to the Budget Resolution. No single agreement shall exceed $10,000,000, nor shall the total amount of such agreements for fiscal year 2009 exceed $168,250,000.

EXPLANATION: Through its Facilities Planning Construction and Management Department (FPCM), the University has developed a 5-year plan of facilities maintenance reconstruction and construction, which covers among other things the areas for which it seeks this authorization to proceed for work scheduled for fiscal year 2009. In the past, it was not the University's usual practice to seek such Board authorization because the Board had already approved the annual capital budget .request, and the contracts for the work were entered into by DASNY, not the University. Starting with this resolution, the University intends to bring an annual request for authorization to proceed at each September Board meeting to keep the Board apprised of the extent of the proposed work for the fiscal year. Some of the individual contracts for such work will, as in the past, be entered into by DASNY on behalf of the University and will therefore not be brought to the Board for approval except those that exceed $10,000,000. However, under the new Project Management Agreement among the University, the City University Construction Fund (CUCF) and DASNY, the University may choose to manage some or all of its construction projects itself. In that event, all of the contracts for such work, whether in the name of the University or CUCF, will be presented to the Board of Trustees for approval.

B. THE CITY UNIVERSITY OF NEW YORK – THE NEW YORK POWER AUTHORITY (NYPA) / CUNY ENCORE AGREEMENT:

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel and the DDCM Executive Director to execute Customer Installation Commitments (CICs), which are work orders under the ENCORE Agreement between NYPA and the University whereby NYPA provides program management and implementation services for certain energy efficiency programs for the City University of New York; and be it further
RESOLVED, That the Board of Trustees of the City University of New York authorize the Dormitory Authority of the State of New York to provide funding to NYPA, when required, to cover the capital costs of the CICs up to the amount of $36,170,000 for the following projects: Baruch Summer Boiler Project, College of Staten Island 6SVentilation Project, NYC College of Technology Central Plant Project, Bronx Community College Central Plant Project and CUNY Senior College Internet Energy Monitoring System Expansion Project.

EXPLANATION: The University has agreed with NYPA, pursuant to the ENCORE CUNY Agreement, to develop energy efficiency projects to be implemented through work orders known as CICs. The ENCORE CUNY Agreement is an interagency performance contract whereby NYPA provides financing, program management and design/build implementation of energy efficiency construction projects, thereby reducing energy consumption and greenhouse gas generation at campus facilities. The Agreement has been approved as to form by the University Office of the General Counsel and approved by the NYS Comptroller. NYPA costs may be recovered through monthly payments from the community and senior college heat, light and power energy lump sum, which are offset by project energy savings; however, from time to time, capital funds will be required to supplement projects where savings do not fully offset such monthly payments. Work on the projects is scheduled to commence in FY 2008/09.

C. THE CITY UNIVERSITY OF NEW YORK (CENTRAL OFFICE) – LEASE AGREEMENT AT TWO METROTECH CENTER, BROOKLYN:

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 350,000 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: On June 23, 2008 (Calendar No. 6E), the Board of Trustees adopted a Resolution authorizing the University to enter into a lease for 246,000 square feet of Space (the "Initial Space") at 2 MetroTech Center in Brooklyn. Subsequently, the landlord has been able to add an additional 105,000 square feet of space (the "Additional Space") which will be available to the University in 2013.

The Initial Space will allow the Central Office of the University to consolidate a number of administrative operations that are presently housed throughout several owned and leased facilities in Manhattan and Brooklyn. This consolidation will 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 Additional Space will allow the University to plan for the future relocation and consolidation of administrative offices now house in rented facilities elsewhere in the city. The Additional Space will also allow the University to provide classrooms and other support space to the School of Professional Studies.

In total, the 2 MetroTech Center lease will provide the University with 350,000 square feet of 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 will be substantially as follows:

Term: Approximately twenty-two years to start upon completion of landlord work for two different blocks of space: the Initial Premises and the Additional Premises. The anticipated Commencement Date for the Initial Premises is in the Spring of 2009 and the anticipated Commencement Date for the Additional Premises is in the Spring of 2013.

Initial Premises Area: Approximately 246,000 rentable square feet of space located on all, or parts, of the 2nd, 4th, 5th, 7th and 8th Floors.
Estimated Initial Premises 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 ($45.01/SF)
12/1/2025 - 11/30/2030: $12,051,599 ($49.00/SF)

Additional Premises Area: Approximately 105,000 rentable square feet of space located on the entire 9th and 10th Floors.

Estimated Additional Premises Annual Base Rent:

Commencement Date to 11/30/2015: $4,095,000 ($39.00/SF)
12/1/2015 - 11/30/2020: $4,515,000 ($47.00/SF)
12/1/2020 - 11/30/2025: $4,935,000 ($51.00/SF)
12/1/2025 - 11/30/2030: $5,355,000 ($51.00/SF)

The above rental schedule, for the Initial Premises, 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 will be 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 offices 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.

This resolution is intended to replace the resolution adopted on June 23, 2008, Calendar No. 6E.

D. LAGUARDIA COMMUNITY COLLEGE – LEASE AGREEMENT AT 30-20 THOMSON AVENUE, LONG ISLAND CITY, NEW YORK:

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 eleven-year lease agreement for approximately 181,495 rentable square feet of space at 30-20 Thomson Avenue, Long Island City, New York, on behalf of LaGuardia Community College. The lease shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: LaGuardia Community College has leased all 60,000/SF of space at 45-35 Van Dam Street since 1988, pursuant to a lease that will end in April 2009. In order to accommodate its growing need for classroom space, the College will relocate to a new, larger facility located at 30-20 Thomson Avenue. The new location is already built-out with a classroom installation thereby saving the University on renovation costs.

The main leasing terms are as follows:
Term: Approximately eleven years to start upon completion of landlord work.

Area: Approximately 181,495 rentable square feet of space located on all, or parts, of the 1st, 2nd and 3rd Floors. The space will be available for occupancy on a staggered basis. Approximately 60,898 rentable square feet of space on the 3rd Floor will be available by April 2009 to allow the College to relocate from 45-35 Van Dam Street. The balance of the space, approximately 120,597 rentable square feet of space on the 1st and 2nd Floors, will be available at a later date.
Base Rent: The annual base rental for the entire premises will be at a cost not to exceed $4,900,365 ($27.00/SF). The 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 base rent will be increased by 2% per annum.

The landlord, at landlord cost, will perform certain work on the leased floors pursuant to University specifications. The landlord will maintain building systems. The University will reimburse the landlord for its share of increases in real estate taxes, over a base year, the University will also pay for its electrical usage and cleaning. The lease also provides for renewal terms at the University's options.

Trustee Manfred Philipp stated that he would just like to comment that he looks forward to future resolutions that would include the reconstruction, completion of the reconstruction of Fiterman Hall at the Borough of Manhattan Community College.

NO. 6. HONORARY DEGREES: RESOLVED, That the following honorary degrees, approved by the appropriate faculty body, the college president and recommended by the Chancellor, be presented at the commencement exercise as specified:

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>DEGREE</th>
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<tbody>
<tr>
<td>JOHN JAY COLLEGE OF CRIMINAL JUSTICE</td>
<td></td>
</tr>
<tr>
<td>Patricia Hill Collins</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td>Ted Koppel</td>
<td>Doctor of Letters</td>
</tr>
<tr>
<td>David Levering Lewis</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td></td>
<td>(To be awarded at the 2009 Commencement Exercises)</td>
</tr>
</tbody>
</table>

NO. 7. EXECUTIVE COMMITTEE: Notice of Actions Taken (July 21, 2008):

Chairman Schmidt stated that Calendar Item No. 7 serves as the notice of actions taken by the Board of Trustees Executive Committee on July 21, 2008 on three items, recommended by the Chancellor. These are listed as items 7A, 7B and 7C on the Calendar. Under our procedure we make these items known to the Board at the first subsequent meeting, but we do not act on them.

A. THE CITY UNIVERSITY OF NEW YORK – NEW YORK POWER AUTHORITY (NYPA) ENCORE CUNY AGREEMENT:

RESOLVED, That the Board of Trustees of The City University of New York authorizes the General Counsel and/or the DDCM Executive Director to execute Customer Installation Commitments (CICs), which are work orders under the ENCORE II Interagency Agreement between NYPA and The City University of New York, the City of New York, the New York City Health and Hospitals Corporation and the Board of Education of the City School District of the City of New York, where NYPA provides program management and implementation services for certain energy efficiency programs for The City University of New York. The first such CIC for 2008, CUNY Project No. MC023-007, is the pool and theater lighting project at the Borough of Manhattan Community College, which will be chargeable to the City Capital Budget, Project Nos. HN-M001 for $400,000 and HN-D002 for $420,000 for an amount not to exceed $820,000.

EXPLANATION: The University has agreed with the City of New York and the New York Power Authority, pursuant to the ENCORE II Agreement, to develop energy efficiency projects to be implemented through work orders known as CICs. The ENCORE II Agreement is an interagency performance contract whereby NYPA provides financing, program management and design/build implementation of energy efficiency construction projects, thereby reducing energy consumption and greenhouse gas generation at campus facilities. The Agreement has previously been approved as to form by the University Office of the General Counsel and registered with the City Comptroller.
NYPA costs may be recovered through monthly payments from the Community and Senior College heat, light and power energy lump sum, which are offset by project energy savings. However, from time to time, capital funds will be required to supplement projects where savings do not fully offset such monthly payments. Work on the first 2008 project, at BMCC, is scheduled to commence this summer. This resolution is therefore being brought to the Executive Committee at this time. At the next meeting of the Board of Trustees, approval will be sought for the cost of the remainder of the program for this fiscal year.

B. THE CITY UNIVERSITY OF NEW YORK – APPROVAL OF THE CITY UNIVERSITY OF NEW YORK’S PARTICIPATION IN THE NEW YORK STATE HEALTH INSURANCE PROGRAM (NYSHIP):

RESOLVED, That The City University of New York’s participation in the New York State Health Insurance Program (NYSHIP) for the purpose of extending Student Employee Health Insurance Plan coverage to eligible matriculated doctoral students employed in the titles represented by Professional Staff Congress/CUNY of Graduate Assistants A, B and C; Adjunct Instructors; Adjunct Lecturers; Adjunct College Laboratory Technicians or Non-teaching Adjuncts I and II and their eligible dependents is hereby approved; and be it further

RESOLVED, That the Chancellor is hereby authorized and directed to execute an agreement with the Professional Staff Congress/CUNY providing for the participation of The City University of New York in the New York State Health Insurance Program for the purpose of providing health insurance coverage for eligible matriculated doctoral students employed in the titles represented by the Professional Staff Congress/CUNY of Graduate Assistants A, B and C; Adjunct Instructors; Adjunct Lecturers; Adjunct College Laboratory Technicians or Non-teaching Adjuncts I and II and their eligible dependents.

EXPLANATION: In order for The City University of New York to provide NYSHIP’s Student Employee Health Plan Insurance coverage to eligible matriculated doctoral students employed in the titles represented by the Professional Staff Congress/CUNY set forth above and their eligible dependents, the Board of Trustees must authorize The City University of New York’s participation in the New York State Health Insurance Program.

C. THE CITY UNIVERSITY OF NEW YORK – TECHNOLOGY FEE INCREASE:

RESOLVED, That the Board of Trustees of The City University of New York approve that the technology fee be increased from $75.00 to $100.00 per semester for full-time students and from $37.50 to $50.00 per semester for part-time students, effective Fall 2008. Revenue from this fee will be used to improve academic and administrative computing services. In cases of financial hardship, colleges may waive the technology fee for individual students.

EXPLANATION: In February of 2002, CUNY established a technology fee of $75 for every full-time student and $37.50 for part-time students. The fee was approved to provide the colleges the means to secure for the student body the level of technology essential to a high quality education. Since 2002 the cost of providing the full array of technology options for our students increased by approximately 20% due to inflation. During this period, the University also enrolled an additional 23,000 students. In order to meet our goal of continuing to provide quality services to our students, CUNY is increasing the fee for all full-time and part-time students. For Federal Pell grant recipients, this fee increase will be covered by an increase in the maximum Pell grant award which helps defray educational expenses. The grant award will be raised from $4,310 to $4,731, an increase of $421. In addition, the University is more broadly defining the use of the technology fee to include important academic and administrative computing services not currently covered by the fee. This change will enhance the services available to students and faculty.

Upon motion duly made, seconded and carried, the public meeting was adjourned to go into Executive Session at 5:51 P.M.

SECRETARY AND SENIOR VICE CHANCELLOR JAY HERSHENSON
The Executive Session was called to order at 5:54 P.M.

There were present:

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

Wellington Z. Chen  Carol A. Robles-Roman
Rita DiMartino  Marc V. Shaw
Joseph J. Lhota  Charles A. Shorter
Hugo M. Morales  Sam A. Sutton
Peter S. Pantaleo  Freida Foster-Tolbert
Kathleen M. Pesile  Jeffrey S. Wiesenfeld

Rouzbeh Nazari, 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 Valerie Lancaster Beal 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 6:14 P.M.

* The Chancellor and members of his Cabinet, except for Vice Chancellor Gloriana Waters were excused from part of the Executive Session.
MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK
HELD
SEPTEMBER 22, 2008
AT BARUCH COLLEGE VERTICAL CAMPUS
55 LEXINGTON AVENUE – BOROUGH OF MANHATTAN

The Public Session reconvened at 6:37 P.M.
There were present:

Benno C. Schmidt, Jr., Chairman
Wellington Z. Chen
Joseph J. Lhota
Hugo M. Morales
Peter S. Pantaleo
Kathleen M. Pesile

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

Rouzbeh Nazari, 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
Steven Quinn
Anthony Vargas

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 Gillian Small
Vice Chancellor Pamela Silverblatt
Vice Chancellor Gloriana Waters
Vice Chancellor Iris Weinshall

The absence of Vice Chairman Philip Alfonso Berry and Trustee Valerie Lancaster Beal was excused.

Upon motions duly made, seconded and carried, the following resolution was adopted: (Calendar No. 8)

NO. 8. THE CITY UNIVERSITY OF NEW YORK – RESOLUTION REGARDING CHANCELLOR’S COMPENSATION:

RESOLVED, That the Chancellor receive the following increases in annual compensation: (1) for the period October 1, 2007 through September 30, 2008, an increase of $25,000 in his annual base salary; and (2) effective October 1, 2008, an increase of $30,000 in his annual base salary.

EXPLANATION: Chancellor Goldstein last received an increase in compensation in October 2006. At that time, the Board received two reports from Jonathan Cole, former Provost and Dean of Faculties at Columbia University. One report reviewed Chancellor Goldstein’s performance and concluded that it was of the highest rank. The other report recommended an increase in his salary to a range of $450,000 to $500,000 for the 2006-07 academic year.
However, at the request of Chancellor Goldstein, his salary was increased in stages only to $395,000; at the same time, his non-tax levy compensation of $50,000 was eliminated.

In the two years that have passed since that increase, it is clear that Chancellor Goldstein’s performance continues to be of the highest rank. During that time, other members of the Executive Compensation Plan have received two salary increases and/or a one-time bonus. The highest increases received by Presidents during those two years range from 12.54% (in base salary alone) to 15.13% (including bonuses as well as increases to base salary).

The proposed increase in Chancellor Goldstein’s base salary is consistent with data from comparable institutions. For example, the 2007-08 salary of the President of the Rutgers University system was $550,000, and the 2007-08 salary of the Chancellor of the University of Maryland system was $490,000. Turning to private universities and other not-for profit institutions, the 2005-06 salary of the President of Columbia and NYU was $740,000 and $816,000 respectively; the 2006 salary of the President of the National Academy of Sciences was $542,000; and the 2006 salary of the President of the American Museum of Natural History was $610,000.

Upon motion duly made, seconded and carried, the meeting was adjourned at 6:17 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.)
MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK

HELD

DECEMBER 8, 2008

AT BARUCH COLLEGE VERTICAL CAMPUS
55 LEXINGTON AVENUE – BOROUGH OF MANHATTAN

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

There were present:

Benno C. Schmidt, Jr., Chairman

Valerie Lancaster Beal
Wellington Z. Chen
Rita DiMartino
Joseph J. Lhota
Peter S. Pantaleo
Kathleen M. Pesile

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

Simone Lamont, 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
Steven Quinn
Anthony Vargas

Chancellor Matthew Goldstein
Interim EVC and University Provost Alexandra Logue
Executive Vice Chancellor and C.O.O. Allan H. Dobrin
President Dolores Fernandez
President Ricardo R. Fernandez
President Russell K. Hotzler
President William P. Kelly
President Christoph M. Kimmich
President Eduardo J. Marti
President Gail O. Mellow
President Tomás Morales
President James L. Muyskens
President Antonio Perez
President Regina Peruggi
President Jennifer Raab

President Kathleen M. Waldron
President Carolyn G. Williams
President Gregory H. Williams
Dean Michelle Anderson
Dean Ann Kirschner
Dean Stanford A. Roman, Jr.
Dean Stephen Shepard
Vice Chancellor Ernesto Malave
Vice Chancellor Garrie Moore
Vice Chancellor Pamela Silverblatt
Vice Chancellor Gillian Small
Vice Chancellor Gloriana Waters
Vice Chancellor Iris Weinschall
Senior University Dean John Mogulescu
RF President Richard F. Rothbard

The absence of Vice Chairman Philip Alfonso Berry and Trustee Hugo M. Morales was excused.
Chairman Benno C. Schmidt, Jr. called the meeting to order, and 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. VIDEOTAPING OF BOARD MEETING: Chairman Schmidt announced that as usual CUNY-TV is making available this important community service by transmitting the Public Session 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 Session of this afternoon’s Board meeting will be available as a podcast within 24 hours and can be accessed through the CUNY website.

Chairman Schmidt stated that on behalf of my fellow Trustees I would like to express our deepest condolences and sympathy to Trustee Frieda Foster-Tolbert for the untimely passing of her husband and Hunter College alumnus Terence Tolbert on November 2, 2008. He was an enormously talented leader who was deeply committed to the use of education to positively transform lives. He will be greatly missed.

Chairman Schmidt stated that on behalf of the Board and Chancellor Goldstein I would like to welcome the new USS Chairperson and student Trustee Simone Lamont. Simone is pursuing a BS in mathematics at York College and hopes to utilize her skills by becoming an educator. Trustee Lamont, would you care to say a few words?

Statement of Trustee Simone Lamont:
I believe you said everything that I was about to say. So, I am ex officio on the Board of Trustees. I am a student at York College and I am the Chair of the University Student Senate and as such I am the voice of over 200,000 students and my sole interest is representing those students. Thank you.

Chairman Schmidt stated that the Board of Trustees recently had the pleasure of having a productive dinner in this room with the newly elected CUNY student government leaders on Monday, December 1st. It was attended by more than two dozen student government leaders including Trustee Simone Lamont, Vice Chairman Philip Berry, Trustees Wellington Chen, Rita DiMartino, Kathleen Pesile, Peter Pantaleo, Charles Shorter, Jeffrey Wiesenfeld, Manfred Philipp and myself. Chancellor Goldstein and the members of the Chancellery were also present at the dinner, as were President Kathleen Waldron and President Carolyn Williams. A summary of the discussion we had at that dinner is in your packets. We look forward to future conversations as well as other activities coordinated by the Office of Student Affairs.

Chairman Schmidt stated that he would like to congratulate Governor David Paterson on his designation of Trustee Marc Shaw to serve as his Senior Advisor for at least the next six months. Congratulations to Senator Malcolm Smith on his designation of Trustee Hugo Morales as a member of his Transition Task Force.

Chairman Schmidt noted that it was his pleasure to announce that Trustee Carol Robles-Roman was recently honored by the New York Asian Women’s Center for her work in establishing the Queens Family Justice Center, which seeks to coordinate criminal justice and civil, legal and social services for survivors of domestic violence. Congratulations.
Chairman Schmidt stated that he would like to congratulate two Board members who are recipients of honors from the Manhattan Council of the Boy Scouts of America. They are Vice Chairman Philip Berry and Trustee Hugo Morales. President Antonio Perez is the Manhattan Chapter Chairman of this important organization.

Chairman Schmidt noted that congratulations were certainly in order to CUNY's newest Rhodes Scholar, David Bauer, a senior at City College and the Macaulay Honors College. David is our third Rhodes Scholar in the past five years. On behalf of my fellow Board members I would like to extend best wishes to David as he contemplates his exciting journey to England.

Chairman Schmidt stated that you may recall that the Association of Community College Trustees recently held its 39th Annual Leadership Congress at the New York Marriott Marquis. I would like to acknowledge the leadership of Trustee Kathleen Pesile, who was the principal speaker at the opening session and who facilitated a round table conference session featuring Vice Chancellor Ernesto Malave and the CUNY community college presidents; Vice Chairman Philip Berry was the keynote speaker at the closing general session; Senior Vice Chancellor and Secretary Jay Hershenson was a panelist in a town hall meeting focusing on combating poverty. Among other participants from CUNY were ASAP Director Donna Linderman, who facilitated a discussion on improving graduation rates; CUNY's Department of Public Safety; Queens College student Rachel Zevita Smyth-Godinger, Queensborough Community College student Leticia Smith, Kingsborough Community College student Shannon Gellizeau and Dinora McDermott; Alumni Mary Kay Adams and Luciana Pais from LaGuardia Community College; the Medgar Evers College Jazz Ensemble was also present. All in all, CUNY was obviously very well represented at this conference.

Chairman Schmidt noted that the 2008 fall athletic season was highlighted by Hunter College's clean sweep of all three CUNY championship team sports, men's soccer, women's tennis and women's volleyball. All three have or will represent CUNY at the NCAA Division III national tournaments. Brooklyn College swept the men's and women's cross country titles. The overall races were won by runners from Bronx Community College and Queensborough Community College. Bronx also won the community college volleyball title, while BMCC captured the men's soccer crown.

B. COLLEGE AND FACULTY HONORS: Chairman Schmidt called on Trustee Rita DiMartino, who announced the following:

1. Queens College Professor of Physics Vinod Menon has developed the first ever flexible microcavity laser, which can conform to any shape and is 95% less expensive to make than traditional lasers; Queens College Professor of Education Alice Artzt was inducted into the Long Island Mathematics Education Hall of Fame for her outstanding contributions to reducing the shortage of qualified math teachers nationwide. Congratulations!

2. From over 2,300 schools surveyed, Baruch College has been named one of the 25 best graduate entrepreneurship programs nationwide by Entrepreneur Magazine and The Princeton Review. This is the second time Baruch College has been selected for inclusion in the top 25. Congratulations.

3. Distinguished Hunter College Professor Emerita Nancy Siraisi was one of 25 recipients of a MacArthur Fellowship, and Hunter College Associate Professor of Nursing Joyce P. Griffin-Sobel was selected as one of 24 Fellows of the Academy of Nursing Education. Congratulations!

4. Graduate Center Sociology Professors Paul Attewell and David Lavin have won the 2009 University of Louisville Grawemeyer Award for their research on higher education; Distinguished Professor of English at the Graduate Center and Hunter College Meena Alexander was selected a 2008-09 Fellow of the Guggenheim Foundation; and Professor of History at the Graduate Center and Baruch College Alfonso W. Quiroz received a 2008-09 John Simon Guggenheim Memorial Foundation Fellowship. Congratulations!
C. STUDENT AND ALUMNI HONORS: Chairman Schmidt called on Trustee Freida Foster-Tolbert, who announced the following:

1. The first-time pass rate of CUNY School of Law graduates who took the July 2008 New York State bar exam was 82.6%. This matches the record-breaking pass rate from 2007. 109 graduates took the exam for the first time and 90 of them passed. Congratulations Dean Anderson!

2. Hunter College graduate student Elyssa Davis has been awarded the 2008-09 Society of Women Geographers Evelyn I. Pruitt National Minority Fellowship; Hunter College’s Model U.N. team recently won two awards at the Third Annual Columbia Model U.N. Crisis Simulation event--Hunter student Jared Greenfield received an Honorable Mention award, and Lauren Vriens received a Verbal Accommodation Award. Congratulations!

3. At the recent Annual Greater New York Dental Meeting, Hostos Community College students won third place and honorable mention competing against New York University College of Dentistry among others: Noelia Urena and Gabriela Taylor won third place for their presentation, and honorable mention was awarded to Jonnel Mortley and Melanie Wildy. Congratulations!

D. GRANTS: Chairman Schmidt 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 September 22, 2008 Board meeting.

BARUCH COLLEGE

1. $159,944 NATIONAL INSTITUTES OF HEALTH – NATIONAL INSTITUTE OF DIABETES, DIGESTIVE & KIDNEY DISEASES to Pinto, A. M. for "Managing Obesity by Weight Loss."

BRONX COMMUNITY COLLEGE

1. $2,365,686 UNITED STATES DEPARTMENT OF EDUCATION to Montenegro, L. for "Student Support."
2. $844,922 NEW YORK CITY HUMAN RESOURCES ADMINISTRATION to Ravenelle, J. for "Training."
3. $479,052 UNITED STATES DEPARTMENT OF EDUCATION to Danvers-Foust, M. for "Upward Bound Program: Student Support."
4. $164,428 DEPARTMENT OF LABOR to Kellawon, B. for "Displaced Homemaker Program."
5. $116,456 OFFICE OF TEMPORARY DISABILITY ASSISTANCE to Kellawon, B. for "Displaced Homemaker Program."

BROOKLYN COLLEGE

1. $711,212 NEW YORK STATE DEPARTMENT OF EDUCATION to Romer, N. and Reiser, D. for "Networks to College – Entering the 21st Century."
2. $600,000 NATIONAL SCIENCE FOUNDATION to Powell, W., Hainline, L., Tomkiewicz, M. and Parsons, S. for "New GK-12 Brooklyn College – City as Lab."
3. $282,000 UNITED STATES SMALL BUSINESS ADMINISTRATION to Hosten, N. and Queneau, H. for "Brooklyn College Small Business Center."
5. $154,256 UNITED STATES DEPARTMENT OF EDUCATION to Korn-Bursztyn, C. for "Childcare Access Means Parents in School."
6. $148,934 NATIONAL SCIENCE FOUNDATION to Zolkower, B. for "Examining Teacher Discourse . . .: A Social Semiotics Model for Mathematics Lesson Study Groups."
7. $146,745 NEW YORK CITY O. M. to Rosenson, F. "Adult Literacy."
<table>
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<tr>
<th></th>
<th>Amount</th>
<th>Agency</th>
<th>Project Description</th>
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<tr>
<td>1</td>
<td>$2,506,248</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Williams, G. and Guyden, J. for “Cellular/Molecular Basis of Development Research Center.”</td>
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<td>2</td>
<td>$2,200,000</td>
<td>NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION</td>
<td>to Khanbilvardi, R. and Ahmed, S. for “NOAA-Cooperative Center for Remote Sensing and Technology.”</td>
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<tr>
<td>3</td>
<td>$2,000,000</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Akins, D. and Tamargo, M. for “CREST: Center for Exploration of Nanostructures in Sensors and Energy Systems.”</td>
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<td>4</td>
<td>$1,622,324</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Hubbard, K. for “CCNY?MSK Cancer Center Partnership, Training and Community Outreach.”</td>
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<td>5</td>
<td>$1,125,000</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Parker, N. for “New York City Louis Stokes Alliance Phase IV.”</td>
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<td>6</td>
<td>$625,949</td>
<td>NEW YORK CITY DEPARTMENT OF ENVIRONMENTAL PROTECTION</td>
<td>to Bandosz, T. for “Characterization and Study of Granular Activated Carbon.”</td>
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<td>7</td>
<td>$617,320</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Hien, D. for “A Randomized Trial of Concurrent Treatment for PTSD and Substance Dependence.”</td>
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<td>8</td>
<td>$526,926</td>
<td>UNITED STATES DEPARTMENT OF EDUCATION</td>
<td>to Thangaraj, E. for “City College Support Services Program.”</td>
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<tr>
<td>9</td>
<td>$523,333</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Makse, H. for “Mathematical Frameworks for Biological Modular Networks.”</td>
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<td>11</td>
<td>$420,455</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Fosnot, C. for “Project DELTA: Algebra Digital Environments for the Learning, Teaching and Assessment of Algebra.”</td>
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<td>12</td>
<td>$416,202</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Meriles, C. and Lenzner, M. for “Construction of a Probe for Optical Detection of Nuclear Magnetic Resonance.”</td>
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<td>13</td>
<td>$365,450</td>
<td>ARMY RESEARCH OFFICE</td>
<td>to Gayen, S. and Tamargo, M. for “Nanoscale Photonic and Optoelectronic Materials and Devices.”</td>
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<td>14</td>
<td>$351,225</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Roth, M. for “Collegiate Science and Technology Entry Program.”</td>
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<td>15</td>
<td>$346,019</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Steinberg, M. and Weiner, M. for “Research Support for Biomedical Careers at CCNY.”</td>
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<td>16</td>
<td>$330,505</td>
<td>NATIONAL INSTITUTES OF HEALTH</td>
<td>to Horvitz, J. for “Accumbens Coding for Reward Expectation: Electrophysiology and Neuropharmacology.”</td>
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<tr>
<td>17</td>
<td>$319,543</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>for Arctic CHAMP Program.</td>
</tr>
<tr>
<td>18</td>
<td>$311,462</td>
<td>UNITED STATES DEPARTMENT OF EDUCATION</td>
<td>to Witherspoon, K. and Job, Y. for “Upward Bound.”</td>
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<tr>
<td>19</td>
<td>$300,999</td>
<td>NEW YORK STATE DEPARTMENT OF EDUCATION</td>
<td>to Fosnot, C. for “Mathematics in the City.”</td>
</tr>
<tr>
<td>20</td>
<td>$300,000</td>
<td>PRINCETON UNIVERSITY</td>
<td>to Moshary, F. for “Engineering Research Center on Mid-Infrared Technologies for Health on the Environment.”</td>
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<tr>
<td>21</td>
<td>$211,628</td>
<td>NATIONAL SCIENCE FOUNDATION</td>
<td>to Vorosmarty, C. for “Understanding Change in the Climate and Hydrology of the Arctic Land Region.”</td>
</tr>
<tr>
<td>22</td>
<td>$200,000</td>
<td>DEPARTMENT OF ENERGY</td>
<td>to Sarachik, M. and Punoose, A. for “Thermal Conductivity and Thermopower New the 2D Metal Insulator Transition.”</td>
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</table>
24. $170,158 NATIONAL SCIENCE FOUNDATION to Seo, S. for “BRIGE: Fluidic Assisted Heterogeneous Integration of Thin Film Devices for Advanced Photonic Systems . . . “
25. $133,496 COLUMBIA UNIVERSITY to Akins, D. for “Columbia Center for Electron Transport in Molecular Nanostructure.”
26. $115,004 NEW YORK STATE DEPARTMENT OF EDUCATION to Brown, R. for “CCNY/SCRP STEP Program.”
27. $109,891 DEPARTMENT OF ENERGY to Koplik, J. for “Complex Fluids in Self-Affine Fractures.”
29. $101,637 STX SHIPBUILDING CO. to Lee, J. for “Processing Intensification by Integrating of Reaction and Separation.”
30. $100,000 NEW YORK STATE DEPARTMENT OF EDUCATION to Hernandez, R. for “Special Legislative Initiative: Teaching Dominican Studies.”
31. $100,000 NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION to Royman, L. for “CREST: Algorithm Developments for GOES R: Vegetation.”

HUNTER COLLEGE

1. $2,911,760 PUBLIC HEALTH SERVICE/NATIONAL INSTITUTES OF HEALTH/DIVISION OF RESEARCH RESOURCES to Raab, J. and Dottin, R. for “Research Center for Minority Institutions: Center for Gene Structure Function/AIDS Infrastructure Grant.”
2. $850,000 UNITED STATES DEPARTMENT OF EDUCATION/NATIONAL INSTITUTE ON DISABILITY &REHABILITATION RESEARCH to O’Neill, J. for “Hunter Stats RRTC: Research Rehabilitation & Demographics and Statistics.”
3. $699,975 UNITED STATES DEPARTMENT OF EDUCATION/NATIONAL INSTITUTE ON DISABILITY &REHABILITATION RESEARCH to O’Neill, J. for “Rehabilitation, Research & Training Center for Improving Employment Outcomes.”
4. $691,948 NATIONAL SCIENCE FOUNDATION to Cardoso, E. for “MIND Alliance for Minority Students with Disabilities in Science, Technology, Engineering and Mathematics.”
5. $630,203 NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE to Salmon, R. and Graziano, R. for “An Education Program for Minority Social Workers.”
6. $586,080 NEW YORK STATE OFFICE OF CHILDREN & FAMILY SERVICES to Fahs, M. for “Local District Training & Support.”
7. $574,166 NEW YORK STATE DEPARTMENT OF EDUCATION to Ediger, A. and DeGaetano, Y. for “New York City Bilingual Education Technical Assistance Center.”
8. $455,971 NEW YORK STATE OFFICE OF ALCOHOLISM & SUBSTANCE ABUSE SERVICES to O’Neill, J. for “Field Placement for Master’s Level Vocational Rehabilitation Intern.”
9. $360,000 NEW YORK STATE DEPARTMENT OF HEALTH to Filbin, M. for “Spinal Cord Injury Research.”
10. $354,000 PUBLIC HEALTH SERVICE/NATIONAL INSTITUTES OF HEALTH/NATIONAL INSTITUTE FOR ALLERGIES AND INFECTIOUS DISEASES to Dictenberg, J. for “Imaging mRNA Transport & Translation in a Mouse Model of Fragile X Syndrome.”
11. $322,801 PUBLIC HEALTH SERVICE/NATIONAL INSTITUTES OF HEALTH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES to Eckhardt, L. for “Gene Expression in Myeloma Cells.”
<table>
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<tr>
<th></th>
<th>Amount</th>
<th>Description</th>
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<tr>
<td>12.</td>
<td>$277,694</td>
<td><strong>NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE</strong> to Bromberg, E. for “Training in Intensive Case Management.”</td>
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<td>13.</td>
<td>$270,000</td>
<td><strong>NEW YORK COMMUNITY TRUST</strong> to Gebbie, K. for “Hunter School of Nursing Fund.”</td>
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<td>15.</td>
<td>$264,220</td>
<td><strong>PUBLIC HEALTH SERVICE/NATIONAL INSTITUTES OF HEALTH/NATIONAL INSTITUTE OF MENTAL HEALTH</strong> to Krauss, B., Roye, C., Wheeler, D. and Parsons, J. for “Minority Researcher Skills in Youth, Community, Family, and HIV.”</td>
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<td>16.</td>
<td>$251,000</td>
<td><strong>NEW YORK CITY HUMAN RESOURCES ADMINISTRATION</strong> to Goodman, H. for “Delivery of Social Services Training/Education to Employees of NYC through Innovative Learning Technologies.”</td>
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<td>17.</td>
<td>$223,067</td>
<td><strong>PUBLIC HEALTH SERVICE/NATIONAL INSTITUTES OF HEALTH/NATIONAL CANCER INSTITUTE</strong> to Francesconi, L. for “Radiometal Chelates for Targeted Therapy of Melanoma.”</td>
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<td>18.</td>
<td>$204,364</td>
<td><strong>PUBLIC HEALTH SERVICE/NATIONAL INSTITUTES OF HEALTH/NATIONAL INSTITUTE OF NURSING RESEARCH</strong> to Dowd, J. for “Under the Skin: Understanding the Role of Stress &amp; Immune Function in Health.”</td>
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<td>19.</td>
<td>$170,000</td>
<td><strong>NATIONAL SCIENCE FOUNDATION</strong> to Goss, D. for “Functional Analysis of TEV International Ribosome Entry Site.”</td>
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<td>20.</td>
<td>$160,412</td>
<td><strong>NATIONAL SCIENCE FOUNDATION</strong> to Bargonetti, J. for “Growth Control Regulated by p53 and Mdm2 on Chromatin.”</td>
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<td>21.</td>
<td>$150,000</td>
<td><strong>UNITED STATES DEPARTMENT OF EDUCATION</strong> to Cardoso, E. for “Long-Term Training, Rehabilitation Counseling.”</td>
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<td>22.</td>
<td>$142,600</td>
<td><strong>NATIONAL SCIENCE FOUNDATION</strong> to Epstein, S. for “Integrating Problem-Driven &amp; Class-Based Learning for Constraint Satisfaction.”</td>
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<td>23.</td>
<td>$140,560</td>
<td><strong>PUBLIC HEALTH SERVICE/NATIONAL INSTITUTES OF HEALTH/NATIONAL INSTITUTE OF MENTAL HEALTH</strong> to Harding, C. for “Effects of Mold Exposure on Brain and Behavior.”</td>
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<td>25.</td>
<td>$130,160</td>
<td><strong>PUBLIC HEALTH SERVICE/NATIONAL INSTITUTES OF HEALTH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES</strong> to Bratu, D. for “Deciphering the Composition of Oskar mRNP via in Vivo Fluorescence Imaging.”</td>
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<td>28.</td>
<td>$114,922</td>
<td><strong>NEW YORK CITY LITERACY PROGRAM</strong> to McCormack, B. and Gorforth, L. for “Saturday Program in English Language Literacy.”</td>
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<tr>
<td>29.</td>
<td>$112,499</td>
<td><strong>NATIONAL SCIENCE FOUNDATION</strong> to Gardener, D., Mills, P. and Sweeney, W. for “The NoyceTeacher Academy Scholar Program.”</td>
</tr>
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</table>
31. $100,000 NATIONAL SCIENCE FOUNDATION to Dictenberg, J. for “Imaging the Spatio-Temporal Dynamics of mRNA Transport & Translation in Response to Synaptic Activity.”

32. $100,000 JEWISH COMMUNAL FUND/BARBARA & DONAL JONES FAMILY FUND to Nokes, K. and Nickitas, D. for “Enhancing Student Nurse Literacy in Electronic Medical Record Technologies: ‘Who Will Care for Me?’”

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

1. $1,277,650 NEW YORK CITY DEPARTMENT OF JUVENILE JUSTICE to Jacobs, N. for “Collaborative Family Initiative.”
2. $839,348 NEW YORK STATE DEPARTMENT OF EDUCATION to Quinta, L. for “Vocational Education Program (VATEA).”
3. $290,663 BUREAU OF JUSTICE ASSISTANCE to Kennedy, D. for “Center for Crime Prevention and Control.”
4. $243,000 UNITED STATES DEPARTMENT OF EDUCATION to Booker, T. for “Ronald E. McNair Post-Baccalaureate Achievement Education Program.”
5. $169,929 BUREAU OF JUSTICE ASSISTANCE to Jennings, C. for “The Regenhard Center for Emergency Response Studies.”

KINGSBOROUGH COMMUNITY COLLEGE

1. $265,000 TORTORA SILLCOX FAMILY FOUNDATION to Peruggi, R. for “President’s Prep Program, 9/15/2008 to 9/15/2009.”
2. $150,000 CENTER FOR ECONOMIC OPPORTUNITY to Schulman, S. for “CUNY Young Adult Program.”

LAGUARDIA COMMUNITY COLLEGE

1. $336,000 NEW YORK STATE DEPARTMENT OF EDUCATION to Galvin, S. for “Liberty Partnership.”
2. $282,000 UNITED STATES SMALL BUSINESS ADMINISTRATION to Tabachnick, J. and Bornstein, S. for “Survey and Needs Assessment of Emerging Hispanic Designers.”
3. $249,982 NEW YORK STATE DEPARTMENT OF EDUCATION to Farrell, S. for “Veterans Upward Bound (Yr 2 of 5).”
4. $247,200 UNITED STATES DEPARTMENT OF EDUCATION to Hills, R. for “Low Incidence.”
5. $221,777 NATIONAL INSTITUTES OF HEALTH to Bihn, J. and Delcham, H. for “Bridges to Baccalaureate (Yr 1 of 5).”
6. $166,666 NEW YORK STATE DEPARTMENT OF HEALTH to Watson, S. and Odedeefa, N. for “Health Workforce Retraining Initiative.”
7. $147,843 UNITED STATES DEPARTMENT OF EDUCATION to Arcario, P. for “Quantum Leap (Yr 3 of 3).”
8. $139,220 UNITED STATES DEPARTMENT OF LABOR to “Jobs for Youth.”

LEHMAN COLLEGE

1. $2,719,200 UNITED STATES DEPARTMENT OF EDUCATION to Martinez, H. for “Gaining Early Awareness and Readiness for Undergraduate Programs.”
3. **$749,900** NATIONAL SCIENCE FOUNDATION to Qian, G., Gningue, S., Jones, L. and Kelly, A. for "Mathematics and Science Teacher Education Recruitment."

4. **$575,000** UNITED STATES DEPARTMENT OF EDUCATION to Kreuzer, P. for "Title V – Developing Hispanic Serving Institutions."

5. **$335,250** NATIONAL INSTITUTES OF HEALTH to Wurtzel, E. for "Regulation of Provitamin, a Carotenoid Biosynthesis in Maize."

6. **$285,250** NATIONAL INSTITUTES OF HEALTH to Goral, M. for "Efficacy of Language Treatment in Monolingual and Bilingual Chronic Aphasia – SCORE."

7. **$285,250** NATIONAL INSTITUTES OF HEALTH to Kennelly, E. for "Plant Polyphenols for the Treatment of Chronic Obstructive Pulmonary Disease – SCORE."

8. **$250,000** UNITED STATES DEPARTMENT OF EDUCATION to Rothstein, A. for "Upward Bound Pathways to College."


10. **$226,600** SCIENCE AND TECHNOLOGY ENTRY PROGRAM to Rothstein, A. for "Educational talent Search."

11. **$212,049** NEW YORK STATE DEPARTMENT OF EDUCATION to Lake, A. and Reid, J. for "Out-of-School Youth Program."

12. **$185,165** SCIENCE AND TECHNOLOGY ENTRY PROGRAM to Baez, P. for "Gaining Early Awareness and Readiness for Undergraduate Programs."

13. **$150,000** UNITED STATES DEPARTMENT OF EDUCATION to Martinez, H. for "Teachers of English Language Learners."

14. **$138,850** HOSPITAL LEAGUE, LOCAL 1199 to Paull, M. for "Health Care Careers Core Curriculum/Certificate in Alcohol and Substance Abuse Counseling."

15. **$100,478** HOSPITAL LEAGUE, LOCAL 1199 to Paull, M. for "Lehman College MSN Program."

MEDGAR EVERS COLLEGE

1. **$600,000** UNITED STATES DEPARTMENT OF EDUCATION to Schrader, C. and Lake, A. for "Predominantly Black Institution Program."

2. **$268,801** NEW YORK STATE DEPARTMENT OF EDUCATION to Lake, A. and Beck, C. for "Science and Technology Entry Program."

3. **$231,000** NEW YORK CITY DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT to Lake, A. and Reid, J. for "Out-of-School Youth Program."

4. **$176,703** NATIONAL SCIENCE FOUNDATION to Carroll, M. and Catapane, E. for "STEP into Science Program."

5. **$136,061** NATIONAL INSTITUTES OF HEALTH to Catapane, E. for "Medgar Evers College/Kingsborough Bridge Program."

NEW YORK CITY COLLEGE OF TECHNOLOGY

1. **$950,085** NEW YORK STATE DEPARTMENT OF EDUCATION for "Perkins IV."

2. **$105,255** UNITED STATES DEPARTMENT OF EDUCATION to Kezerashvili, R. for "Transfer of Learning, Year 3."
### QUEENS COLLEGE

1. **$575,000**  
   **UNITED STATES DEPARTMENT OF EDUCATION** to Rachal, P. for “The New York Deaf-Blind Collaborative.”

2. **$306,900**  
   **NATIONAL INSTITUTES OF HEALTH** to Weinstein, D. for “Signaling Mechanisms Coordinating Cell Fate Determination and Morphogenesis.”

3. **$292,748**  
   **NEW YORK CITY BOARD OF EDUCATION** to Gaudette, H. for “Townsend Harris High School/Queens College Collaboration.”

4. **$204,951**  
   **NEW YORK CITY BOARD OF EDUCATION** to Ludman, A. for “Title IIB Mathematics Science Partnership Program.”

5. **$174,999**  
   **NATIONAL SCIENCE FOUNDATION** to Melendez, A. for “RIG: Role of Bec-1 Mediated Autophagy in Aging and Fat Metabolism.”

6. **$158,780**  
   **UNITED STATES DEPARTMENT OF AGRICULTURE** to Baker, M. for “Rotation Distance and Resistance Management in Colorado Potato Beetle: Is Movement a Cost of Resistance?”

7. **$135,000**  
   **NATIONAL SCIENCE FOUNDATION** to Hickerson, M. for “Collaborative Research: Testing Biogeographic Models of Community Assembly, Colonization . . . Bayesian Models.”

### QUEENSBOROUGH COMMUNITY COLLEGE

1. **$1,050,944**  
   **NATIONAL INSTITUTES OF HEALTH** to Schneider, P. for “QCC Bridges to the Baccalaureate Program.”

2. **$617,328**  
   **NEW YORK STATE DEPARTMENT OF EDUCATION** for Sponsored Programs, Office of VTEA.

3. **$261,920**  
   **NEW YORK STATE DEPARTMENT OF EDUCATION** to Jean-Pierre, P. and Simmons, S. for “Liberty Partnership – Project PRIZE.”

4. **$208,032**  
   **NEW YORK STATE DEPARTMENT OF EDUCATION** to Jean-Pierre, P. and Guneid, R. for “CSTEP.”

5. **$107,355**  
   **NEW YORK STATE DEPARTMENT OF EDUCATION** to Bateman, K. for “Adult Literacy.”

### COLLEGE OF STATEN ISLAND

1. **$1,044,578**  
   **UNITED STATES DEPARTMENT OF EDUCATION** to Sanders, J. for “Comprehensive Program to Improve Teacher Quality through Discovery Teaching Approaches.”

2. **$580,650**  
   **NEW YORK STATE OFFICE OF MENTAL RETARDATION AND DEVELOPMENTAL DISABILITIES** to Freedland, R. for “Center for Developmental Neuroscience Fellowships.”

3. **$467,268**  
   **NEW YORK STATE OFFICE OF SCIENCE, TECHNOLOGY AND ACADEMIC RESEARCH** to Yang, N. for “Center for Engineered Polymeric Materials (CART).”

4. **$352,741**  
   **NATIONAL INSTITUTES OF HEALTH** to Naider, F. for “Peptide-Cell Interactions in Saccharomyces Cerevisiae.”

5. **$311,301**  
   **NEW YORK STATE DEPARTMENT OF EDUCATION/ VOCATIONAL & TECHNOLOGY EDUCATION ACT** for “Perkins III.”

6. **$206,880**  
   **NATIONAL INSTITUTES OF HEALTH** to Banerjee, P. for “The 5-HT1A Receptor and Brain Development.”

7. **$150,522**  
   **NEW YORK CITY DEPARTMENT OF HEALTH & MENTAL HYGIENE** to Kijne, H. for “Creative Exchange.”

8. **$120,700**  
   **HOSPITAL LEAGUE 1199** to Kijne, H. for “1199HC4 Program.”
9. $100,000 UNITED STATES DEPARTMENT OF EDUCATION to Kress, M. for “Title III Strengthening Institutions Program: Creating aFaculty Development Program.”

YORK COLLEGE

1. $1,200,000 UNITED STATES DEPARTMENT OF EDUCATION to Meleties, P. for “Fostering African American Students’ Talent (FAST).”

2. $425,527 NATIONAL INSTITUTES OF HEALTH to Levinger, L. for “The Head of the trNase Z Recognition and Binding Domain.”

3. $149,650 NATIONAL SCIENCE FOUNDATION to Meleties, P., Schleifer, S. and Khandaker, N. for “Pathways to Earth Science Education.”

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

Thank you, Mr. Chairman. Let me also express my condolences to Trustee Frieda Foster-Tolbert. Frieda, before you walked in, our Chairman spoke very eloquently and very passionately and sympathetically about Terence and he was a remarkable guy and he did extraordinary things for this city. Our sympathies are very much with you during this difficult period.

Chairman Schmidt and I, along with President Bill Kelly and a former provost of Columbia University, Jonathan Cole were recently on a trip in China, specifically in Jiangsu Province where we are making extraordinary progress in developing relationships for our PhD programs in the sciences. I wanted to thank you, President Kelly, for your very good advice and counsel during that trip, and Jonathan Cole did a wonderful job as well. The gentleman that sits to my left is a very modest man, but while we were over there he was given an extraordinary honor, something that all of us should take great pride in: he was made an Honorary Citizen of Jiangsu Province, and I was at that event. I have not been to an event that was more regal than that. Congratulations from all of us. We are very touched by you being recognized in that important way and the relationships that we are trying to establish, I think, will go a long way to building some of our great PhD programs in the sciences.

Chairman Schmidt stated that the closest thing in the 21st Century to the experience of royalty is being the guest of a communist government.

Chancellor Goldstein continued with his oral report stating that everyone has copies of a recent email news that I sent out talking about the state of the budgets both in Albany and in City Hall. We have been working very closely with Governor Paterson, with Budget Director Laura Anglin and others in anticipation of the Governor’s early release of the Executive Budget, which will occur next week on December 16th. This is a good month before the Governor traditionally releases his budget. He will also deliver his state of the state address in Albany on January 7th.

I do not need to remind the Board and others who are in attendance this evening that the fiscal challenges that we face in the state are quite severe and in many ways daunting. Those of us here most likely have not seen a crisis of this magnitude in our professional lives. But we will stand together, we will create an opportunity to have stabilization in our core academic offerings here, and our work with the Division of the Budget has been very helpful to us as we meet this challenge. But we have a lot of work ahead of us and we will be talking about the budget recommendations to you, the Board, later in this meeting around the budget for the next academic year for this University.

We are very active politically, not only quietly with the Governor and the Mayor and their principal staffs, but we are mobilizing as we do each year the community here at the University through the CUNY Legislative Action Council. They will have an initial meeting on January 8th and we are, along with SUNY, organizing an event in Albany to bring together all of the state legislators who attended public higher education colleges in New York State and we are expecting a very large turnout indeed.

I have asked five of our presidents to serve as borough coordinators as we move through this very contentious season in Albany and at City Hall. President Ricardo Fernandez will represent the Bronx, President Edison Jackson will coordinate activities in Brooklyn, President Tomás Morales will do the same in Staten Island,
President James Muyskens in Queens, and I have asked President Jeremy Travis to handle the events in Manhattan.

I have also directed Executive Vice Chancellor Allan Dobrin to coordinate three working groups that I asked to be formed to provide long term options to help us get through this very difficult and challenging fiscal time. I have reported on these working groups before. I have met with all of the three leaders, Vice Chancellor Malave, who is chairing a group that is examining the University’s expenditures, focusing primarily on discretionary spending and looking to protect our core services of instruction, research and student support and he is doing a marvelous job in really drilling down deep into the very core of our budget to advise me on options as we go forward. Vice Chancellor Weinshall is chairing a group that is looking into models that we could use to monetize our physical assets here at the University in innovative and creative ways that we have not utilized before. Lastly, Senior Vice Chancellor and General Counsel Rick Schaffer is leading a group to examine the Board of Trustees’ Bylaws or civil service rules and collective bargaining agreements. All three have been working tirelessly to develop initial ideas that we may have to tap into as we go through not only this year but next year as well, which we envisage to be a very difficult and challenging year.

Statement of Executive Vice Chancellor and Chief Operating officer Allan H. Dobrin:
Let me just do a very quick progress report on some of the progress we have made. Vice Chancellor Weinshall’s committee has already done a great deal of work. They have retained HR&A Advisors, Inc. (Hamilton, Rabinovitz, & Altschuler) to do an analysis of all of our properties. They identified seventeen properties and we asked HR&A Advisors to do a number of things: to do a site analysis to try to get a sense of which of these properties give us the greatest opportunity to save some money; do a zoning and market analysis of those sites; and then doing some financial modeling to take a look at how we can best utilize the assets. We have a preliminary report back from HR&A Advisors. They have identified four sites as having a very high probability for us to utilize, three for possible sale, a sale or lease back, and one for revenue generation. They have identified four sites with moderate potential and eight sites which they felt were not worth pursuing. We have now asked them to go back to what we felt were the five best sites and try to determine whether or not we should proceed with those. We will have that answer back in the next month or so.

Ernesto’s committee has taken a real look at our budget, and we are really looking at where every single dollar is and then micro-analyzing each of the categories of the budget. We are then taking all of these funds and putting them into three categories. The first is, as the Chancellor said, our core services and that is the category we expect that will be touched the least if the budget were to continue to deteriorate. The second is what we call support services, things like public safety, which we would take a look at whether we are doing it at the proper level or not. Then the third is all of the activities that the University does, are good societal things to do and we are all very proud of doing them, but not something a university has to do. We will take a look at whether or not it makes sense to continue doing those activities.

We are then going to do a number of analyses on these. We are going to take a look at longitudinal analyses, to see in what areas we have been growing, and whether that makes sense or not. We are going to take a look at different bench markings, so we would take a look at how much we are spending on information technology compared to other universities. We are fortunate that we have twenty-three responsibility centers in the University, so we have the ability of comparing each of those to each other. We could look, for instance, at whether or not we are spending well, how much we are spending in IT at Queens College versus Brooklyn College, and see which way we should be trending that. Lastly we are going to be taking a look at restructuring opportunities that we have not had in the past. As reported out we have saved about $51 million over the last five years in restructuring productivity initiatives. Now that we are doing CUNYFirst, we have a lot of additional technology opportunities. Just to give you an example of something to look at, right now each college provides benefits advice to people at the college. We are thinking about consolidating that. If you did that, you would need less people to do it if you did it in one place. But just as importantly, we could do more specialization. So you get the Great White Whale doing more with less. It is a rare opportunity to do more with less but we really have some opportunities now that our technology is better.

Last, General Counsel and Senior Vice Chancellor Schaffer is heading up a committee which we call “the enabling committee” because there are many difficult things we have got to get done in order to follow through on the other two committees’ recommendations. Rick is taking a look at the Board of Trustees Bylaws and he is looking at
CUNY Civil Service and labor contract interpretations to see if there are changes we need to make so that we can be as productive going forward as we hope to be.

Chancellor Goldstein continued with his oral report stating that we are still at a very preliminary and nascent stage of development here and at some point when we get a working plan we will be expanding these committees to bring in more people across the University, certain board members, presidents and others at the University to try to come up with an action plan that we hopefully will not have to invoke in certain instances, but just to be prepared as we did last year when we were successful in managing an unanticipated problem of magnitude that we had not seen in a while.

Let me comment briefly on the city budget. The Mayor has recently issued the November financial plan, and as many of you know, it included budget reductions to CUNY totaling over $5 million in the current fiscal year and in the next fiscal year it is envisioned to be about $9.5 million. In order to mitigate the effects of these cuts on our community colleges we have identified about $2.5 million in University-wide reserves and program savings, therefore bringing down the reduction target to the colleges to about $2.6 million for this fiscal year. However, and I want to emphasize this, the data are deteriorating and we have not seen an inflection point at all at this point the curve continues to be negative in its trajectory. The Mayor will be issuing his next financial plan update in January and I would be very surprised if there would not be further opportunities for City government to really reduce further our operating dollars for fiscal year 2010, beyond the 9.5 that was planned several months ago. We will need to wait to see how that works out.

I want to thank Executive Vice Chancellor Allan Dobrin, Vice Chancellor Ernesto Malave and Vice Chancellor Iris Weinshall for their testimony before the New York City Council of Higher Education Committee just a few weeks ago on November 20th regarding the impact of the November financial plan for CUNY.

We are also working with the Mayor and his staff and with the Daily News to sponsor the very first “Your Money HelpLine.” This is modeled after the very successful program that Senior Vice Chancellor and Secretary Jay Hershenson developed around immigration and citizenship. This program will take place from Monday, December 15th through Friday, December 19th, from 9 A.M. to 7 P.M. and we anticipate that we will have large numbers of people from the University with backgrounds that we believe could be very helpful in giving advice to people who are in great distress and really do not have the background to be able to manage some of the affairs that they are being confronted with.

We are also cosponsoring a conference on February 3rd, with Crain’s New York Business and the New York City Partnership on how to boost New York's economy. Guest speakers will include Jamie Dimon from JPMorgan Chase and Mayor Michael Bloomberg, who will give the afternoon address.

On the federal level we at this University have taken a real leadership role in helping to mobilize all of the very top public universities in the United States a call to action. This was an idea that we discussed with Vartan Gregorian of the Carnegie Corporation of New York and we have a small working group that consists of our Chairman Benno Schmidt, myself, Mark Yudof, the president of the University of California system, Michael Crow, the president of Arizona State University and Vartan Gregorian. As of maybe half an hour ago we have over twenty institutions signing on to an action plan that was developed by Benno, myself, and a few others in this working group to anticipate the stimulus package on infrastructure that President-elect Obama is anticipated to announce very shortly after he takes office. The idea is to get public universities’ needs in infrastructure pretty high up in the cue as governors work with the President-elect to obtain investment in infrastructure. Most of the work, of course, has been around bridges and tunnels and roads. Schools have been discussed, but we really have not discussed public university needs as well. We have already submitted a plan that went to Governor Paterson. SUNY is in the process of doing the same thing and we are very optimistic that this initiative will get the attention of the new President-elect and hopefully we will start to see some investment in areas across the United States of public universities that we have not seen in a while. This is only iteration one of a much more ambitious strategy of really trying to get government to understand how important public higher education is here in the United States. We often reflect on what Abraham Lincoln did in creating the Morrill Act, and President Truman in creating the GI Bill and the mission agencies that resulted right after World War II—the National Science Foundation, the National Institutes of Health, the National Endowment for the Humanities—all of these institutes that have had a dramatic effect in building up the rich
research universities here in the United States. There is a call for action now as we look and see what is happening in the United States relative to what is happening around the world. We must invest in public higher education, we must produce more teachers that are qualified to teach subjects that we find difficulty in attracting. We must graduate students in greater numbers. We must retain students in greater numbers. We must do things that we have not been as successful as we need to be, but it is going to require a very serious investment. I am very pleased to work with our Chairman in getting these ideas out into the public domain and we will see how we succeed. I am delighted so far by the enormous number of responses that we have received from some of the very top public universities that have indicated that they are prepared to help in any way that they can.

We are also looking to renew our campaign for investing in the University. We had a very successful campaign for CUNY that we finished five years earlier than we believed we would finish. We reached our goal of $1.2 billion. I am in the process now of meeting with a number of presidents, their senior staff, development and the volunteers that work with them at our foundations to try to get a sense of how we can best position our campuses for even deeper opportunities. I have been delighted and I think our presidents have done an extraordinary job and the Board ought to be very pleased--and I am sure all of you are--about how successful so many of our presidents have been. This is really just the beginning for this University. We do not have a long tradition at CUNY in doing the kinds of things that so many of the privates have done so successfully for such a long period of time and I would say many of the publics as well. I think the opportunities are there. Obviously it is a difficult time to raise money, but I do not think you stop even at a time of downturn, you have to keep on moving and I will be working with the presidents as we continue to invigorate this important activity.

Our enrollment continues to soar. We now have over 244,000 students studying for degree programs here at this University and an equivalent number studying in programs that are not leading to a degree but are leading to skills that are needed to be developed in order for people who are coming to our institutions to improve their lives.

SAT scores continue to rise. Applications continue to rise as well. I am a little concerned about the rapid rise because we have physical constraints on our campuses and for me it is important to increase our enrollment by retention. We are making wonderful progress on that as well.

Because the University’s reputation has been burnished in very significant ways over the past few years, Mr. Chairman, because our pricing structure is certainly competitive with respect to many other institutions, we have a wonderful opportunity to continue to have an important impact in the society, but we also have to be very careful about doing more than we may be able to do, but we will watch this very carefully.

This is our first Board meeting since Mayor Bloomberg and Speaker Sheldon Silver along with other city and state officials authorized the full funding finally for Fiterman Hall. We have the money in place, and I said to President Antonio Perez on the morning of September 12, 2001, when we looked at the devastation downtown, that we will get this done. It took a long time, Antonio, but the Mayor and the Speaker stepped up here and the full funding for Fiterman is now in place. Congratulations that we finally got that done.

Mr. Chairman, this is also our first Board meeting since our announcement of the successful implementation of the Board’s approval of moving the School of Social Work at Hunter College to East Harlem, and the generous gift of Lois and Samuel Silberman and the New York City Community Trust, and certainly with the exemplary support of Governor Paterson and the state legislature. Congratulations, President Raab. This is a great institution. The School of Social Work at Hunter has always had an exquisite reputation but its best days are ahead with a new facility that will be built.

Mr. Chairman, we are also working very closely with the DOE in ways that this University has never worked with the DOE before. I spoke to Chancellor Joel Klein months ago and I said that we really have to work in partnership to insure to the degree that we can that when students leave the DOE with a diploma that they are ready to succeed at our University. Quite frankly too many of those students that are graduating from the DOE schools are just not ready and all of us who are educators understand this and we celebrate some of our successes but we also lament the fact that too many students are slipping through the cracks. Chancellor Joel Klein gets it and as a result of that we now have a very serious effort that is being managed on our end by Dean John Mogulescu and on the DOE’s end by Chancellor Joel Klein’s Chief of Staff Photo Anagnostopoulos. Photo and John are working together and Chancellor
Joel Klein and I will be meeting with that committee in the next week or so just to see the progress. The working group's goal is to develop a blueprint for college readiness and success. It could not have come at a more fortuitous time because this is the primary focus now of the Gates Foundation, if you read their literature, and we will be jumping ahead of the curve here in ways that we might be able to partnership with the Gates Foundation as we develop data sets that will better inform how we do our business.

Kudos to the High School of American Studies at Lehman College and the Queens High School of Science at York, both of which were listed among the top hundred high schools in the United States by New York News & World Report.

All of you know about CUNY Month, which always takes place in November. We had over 500 events and activities that took place during this month and we are heavily promoting the winter session at this University, but starting in the winter session. It is called “Get a Jump on January” and the material is in front of you.

Congratulations to Vice Chancellor Ernesto Malave who was presented with the Hispanic Professional Leadership award by the New York City Chamber of Commerce. That took place last Friday. Congratulations to you, Ernesto.

Congratulations to Senior Vice Chancellor and Secretary Jay Hershenson on being selected as the 2008 recipient of the Marvin D. “Swede” Johnson Achievement Award for his exemplary dedication to CUNY and his outstanding contributions to state relations on behalf of the University. Jay, congratulations.

I was very pleased with the work of the Graduate Center and the Recruitment & Diversity Unit of Vice Chancellor Waters’ Office of Human Resources Management for successfully hosting the Higher Education Recruitment Consortium’s Conference this year entitled “Making Excellence Inclusive: Promoting Diversity in Higher Education.” Congratulations to you.

Congratulations to Dolores Fernandez, our President of Hostos on being selected to receive the Alfred G. de los Santos Junior Distinguished Leadership Award in Higher Education, a wonderful award.

Congratulations to President Regina Peruggi on being presented the Educational Trailblazer Award by Brooklyn District Attorney Charles Hynes in recognition of her outstanding contribution to education over the years.

Finally, there are many publications in your packets and I just ask you to take a look at them because they really present a blueprint of so many things that we will be doing over the next several months. That concludes my report, Mr. Chairman.

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

**NO. 1. CHANCELLOR’S UNIVERSITY REPORT:** RESOLVED, That the Chancellor’s University Report for December 8, 2008 (including Addendum and Errata Items) be approved:

**EXPLANATION:** The Chancellor’s University Report consists of standard resolutions and actions of a non-policy nature which require approval by the Board of Trustees.

**NO. 2. APPROVAL OF MINUTES:** RESOLVED, That the minutes of the regular Board meetings and Executive Session of September 22, 2008 be approved.
NO. 3. COMMITTEE ON FACILITIES PLANNING AND MANAGEMENT: RESOLVED, That the following items be approved:

A. BARUCH COLLEGE – CONSULTANT CONTRACT FOR THE RENOVATION OF THE FIELD BUILDING AT 17 LEXINGTON AVENUE:

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 Davis Brody Bond Aedas for professional design and design services during construction as required for the Field Building at Baruch College, CUNY Project No. BA800-009. The contract cost shall be chargeable to the State Capital Construction Fund for an amount not to exceed $13.5m. The contract shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: Baruch College intends to renovate fully the 285,000 gross square foot 1929 Field Building at 17 Lexington Avenue. This project, Phase I of the renovation, will include an upgrade of the aging building’s infrastructure and the renovation of four full floors to accommodate new classrooms and offices, as well as a restoration of the 1,500-seat Mason Hall Auditorium. The existing building infrastructure is largely obsolete; the finishes are worn out and deficient; the existing building floor lay-outs are unsuitable for the requirements of current pedagogy. Phase I of the renovation will also include upgrades to the existing high school space to create “swing space” required for the renovation of the occupied building.

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

Fee negotiations with Davis Brody Bond Aedas are underway and are expected to be concluded shortly. This board resolution is being submitted prior to a final resolution of contract negotiations, so that the design work on this important project can begin once the resolution is passed and a contract is executed.

Statement of General Counsel and Senior Vice Chancellor Frederick P. Schaffer:
Just a brief comment with respect to Cal. No. 3.A., Trustee Charles Shorter advised me some months ago of his connection to the firm of Davis Brody Bond Aedas, and his desire to recuse himself from any considerations relating to that firm. They were selected as part of a competitive process in which Trustee Shorter played no role and he will not be voting on this item at today’s meeting.

B. BRONX COMMUNITY COLLEGE – CAFETERIA BOOKSTORE RENOVATION AMENDMENT:

RESOLVED, That the Board of Trustees of The City University of New York hereby amend the resolution adopted at its meeting of September 24, 2007, Calendar No. 4B, for the Cafeteria and Bookstore Renovation project at Bronx Community College. This resolution authorizes only an increase in the approved amount from $2,769,000 to $4,938,300, as follows: increase from $1,000,000.00 to $3,169,300 the sum charged to the State Capital Construction Fund, Project No. BX012-002. This resolution changes no other term of the resolution passed on September 24, 2007. This resolution does not alter, but continues, the sum of $1,769,000 previously charged to the City Capital Budget, Project No. BX012-002.

EXPLANATION: The City University of New York publicly advertised the solicitation of bids for this project and received several bids, each of which exceeded the sum allocated to this project. Bronx Community College obtained additional funds for the Cafeteria Bookstore Renovation to cover the cost of the base bid from the lowest responsible and responsive bidder.

C. LAGUARDIA COMMUNITY COLLEGE – AMENDMENT TO COMMERCIAL LEASE AGREEMENT AT 29-10 THOMSON AVENUE, LONG ISLAND CITY, NEW YORK, NY:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Senior Vice Chancellor for Legal Affairs to execute an amendment to a prior resolution (Cal. No. 7B, February 22, 1999) in order to extend and modify the lease with E. Gluck Corp., a commercial tenant at 29-10 Thomson Avenue, Long Island City, New York. The agreement shall be subject to approval as to form by the University Office of General Counsel.
EXPLANATION: The building located at 29-10 Thomson Avenue in Long Island City was acquired by the University in 1998 on behalf of LaGuardia Community College. At the time of closing the building was partially occupied by a commercial tenant who has remained at the site under a lease that is about to terminate. The tenant currently occupies parts of the 1st and 8th Floors and the entire 5th and 6th Floors for a total of 237,577 square feet of space. The leased space is used primarily for light manufacturing and storage. The University’s long term plans are to recapture these floors and renovate the space for classroom use for LaGuardia Community College. In the interim, the proposed lease amendment will extend and modify the current rental agreement with the tenant.

The proposed lease amendment will extend the term of the tenant until December 31, 2020. Both the University and the tenant will have the right to terminate the lease anytime after December 31, 2012. The current base annual rent is $1,855,035 ($7.81/SF). The new base annual rental payable by the tenant will be increased to $2,702,600 ($11.38/SF). The rent will also be subject to annual increases pursuant to a CPI (Consumer Price Index). The tenant will be responsible for cleaning and maintaining the leased area. The University will responsible for structural and exterior repairs.

D. BARUCH COLLEGE - MASTER PLAN AMENDMENT:

RESOLVED, That the Board of Trustees of The City University of New York approve an Amendment to the Baruch College Master Plan, which has been developed to accommodate the anticipated needs of the College.

EXPLANATION: In 1986, the Board of Trustees of the City University of New York approved a Master Plan for Baruch College. In June 2007, the City University of New York retained the architecture and planning firm FXFOWLE to amend the 1986 Master Plan. This Amendment to that Master Plan proposes strategies to address the College’s anticipated growth and the need to modernize facilities on campus to provide adequate instructional space and student support services.

Baruch College is located on Lexington Avenue in Manhattan. Built on the site of New York City’s first Free Academy, Baruch College has more than 150 years of history. The campus consists of five permanent buildings and one leased facility. These facilities provide a total of 822,834 net assignable square feet (NASF).

Based on the Fall 2006 enrollment of 12,720 full-time equivalent students (FTES), the College has a current space need of 887,862 net assignable square feet (NASF) based upon benchmarking Baruch College against similar four-year institutions. The current conditions represent a deficit of 65,028 NASF.

This Master Plan Amendment is based on a projected 2015 college enrollment of 12,853 FTES, requiring a total of 917,376 NASF. With the proposed elimination of temporary and infill buildings the projected conditions represent a deficit of 43,468 NASF (78,000 GSF). To meet this projected space need, the Master Plan Amendment calls for new construction and the renovation of existing facilities.

E. THE CITY UNIVERSITY OF NEW YORK – FIVE-YEAR CAPITAL BUDGET REQUEST, FY 2009-10 THROUGH FY 2013-14:

RESOLVED, That The City University of New York Board of Trustees approve a five-year Capital Budget Request for Fiscal Years 2009-10 through 2013-14 of approximately $5.24 billion. This request includes approximately $5.15 billion for major bonded projects authorized by The City University Construction Fund to address condition assessment, infrastructure, and programmatic initiatives. These projects shall be funded through bonds sold by the Dormitory Authority of the State of New York with debt service payments appropriated by the State of New York and the City of New York, and through bonds sold by the City of New York. The Request is comprised of: $4.5 billion in new bonded and minor rehabilitation funding requested from the State, $1.1 billion of which is required to complete existing projects; $706 million in new bonded and minor rehabilitation funding requested from the City, $94 million of which is to complete existing projects; and be it further

RESOLVED, That the Master Plan for the University be and is hereby amended as necessary to provide for the capital proposal.
NOTE: See Appendix K

EXPLANATION: The FY 2009-10 through FY 2013-14 Capital Budget Request includes funds for major new construction, rehabilitation, and capital equipment in support of the University's mission. As in previous plans, this request focuses on completion of existing projects, and critical health, safety, code compliance, and rehabilitation projects, while recognizing the need for expansion and modernization of facilities as called for in campus master plans. In formulating specific projects under this plan, an effort will be made where possible to leverage available University real estate resources through public-private development.

Every year, the University is required to submit a five-year capital plan to the State Division of the Budget and the City Office of Management and Budget. The FY 2009-10 Request represents an update to the current five-year plan. The projects included in the plan originate at the campuses and are prioritized following Board of Trustees criteria (see below).

In 1998, the State provided the University with a fixed five-year capital plan. When that fixed plan ended in 2003-04, the University was provided with rolling multi-year plans that included both re-appropriated funds that had not yet been bonded and additional new requests. These rolling multi-year plans continued until 2008-09, when the University received a new fixed five-year plan. However, the State recognizes that additional funding may be needed before the close of this new fixed five-year plan. In May 2005, for the first time, the Mayor of the City of New York provided the University with a multi-year appropriation from the City. The FY 2009-10 Capital Budget Request reflects City commitments for the community colleges and Medgar Evers, in line with the NYC Office of Management and Budget Commitment Plan.

Summary of Active and Proposed Capital Projects

Since 1998, The City University has received more than $5.2 billion from the City and State to upgrade existing facilities and to build major expansions. The current Request includes funding to complete previously-approved projects that were started with partial funding from prior years, as well funding for unforeseen conditions, escalation, and economic changes. Project highlights include (note: A = Acquisition; D = Design; C = Construction; E = Equipment):

- CUNY-Wide – Advanced Science Research Center Phase I (CE $84,722,000)
- City College – New Science Facility (CE $54,700,000)
- CUNY Law – New Law School Facility (ACE $205,000,000)
- Hunter College – School of Social Work (E $6,318,000)
- Lehman – Central Utilities Plant (C $77,677,000)
- New York City College of Technology – Academic Building I (CE $148,000,000)
- Queens – Science Upgrades Phase II (DC $67,451,000)
- York College – Academic Core Building Dewatering (DC $35,000,000)
- Bronx Community College – Campus Utility Upgrades, Phase I (C $21,300,000)
- Kingsborough Community College – Mechanical Infrastructure Upgrades, Phase I (C $5,000,000)
- Queensborough Community College – Electrical Upgrades (DC $18,702,000).

Funding is requested to support a key initiative of the 2009-10 through 2013-14 Capital Program: Critical Maintenance. This encompasses projects intended to bring CUNY campuses to a state of good repair, to include repair of interiors, building envelopes, roofs, mechanical systems, electrical systems, chiller and boiler plants, and fire alarm systems. An estimated $1.87 billion is needed to implement this initiative. This includes $1.11 billion in funding for individual projects and $757 million in critical maintenance lump sum funding.

Funding is requested to continue successful CUNY-wide programs initiated in prior budget plans, including:

- CUNY-Wide Senior Colleges – Health & Safety, Facilities Preservation and ADA (DC $369,112,000)
- CUNY-Wide Senior Colleges – CUNY FIRST and Educational Technology Upgrades (E $203,000,000)
- CUNY-Wide Senior Colleges – Science Lab Upgrades (DCE $47,521,000)
- CUNY-Wide Senior Colleges – Science & Technology Equipment (E $25,000,000)
- CUNY-Wide Community Colleges – Health & Safety, Facilities Preservation and ADA (DC $186,214,000)
- CUNY-Wide Community Colleges – CUNY FIRST and Educational Technology Upgrades (E $17,800,000)
• CUNY-Wide Community Colleges – Science Lab Upgrades (DCE $7,183,000)

Criteria for Prioritization of the FY 2009-10 through FY 2013-14 Request

1. CUNY-wide projects to ensure health, safety, security, and compliance with codes, including ADA and asbestos-related regulations
2. Individual campus projects that were started with partial earlier funding and need completion of funding
3. Projects to upgrade existing science facilities and provide new science instruction and research facilities
4. CUNY-wide technology projects, including infrastructure upgrades, systems engineering, and new equipment
5. CUNY-wide facility and infrastructure preservation projects
6. Individual campus renovation projects similar in scope to the CUNY-wide project types listed above
7. New construction of space needed for academic programs, with projects ranked in order of overall campus space deficiency. Highest priority is assigned to classroom and instructional laboratory facilities and to the replacement of temporary or leased space with permanent space
8. CUNY-wide projects to meet energy conservation and performance objectives
9. CUNY-wide and individual campus projects for purposes other than those listed above

Statement of Vice Chancellor Iris Weinshall:
Thank you. You have a handout which we prepared going over the Capital Budget. As Trustee Shaw pointed out, the request is for FY 2009-2010 through 2013-2014 and this will be our new five-year capital plan. We are requesting a total of $5.2 billion, $3.8 billion for senior colleges and $1.3 billion for community colleges. As everybody on the Board is aware, the state provides 100% of the funding for the senior colleges and 50% for community colleges, the other 50% coming from the City of New York.

We prioritized our projects in this request as follows: Our main priority this year is critical maintenance, and I think as the Board is aware last year we were given an allocation of $284 million for critical maintenance projects, and we are told that the state--this was a five-year plan--will be putting in another $284 million in our budget for critical maintenance. We are going to be completing active and ongoing projects, projects like the West Quad building at Brooklyn College, as well as the SAUDLA building out at City College. We are still continuing with the Chancellor’s initiative of building projects that support the Decade of Science. I would like to advise the Board that we have broken ground on the ASRC complex out at City College and we are proceeding with Remsen Hall out of Queens College at a very quick place. Then there will be individual campus projects, ones that are not as large as some of these capital projects but, nonetheless, are very important to the individual campuses. Mr. Chairman, I think that if any of the Board members have any questions, we have the handout and I am prepared to answer any questions.

F. NEW YORK CITY COLLEGE OF TECHNOLOGY - MAIN CAMPUS FIRE ALARM SYSTEM:

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to execute a contract with the firm of Johnson Controls, Inc. to purchase services and equipment to complete the installation of a fire alarm system at New York City College of Technology under existing New York State Office of General Services Contract No. 63103. The total cost of all such purchases shall be chargeable to the State Capital Construction Fund, Project No. 2807909999 for an amount not to exceed $586,584.

EXPLANATION: New York City College of Technology will use these services and equipment to complete the installation of a fire alarm system serving its main campus, including Namm Hall, the Allied Health Center, the “G” Building and the Namm Hall Atrium.

G. YORK COLLEGE - CLASSROOM BUILDING FIRE ALARM SYSTEM:

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to execute a contract with the firm of Johnson Controls, Inc. to purchase services and equipment to design and install the Classroom Building Fire Alarm System at York College under existing New York State Office of General Services Contract No. 63103. The total cost of all such purchases shall be chargeable to the State Capital Construction Fund, Project No. 2807909999 for an amount not to exceed $570,000.
EXPLANATION: York College will use these services and this equipment for the installation of a Fire Alarm System in the Classroom Building.

H. COLLEGE OF STATEN ISLAND – GUARANTY FOR THE NEW RESIDENCE FACILITY

RESOLVED, That the Board of Trustees of The City University of New York, in support of a residence facility at the College of State Island, authorize the General Counsel and Senior Vice Chancellor for Legal Affairs to negotiate, approve and execute agreements with other parties, as necessary, to guarantee payment of the debt service associated with the financing of the residence facility.

EXPLANATION: Construction of the 607-bed residence facility to be built on the campus of the College of Staten Island (“Residence Facility”) is scheduled to begin in early 2009 and is expected to be complete for the Fall 2010 academic year. Several sources will be available to pay debt service on the tax-exempt bonds to be issued by the New York City Housing Development Corporation (“HDC”) for the construction, development and operation of the Residence Facility. Those sources include: $1,600,000.00 from the College of Staten Island Auxiliary Services Corporation, Inc. and The College of Staten Island Foundation; monies deposited in the capitalized interest fund, the debt service reserve fund and other funds and accounts established in connection with the HDC financing; and, revenues derived from the operation of the Residence Facility. However, due to conditions in the current financial market, non-recourse financing of the Residence Facility is not available. CUNY will be required to guarantee payment of debt service to the extent that the funds referred to above prove to be insufficient and no other funds are available. The guaranty will remain in effect until occupancy of the Residence Facility is stabilized. American Campus Communities Operating Partnership LP (“ACC”), an affiliate of the developer of the Residence Facility, will obtain a standby letter of credit in the amount of $5,000,000.00 for the benefit of CUNY which will permit CUNY to draw down on the letter of credit in the event a demand is made upon CUNY to pay debt service. If CUNY draws down on the letter of credit, it will be deemed a loan by ACC to CSI Student Housing LLC (a subsidiary of the College Auxiliary Enterprises Corporation, and the ground lessee and owner of the Residence Facility).

Note: On April 30, 2007 (Cal. No. 4.I), the Board approved a resolution authorizing the General Counsel and Vice Chancellor for Legal Affairs to negotiate, approve and execute an agreement to provide pre-development services in connection with the Residence Facility. By further resolutions adopted on June 23, 2008 (Cal. No. 6.C), the Board requested the Dormitory Authority of the State of New York to enter into a ground lease of the proposed site of the Residence Facility, and authorized the General Counsel and Vice Chancellor for Legal Affairs to negotiate, approve and execute agreements relating to the development, management and operation of the Residence Facility. Copies of the referenced resolutions are attached.

NO. 4. (ADDED ITEM) THE CITY UNIVERSITY OF NEW YORK – AMENDMENTS TO INTELLECTUAL PROPERTY POLICY:

RESOLVED, That the Board of Trustees of The City University of New York approve the following amendment to Section V.E. of the University’s Intellectual Property Policy:

E. Intellectual Property Committee.

* * *

2. Composition. The Intellectual Property Committee shall consist of at least nine members. The [Executive] Vice Chancellor for Research [for Academic Affairs] or designee (who shall serve as chair of the Committee) and the President of the Research Foundation or designee, shall be members. The Chair of the University Faculty Senate, or a person designated by the Chair, shall select the remaining members of the Committee, taking into account the recommendations of the Chancellor. Membership of the Committee shall, insofar as possible, consist of individuals who have generated copyrighted or patented materials and should collectively represent a diversity of types of such materials (i.e., textbooks, biotechnology, software, etc.) The General Counsel of the Research Foundation shall serve as staff to the Committee.
3. **Subcommittees.** The Chair of the Intellectual Property Committee shall appoint from among the membership of the Intellectual Property Committee a Copyright Subcommittee responsible for the review of disclosures of Copyrightable Works, and a Patent and Technology Subcommittee responsible for the review of disclosures of Inventions, Trade Secrets and Know-How, and Tangible Research Property. Each subcommittee shall, insofar as possible, consist of at least five members, a majority of whom shall have generated copyrighted materials, in the case of the Copyright Subcommittee, or patented materials, in the case of the Patent and Technology Subcommittee. The Chair of the Intellectual Property Committee or designee shall serve as chair of the subcommittees. In connection with the review of the disclosure of a particular invention, the Chair of the Patent and Technology Subcommittee may convene a meeting limited to those members whose areas of expertise are most relevant to the subject of the invention.

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

**EXPLANATION:** At the time the Board adopted the Intellectual Property Policy, the position of Vice Chancellor for Research had not been created. These amendments are intended to reflect the role of the Vice Chancellor for Research and to permit the Vice Chancellor to have his or her designee serve as chair of the Committee on Intellectual Property or its subcommittees and to permit the chair of the Patent and technology Subcommittee to convene meetings of only those members whose areas of expertise are most relevant to the subject of the invention under review.

**Statement of General Counsel and Senior Vice Chancellor Frederick P. Schaffer:**
This is a very brief technical amendment to our intellectual property policy relating to the personnel who serve on the Intellectual Property Committee at the time that the Board originally adopted the Intellectual Property Policy. We did not then have a vice chancellor for research and with the creation of that position; it was felt appropriate that the vice chancellor for research, or her designee, would serve as the chair of the Intellectual Property Committee. This amendment simply reflects that change.

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

**A. THE CITY UNIVERSITY OF NEW YORK – INVESTMENT POLICY**

RESOLVED, That the Board of Trustees approve the Investment Policy set forth in Attachment I hereto.

**EXPLANATION:** This Investment Policy was drafted in consultation with the University’s new investment consultant, Cambridge Associates, and is intended to replace all prior policies adopted by the Board of Trustees relating to investments. The following is a summary of its principal provisions.

With respect to governance, the Investment Policy provides that except for the adoption and amendments thereto and the selection of the Investment Consultant(s), the Board of Trustees delegates to the Committee on Fiscal Affairs and its Subcommittee on Investments, acting as fiduciaries for the Board, the responsibilities for overseeing the investment program. Those responsibilities rest primarily with the Subcommittee on Investments, which shall report annually to the Committee on Fiscal Affairs and the Board of Trustees. The Subcommittee on Investments shall meet quarterly. It has broad authority, within the guidelines set forth in the Investment Policy, to make decisions, with the advice of the Investment Consultant(s) and the University’s Staff and Management with responsibility for the investment program, in such areas as asset allocation and choice of portfolio managers and to monitor quarterly investment metrics. The Vice Chancellor for Budget and Finance may, after consulting with the Chairperson of the Subcommittee on Investments, authorize emergency action on portfolio issues requiring immediate action that cannot await the scheduling of a meeting.

The Investment Policy establishes a real return target of 5% (as compared to the current nominal target of 9%), which represents a sound objective that eliminates the need to forecast the rate of inflation. In order to preserve principal, the Policy also establishes a spending rate of up to 5% of each account based on a 12-quarter rolling average. Flexibility is permitted to exceed that spending rate for non-endowed funds in special situations, subject to prior
approval by the Vice Chancellor for Budget and Finance. The Investment Policy also establishes a new asset allocation that provides the University the option of some limited investments in emerging markets, alternative investments and real assets. This allocation is intended to increase diversification, protect the portfolio from the dual risks of inflation and deflation and enhance the prospects that more college foundations will invest through the University managed portfolio.

CITY UNIVERSITY OF NEW YORK
INVESTMENT POLICY

1. Purpose of the Investment Policy Statement

This Investment Policy governs the management of the City University of New York’s (“CUNY”) Long-term Investments.

2. Background

CUNY’s Long-Term Investment Pool (the “Portfolio”) was created to serve the long-term financial needs of the participating colleges. Though permanent in nature, the Portfolio consists of both endowed and non-endowed assets. It therefore serves as an umbrella vehicle for multiple independent colleges, many of which have other long-term funds.

It is the aim of the CUNY Portfolio to become the preferred choice for colleges for placement of the long-term assets of the affiliated colleges. Such co-investment would clearly be beneficial for all parties involved as increased asset size would afford greater investment flexibility with higher return potential.

3. Responsibilities

A. The Board of Trustees serves as steward of the Portfolio and is responsible for approving this Policy and all amendments thereto and for approving the selection of the Investment Consultant(s). The Board hereby delegates all other responsibilities relating to the Portfolio to the Fiscal Affairs Committee and its Subcommittee on Investments, both of which serve as fiduciaries on behalf of the Board of Trustees.

B. The Fiscal Affairs Committee (“Committee”) shall provide broad oversight of the investment program, including an annual review of the work of the Subcommittee on Investments.

C. The Subcommittee on Investments (“Subcommittee”) shall be composed of trustees appointed by the Chairperson of the Board of Trustees with expertise and/or experience in the financial industry and one faculty member recommended by the University Faculty Senate for consideration for appointment by the Chairperson. The Subcommittee shall be responsible for the total investment program and will provide prudent oversight of the Portfolio in order to further the goals and mission of CUNY and the participating Colleges. More specifically, the Subcommittee shall be responsible for

   i. Developing objectives and strategies for the Portfolio consistent with this Policy.

   ii. Setting the asset allocation in implementation of the above strategy.

   iii. Meeting quarterly to review and evaluate asset allocation, quarterly investment results, various risk factors and to identify areas of improvement and/or correction; such meetings to occur after the release of quarterly results from the Investment Consultant.

   iv. Reporting annually to the Fiscal Affairs Committee and the Board of Trustees on asset allocation and performance of the Portfolio as well as other substantive matters, and

   v. Retaining and dismissing Investment Managers.
D. **CUNY Management and Finance Staff** shall be responsible for implementing Subcommittee decisions, administering the Portfolio, pre-screening Investment Managers for the Subcommittee’s consideration, rebalancing the Portfolio, presenting investment results; coordinating with the Investment Managers, Consultant(s) and Custodian and assisting the Subcommittee to fulfill its responsibilities as described above. In addition, the Vice Chancellor for Budget and Finance may, after consulting with the Chairperson of the Subcommittee, authorize action of Portfolio issues that require immediate action that cannot await the scheduling of a meeting of the Subcommittee. All such emergency actions shall be reported to the Subcommittee immediately in writing.

E. The members of the Subcommittee and CUNY Management and Staff shall adhere to the Code of Conduct and the Conflict of Interest Policy applicable respectively to trustees and employees.

F. Each Investment Consultant shall provide assistance to the Subcommittee and CUNY Management and Staff, as requested, on the development, implementation, and ongoing practice of investment guidelines and practices consistent with the Subcommittee’s mandate to provide prudent oversight of the Portfolio. Each Investment Consultant shall also assist CUNY Management and Staff and the Sub-Committee with the selection of investment managers and provide periodic investment ideas tailored to CUNY’s specific needs as well as provide investment performance measurement and advice concerning risk management strategies, primarily through asset allocation studies and diversification strategies. Each Consultant shall act as a fiduciary of the Portfolio.

G. Each Investment Manager shall be responsible for investing as a fiduciary with discretion the assets under its management and in reporting and communicating with the Subcommittee in accordance with the general and specific guidelines set by the Subcommittee and in compliance with industry standards.

H. Each Custodian shall be responsible for all needs relating to the custody and accounting of the Portfolio’s assets, including processing all Investment Manager transactions, related additions or withdrawals, as well as daily cash sweep of idle balances and securities lending; and reporting and communicating with CUNY Management and Staff, Investment Managers and Investment Consultant(s), in accordance with the general and specific guidelines set by the Subcommittee.

4. **Investment Objectives**

A. **The Financial Objectives** of the Portfolio are to provide continuous support to the operations of the participating Colleges through relatively predictable and stable annual spending, while at the same time preserving and enhancing the purchasing power of the Portfolio for the benefit of future generations of students.

B. **The Long-Term Investment Objectives** of the Portfolio are to (1) attain an average annual real (inflation-adjusted) total return\(^1\) at least equal to the Endowment’s annual spending rate of 5%, net of management fees; (2) outperform the Portfolio’s custom benchmark; and (3) outperform the median return of a pool of endowment funds with broadly similar investment objectives and policies both on an absolute and on a risk-adjusted basis.

In order to achieve the above objectives, CUNY has adopted the asset allocation as specified in the Appendix hereto. CUNY recognizes that the investment objectives may not be achieved in any single year. Instead, a longer-term horizon of 3-7 years shall be used in measuring the long-term success of the Portfolio.

5. **Spending Policy**

The Portfolio shall be managed according to the “total return” concept, which envisions the sources of spending as being from interest, dividends and capital gains.

To preserve the Portfolio’s long-term value, CUNY shall make available to be spent each year up to 5% of the Portfolio’s average market value for the preceding twelve quarters. The spending rate shall be calculated each fiscal

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\(^1\) Real total return is the sum of realized and unrealized capital appreciation (or loss) and current income in the form of dividends and interest, adjusted for inflation as measured by the Consumer Price Index.
For new gifts and/or endowments, CUNY shall add the market value of the new funds into each of the three prior years’ market value totals so that the full weight of the new funds is reflected in the spending rate calculation.

6. Asset Allocation and Portfolio Composition

The asset allocation of the Portfolio shall reflect a proper balance of CUNY’s investment objectives, risk tolerance and need for liquidity. To achieve this balance, the portfolio shall conceptually be divided into three parts: an equity portfolio, a diversifying assets portfolio, and a fixed income portfolio.

The purpose of the equity portfolio shall be to provide capital appreciation in order to meet the financial objective of supporting current operations while preserving, and preferably growing, the purchasing power of the fund. In order to meet the investment objectives, the equity portfolio shall be the dominant of the three sub-portfolios. CUNY recognizes that equity investments will most likely entail a substantial degree of volatility. The equity fund shall be invested in both U.S. and non-U.S. public and private equities.

The purpose of the diversifying assets portfolio shall be a) to provide additional diversification through investments in assets and/or investment strategies with attractive expected returns combined with low expected correlations with the traditional equity and fixed income holdings of the portfolio and b) to support the Portfolio through periods of unexpected high inflation through investment in assets and asset classes which are expected to perform well during inflation. The diversifying assets portfolio may include real estate, inflation-adjusted fixed income securities, commodities and natural resource-related stocks. The diversifying asset portfolio may also include hedged strategies, including strategies that use leverage and derivatives, and may encompass both public and private investment vehicles.

The primary purpose of the fixed income portfolio shall be to provide a hedge against the effects of a prolonged economic contraction. A secondary purpose shall be to contribute to overall return and to reduce the overall volatility of the total Portfolio’s returns. In order to achieve the primary purpose, investments should be made primarily in long-duration, non-callable or call-protected high quality bonds.

Given the long-term nature of the Portfolio, the policy allocation to cash and cash equivalents should normally be zero, but transitional cash positions may be held.

As noted above, the specific asset allocation with ranges as determined by the Subcommittee is contained in the Appendix hereto.

7. Diversification, Risk and Liquidity

The Portfolio’s investments shall be diversified both by Investment Manager, by asset class and within asset classes. The purpose of diversification is partly to enable higher returns with lower risk than would otherwise be achievable and partly to ensure that no single manager, security, asset class or specific investment style will have a disproportionate impact on the Fund’s aggregate returns.

As risk and return are related entities, the Subcommittee, assisted by the Consultant(s), shall consider risk along with returns in evaluating each portfolio, asset class or Investment Manager and shall ensure that risk, in its various forms, is monitored, evaluated and discussed on a regular basis.

Investment in alternative assets will often entail illiquidity. While such investments can be a natural part of a well-diversified portfolio, the Subcommittee shall consider the liquidity needs of CUNY and the affiliated Colleges and shall keep the illiquid investments at a level where illiquidity does not endanger regular spending, including in situations of negative portfolio returns.
8. **Rebalancing**

Assets shall be rebalanced back to their respective targets to ensure that the asset allocation remains an accurate reflection of the CUNY’s desired risk profile. The following methods shall be used: 1) rebalancing using cash inflows and outflows, 2) rebalancing annually in April or May using March 31st market values, and 3) rebalancing back to the target allocations should actual allocations move outside allowable ranges.

The Subcommittee may decide, as an appropriate investment tactic, to underweight or overweight a specific asset class within the allowable range for a time, in which case the automatic rebalancing back to target will not take place. Such decisions shall be recorded in the meeting minutes.

9. **Manager Hiring and Firing**

The Subcommittee shall not consider the selection of any Investment Manager without first setting a target allocation to a particular asset class and determining that a manager is needed to implement that allocation strategy.

The Subcommittee shall fairly and rigorously evaluate prospective Investment Managers. The Subcommittee shall strive to hire Investment Managers that are appropriate for the Portfolio’s risk-return profile, using industry best practices, which include a thorough examination of the firm’s organization, history, integrity, ownership structure and assets under management, the quality and stability of its key professionals and staff, the quality and consistency of its investment philosophy, strategy, decision-making process, its fit with the Portfolio’s objectives, its performance metrics, its record of compliance and its fee structure.

The Investment Consultant(s) and CUNY Management and Staff shall monitor and keep the Subcommittee up to date with respect to Investment Managers, including their compliance with this Policy, their investment performance, any significant changes in their organization, process or philosophy and all pertinent information regarding regulatory or disciplinary investigations, proceedings or findings and/or litigation.

Though active managers are hired to outperform their respective benchmarks, it is a commonly accepted fact that even strong managers may have periods of relative underperformance. Firing a manager due to short-term performance issues can often have a negative impact on a portfolio since manager performance tends to be cyclical, so that managers who underperform in one cycle often will outperform in the next and vice versa. The Subcommittee aims to have stable, long-term manager relationships. In that regard it plans to evaluate manager returns over various and appropriate time periods. However, a manager may be placed on a watch list in response to the Subcommittee’s concerns about the manager’s performance, failure to comply with guidelines, organizational changes or any other reason that the Subcommittee or CUNY Staff deems appropriate.

10. **Performance Monitoring**

With the assistance of the Investment Consultant(s) and CUNY Management and Staff, the Subcommittee shall review the Portfolio’s assets and the status of its investment accounts quarterly, and shall make such adjustments as deemed necessary to achieve the CUNY’s investment objectives. In addition, CUNY Management and Staff shall receive monthly performance reporting primarily for administrative purposes.

A. The total portfolio shall be evaluated against the investment objectives. This entails measuring whether over rolling three- to seven-year periods it outperforms a) the 5% real return objective, b) the custom benchmark consisting of a mix of appropriate benchmarks for each of the major asset categories within the policy asset allocation at the target weights, and c) a peer group of comparable colleges and universities.

B. The performance of each of the main components of the portfolio shall be measured against asset class-specific benchmarks, which will enable evaluation of the effectiveness of the implementation strategy used for that asset class.

C. The Investment Managers shall be monitored on returns relative to a manager-specific benchmark as well as to returns of a peer group of comparable managers.
D. The performance reporting shall be carried out in a manner and form that enables the Subcommittee to clearly evaluate portfolio and manager performance, both on an absolute and on a risk-adjusted basis, as described above. Relevant benchmarks for each category will be incorporated in guidelines, as established by the Subcommittee.

11. Investment Guidelines

With the assistance of the Investment Consultant(s), CUNY Management and Staff shall create specific guidelines for each Investment Manager when it is hired and shall review and recommend changes to those guidelines as necessary.

To the extent that CUNY invests in mutual funds and/or commingled vehicles, the guidelines are contained in the offering documents. Since, in these cases, CUNY cannot impose its own guidelines, CUNY Management and Staff, assisted by the Consultant, shall determine beforehand whether the guidelines contained in the offering document are acceptable and suitable for the given mandate.

Each Investment Manager shall be required to monitor compliance with its specific guidelines quarterly (or more frequently if market conditions warrant) and based on the then current market values. Each Investment Manager shall be required to promptly communicate in writing to the Subcommittee any violations of the guidelines stating the nature of the violation, potential remedies, or a petition that a compliance waiver be granted setting forth the reasons therefore. CUNY Management and Staff, assisted by the Consultant(s) shall be responsible for enforcing this requirement.

All such guidelines shall incorporate the following basic principles:

A. Manager Autonomy

Decisions as to individual security selection, security size and quality, number of industries and holdings, current income level, turnover and the other tools employed by active managers shall be left to broad manager discretion, within the limits of any specific guidelines and subject to the usual standards of fiduciary prudence.

B. Leverage and Derivatives

Unless explicitly authorized by the Subcommittee, the use of leverage or speculative use of derivatives shall be prohibited unless as part of an alternative asset program or as a means for investment managers to hedge investment risk, to hedge currency risk or replicate investment positions at a lower cost than would otherwise be created in a cash market. If the use of leverage or speculative use of derivatives is authorized, the guidelines shall include specific limitations on their use. In such cases, managers must have systems in place to rigorously analyze, monitor and control associated risks.

C. Diversification

Each Investment Manager shall be required to diversify holdings so that the portfolio is not exposed unduly to any single security issuer or sector. The guidelines shall set forth holding limits applicable to that Investment Manager.

D. Duty to Inform

Each Investment Manager shall be required to inform CUNY as soon as possible if a deviation from guidelines is anticipated and seek approval. In addition, each Investment Managers shall be required to inform CUNY as soon as practicable of any significant change in firm ownership, acquisitions of other investment managers, changes to organizational structure; investigations or proceedings commenced by or subpoenas received from the SEC or any other regulatory or law enforcement agency, official notice of any disciplinary proceeding or litigation against the manager or any of its employees; departures of key professional personnel, changes of account structure or changes in the manager’s fundamental investment philosophy.
Each Investment Manager shall be required to propose revisions to the guidelines at any time the existing guidelines would impede meeting the investment objectives established for the manager.

E. Best Execution

Except under unusual circumstances (in which case CUNY shall be promptly notified), each Investment Manager shall be required to enter into all transactions on the basis of best execution, which means best realized net price. Turnover should be minimized consistent with the effective implementation of the strategy.

12. Changes to the Investment Policy

This Policy shall be in force until modified in writing and approved by the Board of Trustees. The Subcommittee will review this Policy at least annually to ensure continued appropriateness, but may propose revisions to it at any time it sees fit. The Subcommittee shall communicate proposed changes to this Policy to the Fiscal Affairs Committee.

APPENDIX

<table>
<thead>
<tr>
<th>Asset Class</th>
<th>Policy Target</th>
<th>Policy Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Equity</td>
<td>25%</td>
<td>15% - 30%</td>
</tr>
<tr>
<td>Global ex. U.S. Equity</td>
<td>20%</td>
<td>10% - 30%</td>
</tr>
<tr>
<td>Emerging Market Equity</td>
<td>5%</td>
<td>3% - 10%</td>
</tr>
<tr>
<td>Marketable Alternatives</td>
<td>5%</td>
<td>3% - 10%</td>
</tr>
<tr>
<td>Private Equity/Venture Capital</td>
<td>10%</td>
<td>0% - 15%</td>
</tr>
<tr>
<td>Real Assets</td>
<td>10%</td>
<td>5% - 15%</td>
</tr>
<tr>
<td>Fixed Income</td>
<td>25%</td>
<td>20% - 30%</td>
</tr>
<tr>
<td>Cash</td>
<td>0%</td>
<td>0% - 5%</td>
</tr>
</tbody>
</table>

Targets and ranges will be reviewed at least annually and any changes will be communicated to the Board of Trustees.

Statement of Vice Chancellor Ernesto Malave:

Let me just take the Board back to over a year ago when we concluded that it was time to take a fresh look at our investment policy and our investment advisors and we started a process with a request for proposals for consultant services that took some time to complete. We settled on Cambridge Associates and we reported that to the Board a number of months ago.

The first task of Cambridge Associates was a complete review of the investment policy of the University and the Subcommittee on Investment of the Fiscal Affairs Committee engaged in a number of meetings in which presentations were made by our new consultants and the result of that was to set up policy recommendations that were considered by the Investment Subcommittee and are before you today.

The short set of key differences is as follows: One, they are devolving to the Office of the Vice Chancellor and the Chancellor the ability to make decisions very quickly. As you know, in the current investment environment that we are in we need to be able to act nimbly, and in consultation with the Committee Chair, the Office of the Vice Chancellor is authorized to make recommendations and to immediately inform the Subcommittee on Investment of any changes in writing.

Secondly, diversification of the asset allocation of the University's portfolio: We were sort of heavily weighted in U.S. equities and it was the recommendation of Cambridge Associates that we take advantage of emerging markets, very carefully of course, but that we were not as diverse as we ought to be and that to protect us going forward we need to have a broader asset base. The recommendations of the committee were considered very strongly and there was a lot of due diligence that was applied by both our Controller's Office and our Chief Investment Officer and really very robust meetings of the Subcommittee on Investment.
We are very pleased with the outcome of the work that we started over a year ago. We are very confident with our new set of recommendations and are prepared to answer any questions. Thank you, Mr. Chairman.

B. THE CITY UNIVERSITY OF NEW YORK – FY 2009-2010 UNIVERSITY BUDGET REQUEST:

RESOLVED, Subject to the availability of resources, CUNY seeks a total of $2.590 billion for the University. This total includes additional funding of $165.0 million comprising $85.1 million for baseline needs and $79.8 million for programmatic increases.

EXPLANATION: With the 2009-2010 Budget Request, the University is proposing the continuation of its innovative approach to the financing of its State-approved Master Plan for the education of CUNY students—The CUNY COMPACT. However, given the extraordinary financial crisis facing the State and City of New York, with projected budget deficits at the State level of up to $15 billion in FY2010 and $50 billion through FY2012, CUNY’s budget message this year seeks to finance the University’s ongoing obligations and investment program through continuing budget restructuring and efficiencies, philanthropy, revenues from enrollment growth and an increase in tuition of up to $300 per semester for undergraduate resident students.

The 2009-2010 Budget Request proposes to set-aside $10 million from the revenue generated by increased tuition to establish an Institutional Financial Aid Initiative. This resource will be utilized by colleges to assist those students who will be placed at risk of continuing their matriculation due to higher tuition rates. In addition, this set-aside will also be used to drive down the cost of textbooks for CUNY students. This Financial Aid Initiative will help students defray the proposed tuition increases and underscore our commitment that no student in need of financial assistance would be denied access to the University.

The University’s number one priority continues to be the hiring of more full-time faculty and providing support for research, academic enhancements, and student services. The Investment Plan includes the following initiatives:

- **Full-time Faculty**: The University plans to hire 350 new full-time faculty. These new hires will move the University closer to its goal of having 70% of instruction provided by full-time faculty. Implicit in the University’s faculty hiring goal is the continuing commitment to workforce diversity and development.

- **The Decade of Science**: In addition to hiring full-time faculty, the University will use new funding to provide start-up packages to new faculty in order to ensure that it can attract internationally respected scientists, or senior scientists with the potential to reach national prominence. New funding will also be used to provide fellowships for doctoral students, provide access to electronic scientific journals, and purchase high end instrumentation and equipment.

- **Student Services**

  CUNY’s goal is to improve student retention and graduation rates. Towards these ends, the University needs additional funding to hire additional counselors and advisors and provide staff training and development. The University will also hire additional financial aid advisors to assist students in identifying all resources available to them to finance the cost of their education. The University also needs additional funding to expand and enhance campus career development centers. This will be accomplished through the hiring of additional staff for the centers and providing staff training and development.

- **The CUNYFirst Project**

  Additional funding is required to support the University’s effort to replace all of its financial, human resources, and student information management legacy systems with PeopleSoft and Oracle software, as well as to invest in smart classrooms and computer labs, including a nursing simulation lab.
• **Workforce Development**

CUNY has become the preeminent workforce and economic development institution in New York City, serving City workers and employers in traditional degree programs and a wide variety of non-credit offerings. Additional funding would enable the University to expand its worker development and training programs, to support Advanced Technology Centers to serve business and industry across the spectrum, and to continue to contribute seed funding for new, innovative workforce initiatives that create opportunities for workers and employers alike.

• **Upgrading CUNY’s Infrastructure**

The University has had to defer maintenance for years because of fiscal pressures. The result of the lack of funding to support maintenance programs has led to facility degradation in the near term and significantly increased facility operating and routine maintenance expenses. The University requires additional operating funds to maintain the various infrastructures of the campuses, not only the utilities, but the information technology networks, roads, walks, landscapes, and instructional and research equipment. The University also plans investments in the area of environmental sustainability and is partnering in New York City’s “30 in 10” Challenge—reducing greenhouse gas emissions by 30% over the next 10 years.

C. **THE CITY UNIVERSITY OF NEW YORK – REVISED TUITION AND FEES SCHEDULE, EFFECTIVE FALL 2009:**

RESOLVED, That effective Fall 2009 the Board of Trustees of The City University of New York adopt a revised schedule of student tuition and fee up to the amounts set forth on the attached schedule. On a per semester basis, these include the following increases: up to $300 for full-time undergraduate resident students at senior colleges, up to $200 for full-time undergraduate resident students at community colleges, up to $480 for full-time masters resident students (rates for masters students in specialized programs will be increased proportionately; see schedule below), up to $430 for full-time doctoral resident students, up to $670 for full-time law school resident students and comparable percentage increases for per-credit rates (including per-credit rates for non-resident students) and for non-degree rates; and be it further

RESOLVED, That the Board of Trustees authorize the Chancellor, in consultation with the Chairman, to determine the exact increases in tuition and fees up to the amounts set forth above in the best interest of the University and as may be necessary to countervail possible reductions in State or City funding for college operations, to fulfill its core educational mission and to deliver essential services to its student body and to provide needed investment in the academic advancement of the University; and be it further

RESOLVED, That the Board of Trustees authorize the Chancellor to make revisions to the City University Tuition and Fee Manual as may be necessary to implement this resolution and to report such revisions at the first regular meeting of the Board of Trustees following the action.

**EXPLANATION:** With the 2009-2010 Budget Request, the University is proposing the continuation of its innovative approach to the financing of its Master Plan for the education of CUNY students—The CUNY Compact. However, given the extraordinary financial crisis facing the State and City of New York, with projected budget deficits at the State level of up to $15 billion in FY2010 and $50 billion through FY2012, CUNY’s budget message this year seeks to finance the University’s ongoing obligations and investment program through continuing budget restructuring and efficiencies, philanthropy, revenues from enrollment growth and an increase in tuition up to 15% at the senior colleges and up to 14.28% at the community colleges as set forth above. The University is also requesting the state to establish a Philanthropy Matching Program through which it will provide $3 for every $1 in CUNY philanthropic funding.

The 2009-2010 Budget Request proposes to set aside $10 million to establish a Student Financial Aid Initiative. This resource, which will include funds from philanthropy, will be utilized by colleges to assist those students who will be placed at risk of continuing their matriculation due to higher tuition rates. In addition, this set aside will also be used
to reduce the cost of textbooks for CUNY students. This Student Financial Aid Initiative will help students defray the proposed tuition increases and underscore our commitment that no student in need of financial assistance will be denied access to the University.

**Tentative Tuition and Fee Schedule Fall 2009 - Senior College**

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Resident Students</th>
<th>Non-resident Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$2,300 per Semester</td>
<td>$415 per Credit</td>
</tr>
<tr>
<td>Part-time</td>
<td>$195 per Credit</td>
<td>$415 per Credit</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>$285 per Credit</td>
<td>$610 per Credit</td>
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**Masters Students including the Graduate School**

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Resident Students</th>
<th>Non-resident Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$3,680 per Semester</td>
<td>$575 per Credit</td>
</tr>
<tr>
<td>Part-time</td>
<td>$310 per Credit</td>
<td>$575 per Credit</td>
</tr>
<tr>
<td>Maintenance of Matriculation</td>
<td>$150 per Semester</td>
<td>$250 per Semester</td>
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</table>

**Other Masters Program**

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Resident Students</th>
<th>Non-resident Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baruch Masters in Business Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>$5,400 per Semester</td>
<td>$735 per Credit</td>
</tr>
<tr>
<td>Part-time</td>
<td>$485 per Credit</td>
<td>$735 per Credit</td>
</tr>
<tr>
<td>City Masters in Architecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters in Engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>$4,310 per Semester</td>
<td>$635 per Credit</td>
</tr>
<tr>
<td>Part-time</td>
<td>$360 per Credit</td>
<td>$635 per Credit</td>
</tr>
<tr>
<td>Hunter Masters in Social Work</td>
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<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>$4,370 per Semester</td>
<td>$615 per Credit</td>
</tr>
<tr>
<td>Part-time</td>
<td>$365 per Credit</td>
<td>$615 per Credit</td>
</tr>
<tr>
<td>Lehman Masters in Physical Therapy</td>
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<tr>
<td>Full-time</td>
<td>$4,025 per Semester</td>
<td>$600 per Credit</td>
</tr>
<tr>
<td>Part-time</td>
<td>$330 per Credit</td>
<td>$600 per Credit</td>
</tr>
</tbody>
</table>

**Doctoral Students**

| Level I Full-time         | $3,290 per Semester | $645 per Credit       |
| Level I (per credit)      | $370 per Credit     | $645 per Credit       |
| Level II                  | $2,060 per Semester | $4,580 per Semester   |
| Level III                 | $815 per Semester   | $1,635 per Semester   |

**Law School**

| Level I Full-time         | $5,120 per Semester | $8,510 per Semester   |
| Level I (per credit)      | $425 per Credit     | $715 per Credit       |

**FOOTNOTE:** The above schedule reflects an approximate 15% increase to current tuition rates.
Board of Trustees Minutes of Proceedings, December 8, 2008

Tentative Tuition and Fee Schedule Fall 2009 - Community College

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Resident Students</th>
<th>Non-resident Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$1,600 per Semester</td>
<td>$215 per Credit</td>
</tr>
<tr>
<td>Part-time</td>
<td>$135 per Credit</td>
<td>$215 per Credit</td>
</tr>
<tr>
<td>Non-Degree</td>
<td>$180 per Credit</td>
<td>$285 per Credit</td>
</tr>
</tbody>
</table>

FOOTNOTE: The above schedule reflects an approximate 14.28% increase to current tuition rates.

Statement of Vice Chancellor Ernesto Malave:
In your materials today you have two documents. A white cover spiral-bound document that includes the narrative for the Budget Request and all the associated numbers, and you also have a presentation that was provided to the Committee on Fiscal Affairs at the November 24th meeting, which I will only go over a number of selected charts.

I would like to just draw your attention to the Budget Request narrative, to page 2, which is entitled Current Budget Conditions in the National Context, as I think it is important to start off with the national context. All of you know the enormous challenges this country faces financially, the markets and the economy and the effects of that challenge have bled into every state and, of course, into New York, which is home to Wall Street and particularly CUNY.

What the Governor has projected, and we will know more about this next week when he releases the Executive Budget, is a budget gap in New York State of up to $15 billion, an enormous number, an enormous challenge and we are all dealing with it. In fact, we have already started dealing with the pressures of that challenge, and as the Chancellor has indicated in his numerous emails and communications, that we have already sustained between state reductions and city reductions a net loss of $82 million in resources in the current year. Thankfully, we have been able to manage that with minimal disruption to our core services. Obviously, losing $82 million will have an effect, but we have been able to maintain the key academic services at full services.

That is where we start before we enter fiscal 2010. One of the differences this year from prior years is that the Governor has telegraphed what the 2010 budget will look like. The Governor invited the legislature to return to Albany on November 18th to consider a number of budget proposals to deal with the current year budget gap of almost $2 billion, and a $12 1/2 billion budget gap in fiscal 2010 and made a series of proposals, which I think are important to take note of. He indicated that given the circumstances that he would be recommending a tuition increase of $600 for undergraduate resident students for The City University of New York for 2010. He also made recommendations for 2009, which did not get considered, but for 2010 he clearly suggested that they would be issuing a budget proposal for a tuition increase of up to $600 or for $600 for resident undergraduate students.

What was clear in his proposal was that, that was because of an anticipated reduction of over $80 million in state support. They were already telegraphing that we were going to be suffering a significant reduction in state support. What is important to point out is that, unlike all pervious efforts by the State of New York going back thirty years to deal with budget challenges, the Governor was acknowledging an important principle, that if you are going to raise tuition try to assure that a piece of that revenue returns for an investment program in The City University of New York, and in this case the State University of New York as well. That had never been the case before. Every time a tuition proposal was suggested, it was always to fill a hole or to fill a hole in a partial sense, so students always paid more and received less. I think it was an important change for the Executive to acknowledge that important principle. The other one that is important is an acknowledgement that the $82 million that we have already sustained was enough and that the systems could only take so much, both CUNY and SUNY, and that going forward we needed to find a way to finance the needs of the University. That was an important set of principles enunciated by the Governor and again we will see more details of that tomorrow.

The other thing to consider in the context is as the Chancellor indicated, the City of New York is also facing budget pressures and we have sustained deductions of at least $5.1 million to date and we clearly anticipate the Mayor making a set of recommendations to cut even further in 2010. It is uncertain whether or not the City Council will go along with it. It is clear that the City of New York is facing budget pressures and the budget gap for 2010 is approximately $4 billion. There are budget challenges everywhere.
Most of the Compact is financed through a tuition increase, because we believe very strongly that given that enrollment figure that the Chancellor referred to, unless we generate the revenues to meet the challenges of that enrollment growth, we are just going to slip further and further behind. Given the work that this Board has authorized us to do in our Master Plan, we can not afford to do that and we are not making that recommendation. We are making a recommendation to generate the revenue that we need in this University to move the system forward even in these challenging times. Perhaps, because of these challenging times it is important that we have a robust public university system.

The question for us, and as you will see in the presentation, is how does CUNY respond? We have chosen to respond by crafting a CUNY Compact that is a little bit different from what we have done in the past--we have sought full financing of state support for our mandatory needs and an investment program. Acknowledging where the circumstances are with the state, we are moving and still maintaining key components of the Compact, which is an effort to increase philanthropy at this University, a continuing effort to self-finance our needs through productivities. It is very important that we simply not seek to increase tuition and forget about our responsibility to reshape our budget. When the Chancellor refers to the budget working groups, that is what he is referring to, to make sure that we are as vigilant as we possibly can be in making sure that we are spending our resources wisely and maintaining that public trust.

On page 5, I just want to allude to a couple of things that the Chancellor referred to earlier--this is very important--and that is the financial aid program. I have briefed the University Student Senate and the University Faculty Senate on what our proposal is, which is that we want to make sure that there is no student in this University who is going to be held in harm's way and who is going to lose his/her matriculation as a result of being unable to afford this increase. We have been directed to come up with a program to do that. It contains a number of elements and I will very quickly go through them. There is a class of students at CUNY--not the very poor who are fully financed to do a full tuition assistance program that continues to be very strong, nor the middle class students that we have at the University who will be very inconvenienced by a tuition proposal, but nonetheless the risks of them losing matriculation is not something that is high--but there is a class of students in the middle that are the working poor, independent students who do not get quite the level of financial aid that we want to target this assistance to. We are going to work closely with the financial aid community in CUNY to do that.

We are also going to create our own job programs where students may be given the opportunity to work in various areas of the college during certain select times in order for them to be able to work off their increase in tuition. Something that has turned out to be very popular, no surprise here, is that we are coming up with a program to reduce the cost of textbooks in the University. So on the one hand clearly students are going to have to pay more in order to preserve their original investment in this University, but anything that we can do to reduce the cost of textbooks I think is very important and we are going to be working closely over the next few months to do that. Finally, we have worked with a tuition payment plan, which enables the students to stretch out the payments of tuition. So instead of having to pay the whole amount up front, we can spread the tuition payment over four or five, maybe even six payments and we are going to do that. Right now the program that we have contains an application fee for participation that we are going to waive and cover in order to make this as painless as possible and that is a very important feature of this program. I wanted to make sure we did not lose sight of that.

The core of this budget proposal is approximately 300 new full-time faculty that we are going to need in this University to maintain the instructional and student faculty ratios that we have with our projected levels of enrollment and also to focus on some key student service areas, the principal ones are counseling and advising, and we also have a number of new initiatives for veteran services that Vice Chancellor Garrie Moore and University Dean Bob Ptachik are heavily engaged in. We have more and more veteran students coming to CUNY and I think we have an important responsibility to make sure that that is addressed.

The issue of the Decade of Science is not just about buildings and instrumentation, it is about scholarship support for doctoral students that are essential in order to attract the quality faculty that we need. I would just simply point to the community colleges just for a moment on the tuition charges. Before I go to the community colleges, for the senior colleges we are recommending an increase of up to $600. We pretty much know what the likely numbers are but the Chancellor has directed us to try to lower that number to the extent that we can. Right now the authorization is to go
up to $600 for the undergraduate level and for the community colleges up to $400 or $200 a semester. Here the crisis is not as great as it is for the senior colleges. It is very important that as an integrated University we do not diminish and lose sight of the fact that we need to maintain high quality programs at our community colleges. We are going to model what we are doing this time with the community college investment program that we started in 2003, which resulted in 300 new full time faculty at our community colleges and we are going to replicate that program again. I think it is very important not to lose sight of the need to maintain an integrated University and that is why the number is not quite $600, but it is sufficient to create an investment program for the community colleges as we know the challenges that the City of New York has already telegraphed that we are going to face.

Finally in the last two charts of this presentation, you will see, notwithstanding the growth and the projected increases in tuition, that CUNY continues to be very competitive with our competitors in the City of New York, we believe not only because of our enhanced quality, but our pricing structure that New Yorkers will continue to want to come to CUNY, notwithstanding the challenges. I would like to just remind the Board, as it is sometimes easy to forget, that it was 2003 the last time we raised tuition for undergraduate students and over that five to six year period if you average it out, what we are doing now would still be under the rate of inflation over that period of time. While this is a challenging environment to raise tuition, we believe that the number is consistent and puts us in a pretty good place to make sure that we carry out the mandate of this Board. Thank you.

In answer to a question from Trustee Sam Sutton, Vice Chancellor Malave stated that CUNY’s tuition is a little below the average charged nationwide, which is about $6,000 on an annual basis for publicly supported universities— we are $4,000. In 2003 there was a 25% increase in tuition when it was increased from $3,200 to $4,000. From fall 2007 to fall 2008 we added a net increase of 220 new full-time faculty, and this was on top of the 250 that were added last year. Over the past two years we have added net nearly 500 new full-time faculty. Going forward we would like to add another 350 full-time faculty.

Chairman Schmidt added that there is not a university system in the country that has added anything remotely close to that number of net new full-time faculty over the same period, as CUNY.

Statement of UFS Chair and Trustee Manfred Philipp:

It is clear that the most important thing for this University is the continued provision of net new full-time faculty members and that I am pleased to see that this is a provision of this plan. I should note that the resolution in the Board Calendar only says 250 and I am sure that is a typo because the supporting materials here clearly make it clear that the intent is to do 350. Just on that basis, it received support from the representative of the University Faculty Senate on the Board’s Committee on Fiscal Affairs. I would also like to compliment Vice Chancellor Malave for his continued strong interaction with the Budget Advisory Committee of the University Faculty Senate. This is the longest existing standing committee of the Senate and we have frequent and intense meetings on this and other aspects of the budget and at this point it is wise to, it is a good thing to recognize that. Thank you.

Statement of USS Chair and Trustee Simone Lamont:

I would like to speak on behalf of the University Student Senate and the students of CUNY and while we appreciate the need for additional financial resources in the face of drastic budget cuts and inflation in general, the students of CUNY are in opposition of a tuition increase. We feel that a sudden drastic increase in fees will be to the detriment of many students and believe that well structured incremental increases would serve us better as this would allow us to budget accordingly. Moreover, the Governor’s Executive Budget has yet to be presented and we feel that a vote on a potential tuition increase is premature. As such, we remain hopeful that upon delivery of this budget the current financial circumstances of CUNY will be greatly improved. We must commend Chancellor Goldstein and the Chancellery for considering the effects of such an increase on students and for subsequently making plans to keep the increase as low as possible in the event that it does occur. We also appreciate efforts by the Chancellery to include students in the decision making process. Thank you.

Following discussion, Cal. No. 5.B. and 5.C. were adopted by Board. Trustee Simone Lamont voted NO.
NO. 6. HONORARY DEGREES: RESOLVED, That the following honorary degrees, approved by the appropriate faculty body, the college president and recommended by the Chancellor, be presented at the commencement exercise as specified:

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>DEGREE</th>
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<tbody>
<tr>
<td>MEDGAR EVERS COLLEGE</td>
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<tr>
<td>Dominic Carter</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td>Marcella M. Maxwell</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td>(Awarded at the 19th Annual Academic Convocation on December 3, 2008, following consultation with the Board of Trustees)</td>
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<tr>
<td>HUNTER COLLEGE</td>
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<tr>
<td>Sheila Lubetsky Birnbaum</td>
<td>Doctor of Laws</td>
</tr>
<tr>
<td>Richard Gilder</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td>(To be awarded at the 2009 Winter Commencement Exercises on January 22, 2009)</td>
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Report of Committee on Faculty, Staff and Administration Chair Valerie L. Beal:
The Committee on Faculty, Staff and Administration did not meet in November. However, two appointments were sent to the Committee members for review and placed in the Chancellor's University Report, which the Board has just approved. They are the appointment of Dr. Marva Craig as Vice President for Student Affairs at the Borough of Manhattan Community College, effective November 4, 2008, and the appointment with waiver of Section 6.2 C of the Bylaws of Dr. Howard Lune as Associate Professor with tenure in the Department of Sociology at Hunter College effective September 1, 2008.

In addition, it has been brought to our attention that three collective bargaining agreements were recently settled. In the interest of expediting the implementation of these agreements for the benefit of the represented employees, I wish to place these added items before the Board.

NO. 7. (ADDED ITEMS) COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION: RESOLVED, That the following items be approved:

A. THE CITY UNIVERSITY OF NEW YORK - APPROVAL OF THE 2006-2009 AGREEMENT WITH LOCAL 384, DISTRICT COUNCIL 37, COVERING EMPLOYEES AT THE EDUCATIONAL OPPORTUNITY CENTERS:

RESOLVED, That the collective bargaining agreement between The City University of New York and Local 384, District Council 37, covering employees at the Educational Opportunity Centers of Brooklyn, Queens, Manhattan, and The Bronx, for the period October 1, 2006, through October 31, 2009, is hereby approved; and be it further

RESOLVED, That the Chancellor is authorized and directed to execute the collective bargaining agreement with Local 384, District Council 37, covering employees at the Educational Opportunity Centers.

EXPLANATION: The prior collective bargaining agreement between The City University of New York and Local 384, District Council 37, covering employees at the Educational Opportunity Centers expired on September 30, 2006. This resolution approves the successor 2006-2009 agreement.
B. THE CITY UNIVERSITY OF NEW YORK – APPROVAL OF THE 2006-2009 AGREEMENT WITH THE INTERNATIONAL BROTHERHOOD OF TEAMSTERS, LOCAL 237:

RESOLVED, That the collective bargaining agreement between The City University of New York and The International Brotherhood of Teamsters, Local 237, for the period August 18, 2006, through September 17, 2009, is hereby approved; and be it further

RESOLVED, That the Chancellor is hereby authorized and directed to execute the collective bargaining agreement with The International Brotherhood of Teamsters, Local 237.

EXPLANATION: The prior collective bargaining agreement between The City University of New York and The International Brotherhood of Teamsters, Local 237, expired on August 17, 2006. This resolution approves the successor 2006-2009 collective bargaining agreement.

C. THE CITY UNIVERSITY OF NEW YORK - APPROVAL OF THE 2006-2009 AGREEMENT WITH LOCAL 1597, DISTRICT COUNCIL 37, COVERING EMPLOYEES AT THE BARUCH COLLEGE STUDENT CENTER, THE BROOKLYN COLLEGE STUDENT CENTER, AND THE QUEENS COLLEGE STUDENT CENTER:

RESOLVED, That the collective bargaining agreement between The City University of New York and Local 1597, District Council 37, covering employees at the Student Centers of Baruch College, Brooklyn College and Queens College for the period October 1, 2006, through October 31, 2009, is hereby approved; and be it further

RESOLVED, That the Chancellor is authorized and directed to execute the collective bargaining agreement with Local 1597, District Council 37, covering employees at the Student Centers.

EXPLANATION: The prior collective bargaining agreement between The City University of New York and Local 1597, District Council 37, covering employees at the Student Centers of Baruch College, Brooklyn College and Queens College expired on September 30, 2006. This resolution approves the successor 2006-2009 collective bargaining agreement.

Committee Chair Beal added that she has been asked to convey a bit of news. A professor at Hostos Community College, Vladimir Ovtcharenko, has advised that a new genus and species of the Ground spider family was discovered in the desert of Central Asia. The spider will be named Hostosinia Eugenia in honor of the celebrated educator Eugenio Maria De Hostos. Mr. Chair, this concludes my report and thank you.

Report of Student Affairs and Special Programs Committee Chair Kathleen M. Pesile: The Committee on Student Affairs and Special Programs met on November 3, 2008 and there were no items for the Board's approval. Vice Chancellor Moore gave a comprehensive report on several key areas of student affairs including the CUNY Leadership Academy, the University Student Senate, Veteran's Affairs and CUNY's mental health initiative. I am pleased to report that the University is making significant strides in developing a CUNY-wide model for mental health counseling services. The model will insure access to mental health counseling for all CUNY students as well as improve, enhance and expand on the programs and services currently available across all of our campuses. Vice Chancellor Moore will now share with you in more detail the progress on the mental health initiative.

Statement of Vice Chancellor Garrie Moore: Several years ago we began our conversation in more detail regarding the need to address mental health counseling and the whole issue of the wellness of our students and I am very pleased to report today that we have made significant progress in addressing the needs of our students in the area of psychological counseling. I am also pleased to report that we have been successful in bringing on board a consulting group, Keeling & Associates, who are working very closely with me and my staff as well as the vice presidents for student affairs and the counseling staffs throughout to pull together a very unique, but yet a very meaningful and operational counseling model specific for CUNY. The goal of our work is to help college campuses and system staff to conduct in depth analyse and evaluations of health centers, counseling centers, SEEK, College Discovery, veteran services, disability support services and all of our programs and services that affect student success.
Last year we met with our mental health counselors in a day and a half retreat. **Vice Chancellor Malave** joined me along with the consultant group to hear directly from them what our needs are and how we are serving our students. I am pleased to report that this was a productive meeting, that we left that meeting realizing that there were some immediate needs to address. We presented the report to the Chancellor and the Chancellery and the Chancellor responded and we were able to meet the immediate needs on our campuses. So we are in much better shape today than we were a year ago. I am also pleased to report that we have conducted a number of sessions with our counselors following that retreat wherein we met with approximately eighty counselors throughout our system to address moving forward, what are our next steps.

We currently are engaged in a self study looking at the mental health department of each campus. We are looking at our health services, we are looking at our veteran services, we are looking at our disability support services to see what we are doing right, what we are doing wrong and how do we move our programs and services forward. We have addressed the needs of our departments by adding technology. We have added Titanium software, which is a program that will help our counseling departments manage their cases and collect data. We are testing a new program called Kognito that is a web based training tool for faculty and staff to detect issues in the classroom before they become a larger problem.

We believe that all of the work we are doing will certainly provide better services for our students. We expect to have a complete report of what our specific needs are for CUNY by early February-March and I expect to provide another report to you at that time. Now why is all of this so important and why are we making so much noise about mental health counseling and meeting our counseling needs? Let me share with you a few brief statistics that came out this fall: The National College Health Assessment found that 44% of students reported that they were so depressed it was difficult to function in the past year, that 9% has seriously contemplated suicide and 1.3% had actually attempted suicide. At the very least these results highlight the reality that colleges and universities must have effective strategies in place for responding to these complex concerns. I believe that CUNY is moving in the right direction, we are doing the right things and we will have a very sound counseling program that will address all the needs of our students. Thank you.

**Trustee Valerie Beal** noted that in this economic period as students who have worked so hard are graduating and going into this job market, I would suspect that your services will be called on even more so. I am glad to see the initiative and hope we are mindful of expanding them to deal with what our students will be going through in these next couple of years.

**Vice Chancellor Moore** stated that just today we met with academic advisors, psychological counselors and other staff members from career services to talk about developing a seamless approach, where we are looking at what we are doing in order to collaborate better. We are finding that as students bring us a particular need that we are able to address that need, whether it is a job-related need, counseling-related, or other health issues.

In response to a question from **Chairman Schmidt**, **Vice Chancellor Moore** stated that part of the process in place is to encourage students to come to counselors if they have a sense of a fellow student being in trouble.

**Upon motion duly made, seconded and carried, the meeting was adjourned at 6:06 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.)
PSC-CUNY WELFARE FUND TRUST INDENTURE

This document is the PSC-CUNY Welfare Fund Trust Indenture (hereinafter referred to as “Indenture”) entered into on the 30th day of July 2007 among THE CITY UNIVERSITY OF NEW YORK (hereinafter referred to as “CUNY” or “the University” and formerly known as the Board of Higher Education of the City of New York), the PSC-CUNY WELFARE FUND, an unincorporated association (hereinafter referred to as the “FUND”, and formerly known as the City University Faculty Welfare Fund and, at one time, the PSC-BHE Welfare Fund and sometimes formerly referred to as the City University Faculty Welfare Trustees and the PSC-BHE Welfare Trustees), and the PROFESSIONAL STAFF CONGRESS/CUNY, the collective bargaining representative for the CUNY instructional staff (hereinafter referred to as “the PSC”).

WHEREAS, during the fiscal year ending June 30, 1967, CUNY called for the election of Fund Trustees and their creation as a body; an indenture creating the Fund was adopted and approved by the Internal Revenue Service as creating an exempt organization; and an Agreement was entered into between CUNY and the Fund on or about June 9, 1967; and

WHEREAS, CUNY pursuant to collective bargaining agreements with collective bargaining representatives of the CUNY instructional staff has continued to make payments to the Fund for welfare benefits for its instructional staff and for certain other persons, whether active, on leave or retired; and whenever advisable and feasible for members of their families, dependents and survivors; and

WHEREAS, the collective bargaining agreements between CUNY and the PSC effective September 1, 1977 changed the name of the City University Faculty Welfare Trustees to the PSC-BHE Welfare Trustees; and

WHEREAS, the collective bargaining agreement between CUNY and the PSC effective September 1, 1978 provided for the parties to support a reconstitution of the PSC-BHE Welfare
Fund which was negotiated by the PSC and the Fund, and was approved by the PSC and CUNY; and

WHEREAS, the collective bargaining agreement between CUNY and the PSC effective September 1, 1984, provided in Section 26.3 for a reorganization of the structure of the Fund which provided in part, as follows:

1. A Board of Trustees shall be established to govern and be accountable for the operation of the Fund.

2. The President of the PSC or the Treasurer of the PSC if so designated by the President of the PSC shall serve as the chairperson of the PSC-CUNY Welfare Fund. In the event the President of the PSC designates the PSC Treasurer to serve as chairperson of the Fund, the PSC Secretary shall assume the responsibility indicated in Section (3), (b), below.

3. The Board shall consist of the following members:
   b. Treasurer of the PSC (ex officio without a vote).
      In temporary absence of the Chairperson, the PSC Treasurer shall preside and be eligible to vote at Fund meetings.
   c. Secretary
   d. Treasurer
   e. Two Executive Officers, each with responsibility designated by the Chairperson for internal and external matters relating to the Fund.
   f. Four additional members of the instructional staff.
   g. The Vice-Chancellor for Faculty & Staff Relations.
   h. A member of the instructional staff appointed by the Chancellor, selected from among the titles covered by the Fund but excluded from the PSC unit, shall be ex officio without vote but shall have a vote in the absence of the Vice-Chancellor for Faculty & Staff Relations.
   i. The General Administrator of the PSC-CUNY Welfare Fund (ex officio without a vote). The General Administrator shall report to the Chairperson of the Fund.
Unless otherwise indicated, the members of the Board of Trustees shall be appointed by the President of the PSC, after consultation with the PSC Executive Council. The members of the Board appointed by the President of the PSC shall serve a three year term of office, with the initial appointments staggered for periods of one-to-three years. The Board shall meet bi-monthly during the academic year.

4. The Chairperson of the Fund shall nominate a General Administrator whose appointment shall be subject to confirmation by the Board of Trustees. The General Administrator shall participate in the development of the policies and programs of the Fund, be responsible for the administration and implementation of the Fund policies and programs, coordinate contacts with vendors, and supervise the operation of the Fund office and its professional and support staff.

5. A PSC-CUNY Welfare Fund Advisory Council shall be established consisting of the Board of Trustees of the Fund, elected representatives of each unit of CUNY, and a representative of the PSC Retirees Chapter. The Council representatives shall meet each semester to advise the Board of Trustees on matters of policy and programs, act as campus liaison with their colleagues, and to serve on committees of the Fund. The restructured Fund shall for all purposes be considered the successor entity to the current Fund.

This Whereas Clause shall hereinafter be referred to as the “1985 RESTRUCTURE WHEREAS CLAUSE”; and

WHEREAS, the parties hereto have had a Trust Indenture dated on or about June 9, 1967, which was amended and restated on February 27, 1981, that governs the operations of the Fund; and

WHEREAS, a Welfare Fund Clarification Agreement was executed by CUNY and the PSC in September 1993; and

WHEREAS, the Trustees of the Fund, the PSC, and CUNY now desire to amend and restate the Trust Indenture effective as of the date first stated herein, to integrate the Tripartite Agreement, Trust Indenture, and Clarification Agreement, and to conform, simplify and update all of the Fund’s governing documents;

NOW THEREFORE, the parties hereto agree as follows:
ARTICLE I

RESTATED TRIPARTITE AND CLARIFICATION AGREEMENT PROVISIONS

(1) This Indenture, effective immediately, incorporates, modifies, and supersedes the
Trust Indenture dated on or about June 9, 1967 entered into between CUNY and the Fund and
amended and restated February 27, 1981; the Tripartite Agreements dated May 27, 1980 and
January 2, 1986, entered into among CUNY, the PSC, and the Fund; and the Welfare Fund
Clarification Agreement by CUNY and the PSC executed in September 1993.

(2) This Indenture is entered into for the benefit of the instructional staff of the City
University and such other persons, whether active, on leave or retired as the PSC, after
consultation with the Fund, and CUNY, shall agree to be the participants in this Indenture and of
the Fund. Such persons shall hereinafter be referred to as “participants.” In addition, wherever
advisable and feasible, this Indenture is also entered into for the benefit of dependents and
survivors of participants, who shall hereinafter be referred to as “beneficiaries.”

(a) The CUNY employees in the instructional staff whom the parties have
agreed shall be participants are as follows:

(i) All full-time members of the instructional staff of CUNY

(ii) Full-time instructional staff employed in PSC-represented titles
who are excluded from representation

(iii) Full-time instructional staff who are in the Executive
Compensation Plan

(iv) Persons employed full-time in the following non-instructional staff
titles:

   Administrative Superintendent of Buildings and Grounds
   University Chief Architect
University Chief Engineer
Assistant College Security Director
Chief Administrative Superintendent of Campus Buildings and Grounds
College Security Director
Computer Operations Manager
Computer Systems Manager
Deputy University Security Director
University Associate Chief Engineer
University Security Director

(v) Retirees who were instructional staff members who separated from service subsequent to June 30, 1970, who were eligible to receive supplemental welfare benefits at the time of such separation, and who remain primary beneficiaries of the New York City Health Insurance Program and are entitled to benefits paid for by the City through such program. Benefits shall be purchased for each class of such Retirees. The two classes of such Retirees are those Retirees separated from service from July 1, 1970 through August 31, 1982 and those Retirees separated from service after August 31, 1982.

(vi) Retirees who were instructional staff members who separated from service prior to July 1, 1970. Such Retirees shall receive benefits as determined by the Trustees. CUNY is not obligated to make contributions for such Retirees.

(vii) Adjuncts, effective February 1, 1986, provided that benefits shall be available only to those non-teaching adjuncts who are working ten (10) or more hours per week and who have worked ten (10) or more hours for two (2) consecutive semesters and to those teaching
adjuncts who are teaching six (6) or more hours (or the equivalent) in the semester and who have taught one (1) or more courses for two (2) consecutive semesters (not including Summer Sessions), and provided further that said non-teaching and teaching adjuncts are not covered by other primary health care insurance provided by or through another source. Adjuncts who establish eligibility as provided in this paragraph, which is based upon CUNY-wide service, shall be eligible to receive benefits in the third consecutive semester. Effective August 25, 2006, where an adjunct’s continuous appointments in a teaching or non-teaching title are immediately followed by an appointment to a Substitute full-time position on the instructional staff with no break in service, and the period of Substitute service is immediately followed by continuous appointment to an adjunct teaching or non-teaching title with no break in service, the period of adjunct service immediately preceding the Substitute appointment will be added to the continuous adjunct service immediately following the Substitute service, as though there were no break in adjunct service, for the purposes of determining eligibility for health benefits under this section. An adjunct who has established eligibility for this health benefit shall lose eligibility if in any two out of three academic years the adjunct teaches in only one semester of the year at CUNY.

(viii) Such other categories of employees on whose behalf the University has agreed with the PSC to make contributions.

(b) The definition of the survivors of CUNY employees whom the parties have agreed shall be beneficiaries is as follows:
(i) Widows, widowers, eligible domestic partners, and dependent children of employees who died in active service shall be eligible for such benefits and for such length of time as the Trustees shall determine.

(c) PSC membership shall not be required of participants or their beneficiaries.

(3) The Fund shall be governed, administered and managed by the Fund Trustees pursuant to this Indenture, the Fund Bylaws, and the collective bargaining agreements between CUNY and the PSC. The collective bargaining agreement between CUNY and the PSC shall take precedence in determining all matters affecting the Fund and changes required by such collective bargaining agreement shall be incorporated immediately into this Indenture and into the Fund Bylaws. The Fund Bylaws shall incorporate the provisions specified in the “1985 RESTRUCTURE WHEREAS CLAUSE” hereof, as amended by this Indenture.

(4) The Board of Trustees Fund shall be constituted of twelve (12) voting members, one (1) of whom shall be the President of the PSC, or, in his or her stead, the First Vice President, the Treasurer, or the Secretary of the PSC, as may be designated by the President; eight (8) of whom shall be members of the Instructional Staff of the University who are members of the PSC in good standing; one (1) of whom shall be a retiree from the Instructional Staff of the University who is a member in good standing of the PSC Retiree Chapter; one (1) of whom shall be the Vice Chancellor of the University for Faculty and Staff Relations; and one (1) of whom shall be a member of the Instructional Staff who is employed in a title covered by the Fund but excluded from the PSC unit. In addition to the voting members, the Board shall include the Executive Director of the Fund as a non-voting member.

(5) The President of the PSC, in consultation with the PSC Executive Council, shall appoint officers and the eight (8) Trustees who are members of the Instructional Staff and the one (1) Trustee who is a retiree from the Instructional Staff. The Chancellor of CUNY shall appoint
as a Trustee the member of the Instructional Staff who is employed in a title covered by the Fund but excluded from the PSC unit.

(6) The PSC-CUNY Welfare Fund Advisory Council shall continue and shall consist of the Board of Trustees of the Fund, elected representatives of each unit of CUNY, a representative of the PSC Retirees Chapter, and a representative of full-time instructional staff in PSC-represented titles who are excluded from representation. The Council representatives shall meet each semester to advise the Board of Trustees on matters of policy and programs, act as campus liaison with their colleagues, and to serve on committees of the Fund.

(7) An amendment to the Fund Bylaws requires an affirmative vote of no less than two-thirds of the Trustees present and voting at two duly called meetings of the Fund Trustees. A provision of an agreement between the PSC, after consultation with the Fund, and CUNY shall take precedence over the Fund Bylaws. No amendment may be adopted which permits the use of funds contrary to the basic purposes expressed herein, nor may any such amendment change the nature of the purposes of the Fund. A copy of each proposed amendment shall be distributed to each Trustee at least five (5) days prior to any meeting at which such amendment is to be proposed.

(8) An agreement to adhere to this Indenture shall be executed by each Fund Trustee and all new Trustees upon assuming office as a Trustee. The individual Trustee adherence agreement shall include provisions obligating each individual Trustee to perform the obligations of the Fund under this Indenture. A provision of an agreement between the PSC, after consultation with the Fund, and CUNY shall supersede and take precedence over the provisions of Articles II et seq. of this Indenture.

(9) The Fund shall maintain accurate and suitable records, data and information relating to its financial activities in conformance with generally accepted accounting principles, including accurate and detailed accounts of all assets, liabilities, receipts and disbursements and other transactions engaged in during the year. All books and records of account shall be open to
inspection and audit at all reasonable times by CUNY, the Comptroller of the City of New York, the Comptroller of the State of New York, and the PSC, or their duly authorized representatives.

(10) Each year an annual report of the Fund shall be prepared reflecting in summary the assets, liabilities, receipts, disbursements and other transactions engaged in during the year. Each year, as soon as possible, the annual report shall be audited by a firm of Certified Public Accountants. Copies of the certified annual report shall be submitted to CUNY, the Comptroller of the City of New York, the Comptroller of the State of New York, the PSC, and all of the Fund Trustees. A summary of such report shall be submitted to the participants.

(11) CUNY shall requisition from the appropriate bodies for payment to the Fund such sums as it may be required to contribute to the Fund by the collective bargaining agreement or any other agreement between CUNY and the PSC. The liability of CUNY shall in no event exceed such sums.

(12) The Fund shall continue to provide appropriate welfare benefits. The Fund shall use its best efforts to obtain the most desirable contracts at the lowest cost and containing the most advantageous provisions.

(13) The Fund Trustees shall be responsible in a fiduciary capacity for all money, property or other assets received, managed or disbursed by them or under their authority, and shall exercise their duties prudently in reliance upon advice and opinions rendered by competent counsel, consultants, actuaries, auditors and other professional consultants.

(14) The Fund, Fund Trustees, Fund officers and employees, CUNY, CUNY Trustees, CUNY employees, PSC, and PSC officers and employees are prohibited from receiving directly or indirectly any payment, commission, loan or other thing of value from any insurance company, insurance agent, insurance broker of any hospital, surgical, dental or medical service or other plan, or any corporate trustee or agent holding or administering any part of the assets of the Fund, in connection with the solicitation, sale, service or administration of a contract providing participant and beneficiary benefits for the Fund; and from receiving any payment,
commission, loan service or any other thing of value from the Fund or which is charged against
the Fund or would otherwise be payable to the Fund, either directly or indirectly, except that any
such person may be reimbursed for his or her reasonable expenses necessarily incurred and any
such person may receive any employee benefits to which he or she is otherwise entitled, and any
employee, officer, or Trustee of the Fund may receive from the Fund reasonable compensation
for necessary services rendered or incurred by him or her in connection with his or her duties as
such; provided that nothing contained in this section shall affect the payment to the Fund of any
dividend or rate credit or other adjustment due under the terms of any insurance or annuity
contract, or the receipt by the Fund of reasonable payments for administration of benefits that are
not paid out of the assets of the Fund. Any employee, officer, or Trustee who violates this
provision shall be removed from his or her position.

(15) The Fund is prohibited from employing or retaining or continuing to employ or to
retain any person if such employment or retention involves a conflict of interest.

(16) No political contributions shall be made directly or indirectly from assets or
property of the Fund.

(17) The Fund shall comply with all the city, state or federal laws applicable to the
Fund, and take all steps necessary for such compliance.

(18) CUNY and its officials and employees shall not be liable for any mistake or error
of judgment, whether intentional, negligent or otherwise, or any other act of omission or
commission, of the Fund or the Fund Trustees, in the Fund’s receipt, transmission, or
expenditure of the sums CUNY contributes to the Fund, in the operation or administration of the
Fund, or for any failure of the Fund for any reason whatsoever, to carry out the terms of this
Indenture in part or in whole for the benefit of each participant and beneficiary. The Fund hereby
further agrees that out of its funds it will hold CUNY and its officials and employees harmless
against any claim whatsoever arising out of the Fund’s receipt, transmission, or expenditure of
the CUNY contributions, or the operation or administration of such Fund, or the failure of the
Fund or Fund Trustee for any reason whatsoever, to carry out the terms of this Indenture in part
or in whole for the benefit of each participant and beneficiary, except for the default of CUNY in making its contributions under this Indenture. For the purposes of this paragraph, the Fund shall be fully responsible for the administration and provision of all Fund welfare benefits to each participant and beneficiary.

(19) The term of this Indenture shall be from the date of this Indenture until such time as it shall be cancelled by any party on at least six months notice to the others provided that the terminal date shall be August 31st of any year. In the event of the cancellation of this Indenture, the Fund shall forthwith account to CUNY and the PSC for all its funds and other assets at the time of the expiration of this Indenture and shall pay such balances and other assets to CUNY for the continuation of the existing welfare benefits for the participants and beneficiaries hereof.

(20) Contributions for Retirees

(a) This Indenture and all prior agreements between the University and the PSC shall be interpreted as intending and allowing all welfare contributions made by the University on behalf of retirees to be made to the Fund and to continue to be so made.

(b) The contributions referred to in subsection (a) of this section were intended to be and shall continue to be combined and commingled with contributions made at any time, either directly or indirectly, on behalf of active employees of the University. The University and the PSC did not and do not intend that separate trust funds be set up for active employees and retirees.

(c) The Board of Trustees has had and continues to have the sole authority to devise and administer plans of benefits for active employees or groupings of active employees (based upon rational classifications such as adjunct status) and retirees or groupings of retirees and such benefits shall be paid and were intended to be paid from the body of all monies contributed to the Fund on behalf of both active employees and retirees.
(d) Any preceding agreement between the University and the PSC relating to contributions on behalf of active employees or retirees shall be read to conform to this section and this section is binding upon the University and the PSC and all participants and beneficiaries.

(21) The provisions of this Article I may be amended only by the mutual consent of CUNY, the PSC, and the Fund. All following provisions of this Indenture (Article II et seq.) may be amended by the Trustees or by agreement of CUNY and the PSC.

ARTICLE II
PURPOSE

The purpose of the Fund shall be to provide for the participants and their beneficiaries such welfare benefits as prescription drug, medical, hospital, dental, life, disability, and other insurance, and other health, security, and welfare insurance and other benefits as may be determined by the Fund and its Trustees; provided however, that the Fund shall always be maintained on a sound fiscal basis.

ARTICLE III
ORGANIZATION AND OPERATION

(1) This Trust Fund shall be known as the PSC-CUNY WELFARE FUND.

(2) It is intended that this Trust shall be established and operated in a manner that shall qualify it as an organization exempt from income taxation under Section 501(a) of the Internal Revenue Code (hereinafter referred to as the “Code”), so as to ensure that the earnings of the Trust Fund remain exempt from income tax under the Code. Notwithstanding anything to the contrary contained herein, the Trust shall be operated exclusively for such purposes as will comply with Section 501(a) of the Code. To the extent that anything herein is inconsistent with
the Code, this Indenture shall be deemed amended in such fashion as will implement the purposes of this Trust while continuing to comply with the requirements of the Code.

(3) The Trustees shall conduct all of the business of the Fund. They shall receive reports, make plans and take such actions as they shall deem to be in the best interests of the Fund and consistent with their obligations as Trustees.

(4) The Fund and the Trustees shall adopt such rules, regulations and procedures as shall facilitate the operation and administration of the Fund, collection of contributions, investments, plans and programs. The Trustees are authorized to establish the policies and administrative machinery and adopt appropriate Bylaws for the proper functioning of the Fund, which Bylaws shall not conflict with the terms and conditions of this Indenture or agreements between the University and the PSC with respect to the establishment and operation of the Fund.

(5) In the event that action upon a matter cannot reasonably be delayed until either the next meeting or a specially scheduled meeting of the Board of Trustees, at the request of the Chairperson of the Board of Trustees, a vote of the Board of Trustees may be conducted by mail, telephone, facsimile, or email; provided that in such circumstances an affirmative vote of a majority of the Trustees with vote shall be required, and provided further that amendments to this Indenture may not be made pursuant to this section. Notice of the motion to be voted upon shall be provided to all Trustees by email or facsimile transmission where possible and more than one attempt at contacting each Trustee shall be made.

ARTICLE IV

TRUSTEES, OFFICERS, AND EXECUTIVE DIRECTOR

(1) Appointments of the voting Trustees appointed by the President of the PSC shall be for a three-year term beginning September 1 in the year of appointment.

(2) No vacancy in the office of Trustee shall impair the power of the remaining Trustees, acting in the manner herein provided, to administer the affairs of this Trust.
(3) Any successor Trustee shall, upon acceptance in writing of the terms of this Trust, be vested with all the rights, powers, obligations and duties of his or her predecessor as a Trustee and shall be bound by the terms of this Indenture.

(4) An officer of the Fund may hold such office only as long as such officer continues to be a Trustee. If such officer ceases to remain eligible, or resigns, or is removed, or if a vacancy in such office occurs for any reason, the President of the PSC shall appoint to fill the vacancy for the unexpired term.

(5) The Board of Trustees shall have the following officers:

(a) Chairperson: The Chairperson of the Board shall be the President of the PSC or his or her designee as per Article I, Section 4.

(b) Executive Officer: The Executive Officer shall be appointed by the Chairperson from among the nine (9) members appointed by the President of the PSC, and shall also serve as the Fund's Vice Chairperson.

(c) Secretary. The Chairperson shall appoint a Secretary from among the nine (9) members appointed by the President of the PSC.

(d) Treasurer. The Chairperson shall appoint a Treasurer from among the nine (9) members appointed by the President of the PSC.

(6) Duties of Officers

(a) Chairperson: The Chairperson of the Board of Trustees shall be the Chief Administrative Officer of the Fund. He or she shall preside at meetings of the Board, and shall execute appointing powers. The Chairperson or his/her designee shall sign and execute in the name and on behalf of the Trustees all documents required by the Trustees or as reasonably incidental to this office. The
Chairperson may delegate to other officers of the Board, as well as the Fund’s Executive Director, such duties and responsibilities as will best serve the needs of the Fund.

(b) Executive Officer: The Executive Officer shall have responsibility for oversight of the Fund’s benefits design, membership relations, public relations, administrative budget development, benefit program development and implementation in accordance with the master plan, and Fund asset investment. In the temporary absence of the Chairperson, the Executive Officer, as Vice Chairperson, shall perform the duties of the Chairperson.

(c) Treasurer: The Treasurer shall oversee the property of the Fund, the development of the Fund’s administrative budget, the investment of the Fund’s assets, and the performance of such other duties relating to the Fund’s property, including any pension or welfare programs or trusts that may be established for the benefit of the employees of the Fund, as may be imposed by this Indenture, the Bylaws, or by the Trustees. The Treasurer shall Chair any Committee of the Trustees responsible for overseeing the staff benefit programs, if any, established by the Trustees for the benefit of the employees of the Fund Office of the Fund. The Treasurer shall oversee the maintenance of true and accurate accounts of all receipts and expenditures and a true and accurate record of all financial transactions of the Fund, and shall oversee the furnishing of such reports as may be required.

(d) Secretary: The Secretary shall oversee the maintenance of the records of the Fund and of accurate minutes of all regular and special meetings of the Trustees.

(7) Executive Director
(a) Appointment: The Chairperson of the Fund shall nominate an Executive Director whose appointment shall be subject to confirmation by a majority vote of
the total number of voting members of the Board of Trustees. The Executive Director shall report to the Chairperson of the Board or to his or her designee.

(b) Duties: The Executive Director, under the supervision of the Chairperson, shall be responsible for the following:

   (i) Development of the policies and programs of the Fund;

   (ii) Administration and implementation of the Fund’s policies and programs;

   (iii) Review of utilization and performance of contracts with vendors and the making of recommendations to appropriate officers and the Board of Trustees;

   (iv) Day-to-day operations of the Fund’s office and its staff;

   (v) Management of the Fund office staff;

   (vi) Execution, together with those officers designated by the Trustees, of checks drawn upon the accounts of the Fund, which shall include the authority to sign alone checks in the petty cash and other special accounts up to amounts to be determined by the Trustees upon the recommendation of the Treasurer;

   (vii) Maintenance of the minutes of the meetings of the Board of Trustees and other minutes and records of the Fund;

   (viii) Maintenance of the financial records and reports of the Fund;
(ix) Communications with the Fund’s participants, Trustees, the University and the PSC;

(x) Management of the Fund’s fiduciary insurance and bonding;

(xi) Oversight of all mandated disclosure and reporting; and

(xii) Carrying out any additional duties that may be assigned by the Board’s Chairperson and/or the Trustees.

ARTICLE V
FUNDS AND PROPERTY

(1) The funds, property and assets of the Fund are and shall continue to be Trust Funds and be kept separate and apart from any and all other funds and property of CUNY or the PSC.

(2) The assets of the Fund shall be used to provide for the participants and beneficiaries such benefits as the Trustees may deem desirable and to pay the expenses of operating the Fund.

(3) Assets of the Fund may further be used to set up a proper reserve to be invested, to purchase property, to obtain the facilities or other media which will provide, enhance or promote the health, welfare, education, or material or mental well-being of the participants and beneficiaries.

ARTICLE VI
OBLIGATIONS OF TRUSTEES

(1) In exercising any and all powers, duties and responsibilities under this Indenture, the Board of Trustees shall discharge its duties and responsibilities hereunder solely in the
interest of the Fund’s participants and beneficiaries for the exclusive purpose of providing benefits to the participants of the Fund and their beneficiaries and defraying reasonable expenses of administering the Plan with the care, skill, prudence and diligence under the circumstances then prevailing that a prudent person acting in a like capacity and familiar with such matters would use in the conduct of an enterprise of a like character and with like aims, and shall diversify all Trust Fund assets so as to avoid the risk of large losses (unless, under the circumstances, it is clearly prudent not to do so).

(2) The Board of Trustees of the Fund pursuant to the terms and conditions of the Bylaws of the Fund shall be responsible for the deposit and investments of funds and earnings under the care and custody of the Trustees.

ARTICLE VII
POWERS AND DUTIES OF TRUSTEES

(1) The Trustees shall have all powers available under New York law and shall also have all powers necessary and desirable to effectuate the purposes of the Trust, including, without limiting the generality of the foregoing, the following:

(a) Committees.

(i) The Board may delegate one or more of its fiduciary responsibilities to one or more other Committees.

(ii) Each such Committee shall comprise two or more Trustees, and may include other persons as appointed by the Chairperson of the Board of Trustees.

(iii) Except as otherwise provided by applicable law, to the extent that such responsibilities are so delegated, the remaining Trustees shall
not be liable for any loss resulting to the Trust Fund resulting from the acts or omissions of any Committee.

(b) Discretionary Authority.

(i) The Board shall have the exclusive right, power, and authority, in its sole and absolute discretion, to administer, apply and interpret this Indenture, the Plan and any other Plan or Trust documents and to decide all factual and legal matters arising in connection with the operation or administration of the Plan or the Trust and the investment of Plan assets. Where authorized by the Board, the Executive Director shall have the exclusive right, power, and authority, in his or her sole and absolute discretion, to administer, apply and interpret the Plan and any other Plan documents and to decide all factual and legal matters arising in connection with the operation or administration of the Plan and the investment of Plan assets.

(ii) Without limiting the generality of the foregoing, the Board (or, where authorized by the Board, the Executive Director) shall have the sole and absolute discretionary authority to:

(A) take all actions and make all decisions (including factual decisions) with respect to the eligibility for, and the amount of, benefits payable under the Plan to participants and beneficiaries;

(B) formulate, interpret and apply rules, regulations and policies necessary to administer this Indenture, the Plan or other Plan documents in accordance with their terms;
(C) decide questions, including legal or factual questions, relating to the calculation and payment of benefits, and all other determinations made, under the Plan or other Plan documents;

(D) resolve and/or clarify any factual or other ambiguities, inconsistencies and omissions arising under this Indenture, the Plan or other Plan documents; and

(E) process, and approve or deny, benefit claims and rule on any benefit exclusions.

(iii) All determinations made by the Board (or, where authorized by the Board, the Executive Director) with respect to any matter arising under the Plan, this Indenture and any other Plan documents shall be final and binding on all parties affected thereby.

(c) The Fund shall have and maintain an office at a location in the City of New York designated by the Trustees, which shall be deemed the principal place of business of the Fund.

ARTICLE VIII
EXPENSES AND TRUSTEES’ COMPENSATION

(1) The expenses incurred in the collection of contributions and in the administration and operation of this Trust shall be paid by the Fund.

(2) A Trustee shall be reimbursed for all reasonable and necessary expenses which he or she incurs in the performance of his or her duties as such and, if the Board so determines, may receive reasonable compensation for services rendered to the Fund other than his or her ordinary Trustee services, but shall not be compensated for services rendered as Trustee.
ARTICLE IX
CLAIMS AND INDIVIDUAL RIGHTS

(1) No participant or any beneficiary or other person claiming by or through such participant by reason of having been named a participant, in a certificate or otherwise, or the Board, shall have any right, title or interest in or to the funds or other property of the Fund or any part thereof, except as specifically provided by this Indenture and the applicable rules and regulations thereunder.

(2) No monies, property or equity of any nature whatsoever in the Fund, or policies or benefits or monies payable therefrom shall be subject in any manner, by a participant or beneficiary or other person claiming through such participant, to anticipation, alienation, sale, transfer, assignment, pledge, encumbrance, garnishment, mortgage, lien, or charge, and any attempt to cause the same to be subject thereto shall be null and void.

ARTICLE X
INDEMNIFICATION AND PROTECTION OF TRUSTEES AND OTHER PERSONS

(1) Neither the Trustees nor any individual or successor Trustee shall be personally answerable or personally liable for any liabilities or debts of the Fund contracted by them as such Trustees, or for the non-fulfillment of contracts. The same shall be paid by the Fund and the Fund shall be charged with a first lien in favor of each such Trustee for his or her security and indemnification for any amounts paid out by such Trustee for any such liability and for his or her security and indemnification against any liability of any kind which the Trustees, or any of them, may incur hereunder, provided, however, that nothing herein shall exempt any Trustee from liability arising out of his or her own willful misconduct, bad faith, or gross negligence, or entitle such Trustee to indemnification for any amounts paid or incurred as a result thereof.

(2) The Trustees and each individual Trustee shall not be liable for any mistake or error of judgment or for any loss arising out of any act of commission or omission in the execution of their obligations hereunder, so long as they act in good faith and without gross
negligence; nor shall any Trustee be personally liable for the acts of commission or omission of any other Trustee, or of any employee, agent or attorney elected or appointed by or acting for the Trustees.

(3) The Trustees shall be fully protected in acting upon any instrument, certificate, or paper believed by them to be genuine and to be signed or presented by the proper person or persons, and shall be under no duty to make any investigation or inquiry as to any statement contained in any such writing but may accept the same as conclusive evidence of the truth and accuracy of the statements therein contained.

(4) The Trustees shall not be liable for the proper application of any part of the Fund or for any other liabilities arising in connection with the administration or operation of the Fund, except as herein provided.

(5) The Trustees shall from time to time consult with legal counsel and shall be fully protected in acting and relying upon advice in writing of such counsel. The Trustees shall have the right to exercise their duties prudently in reliance upon advice and opinions rendered by competent counsel, consultants, actuaries, auditors and other professional consultants.

(6) The costs and expenses of any action, suit or proceeding brought by or against the Trustees or any of them (including counsel fees), involving the business or affairs of the Fund, shall be paid by the Fund, except in relation to matters as to which it shall be adjudicated in such action, suit or proceeding that such Trustee was acting in bad faith or was grossly negligent in the performance of his or her duties hereunder.

(7) The Trustees shall not be bound by any notice, direction, requisition, advice or request, unless and until it shall have been received by the Trustees at the principal place of business of the Fund.

(8) No person, partnership, corporation or association dealing with the Trustees shall be obliged to see to the application of any funds, securities or other property paid or delivered to
or received from the Trustees as a purchase price or otherwise or to see that the terms of this Indenture have been complied with, or be obliged to inquire into the authority of the Trustees, or the necessity or expediency of any act of the Trustees. Every instrument executed by the Trustees shall be conclusive in favor of any such person, partnership, corporation or association relying thereon that (a) at the time of delivery of said instrument this Indenture was in full force and effect; (b) said instrument was effected in accordance with the terms and conditions of this Indenture, and (c) the Trustees were duly authorized and empowered to execute such instrument.

(9) The Trustees shall be protected in the equitable and uniform application of any Plan they adopt for the payment of (a) death benefits, disability benefits, group insurance or any other forms of insurance as the Trustees may determine, subject to rules of eligibility, amount of contribution, feasibility and safety of the Fund, (b) premiums for such kinds of life, disability, medical, hospital or other insurance for the participants or beneficiaries as the Trustees may determine, (c) the cost of appliances, physical aids, sundries, etc. (d) reimbursement for expenditures or programs involving, health, welfare, or general well-being of the participants or beneficiaries, (e) such other benefits for the participants or beneficiaries as the Trustees may determine, (f) the direct payment of benefits, in whole or in part, in lieu of providing insurance or other coverage to the participants or beneficiaries, as the Trustees may determine, (g) benefits pursuant to a self-insurance program.

(10) Bonding. Any person who is a fiduciary with respect to the Fund or who handles the assets of the Fund including without limitation the Trustees, Executive Director, Investment Managers, Custodians (and any employees, agents or other representatives of the Trust handling monies, Securities and negotiable paper on behalf of the Trust or otherwise entrusted with any portion of the Trust Fund), shall be bonded under a fidelity bond issued by an insurance carrier or duly authorized surety company qualified under the laws of the State of New York. The Board shall, in its sole discretion, have the discretion to determine the amount of such bond and to require the bonding of any other employee of the Trust. The cost of premiums for such bonds for employees and Trustees of the Fund shall be paid out of the Trust Fund.
(11) Fiduciary Insurance. The Board shall purchase with Fund assets and maintain a policy or policies of fiduciary liability (or errors or omissions) insurance covering the Trust Fund, the Trustees, the Executive Director and, if the Board so determines, any other person to whom a fiduciary responsibility with respect to the Plan or Fund has been allocated or delegated, to protect such persons against any and all claims arising out of such fiduciary's breach of his or her fiduciary responsibility to the Plan or the Trust Fund.

ARTICLE XI
MISCELLANEOUS

(1) The Fund was created, and this Indenture executed and amended in the State of New York and all questions pertaining to the validity or construction of this Indenture and of the acts and transactions thereunder shall be determined in accordance with the Laws of the State of New York.

(2) The provisions herein shall be liberally construed in order to promote and effectuate the establishment and operation of the program herein contemplated.

(3) In the event that any provision of this Indenture shall be held illegal or invalid for any reason, such illegality or invalidity shall not affect the remaining provisions of this Indenture; and the provision or provisions held illegal or invalid shall be fully severable and this Indenture shall be construed and enforced as if said illegal or invalid provision had never been inserted herein.

(4) If any provision of this Indenture is determined to be inconsistent with or to contradict the terms and provision of the current collective bargaining agreement between the University and the PSC, or any other agreement between them, such inconsistent or contradictory provisions shall be deemed null and void without affecting the validity of the remaining provisions of this Indenture, provided that the University and the PSC shall not make any amendment to this Indenture or enter into any agreement that shall deprive the Fund of its tax-exempt status under Section 501 of the Code.
ARTICLE XII
AMENDMENT OF ARTICLES II - XII

(1) The provisions of Articles II through XII inclusive herein may be modified or changed only by an affirmative vote of no less than three-quarters of the Trustees present and voting, provided such changes or modifications do not conflict with the terms and provisions of the collective bargaining agreement between the PSC and the University, Article I hereof, and any other applicable governing and superseding document then in effect.

(2) A copy of each proposed amendment shall be distributed to each Trustee at least five (5) days prior to any meeting at which such amendment is to be proposed. Such proposed amendment may not be adopted until a subsequent meeting.

(3) No amendment may be adopted which permits the use of funds contrary to the basic purposes expressed herein, nor may any such amendment change the nature of the purposes of the Fund.
The foregoing PSC-CUNY Welfare Fund Trust Indenture is hereby approved, accepted, and adopted as of the date first stated herein by the following entities and individuals:

CITY UNIVERSITY OF NEW YORK
By: [Signature]
Date: 7/28/08

PROFESSIONAL STAFF CONGRESS/CUNY
By: [Signature]
Barbara Bowen, President, PSC
Date: 6/24/08

PSC-CUNY WELFARE FUND
By: [Signature]
Steven London, Executive Officer,
PSC-CUNY Welfare Fund

Trustees:

1. [Signature]
Dated: 6/20/08

2. [Signature]
Dated: 6/20/08

3. [Signature]
Dated: 6/20/08

4. [Signature]
Dated: 6/20/08
5. Steven London
6. Jeran I. Martell
7. Theron K. Lothrop
8. Katherine Alicia Heg
9. Sharon Swarck
10. Donald K. Lorchuck
11. 

Dated: June 20, 2008
Dated: June 20, 2008
Dated: July 7, 2008
Dated: July 15, 2008
Dated: July 25, 2008
Dated:
ATTACHMENT II

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 appointed by the President of the Graduate School and University Center, in consultation with the Chancellor, who will be in charge of the administration of the School and shall report to the President or his/her designee.

2. Academic Directors. For each degree program, after consulting with the School of Professional Studies Council at one of its meetings, 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.

4. Faculty. For each degree program, after consulting with the School of Professional Studies Council at one of its meetings, the Dean shall recommend to the Board of Trustees the appointment and reappointment of full-time and consortial faculty. The Dean shall also recommend the appointment and reappointment of all adjunct faculty. For each non-degree program, the Dean of the School of Professional Studies may also recommend to the Board of Trustees the appointment and reappointment of full-time, consortial and adjunct faculty.

C. Other 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.

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. Program Committees. For each degree program, there shall be a Program Committee, which shall be composed of the Academic Director and all full-time and consortial faculty appointed to that program. The Program 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 and the appointment and reappointment of full-time and consortial faculty.

D. 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.

E. 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 member, 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.
LAGUARDIA COMMUNITY COLLEGE
GOVERNANCE PLAN

ARTICLE I. POWERS AND FUNCTIONS OF THE COLLEGE SENATE

SECTION I - Responsibilities of the College Senate

The College Senate shall have responsibility, subject to guidelines and policies established by the CUNY Board of Trustees, to formulate policy pertaining to the operation of LaGuardia Community College, including the following:

A. Create bylaws for its own operations consistent with its constitution and the policies and bylaws of the CUNY Board of Trustees.

B. Establish and protect the academic standards of the College.

C. Set qualifications for degrees, requirements for matriculation, and scholarship standards; the faculty, however, shall reserve the right to confer degrees.

D. Review the operations of the College curriculum, approve new curricula and courses, and review modifications of existing curricula.

E. Determine and review all policies dealing with instruction, and with faculty and student welfare and development consistent with academic freedom and professional standards.

F. Determine policy with respect to facilities and financial matters of the College within the framework of the bylaws of the CUNY Board of Trustees.

G. Consult with the President on the appointment of personnel to the position of full dean through the establishment of an appropriate search committee consisting of at least three people including faculty representation.

H. Create a search committee consisting of at least three people including faculty representation to make recommendations to the CUNY Board of Trustees in the event of a presidential vacancy.

I. Create a search committee to make recommendations to the President if a vacancy in the position of department chairperson occurs and no one from the department is elected. The search committee should consist of at least three people, including faculty representation.

J. Propose such amendments to and revision of the Bylaws to the President for transmittal to the CUNY Board of Trustees and such other legislative or administrative boards as are deemed appropriate by the Senate.
K. Create such additional standing and ad hoc committees as are deemed necessary to carry out the functions enumerated herein.

L. Review information from the Administration on budgetary appropriations and disposition, and all other available information as is necessary to implement the functions of the Senate.

M. Formulate policy governing the conduct and behavior of members of the college community consistent with individual rights and democratic principles.

SECTION II – Recognition of Other Governing Bodies

It is the intent of the College Senate to follow the bylaws of the CUNY Board of Trustees in conjunction with this Governance Plan regarding personnel procedures and to recognize that there exists a Faculty Council concerned with faculty affairs and a student government which is involved in student affairs. The constitutions of these bodies are on file with the legal counsel of the Board.

SECTION III – Repeal of Senate Decisions

Upon petition of twenty-five members of the full-time instructional staff or seventy-five members of the student body, and the presentation of such petitions to the Chairperson of the Senate, a referendum must be conducted by the Committee on Elections to determine if the college staff and the student body both desire to repeal any Senate decision. Petition for repeal must be filed within five weeks after publication of the action in the minutes of the Senate in accordance with Article II, Section III – B. A decision shall be repealed by a two-thirds vote of the full-time instructional staff, in which at least forty percent of the full-time instructional staff participate, and a two-thirds vote of the student body, in which at least twenty-five percent of the student body participate.

ARTICLE II. SENATE MEETINGS

SECTION I – Time of Meetings

A. The time, location and agenda of all Senate meetings shall be distributed to Senators not less than forty-eight hours prior to the time of meetings.

B. The Senate shall meet at least once monthly.
SECTION II – Conduct of Meetings

A. All Senate meetings shall be conducted in conformance with Robert’s Rules of Order, except as otherwise required by law.

B. All Senate meetings shall be open to the college community at large.

C. A majority of the membership of the Senate shall constitute a quorum. Alternates shall be informed in a timely manner to attend and vote at Senate meetings in the event of absence of Senators, and they are encouraged to attend all other meetings without vote and without counting as part of the whole number for the purpose of determining whether a quorum is present or whether a majority have approved an action.

D. Upon the signed petition of a least ten of the Senators, a special meeting shall be called to order by the Senate Chairperson within five days after receiving the petition.

SECTION III – Minutes of Meetings

A. The Secretary of the Senate shall maintain a record of the Minutes of all official meetings of the Senate.

B. Minutes of all Senate meetings shall be distributed to the Senators, President, Deans and Chairpersons of the College.

C. Minutes of all Senate meetings shall be made available in the College library to any members of the college community.

ARTICLE III. COMPOSITION OF THE SENATE

SECTION I – Distribution of Membership

A. One member shall be elected from the instructional staff of each of the following constituencies; Department of Accounting/Managerial Studies, Department of Communication Skills, Department of English, Department of Humanities, Department of Mathematics, Department of Natural and Applied Sciences, Department of Social Sciences, Department of Education and Language Acquisition, Library, Department of Counseling, Department of Cooperative Education, Department of Computer Information Systems, Division of Administration, Division of Academic Affairs, Division of Adult and Continuing Education, Division of Enrollment Management and Student Development, Division of External and Community Affairs, Division of Information Technology, and the President’s Office, which shall be construed to encompass all instructional staff not otherwise enfranchised.
If the administrative structure is altered so that the number of constituencies increases, each new constituency will have one Senator and Alternate, whose senate service will become effective at the next regular Senate elections. If the number of constituencies decreases, the so-affected constituency senators shall continue to serve until the next regular Senate election. The next election shall reflect the new administrative structure of the College with one elected senator from each constituency.

A. Each Academic Department shall elect a Senator and an Alternate. The Faculty Council President, or his/her representative, shall be a voting Senator and the Faculty Council shall elect an Alternate for that position.

B. Each Division and the President’s Office shall elect a Senator and an Alternate.

C. There shall be one Senator elected at large by each of the following constituencies: adjunct faculty and civil service. There shall be four (4) Senators elected at large by the full-time faculty and instructional staff. There shall be one Senator elected by the Alumni Association. All of these Senators shall have full voting privileges, and all shall have Alternates elected by their respective constituencies.

D. The President of the College and all Vice Presidents shall serve ex-officio without vote.

E. The students shall elect Senators, whose number shall be equal to the number of Senators from the Academic Departments. The students shall also elect Alternates, whose number shall be no more than the number of Student Senators. The Student Government Association President, or his/her representative, shall be a voting Senator and shall have an Alternate. In the event that Student Senators or Alternates’ seats become vacant prior to the term of office of a new group of Student Senators and Alternates, the Student Government Association shall elect replacements for the vacant positions from among students who meet the eligibility requirements for Senate membership.

Transitional Plan for Student Senators in 2008

1. Student Senators whose term of office began in fall 2007: There are currently only 9 Student Senators serving in the Senate. After the effective date of the 2008 amendments, the Student Government Association shall elect additional Senators up to the number authorized in the amendments (12 to equal the number of academic departments plus the Student Government Association President) and shall elect Alternates, whose number shall be no more than the number of Student Senators.

2. Student Senators elected in spring 2008 whose term of office begins in fall 2008: In spring 2008, prior to the effective date of the 2008 amendments, 21 Student Senators are scheduled to be elected to serve as
student representatives to the Senate. After the effective date of the 2008 amendments, only 13 (12 and the Student Government Association President) will be eligible to serve as full voting members of the Senate. The top twelve vote getters will be designated as Senators when their term of office begins in fall 2008, and the remaining Senators will be designated as Alternates.

SECTION II – Election Procedures

Senators and their Alternates shall be elected at the same time.

A. Specific Constituency Procedures

1. Instructional Staff

   a. Declarations of candidacy for at-large Senate Seats must be filed with the Chairperson of the Committee on Elections within two weeks after the first day of regular classes of the fall semester. Elections for at-large Senate Seats will be held two weeks thereafter.

   b. Nominations will be made and elections will be held for constituency Senate seats at constituency meetings called by the heads of the constituencies within four weeks after the first day of regular classes of the fall semester.

2. Students

   a. All student senators will be elected at-large.

   b. Elections for student senators will be conducted by the Committee on Elections of the Senate in cooperation with the Vice President of Enrollment Management and Student Development.

   c. Declarations of candidacy for student senate seats must be filed with the Chairperson of the Committee on Elections within two weeks after the first day of regular classes of the fall semester. Elections for student senate seats will be held two weeks thereafter.

3. Other Senators

   a. Declarations of candidacy for non-instructional staff senate seats must be filed with the Chairperson of Committee on Elections
within two weeks after the first day of regular classes of the fall semester.

b. Nominations and election for the Alumni Association Senate seat will be conducted within four weeks after the first day of regular classes of the fall semester, according to a process proposed by the President of the Alumni Association and approved by the Committee on Elections of the Senate.

B. General Procedures

1. All elections will be conducted by secret ballot.

2. Elections will not be valid unless twenty-five percent of the eligible voters participate consistent with Section 15.2 of the Bylaws of the CUNY Board of Trustees.

3. In elections for at-large Senate seats, all eligible voters will have the right to vote for as many candidates as there are at-large seats being filled during that election. Each voter may cast no more than one vote for each candidate.

4. In the event of a tie for an at-large Senate seat, a run-off election will be conducted within two weeks.

C. Temporary and Permanent Substitution of Alternates

1. In the case of a Student Senator who is absent from a Senate meeting, the Alternate who received the most votes at the most recent student election who is in attendance at that meeting shall be designated by the Executive Committee to have voting privileges at that meeting.

2. In the case of an at-large Senator (representing the full-time faculty and staff) who is absent from a Senate meeting, the Alternate who received the most votes at the most recent at-large election for that constituency who is in attendance at that meeting shall be designated by the Executive Committee to have voting privileges at that meeting.

3. If a constituency Senator (other than a Student Senator or at-large Senator representing the full-time faculty and staff) resigns or is recalled, his/her constituency may either elect a new Senator and retain the Alternate previously elected or designate the Senator’s Alternate as that constituency’s new Senator and elect a new Alternate. The Secretary of the Senate must be notified in writing of such an election.
4. If a Student Senator resigns or is recalled, the Student Alternate who received the most votes in the most recent student election shall be designated as the new Senator by the Executive Committee.

5. If an at-large Senator representing the full-time Faculty and Staff resigns or is recalled, the at-large Alternate who received the most votes in the most recent at-large election for that constituency shall be designated as the new Senator by the Executive Committee.

SECTION III – Eligibility to Serve on and Vote for Members of the College Senate

A. Full-time members of the instructional staff in the following titles shall be eligible:

1. Professor, Associate Professor and Assistant Professor

2. Instructor and Lecturer

3. Senior College laboratory technician and College laboratory technician

4. Registrar, Associate Registrar and Assistant Registrar

5. Higher Education Officer, Higher Education Associate, Higher Education Assistant, Assistant to Higher Education Officer

6. Research Assistant

B. Students enrolled in a degree granting program shall be eligible.

C. Full-time members of the non-instructional staff in the following titles shall be eligible:

1. College Office Assistant “A” and “B”

2. College Secretarial Assistant “A” and “B”

3. College Administrative Assistant

4. All members in Civil Service Career and Salary Plan Titles.

SECTION IV – Term of Office

A. Terms of office of the newly elected senators shall begin six weeks after the first day of regular classes of the fall semester.
B. All student Senators shall have one-year terms; all other Senators shall have staggered two-year terms.

SECTION V – Recall of a Senator

A. All Senators are subject to recall.

B. A Senator shall be subject to recall under the following conditions:

1. After three consecutive unexcused absences.

2. After three months in office, the Senator’s overall attendance record reflects a majority of absences.

C. The recall procedure is as follows:

1. A letter will be sent by the Secretary of the Senate to the Senator requesting the Senator to submit an explanation to the Senate Executive Committee regarding the absences.

2. The Executive Committee will review the response and decide whether to forward a motion to the Senate to recall the Senator or excuse the absences of the Senator.

3. If the decision by the Executive Committee is to submit a motion of recall to the Senate, a two-thirds vote of the Senate membership is required to recall that Senator.

ARTICLE IV. ORGANIZATION OF THE SENATE

SECTION I – Chairperson and Vice Chairperson

A. Each new Senate at its first meeting shall elect a Chairperson from its membership who shall preside at all meetings of the Senate. The Chairperson’s term of office shall be for one year commencing with the organization of a new Senate in the fall semester. The Senate shall also elect for a term of one year a Vice Chairperson, who shall preside should the Chairperson be absent or unable to serve.

B. The Chairperson of the Senate shall vote only in the event of a tie.

SECTION II – Secretary

The Secretary of the Senate shall be elected for a term of one year from its membership by the College Senate.
SECTION III – Senate Committees

There shall be eight Standing Committees of the College Senate: The Executive Committee, the Committee on Committees, the Curriculum Committee, the Academic Standing Committee, the Committee on Professional Development, the Committee on Campus Affairs, the Committee on Elections, and the Committee on the Evaluation of Program Effectiveness.

SECTION IV – Parliamentarian

The Executive Committee shall select a Parliamentarian who shall not be a member of the Senate. The Parliamentarian shall have all rights and privileges of Senate membership except the right to vote.

ARTICLE V. POWERS AND DUTIES OF THE STANDING COMMITTEES

SECTION I – The Standing Committee

A. The Executive Committee

1. The Executive Committee shall consist of the following members:

   The elected Chairperson, Vice Chairperson, Secretary to the Senate, two members of the instructional staff and two students, nominated and elected at large by the Senate. The Senate’s Parliamentarian shall be a non-voting member. Members shall serve for one year.

2. The Executive Committee shall be responsible for fixing the agenda of the Senate, including:

   a. Establishment of an annual schedule of Senate meetings, subject to the ratification of the full Senate;

   b. Establishment of a recommended timetable for submission to the Senate of reports and recommendations from all Senate committees;

   c. Establishment and maintenance of standards of clarity and completeness of all reports, recommendations and documents brought before the Senate, except that any Committee or person submitting items to the Executive Committee for inclusion on a future Senate agenda may decline to modify or answer questions about their submissions, with the assurance that such submissions will nevertheless be processed without prejudice. The Executive Committee must place all reports, recommendations and
3. The Executive Committee shall be responsible for coordinating the activities of all standing and ad hoc Senate committees, including:

   a. Referral of items brought to its attention to the appropriate Senate committee(s):

   b. Timely receipt of reports and recommendations from all Senate committees;

   c. Assurance that each committee has among its members a Senator to serve as liaison to the Senate, or, in the absence of such a member, the designation of a member of the Executive Committee to serve as committee liaison to the Senate;

   d. Collection of meeting schedules and minutes of all Senate committees;

   e. Notification of the full Senate of any committees believed to be in violation of “Committee Regulations” elsewhere in this document.

4. The Executive Committee shall have power to call the College Senate into special session. Upon receipt of a written request by ten senators, the Executive Committee must place on the agenda any item of business under consideration by any standing or ad hoc committee.

5. The Executive Committee shall be charged with interpreting the Governance Plan, subject to a majority vote of the Senate, and with recommending changes in the Governance Plan as needs arise.

6. The Executive Committee shall serve as the continuous liaison between the Senate and the President of the College.

B. The Committee on Committees

1. The Committee on Committees shall be elected from among the members of the College Senate. The committee shall be comprised of seven members, including a minimum of two students, elected by plurality vote after nomination from the floor. Voting shall be by secret ballot throughout. Tie votes shall be resolved by the Chairperson of the College Senate. The committee shall meet immediately after the election to elect a Chairperson.
2. The Committee shall recommend to the College Senate allocations of the standing committees’ seats to specific constituencies. The Committee shall also disseminate information about applications for service on all committees and then collect and sort those applications. The Committee shall also assign, after consultation with the President of the College, individuals to the committees in accordance with the guidelines specified in Article V, Section II of this document.

3. The Committee shall maintain a current roster of members for all standing committees. At the request of the Chairperson of any committee, the Committee on Committees in consultation with the President of the College, shall consider and adjudicate issues relating to membership status and replacement of any committee member due to lack of attendance, unwillingness or inability to serve.

4. The Committee shall have the further responsibility of constituting ad hoc or special committees as they may be created by the Senate.

C. The Curriculum Committee

1. The Curriculum Committee shall be concerned with all aspects of the formulation, development, evaluation, and modification of course and program proposals.

2. The Vice President for Academic Affairs or designee shall be a member of this committee and shall serve as its chairperson.

D. The Academic Standing Committee

1. The Academic Standing Committee shall determine regulations and policies concerning academic standing matriculation processes, degree requirements and grading systems.

2. The Office of the Registrar, the Office of Admissions, and the Department of Counseling shall be represented on this committee.

E. Committee on Professional Development

1. The Committee on Professional Development shall be responsible for developing programs which promote the professional growth and development of all staff members of the College.

2. The Committee shall, in consultation with the Committee on Evaluation of Program Effectiveness, develop and periodically review instruments and procedures to provide evaluative data on instructional effectiveness and on
the performance of non-instructional and administrative services. Systematic student input shall be included in all evaluative procedures.

3. The Director of Personnel and the Vice President for Academic Affairs or their designees shall be members of this Committee.

F. The Committee on Campus Affairs

1. The Committee shall review policy and make recommendations with respect to master and long-range planning of the physical facilities and the on-going operation of the physical facilities. The Committee shall hold periodic open hearings to assure the participation of the college community.

2. The Committee shall also recommend and review policy pertaining to student recruitment, admissions, standards or behavior within the community, ceremonies, health, athletics, and other services and activities relating to the campus good and welfare.

3. The Vice President of Enrollment Management and Student Development, Vice President for Academic Affairs, and Vice President of Administration or their designees shall serve on this Committee.

G. The Committee on Elections

1. The Committee on Elections shall recommend to the Senate procedures for all Senate related elections held in the College and shall supervise those elections. It shall be available upon request to consult with any other College group to assist in its elections.

2. Should the need arise, the Committee shall receive and hear grievances relating to elections, and shall make appropriate recommendations to the Executive Committee. These recommendations may be appealed to the Executive Committee.

3. In the case of student elections, the Committee shall, upon request of the student organization involved, assist in developing procedures for the election.

H. The Committee on Evaluation of Program Effectiveness

1. The Committee shall periodically measure and determine the effectiveness of curricula and other educational programs. The Committee shall forward its findings and recommendations to the Executive Committee of the Senate and the appropriate college divisions.
2. The Vice President for Academic Affairs and the Director of Institutional Research or their designees shall serve on this Committee.

SECTION II – Committee Regulations

A. Each committee, with the exception of the Curriculum Committee, shall elect its own chairperson and secretary at its first or second meeting, and shall forward the results of the election to the Committee on Committees.

B. Each committee shall meet as often as necessary, but at least once a quarter, keep minutes of its meetings, and send copies of minutes to the Secretary of the Senate.

C. Committees shall be empowered to create subcommittees from their own membership to discharge their responsibilities.

D. Committee chairpersons may be impeached by a two-thirds vote of the Committee’s membership. Results of the impeachment are to be forwarded to the Committees within ten days. Where the Vice President for Academic Affairs has designated a person to chair the Curriculum in his/her stead, a two-thirds vote for impeachment is to be construed as a recommendation to the Vice President for Academic Affairs to change the appointment of his/her designee.

E. Except in the case of the Executive Committee and the Committee on Committees, membership on Senate standing, ad hoc or special committees is open to all members of the college community.

F. Committee members, other than students, will serve staggered two-year terms. Student members will serve one-year terms.

ARTICLE VI. AMENDMENTS

SECTION I - Initiation of Amendments

Amendments to this Governance Plan may be initiated by petition of twenty-five percent of the incumbent Senators, or by petition of ten percent of the enfranchised voters from among either the full-time instructional staff or the student body.

SECTION II – Ratification of Amendments

Amendments shall be incorporated into the Governance Plan after ratification by a two-thirds vote of the Senate and after a majority vote of at least ten percent of students enrolled in a degree-granting program and a majority vote of at least ten percent of the full-time instructional staff, and after approval by the CUNY Board of Trustees. The Committee on Elections shall be responsible for supervising referendums on amendments.
PROCEDURES FOR RATIFICATION
OF THE GOVERNANCE PLAN

I. The Governance Plan shall be ratified following affirmation by a majority vote of at least ten percent of the students enrolled in a degree-granting program and by a majority vote of at least ten percent of the full-time instructional staff.

II. The Committee on Elections shall be responsible for supervising the ratification referendum and counting the ballots therein.

III. The Executive Committee shall be responsible for supervising the transition from the last Senate organized under the initial Governance Plan to a new Senate organized under this Governance Plan.

ARTICLE VII. PERSONNEL AND BUDGET (P & B) COMMITTEES

SECTION I – Staff Enfranchised to Vote

All full-time instructional staff (those holding faculty rank or in the titles of Instructor, Lecturer, Senior College Laboratory Technician, College Laboratory Technician, Research Assistant, or Higher Education Officer (HEO) series titles in an instructional division shall have the right to vote for and serve as members of the Divisional/Departmental P & B Committees.

SECTION II – Membership of Divisional/Departmental Personnel and Budget Committees

Four persons are elected to serve on the Divisional/Departmental P & B in addition to the Chairperson who chairs the Committee. All members shall serve for staggered three year terms.

SECTION III – Membership of the College Personnel and Budget Committee

The College P & B, chaired by the President, shall consist of the Chairpersons, the Chief Librarian, the Vice President of Adult and Continuing Education, the Vice President for Academic Affairs, the Vice President of Enrollment Management and Student Development., and a Dean designated by the President.
SECTION IV – Elections of Personnel and Budget Committees

A. Elections of members to P & B Committees shall be held during the month of May. Newly elected P & B members shall take office July 1st.

B. Should a vacancy on a Divisional/Departmental P & B Committee occur, a special election shall be called without undue delay by the appropriate Chairperson or Divisional Vice President to fill the seat for the unexpired term.
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
hire additional faculty, launch the Graduate School of Journalism, expand technology, augment student services, upgrade information management systems, and purchase new computer hardware and software.

- The system-wide emphasis on preparing students for professional success continues, as indicated by efforts at the CUNY School of Law. Graduates of the law school achieved a first-time bar pass rate of 82.75 percent on the July 2007 New York State Bar Exam, the highest pass rate in the history of the School and a dramatic improvement from the 50 percent rate in 2002. It was also higher than the statewide average of 79.1 percent for first-time bar exam test-takers. The school also just received membership in the Association of American Law Schools (AALS), joining 160 other law schools that have attained membership standing through a rigorous review process.

These initiatives, and many others, have set a bold course for CUNY to expand the boundaries of knowledge as it expands opportunities for students. Going forward, the University must continue to engage all of its constituencies through dynamic, transforming enterprises that meet the challenges of a changing global environment and a growing student body. Projections from the Department of City Planning indicate that by 2030, 9.1 million people are expected to reside in New York City, an increase of more than one million people. At the same time, New Yorkers find themselves in a rapidly evolving economy, where complex skill sets and technological literacy are prerequisites to successful participation. Credentials in this knowledge-based economy are indispensable.

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


\(^3\) 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

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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.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.

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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;\(^\text{11}\) 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.

\(^{11}\) 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.\textsuperscript{12} 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.\textsuperscript{13}

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.\textsuperscript{14}

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.

\textsuperscript{12} For more information on these programs, please visit www1.cuny.edu/academics/research-scholarship/internal-funding-programs.html.


\textsuperscript{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.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.

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. Nationally, 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.17

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.

17 Examples are detailed on pages 123-128 (within “Serving the City”).
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.

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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.”

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. 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

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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.” 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. 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 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

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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. 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.”28 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

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• 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}

**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.

**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 year 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:

• **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.33 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 million 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 competitively 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.  

**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.  

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

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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.”39 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](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;

(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 Desigee** - 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.
JOHN JAY COLLEGE OF CRIMINAL JUSTICE
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 Subcomittee 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.i, 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, as defined in Article I, Section 3.a.i, 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 1, 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
Board of Trustees the appointment, reappointment (including reappointment with tenure) and promotion of tenure track faculty.

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.
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.
GOVERNANCE OF THE GRADUATE SCHOOL
AND UNIVERSITY CENTER OF
THE CITY UNIVERSITY OF NEW YORK

May 2006

Sec. 1 ADMINISTRATIVE OFFICERS

1.1 President

The President of The Graduate School and University Center, hereafter referred to as The Graduate School, is the chief academic and administrative officer.

The President has general responsibility to develop, implement, and administer the doctoral programs of the University, other graduate programs, and centers and institutes of The Graduate School in accordance with the decisions of the Board of Trustees of The City University of New York.

The President has responsibility and authority for The Graduate School comparable to those set forth for Presidents in Article 11.4 of the Bylaws of the CUNY Board of Trustees.

1.2 Provost

The Provost of The Graduate School is appointed by and responsible to the President and is the principal academic officer of The Graduate School, with responsibilities as the President may assign.

1.3 Vice Presidents

Vice Presidents of The Graduate School are appointed by the President of The Graduate School in accordance with the established policies of the CUNY Board of Trustees for such appointments.

Vice Presidents have such duties and responsibilities as may be assigned to them by the President or referred to them by appropriate faculty bodies.

1.4 Deans

Deans of The Graduate School are appointed by the President of The Graduate School in accordance with the established policies of the CUNY Board of Trustees for such appointments.

Deans have such duties and responsibilities as may be assigned to them by the President or referred to them by appropriate faculty bodies.

Sec. 2 ADMINISTRATIVE BODIES

2.1 Graduate Council

The governing body of The Graduate School is the Graduate Council, which operates in accordance with its Bylaws. A majority of the voting members of the Graduate Council shall constitute a quorum.
2.1A Membership

1. The faculty and students in each doctoral program shall elect one faculty and one student representative to Graduate Council for each 100 or fewer matriculated students (e.g., 301 students equates to 4 faculty and 4 students).

2. Each graduate degree program of The Graduate School in a discipline in which no doctoral work is offered shall elect representatives to Graduate Council, using the same formula for doctoral programs, except that the number of representatives from all such programs shall not exceed 10 percent of the total membership of the Council.

3. Members Ex Officio and Appointed Members of Graduate Council
   a. Graduate School Voting Members
      Executive Officers
      Coordinators of the Certificate Programs
      Three Co-Chairs of the Doctoral Students= Council
      Secretary of Graduate Council
      Chair of the Doctoral Faculty Policy Committee
   b. Graduate School Nonvoting Members
      President
      Provost
      Vice Presidents
      Associate Provosts
      Chief Librarian
      Deans
      USS GC Delegate
      Directors of formally established research centers and institutes of The Graduate School
      President of the Ph.D. Alumni Association
   c. Other CUNY Nonvoting Members
      One academic officer with major responsibility for graduate work, except in education, from each senior college of The City University of New York designated by the respective presidents

2.1B Functions

The functions of Graduate Council shall be:

1. To formulate educational policy for all graduate work in doctoral programs and in other graduate programs of The Graduate School; to set standards of admission and academic performance, and curriculum and degree requirements.

2. To approve programs and curricula leading to the doctorate degree and to approve other graduate programs of The Graduate School and the curricula of these programs.

3. To recommend to the CUNY Board of Trustees the granting of honorary and graduate degrees to qualified candidates. This function shall be exercised exclusively by the faculty members of the Council.

4. To consider any other academic matters of The Graduate School and make
recommendations to the CUNY Board of Trustees.

5. To receive, consider, forward, approve or reject, as appropriate, reports and recommendations of the Graduate Council’s Standing Committees.

6. To review and recommend revisions to the Governance document of The Graduate School and to the Bylaws of Graduate Council.

2.1C Chair

1. The President of The Graduate School shall be Chair of Graduate Council and shall preside over its meetings. In the absence of the President, the Chair of the Executive Committee of the Council shall preside.

2. The Chair of the Executive Committee of Graduate Council shall preside over the meetings of the Executive Committee. The Chair shall be elected by the voting members of the Council from among the faculty representatives of the Council.

2.1D Committees

The Graduate Council shall establish Standing Committees as enumerated and such other committees as it deems necessary to the discharge of its responsibilities. Each committee shall consist of faculty members and student members as specified in the Graduate Council Bylaws.

1. Executive Committee
2. Committee on Structure
3. Committee on Curriculum and Degree Requirements
4. Committee on Research
5. Committee on Committees
6. Committee on Student Services
7. Student Academic Appeals Committee
8. Library Committee
9. Information Technology Committee

2.2 Committees of The Graduate School

2.2A Academic Review Committee

This committee shall consist of the Provost as Chair (nonvoting) and six members elected by the Executive Officers from among their ranks. Each elected member shall serve for two years. The terms shall be staggered so that half of the total members are elected each year. The committee shall review all proposals for appointments to The Graduate School faculty, as well as reappointments, nonreappointments, promotions, tenure, and fellowship leaves of absence, and shall make its recommendations to the President.

2.2B Student Advisory Committee

The Steering Committee of the Doctoral Students Council shall be the President's Student Advisory Committee. It shall advise the President in the discharge of such responsibilities as
setting educational policy, making major administrative appointments, and other matters as the President may request.

2.2C Doctoral Faculty Policy Committee

The Doctoral Faculty Policy Committee shall be directly elected by the faculty. It functions as the voice of the doctoral faculty of The City University of New York. It may bring items for action to Graduate Council on its own initiative.

2.2D Doctoral Students= Council

The Doctoral Students= Council is the official representative body of the doctoral students.

2.2E Ad Hoc Committees

Ad hoc committees may be created as needed, either by appointment by the President or by Graduate Council election.

Sec. 3 DEGREE PROGRAMS

3.1 New Degree Programs

3.1A The development of new degree programs or the revision of existing programs is the prerogative of the faculty. The development of new degree programs shall follow the City University=s Office of Academic Affairs specific guidelines for Letters of Intent and Proposals for new degree programs.

3.1B The following procedures are required for new degree programs:

1. A Letter of Intent should include information about the proposed program=s purposes and goals, need, student demand, curriculum, faculty, and cost assessment. The Letter of Intent will be reviewed by The Graduate School=s Committee on Curriculum and Degree Requirements and, if approved, by Graduate Council. If approved by Graduate Council, the Letter of Intent will be forwarded to the City University's Office of Academic Affairs for review.

2. If the Letter of Intent is approved by the City University=s Office of Academic Affairs, a full Proposal will be developed with more detail and greater documentation, including the required external evaluation.

3. The full Proposal will be reviewed by The Graduate School=s Curriculum and Degree Requirements Committee and, if approved, by Graduate Council. If approved by Graduate Council, the Proposal will be forwarded to the City University=s Office of Academic Affairs for review prior to consideration by the City University=s Board of Trustees=s Committee on Academic Policy, Programs, and Research and, finally, by the Board of Trustees.

4. Program Proposals approved by the City University=s Board of Trustees will be forwarded to the New York State Department of Education for review and final authorization.
3.1C During the period between the inception of a new degree program at The Graduate School and the approval of its governance structure by the Graduate Council, the interim structure shall be as follows: The President, with input from the program’s planning committee, shall appoint an Executive Officer (EO) of such Doctoral Program and the EO of the Master of Liberal Studies or Director of any Graduate Center MA Program. In addition, the President shall appoint five members of the Executive Committee from the program’s faculty including at least one from any college that has or will have at least six faculty on the initial program faculty, and including at least one from among those who have full-time appointments at The Graduate School. All other rules and regulations of The Graduate School and of the City University Board of Trustees Bylaws shall also apply during the interim period.

3.1D After a new program has been in existence for one academic year, it shall draw up a detailed governance structure consistent with this Governance document and the Graduate Council Bylaws of The Graduate School. For that purpose a faculty-student ad hoc Governance Committee shall be established. The Committee shall consist of six to ten members, half of whom shall be faculty and include the Executive Officer, and half of whom shall be students elected for that purpose by the student body by mail ballot. Nominations for faculty members shall be made by the Executive Committee; nominations of student members shall require signatures of five students or 20 percent of the students in the program, whichever is fewer.

3.1E The governance proposal prepared by the ad hoc Committee shall be submitted to the faculty and students two weeks in advance of the vote and shall, after a faculty-student meeting, be submitted to a mail vote by faculty and students. A majority of those voting in each group must vote affirmatively for the proposal to pass.

3.1F A description of the program governance shall be submitted to the Committee on Structure, which shall forward the proposal with its recommendations to Graduate Council. The recommendation of the Committee shall be adopted unless rejected by a three-quarters vote of the Graduate Council members present.

The description of the program governance shall include:

1. The composition of the Executive Committee and the Standing Committees described in this Governance document

2. The composition and functions of other committees the program may wish to establish

3. The nomination and election procedures for participants in the governing bodies of the program, the criteria for student membership pursuant to Section 6.4B, and the responsibilities and prerogatives of the student members

3.2 General Provisions for Program Governance

3.2A Proposals for doctoral and master’s program governance or amendments thereto shall be explicit in all of their provisions and shall not incorporate by reference the provisions of the Bylaws of the Graduate Council, Bylaws of the City University, or other regulation or legislation.

3.2B Formal provisions shall be made for the expression of student opinions on decisions affecting appointments, promotion, and tenure of individual faculty members.
3.2C In programs with subprograms, the subprogram governance shall conform to relevant portions of this Governance document regarding program structure. It is the Executive Officer’s responsibility to determine that this adherence to The Graduate School governance exists, and the responsibility of the program Executive Committee to approve any changes necessary to bring subprogram structures into conformity with the Governance document of The Graduate School.

3.2D Certificate Programs at the GC shall have a Coordinator and a five member standing advisory committee elected by the faculty of the program(s) in which the certificate program is housed.

[3.2D] 3.2E The procedures of Graduate School committees, programs, and subprograms shall be governed by ROBERT’S RULES OF ORDER, NEWLY REVISED, in all cases in which they are applicable and not inconsistent with this Governance document and the Graduate Council Bylaws of The Graduate School.

3.3 Modification of Program Governance Structure

3.3A With the approval of the Committee on Structure and Graduate Council, specific aspects of the program structure and organization provided for in this section may be modified to meet exceptional conditions prevailing in a doctoral program.

3.3B Programs may at any time propose a change in their structure within the requirements of the Governance document of The Graduate School provided that changes are submitted by a majority of the program’s Executive Committee, and after timely notification to the program’s faculty and students of the proposed changes, to the Committee on Structure for review and recommendation to Graduate Council.

3.3C If at least 30 percent of the doctoral faculty or 30 percent of the matriculated students in a program sign a proposal to change the program’s structure, the proposal shall be considered by the Committee on Structure of the Graduate Council. If the Committee on Structure approves the proposal, it shall forward the proposal with its recommendation to Graduate Council for its approval.

3.4 Executive Officer

3.4A Each [graduate degree-granting] doctoral program of The Graduate School and the Master of Arts (M.A.) Program in Liberal Studies shall have an Executive Officer responsible for administering the affairs of the program in accordance with this Governance document, and with the policies established by the program faculty, Graduate Council, and the CUNY Board of Trustees.

3.4B The Executive Officer shall be appointed by the President for a term not exceeding three years. The President shall actively solicit nominations and counsel from the individual members of the Executive Committee, doctoral faculty, and students matriculated in the program concerning this appointment. The Executive Officer may be reappointed.

3.4C The Executive Officer shall preside at meetings of the program’s faculty, Executive Committee, and Faculty Membership Committee. The Executive Officer shall have authority to initiate policies and actions concerning the affairs of the program, subject to the powers delegated by this Governance document to the program’s faculty. The Executive Officer shall serve ex officio as a voting member of all program committees.
3.4D Courses to be offered each semester shall be determined by the Executive Officer after consultation with representative groups of faculty and students. The Executive Officer shall assign faculty to teach these courses.

3.4E The Executive Officer shall work with chairs of CUNY college departments in the Executive Officer's discipline to develop procedures for making new faculty appointments useful both to the college departments and to The Graduate School. The Executive Officer shall try to ensure that when department chairs recruit part-time faculty, they give preference to qualified students enrolled in the doctoral programs, in accordance with the policies of The City University of New York.

3.5 Executive Committee

3.5A The Executive Committee of each program shall be constituted as required by each program’s governance after approval by the Graduate Council Committee on Structure and by Graduate Council in accordance with the following provisions. There shall be established in each program an Executive Committee to be composed of at least five members. It shall include at least one faculty member from each senior college substantially participating in the program (as substantially participating is defined as having six members on the faculty of the program) (Section 9.4, CUNY Board of Trustees Bylaws). In programs in which the doctoral faculty includes two or more faculty members (other than the Executive Officer) who hold Graduate School appointments, at least one member of the Executive Committee shall be elected from this category. Members of the Executive Committee shall be elected for a term not to exceed three years, but may be reelected.

3.5B The Executive Committee shall have the authority for the operation of the program between the stated meetings of the program's faculty subject to the policies established by the faculty. It shall meet at least once a semester with the students matriculated in the program. The Executive Officer shall serve as Chair of the Executive Committee (Section 9.4, CUNY Board of Trustees Bylaws).

3.5C The Executive Committee may make recommendations to the appropriate committees of Graduate Council and to the administration of The Graduate School.

3.5D The Executive Committee in coordination with the Faculty Membership Committee shall conduct a continuing review of the faculty resources of the University relevant to that program. The Executive Committee shall work with the Executive Officer to forward the policy in Section 3.4E of this Governance document.

3.5E The Executive Committee shall recommend policies and procedures on dissertations.

3.6 Program Standing Committees

Each degree program shall have the following Standing Committees, and such other committees as its faculty, its governance structure, or its Executive Committee may determine. The committees responsibilities are as follows:

3.6A Faculty Membership: To nominate members of the program’s faculty as provided for in Section 6.1 below with a view toward including in the doctoral program faculty newly appointed at the colleges; to maintain a roster of potential doctoral faculty appointments; to record annually the status of those faculty members currently designated; to review all other actions taken in regard to membership on the doctoral faculty.
3.6B Curriculum and Examinations: To review curriculum and to submit curriculum recommendations for action; to recommend procedures and standards for the conduct of examinations.

3.6C Admission and Awards: To recommend admission and awards procedures and standards for the program; to administer these procedures in accordance with these standards.

3.6D Elections: To conduct all program elections.

Sec. 4 MASTER’S PROGRAMS AND CERTIFICATE PROGRAMS

4.1 Definition

A certificate program at The Graduate School is a formalized interdisciplinary concentration that grants certificates simultaneously with the awarding of doctoral degrees. The development of a certificate program is overseen by the Interdisciplinary Studies Committee and requires the approval of that committee, the Committee on Curriculum and Degree Requirements, and Graduate Council prior to being presented for approval first by the Board of Trustees of The City University of New York and then by the State of New York.

Master’s programs at the GC which are headed by a Director may be free-standing or housed within a Doctoral Program.

4.2 Administration and Structure

4.2A A certificate program shall have a Coordinator administering the affairs of the program in accordance with the policies established by the program faculty, Graduate Council, and the CUNY Board of Trustees.

4.2B Master’s programs (except the Master of Arts in Liberal Studies) which are not part of an existing doctoral program shall have a Director administering the program in accordance with the policies established by the program faculty, Graduate Council, and the CUNY Board of Trustees.

4.2[C] Directors of master’s programs and [the] Coordinators of certificate programs shall [may] be appointed by the President for a term not exceeding three years. The President shall solicit nominations and counsel in making [this] such appointments as described in Section 3.4B of this Governance document.

4.2[D] The responsibilities of the Director or the Coordinator are the same as those outlined for Executive Officers in Sections 3.4C and 3.4D of this Governance document.

4.2[E] A certificate program shall have an Advisory Committee appointed by the President after consultation with the Coordinator. Appointees must be members of the doctoral faculty.

4.2[F] The Certificate Program Advisory Committee shall nominate to the President members of the initial certificate program faculty. Nominees should be members of the doctoral faculty, except as noted in Section 6.2C, below.

4.2[G] After a new master’s or certificate program has been in existence for one academic year the [Certificate] Program Advisory Committee shall propose a governance structure for the
program and submit it to the Committee on Structure, which shall forward the proposal with its recommendation to Graduate Council for approval.

The governance structure shall include procedures for establishing standing and ad hoc committees, for making faculty appointments, and for proposing modification of certificate requirements in accordance with procedures described in Section 3.2 of this Governance document.

Sec. 5  FACULTY APPOINTMENTS, REAPPOINTMENTS, PROMOTIONS, TENURE

5.1 Recommendations for faculty appointment, reappointment, promotion, and tenure on Graduate School lines assigned to The Graduate School must first be considered by the Executive Committee of the relevant program, next by the Academic Review Committee, and then by the President.

5.2 Student members of the Executive Committee have the right to participate in all discussions on matters of policy and on individual candidates for appointment, reappointment, promotion, and tenure, but may not vote on individual candidates.

5.3 Recommendations for appointment, reappointment promotion, and tenure of faculty appointed on Graduate School lines allocated to a senior college are initiated and reviewed at the college and submitted by the college president directly to the CUNY Board.

Sec. 6  FACULTY AND STUDENTS

6.1 Faculty Membership in Doctoral Programs

6.1A During the first two years of a degree program, the faculty shall be appointed by the President. Thereafter, the program's faculty shall be determined in accordance with the following paragraphs.

6.1B Appointment to the doctoral faculty is initiated by means of written nomination from the appropriate program committee(s) to the Provost and is effective when the appointment is approved by the Provost. Appointment to the doctoral faculty may not be initiated by the Provost or President except in the case of newly established doctoral or certificate programs or in extraordinary circumstances with the approval of the Academic Review Committee.

6.1C The continued membership of each faculty member of each doctoral program shall be reviewed regularly by the Faculty Membership Committee and/or Executive Committee of each program in accordance with the program's faculty membership policy.

6.1D The program's governance structure shall stipulate whether nomination for appointment is made by (a) the Faculty Membership Committee, (b) the Executive Committee, or (c) the Executive Committee after recommendation by the Faculty Membership Committee, and the criteria employed by the program for nomination to, and continuance on, the doctoral faculty.

Criteria shall include:

1. A determination that the faculty member will make a significant contribution relevant to the needs of the program, and
2. Evidence of significant research relevant to the doctoral program, or

3. Evidence of qualification to teach a doctoral course or provide other doctoral-level training, or

4. Evidence of qualification to supervise doctoral dissertations or other graduate-level research.

6.1E A member may be removed from the doctoral faculty on the recommendation of the appropriate program committee(s), but only after the member has been given one year's prior notice of the intention to remove.

6.1F The faculty member may appeal the decision to remove to the program's Executive Committee, the Provost, and the President.

6.1G The appointment of full-time CUNY faculty as members of the doctoral faculty (except as in 6.1I below) confers full rights and duties.

6.1H Only members of the doctoral faculty may teach a doctoral-level course more than twice or chair dissertation committees.

6.1I In order to meet emergency needs, an Executive Officer may recommend directly to the Provost appointment of individuals to the doctoral faculty for a period of one semester or one year. Such temporary appointments may not be repeated for a cumulative total of more than two semesters. Notification of such appointments shall be conveyed to the Faculty Membership Committee and/or the Executive Committee. Temporary appointees do not have voting rights in the program, nor may they be appointed to program committees.

6.1J Part-time CUNY faculty and faculty or professionals at other institutions may be recommended for adjunct appointment to the doctoral faculty. Their rights and duties with respect to strictly academic activities (e.g., chairing a dissertation committee) are the same as those of other doctoral faculty.

6.2 Faculty Membership in Certificate Programs and Other Educational Programs

6.2A An Advisory Committee for a certificate program [or other educational program] and the Executive Committee of a master’s program not housed within a doctoral program shall nominate to the President members of the initial program faculty. Nominees shall be members of the doctoral faculty.

6.2B The foregoing program structure rules for faculty membership apply as well to certificate and other educational programs of The Graduate School.

6.2C An individual qualified to serve a needed teaching, supervisory, or other function in a certificate or other educational program, but ineligible for membership in an existing doctoral program because there is no relevant doctoral program or because the definition of a relevant doctoral program precludes the individual’s specialization, may be appointed in the following manner: after informing related doctoral programs of an intended appointment, the program forwards such nominations to the Provost accordingly, as required by the program=s governance.
6.3 Faculty Responsibilities

6.3A The Executive Committee of each program shall call at least one meeting a year of the faculty and present a report to the faculty. At any meeting of the program faculty a quorum shall consist of 25 persons or 50 percent of the faculty, whichever is smaller.

6.3B The faculty, through its members on the Standing Committees of the program, shall have responsibility to establish policies for the program. At any meeting of the faculty, a quorum being present, the faculty of each program may vote to make direct recommendations without Executive Committee approval to the appropriate committee of Graduate Council or to the administration on any matter that affects them.

6.3C The Executive Committee of the Graduate Council may receive motions for action directly from program faculty or from a program's Executive Committee.

6.4 Student Responsibilities

6.4A The Executive Committee shall call a meeting with the students of each program at least once each semester.

6.4B The students shall have responsibility through student representatives to the Executive Committee and the Standing Committees of each program to make known their views on the policies of the program. All students on these committees shall be chosen by means of an election by mail by the students in the program. Any matriculated student shall be eligible to serve. Students of any program may make direct recommendations to the appropriate committee of Graduate Council or to the administration for immediate consideration on any matter that affects them if at least 10% of the students in that program support those recommendations.

Sec. 7 AMENDMENTS AND REVIEW

7.1 This Governance document may be amended by a two-thirds affirmative vote of the members present, there being a quorum, at any stated or special meeting of Graduate Council, provided that the text of the proposed amendment shall have been sent in writing to every member of Graduate Council at least two weeks before the meeting at which the proposed amendment is to be considered.

7.2 At the final spring meeting of the Graduate Council of every even-numbered year, the Committee on Structure shall present a report on the Governance document together with such recommendations for amendments, revisions, or alterations as it shall deem appropriate. The procedures described in the previous paragraph shall be followed except that such amendments shall require a majority affirmative vote of the members present, there being a quorum.

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
AMENDED GOVERNANCE PLAN

ARTICLE I: Legislative Bodies: The Academic Senate and the College Council

PART A: THE ACADEMIC SENATE

Section 1 Purpose

a. The Academic Senate of the Borough of Manhattan Community College shall be responsible for the principal academic policy decisions of the college including admissions criteria, academic programs, degree requirements and graduation requirements. It shall be the agent of the faculty in carrying out the functions of faculty subject to the provisions of the By-laws of the Board of Trustees.

b. The Academic Senate shall have all the responsibilities of the faculty subject only to the right of the faculty to reverse any specific vote of the Senate by a two-thirds vote of the entire membership of the instructional staff.

Section 2 Membership

a. Voting Members/Eligibility and Requirements

i. Chairs of all academic departments.

ii. One full-time faculty elected by and from the instructors, lecturers, assistant professors, associate professors and professors in academic departments.

iii. Twenty five full-time faculty or full-time CLTs elected at-large from and by full-time faculty and CLTs.

iv. Four currently employed adjuncts or part-time CLTs who have been employed at BMCC for at least six semesters. If there is a gap in service they must be serving in at least their second consecutive semester at the college at the time of their election. The adjuncts or part-time CLTs are elected by and from the adjuncts and part-time CLTs. They are elected by secret ballot in May of the appropriate year. They serve a one-year term and may not succeed themselves after having served three successive years.

v. Two full-time employees elected by and from college laboratory technicians.

vi. Twelve student representatives elected by the SGA in accordance with their by-laws.

vii. Ex-officio: the elected BMCC delegates to the University Faculty Senate.

viii. Ex-officio: the president of the college, the vice-president for academic affairs; two academic deans.
b. Non-voting Members

i. The Registrar

ii. The Director of Enrollment Management

c. There shall be no substitutes or proxies in place of absent members

**Section 3. Elections and Vacancies**

a. Full-time department delegates, except for the department chair, are elected by secret ballot by eligible members of the department for a term of three years in May of the appropriate year. Vacancies are filled in the same manner by the department for the unexpired portion of the term. Department delegates may not succeed themselves after having served two successive full terms.

b. Delegates-at-large are chosen from the membership of the full-time faculty and CLTs. They serve a three-year term with 1/3 to be elected each year. Candidates must file a nominating petition containing the signatures of 25 full-time faculty or CLTs. Elections of delegates-at-large are by secret ballot in April of each year with newly elected delegates-at-large assuming office at the next annual organizational meeting. Delegates-at-large are ineligible to serve simultaneously as department delegates. Vacancies for delegate-at-large are filled from the list of unsuccessful candidates of the last election, with the person having the most votes among the unsuccessful candidates receiving the vacancy. The vacancy is for the unexpired portion of the term.

c. An eligible adjunct or part-time CLT wishing to be elected as a representative must submit his/her name to the elections committee. All adjuncts and part-time CLTs serve a one-year term and may not succeed themselves after having served three successive full terms. Elections are by ballot mailed to reappointed adjuncts’ and part-time CLT’s homes in May of the appropriate year. Vacancies for all delegates are filled from the list of unsuccessful candidates of the last election, with the person having the most votes among the unsuccessful candidates receiving the vacancy. The vacancy is for the unexpired portion of the term.

d. Full-time College Laboratory Technician delegates are elected by and from full-time College Laboratory Technicians in academic departments. They are elected by secret ballot in April of the appropriate year. They serve three-year terms. Candidates for the position must file a nominating petition containing the signatures of at least five full-time CLTs assigned to academic departments. Vacancies are filled from the list of unsuccessful candidates of the last election, with the person having the most votes among the unsuccessful candidates receiving the vacancy. The vacancy is for the unexpired portion of the term.

e. Where no list exists of unsuccessful candidates for the position of delegate-at-large, adjunct or part-time CLT, or full-time CLT, the vacancy may be filled by the President of the Academic Senate.
f [e]. Student Government Association representatives are elected by the SGA in accordance with the procedures established in their by-laws. They are elected in September of each year to serve for one-year terms. In order to serve in the Academic Senate a student must meet the City University of New York and the BMCC Student Government Association criteria for eligibility to hold office and must be able to serve for one year. Vacancies of student delegates shall be filled in accordance with the procedures set forth in the SGA bylaws for the filling of vacancies.

g [f]. An employee delegate automatically vacates the office if he/she is discontinued from employment. An employee who is not reappointed vacates his/her office at the end of his or her appointment.

Section 4: Structure and Functions of the Senate

a. The officers and their duties

i. The chair, the vice chair, the parliamentarian and the secretary of the Academic Senate are elected for one year terms from the membership by secret ballot by a majority vote at its May organizational meeting. In the absence of the chair, the vice-chair presides. In the absence of both the chair and the vice-chair, the chair appoints a member of the body to preside.

ii. The chair and vice-chair are members of the Executive Committee of the Senate. The chair or in his or her absence, the vice-chair, shall preside over the Executive Committee.

iii. The secretary of the Senate is a member of the Executive Committee but not of any other standing committee. The secretary is responsible for the minutes of all meetings and for the notification of all members of the Senate concerning meetings and Senate action.

b. Meetings

i. The Academic Senate meetings follow the College Council meetings and are incorporated into the college calendar. The Senate meets at least twice each semester as determined by its Executive Committee; The dates of the regular meetings are established in consultation with the College Council Executive Committee.

ii. Upon petition of twenty (20) members of the Senate, a meeting must be called in order to deal with matters of Senate concern. Special meetings may be called by the chair or the Executive Committee.

iii. When time permits, the proposed agenda for both regular and special meetings is sent to the members of the faculty, staff and the SGA at least one week prior to the meetings.
iv. A quorum of both [stated] regular and special meetings consists of a majority of the whole number of members of the Academic Senate. For the purpose of this provision the words “whole number” shall be construed to mean the total number which the Academic Senate would have were there no vacancies and were none of the members or officers disqualified from acting.

v. The order of business at meetings of the Senate.
1. Call to order
2. Actions on minutes
3. Communications and announcements
4. Reports of standing committees
5. Reports of special committees
6. Old business
7. New business
8. Adjournment


vii. Minutes of the Senate meeting are sent to the faculty, staff and the SGA as soon as practicable after the meetings but in no case more than ten days after each meeting.

viii. Members of the college community who are not members of the Senate may attend meetings and have the privilege of the floor but may not vote.

Section 5 Structure and Functions of Academic Senate Committees

a. The Senate shall establish two types of standing committees: administrative and policy committees. By vote of the body, they may also establish special committees. The voting members of the standing committees include those elected to serve on the Senate itself and ex-officio voting members, the president of the college, the senior vice president for academic affairs and two academic deans. However, a maximum of two student representatives may serve with full voting rights on any standing policy committee with the exception of the Committee on Faculty Development. No student may serve on more than one committee. Students are not eligible to serve on administrative committees. Students may serve on the Academic Standing Committee when it is meeting to discuss policy questions.

**Faculty members of the College Council standing committees shall not be assigned to serve on Academic Senate standing policy committees.**

Chairs of any standing committee may solicit volunteers to serve, without vote, as necessary and appropriate.
b. The standing administrative committees are:

   The Committee on Committees

   The Elections Committee and

   The Executive Committee

The function of the administrative committees is to provide for the execution of policy decisions. The members and the specific functions of each administrative committee are:

i. The Committee on Committees consists of five members of the Senate elected at the first organizational meeting of the newly-elected Senate. No more than one person may serve from any one department and members may not succeed themselves. Each year the Committee appoints members of the Senate to standing policy committees and special committees, honoring the request of individual Senate members as far as practicable.

ii. The Elections Committee consists of five members elected by the Senate. This committee certifies the procedures and results of all Academic Senate and College Council balloting, nominations, and elections.

iii. The Executive Committee consists of the elected chair, the secretary of the Senate, and one representative of each standing committee, elected by each committee each new academic year. The functions of the Executive Committee are:

1. To act for the Senate when it is not in session. All such actions are subject to review at the next session of the Senate.

2. To prepare the agenda for Senate meetings. This agenda must include reports of all actions passed by the Senate committees and may include reports from the college president, College Council, SGA, and other relevant matters appropriate to the Senate.

3. To refer matters brought to its attention to the appropriate committee.

4. To implement Senate decisions.

5. To review the calendar for the academic year.

6. To meet with the president at least once per semester.

7. To meet at least once a month during the fall and spring semester.
8. To have the power to call the Senate into session and to coordinate the activities of all committees.

c. The standing policy committees are:

   Academic Standing
   Admissions
   Curriculum
   Instruction
   Faculty Development
   Student Affairs

   i. All policy committees consist of approximately an equal number of members. Each member of the Senate, appointed by the Committee on Committees, serves on one and only one policy committee assigned by the Committee on Committees.

   ii. Any member of the faculty has the right, upon request, to appear before and speak, without vote, at any meeting of any Senate policy committee meeting.

   iii. Elected student representatives shall be responsible to report on the actions of their respective committees to the Student Government Association.

d. General Functions of the Policy Committees are:

   i. To render an annual report to the Senate.

   ii. No later than two weeks after each meeting, to send to each member of the faculty a copy of the minutes of that meeting, prepared by the committee secretary.

   iii. To send committee proposals requiring Senate action to the members of the Senate at least one week prior to Senate meetings.

e. Functions of Specific Policy Committees

   i. The Academic Standing Committee recommends policies regarding the academic qualifications that students must meet to be in good standing and the procedures for filing appeals for exceptions to the college’s academic policies. The committee rules on appeals filed by students on matters related to academic standing, such as waivers of calendar deadlines, appeals for probationary status and exceptions to other academic policies as stated in the college catalogue. It will also hear appeals of the academic performance requirement of both federal and state financial aid programs.

   ii. The Admissions Committee reviews, proposes and recommends policies pertaining to student recruitment, admissions and retention.
iii. The Curriculum Committee maintains a continuing review of the operation of the college curriculum and of pertinent developments in this field. Its functions include the evaluation and review of proposals for the modification of curricula.

iv. The Instruction Committee recommends policy in all areas dealing with effective teaching. It also distributes to the faculty information on the improvement of instruction.

v. The Faculty Development Committee discusses and disseminates information and promotes the well being and the professional development of the faculty.

vi. The Student Affairs Committee maintains a continuous review of, and recommends policy on, issues concerning retention, orientation, mentoring, community services, and scholarships.

f. Ad hoc Committees

i. Ad-hoc committees, whose purpose is to perform a given task, may be formed by a majority vote of the Senate. Members of ad-hoc committees must be elected by a majority vote of the Senate. Any member of the faculty may serve.

ii. The chairperson of the Academic Senate ad-hoc committees shall be appointed by the chairperson of the Academic Senate. All other chairpersons of committees of the Academic Senate, other than the Executive Committee, shall be elected by the respective committees.

PART B: THE COLLEGE COUNCIL

Section 1. Purpose

a) Recognizing the legislative authority of the Academic Senate in matters of curriculum and degree requirements, the College Council shall be the body which establishes college policy on all matters except those specifically reserved by the laws of the State of New York, the Bylaws of the Board of Trustees of the City University of New York and by the collective bargaining agreements in force.

b) The College Council shall serve as a forum for discussing issues and problems of general college concern, shall advise the President both in response to his request for counsel and upon its own initiative, and shall provide, through its existence, a formal body for each constituent group to express its viewpoint and to communicate with each other.
Section 2. Membership

a) The membership of the Council shall include representatives from all segments of the college community and shall consist of:

i. The Members of the Administration. The members of the administration shall be designated as follows:

1. The President of the college who shall chair the College Council. The Vice President for Academic Affairs, who shall be Vice Chair of the College Council.

2. Ten other college administrators to be annually designated by the President. Among the ten to be designated shall be administrators holding the title vice president or dean.

ii. The Members of the Academic Senate. The full-time and part time faculty, instructional staff and student delegates of the Academic Senate shall be members of the Council.

iii. The Members of the Staff. The members of the staff shall be designated as follows:

1. Two individuals serving in the Higher Education Officers series title.

2. Two individuals serving full-time in a Civil Service title.

3. Two part-time employees serving in the College Assistant title.


Section 3. Elections and Vacancies

a. The service of the members of the Council who sit on the Council by virtue of their membership in the Academic Senate, whether faculty, instructional staff or student is co-extensive with their membership on the Academic Senate.

b. The ten members of the administration appointed by the President shall serve a one-year appointment, subject to reappointment by the President.

c. The delegates from the Higher Education Officer, Civil Service and College Assistant titles shall be elected by their respective constituent groups and shall be elected to three year [staggered terms]. Vacancies in these positions are filled from the list of unsuccessful candidates of the last election. Where no list exists, the vacancy may be filled by the President of the College Council. Elections shall be held in May by paper or machine ballot to be determined by the Elections Committee. If machine balloting is used, elections shall be held over a two-day consecutive period.

d. Candidates for the office of Higher Education Officer, Civil Service or College Assistant delegate must file an application to be a candidate with the Elections Committee. The application form and the date by which it must be filed shall be determined by the Elections Committee.
e. The representative of the Alumni Association shall be designated by the association and shall serve a three-year term.

f. Vacancies of faculty, college laboratory technician, and student delegates shall be filled in accordance with the procedures for the filing of vacancies set forth in Article I, Part A, Section 3 of the Governance Plan.

f. Vacancies of administration members shall be filled at the discretion of the President.

Section 4. Structure and Functions of the College Council

a. The officers and their duties

i. The chair of the Council is the President of Borough of Manhattan Community College and the vice chair is the Vice President for Academic Affairs. In the absence of the chair and vice chair, the President appoints a vice president or dean to preside.

ii. The chair and vice chair are members of the Executive Committee of the Council. The chair or vice chair shall preside over the Executive Committee.

iii. The secretary of the Council is elected at the May meeting of the Council from among the membership for a one-year term. The secretary is a member of the Executive Committee, but not of any other standing committee. The secretary is responsible for the minutes of all meetings, and for the notification of all members of Council concerning meetings and Council action.

iv. The Council, at its May meeting, elects a parliamentarian by a majority vote each year.

b. Meetings

i. The Council meetings precede the Senate meetings and shall last no more than one hour. The meetings are incorporated into the college calendar. The Council meets at least twice each semester as determined by its Executive Committee. The dates of the regular meetings are established in consultation with the Academic Senate Executive Committee.

ii. Upon petition of twenty (20) members of the Council a meeting must be called in order to deal with matters of Council concern. The chair, the Executive Committee, or a resolution from the Council may call for special meetings.

iii. The proposed agenda for both regular and special meetings will be sent to the college community, the SGA, and Academic Senate at least one week prior to the meetings.

iv. A quorum of both regular and special meetings shall consist of a majority of the whole number of members of the College Council. For the purpose 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 and were none of the members disqualified from acting.

v. The order of business at meetings shall proceed as follows:

1. Call to order
2. Action on minutes
3. Communications and announcements
4. Old business
5. Reports of standing committees
6. Reports of special committees
7. New business
8. Adjournment


vii. Minutes of each meeting shall be sent to the college community no more than ten days after each meeting.

viii. Members of the college community who are not members of the College Council may attend meetings and shall have the privilege of the floor, but they may not vote.

Section 5. Structure and Functions of College Council Committees

a. The Council shall establish standing committees and special committees.

b. The standing committees are the Executive Committee, Long Range Planning Committee, [Elections Committee], [Admissions Committee], Budget Committee, Campus Facilities and Security Committee, Technology Committee, and Committee on Campus Life and Student Issues. Faculty members of the College Council standing committees, other than the Executive Committee, shall not be assigned to serve on Academic Senate standing policy committees. Where an insufficient number of faculty are elected to serve on a College Council standing committee, the chairperson of the applicable committee shall solicit a faculty member who is not a member of the College Council to serve as a faculty representative of his or her committee with full voting rights. The members and functions of each committee are:

i. Executive Committee membership consists of the President, the Vice President for Academic Affairs, one student elected by and from among the student delegates of the College Council, and the secretary of the Council. It shall also include four members elected by the College Council for three-year terms. Elections will take place at the organizational meeting of the Council in [September] May. The functions of the committee are:

1. To act for the College Council when it is not in session. All such actions are subject to review at the next session of the Council.

2. To prepare the agenda for College Council meetings. This agenda must include reports from the college president, Academic Senate, SGA, all actions passed by Council
committees and may include other relevant matters appropriate to the Council.

3. To refer matters brought to its attention to the appropriate committee.

4. To monitor and oversee the implementation College Council decisions.

5. To meet at least once a month during the academic year.

6. To have the power to call the Council into session, and to coordinate the activities of all committees.

7. To approve the calendar for the academic year.

ii. Elections Committee consists of seven College Council members; four faculty, one other member elected at the first meeting of the Council in September, and two students selected by the SGA. This committee shall coordinate nominations and shall conduct elections for Council and committee positions, and certifies the procedures and results of nominations, balloting and elections for College Council.

ii. The Long Range Planning Committee shall be chaired by the President of the College and shall consist of the chairperson of each College Council standing committee, the Vice President for Student Affairs, the Vice President for Development, the President of the Student Government Association, and one faculty member from each of the College Council Standing Committees to be designated by the President of the College Council. The Committee shall meet at the discretion of the chairperson of the committee, but shall meet at least once during the academic year.

iii. Budget Committee consists of seven persons; four faculty or staff council members elected by the College Council, two persons appointed by the President, one of whom shall be appointed by the President to serve as chairperson of the committee, and one student selected by SGA. The Committee shall be responsible for reviewing budget information and be responsible for recommending policy relating to the financial and budgetary affairs of the college. The Committee will meet at least once per semester.

iv. Campus Facilities and Security Committee consists of seven persons; four faculty or staff council members persons elected by the Council, the Vice President for Administration, who shall chair the committee, one person appointed by the President, and one student selected by the SGA. The committee shall be responsible for recommendations to the College Council concerning the conditions, improvements and safety of the college and the allocation of space and facilities.

v. Committee on Campus Life and Student Issues consists of nine persons, four faculty or staff council members elected by the College Council, the Dean for Student Affairs, who shall chair the committee, one person appointed by the President, and three student members selected by the SGA. The
committee shall be responsible for making recommendations concerning the student’s college experience.

vi. Committee on Technology consists of four faculty or staff members elected by the council, two members appointed by the President, one of whom shall be appointed by the President to serve as chairperson of the committee, and one student selected by the SGA. The committee shall be responsible for reviewing new technologies, including hardware and software, for the enhancement of teaching and learning and recommending policies related to technology in the college community.

c. Ad-hoc committees whose purpose is to perform a given task may be formed by a majority vote of the College Council. Members of the ad-hoc committees must be elected by a majority vote of the College Council. Any member of the College Council may serve on an ad-hoc committee.

d. The chairpersons of College Council Ad-Hoc Committees shall be appointed by the chairperson of the College Council.
FIVE-YEAR CAPITAL BUDGET REQUEST
FY 2009-2010 through FY 2013-2014

Summary of Active and Proposed Capital Projects

Since 1998, The City University has received more than $5.2 billion from the City and State to upgrade existing facilities and to build major expansions. The current Request includes funding to complete previously-approved projects that were started with partial funding from prior years, as well funding for unforeseen conditions, escalation, and economic changes. Project highlights include (note: A = Acquisition; D = Design; C = Construction; E = Equipment):

- CUNY-Wide – Advanced Science Research Center Phase I (CE $84,722,000)
- City College – New Science Facility (CE $54,700,000)
- CUNY Law – New Law School Facility (ACE $205,000,000)
- Hunter College – School of Social Work (E $6,318,000)
- Lehman – Central Utilities Plant (C $77,677,000)
- New York City College of Technology – Academic Building I (CE $148,000,000)
- Queens – Science Upgrades Phase II (DC $67,451,000)
- York College – Academic Core Building Dewatering (DC $35,000,000)
- Bronx Community College – Campus Utility Upgrades, Phase I (C $21,300,000)
- Queensborough Community College – Mechanical Infrastructure Upgrades, Phase I (C $5,000,000)
- Queensborough Community College – Electrical Upgrades (DC $18,702,000).

Funding is requested to support a key initiative of the 2009-10 through 2013-14 Capital Program: Critical Maintenance. This encompasses projects intended to bring CUNY campuses to a state of good repair, to include repair of interiors, building envelopes, roofs, mechanical systems, electrical systems, chiller and boiler plants, and fire alarm systems. An estimated $1.87 billion is needed to implement this initiative. This includes $1.11 billion in funding for individual projects and $757 million in critical maintenance lump sum funding.

Funding is requested to continue successful CUNY-wide programs initiated in prior budget plans, including:

- CUNY-Wide Senior Colleges – Health & Safety, Facilities Preservation and ADA (DC $369,112,000)
- CUNY-Wide Senior Colleges – CUNY FIRST and Educational Technology Upgrades (E $203,000,000)
- CUNY-Wide Senior Colleges – Science Lab Upgrades (DCE $47,521,000)
- CUNY-Wide Senior Colleges – Science & Technology Equipment (E $25,000,000)
- CUNY-Wide Community Colleges – Health & Safety, Facilities Preservation and ADA (DC $186,214,000)
- CUNY-Wide Community Colleges – CUNY FIRST and Educational Technology Upgrades (E $17,800,000)
- CUNY-Wide Community Colleges – Science Lab Upgrades (DCE $7,183,000)
FIVE-YEAR CAPITAL BUDGET REQUEST
FY 2009-2010 through FY 2013-2014

EXHIBIT A – State and City Capital Budget Funding History

EXHIBIT B – Five-Year Project Requests by Project Category:

- Major Bonded Projects (those greater than approximately $2 million in total project cost and funded with Dormitory Authority bonds)
- Minor Rehabilitation Projects (those less than $2 million in total project cost)

EXHIBIT C – Five-Year Project Requests by Project Category
## EXHIBIT A

### State and City Capital Budget Funding History

The University has received the following State appropriations:

<table>
<thead>
<tr>
<th>($ in millions)</th>
<th>Senior Colleges</th>
<th>Community Colleges &amp; Medgar Evers</th>
<th>Total University</th>
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<tbody>
<tr>
<td>1998-99 to 2003-04 bonded funds</td>
<td>$902.2</td>
<td>$109.7</td>
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<td>1998-99 to 2003-2004 minor</td>
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<td>$5.0</td>
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<tr>
<td>rehabilitation funds</td>
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<td>2004-05 to 2007-08 bonded funds</td>
<td>$1,095.0</td>
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<td>$1,095.0</td>
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<tr>
<td>2004-05 to 2007-08 minor</td>
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<td>$20.0</td>
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<tr>
<td>rehabilitation funds</td>
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<tr>
<td>2005-2006 bonded funds increase</td>
<td>$222.0</td>
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<td>2006-2007 bonded funds increase</td>
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<td>2007-2008 bonded funds increase</td>
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<td>2008-2009 to 2012-2013 bonded</td>
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<td>funds</td>
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<tr>
<td>2008-2009 to 2012-2013 minor</td>
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<td>$23.2</td>
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<td>rehabilitation funds</td>
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<tr>
<td>Total bonded funds</td>
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<tr>
<td>Total minor rehabilitation funds</td>
<td>$63.2</td>
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</table>

In 2005, for the first time, CUNY received a multi-year appropriation from the Mayor that provided $157.4 million of new City funding for the Community Colleges and Medgar Evers and allowed the University to access available State funding that had been previously appropriated to the capital budget. The City plan matched all of the State appropriations through 2005-06. In FY 2009, CUNY received an additional $165.3 million in City funding. This amount includes $108.5 million from the Mayor and $56.8 million in funding from the City Council and Borough Presidents.

Total funding received since 1998-99 totals $5.2 billion.
EXHIBIT B
FY 2009-10 through FY 2013-14 Project Requests
By Project Category

MAJOR BONDED PROJECTS (SENIOR AND COMMUNITY COLLEGES)
$5.2 BILLION

- Critical Maintenance: 37%
- Ongoing Campus Initiatives: 24%
- Facilities Preservation: 5%
- Energy Conservation: 2%
- Health & Safety: 6%
- Capital Equipment Purchases: 3%
- Technology Upgrades: 6%
- Renovations: 16%
- Contingency & Administration: 1%

MINOR REHABILITATION PROJECTS (SENIOR AND COMMUNITY COLLEGES) - $40 MILLION

- Minor Repairs (Lump Sum Request): 87%
- Master Plans Feasibility Studies: 13%
EXHIBIT C
Criteria for Prioritization of the FY 2009-10 through FY 2013-14 Request

**Priority Order for Requested Projects:**

1. CUNY-wide projects to ensure health, safety, security, and compliance with codes, including ADA and asbestos-related regulations

2. Individual campus projects that were started with partial earlier funding and need completion of funding

3. Projects to upgrade existing science facilities and provide new science instruction and research facilities

4. CUNY-wide technology projects, including infrastructure upgrades, systems engineering, and new equipment

5. CUNY-wide facility and infrastructure preservation projects

6. Individual campus renovation projects similar in scope to the CUNY-wide project types listed above

7. New construction of space needed for academic programs, with projects ranked in order of overall campus space deficiency. Highest priority is assigned to classroom and instructional laboratory facilities and to the replacement of temporary or leased space with permanent space

8. CUNY-wide projects to meet energy conservation and performance objectives

9. CUNY-wide and individual campus projects for purposes other than those listed above
## THE CITY UNIVERSITY OF NEW YORK
### HONORARY DEGREES
#### Granted in 2008

<table>
<thead>
<tr>
<th>Recipient</th>
<th>Honorary Degree Granted</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Alma Guillermoprieto</td>
<td>Doctor of Humane Letters</td>
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<td>Doctor of Laws</td>
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<tr>
<td>Paul Auster</td>
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<td>Elie Wiesel</td>
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<td>Enrique Carbajal</td>
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<tr>
<td>Harry Doherty</td>
<td>Doctor of Humane Letters (posthumous)</td>
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