The meeting was called to order at 5:00 p.m.

There were present:

**Committee Members:**
Hon. Wellington Chen, Chair  
Hon. Hugo Morales, Vice Chair  
Hon. Rita DiMartino  
Hon. Charles A. Shorter  
Hon. Sam Sutton  
Prof. Karen Kaplowitz, faculty member  
Mr. Jeffrey Aikens, student alternate  
President Russell K. Hotzler, COP liaison

**Trustee Observer:**
Hon. Kafui K. Kouakou

**Trustee Staff:**
Deputy to the Secretary Hourig Messerlian  
Ms. Towanda Lewis

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The agenda items were considered in the following order:

**I. ACTION ITEMS:**

A. **APPROVAL OF THE MINUTES OF THE MEETING OF FEBRUARY 6, 2012.** The minutes were approved as submitted.

B. **POLICY CALENDAR**

1. **Lehman College – MS in Geographic Information Science.** Executive Vice Chancellor and University Provost Alexandra Logue stated that this degree enables students to develop theoretical, programmatic and applied research skills in spatial analysis, skills that are in demand in a variety of fields such as public health, environmental science, and resource management. This program will be attractive to professionals working in these fields who wish to enhance their qualifications. The program will also be attractive to traditional students with an undergraduate degree from a variety of STEM disciplines.

   Following discussion the item was approved for submission to the Board.

2. **City College – MS in Earth Systems and Environmental Engineering.** Executive Vice Chancellor Logue stated that this program integrates traditional science and engineering disciplines towards the overall goal of training students to solve contemporary environmental problems. This program can be described as a professional science master's degree, similar to the previous resolution that was just approved. It includes an internship and training in workplace skills such as regulatory matters and project management. The three tracks—water resource engineering management, climate and...
remote sensing, and geoinformatics, and geographic information systems--were selected as the workforce areas most likely to sustain high demand for qualified employees.

Following discussion the item was approved for submission to the Board.

3. **City College – MA in Branding and Integrated Communications.** Executive Vice Chancellor Logue stated that this graduate program integrates advertising management, creative development and public relations to promote an integrated, interdisciplinary approach to creating brand identity. In the final year students will participate in two workshop practices that involve working as graduates would in an agency. The program prepares graduates for planning and executing effective campaigns across a wide range of media, equipping these graduates for careers in a variety of jobs in not for profit and for profit organizations.

Following discussion the item was approved for submission to the Board.

4. **City College – MS in Biotechnology and BS in Biotechnology.** Executive Vice Chancellor Logue stated that these two programs build on the existing recognized strengths in natural sciences at City College. The programs prepare students for career entry or advancement in biotechnology in a variety of settings including the pharmaceutical industry, as well as medical and other academic research laboratories. A research component is a required element in the undergraduate curriculum. At the graduate level the course work will be integrated with research experience in laboratories performing cutting edge research. Biotechnology remains one of the fastest growing fields in the Greater New York area as well as nationwide. Offering affordable degrees in the field of biotechnology, fulfills a need for a qualified workforce and provides students with a competitive edge.

Following discussion the item was approved for submission to the Board.

5. **New York City College of Technology – BS in Biomedical Informatics.** Executive Vice Chancellor Logue stated that this innovative program, the first of its kind at CUNY, will equip students with the technical skills and knowledge needed to process the biological and biomedical data used in pharmacology and health care as well as in biomedical research. Students will have a range of career options from entry level employment to continuing on to graduate or professional school. The proposal includes strong external letters of support, including letters from chairs of relevant departments at the University of Utah School of Medicine, NYU, and Columbia. All of the letters state that the curriculum is consistent with current standards in the field and will prepare students for graduate studies.

Following discussion the item was approved for submission to the Board.

6. **Brooklyn College – Resolution to Award Honorary degrees at the College's Commencement Ceremonies on May 30 and May 31, 2012.**

1) Sylvia Mendez Doctor of Humane Letters
2) Anthony Fauci Doctor of Science
3) Cecil Taylor Doctor of Fine Arts
Following discussion the item was approved for submission to the Board.

7. CUNY School of Law – Resolution to Award Honorary degrees at the School’s Commencement Ceremony on May 18, 2012.

1) Ronald Ellis Doctor of Laws
2) Dikgang Moseleke Doctor of Laws
3) Radhika Coomaraswamy Doctor of Laws

Following discussion the item was approved for submission to the Board.

8. Lehman College – Resolution to Award Honorary degrees at the College’s Commencement Ceremony on May 31, 2012.

1) Shirley Rodríguez Remenski Doctor of Humane Letters
2) Karen Musalo Doctor of Humane Letters
3) Albert P. Carey Doctor of Humane Letters

9. The Graduate School and University Center College – Resolution to Award Honorary degrees at the School’s Commencement Ceremony on May 24, 2012.

1) Marian Goodman Doctor of Humane Letters
2) Philip Levine Doctor of Humane Letters


1) Judith Jamison Doctor of Letters
2) Michael Meltsner Doctor of Laws
3) Michael L. Perlin Doctor of Laws


1) David Brooks Doctor of Letters
2) Louis Cappelli Doctor of Humane Letters

12. Macaulay Honors College – Resolution to Award Honorary degrees at the College’s Commencement Ceremony on June 5, 2012.

1) Merryl H. Tisch Doctor of Humane Letters
II. INFORMATION ITEMS:

A. Report by Executive Vice Chancellor and University Provost Alexandra Logue

Executive Vice Chancellor Logue stated that she would like to update committee members on two items, the first of which is Pathways, CUNY's initiative to smooth transfer and increase course rigor for undergraduate students. It is progressing according to the schedule set in the Board of Trustees resolution last June, with full implementation set for September 2013. Among the items that are recent advancements: the faculty common core course review committee has begun meeting and has been receiving training on the Sharepoint system that they will use to process the courses that the campuses submit for approval for the common core. In addition, the recommendations of the first transfer major committees have been sent out to the community and posted on the Pathways website for comment. These committees are recommending the first three to six courses that will be required CUNY-wide for entry into the largest transfer majors. In addition, all campuses are also proceeding in their work to develop their general education common cores (the first thirty credits of general education) and, in the case of the senior colleges, to develop their general education college options, which is an additional six to twelve credits of general education that the senior colleges will offer.

Executive Vice Chancellor Logue noted that today is the deadline for submission of the college's Pathways implementation plans and, as of earlier this afternoon virtually all of them had been received. Each campus is putting its own creative flavor into its common core and college option. For example, some campuses are going to require lab science of all their students, some are going to require up to two years of a language other than English, and some are going to require American history, or combinations of these. However, in all cases, whatever general education course a student takes on one campus will transfer with full general education credit to another campus. There is one more committee with representatives from every college that is looking at some of the administrative and technical aspects of Pathways implementation, such as how Pathways courses will be identified in the course registration system and on transcripts. This committee is also making good progress. Around the table are copies of the brochure that we have prepared on Pathways. It shows in what high regard Pathways is held by some of the leading experts in higher education in the United States. These individuals have nothing but the highest praise for the rigor of the curricular framework that we have set and for the ways in which Pathways will improve student transfer.

In response to a question from Trustee Sutton, Executive Vice Chancellor Logue stated that there are many different options that colleges have if they wish to require lab science of their students. The basic core is thirty credits--ten three-credit courses plus an additional six to twelve credits of college option for the senior colleges. There are two science courses in the basic thirty credits, one in the top part of the core, which is the required part, and one in the bottom part of the core, which is the flexible part and actually there is a possibility of three science courses because a student has to take six courses from five areas in the bottom part of the core. A college can require that the student do two courses from the science category that is in the bottom part of the core which would then make three science courses of three credits each, or a college might not make that requirement.

Chancellor Matthew Goldstein stated that a lab course can be any number of credits. What is important is what goes on during the class. He added that common core classes have to have three contact hours. This has been verified with the New York State Education Department. Some colleges are linking together as co-requisites a science course from the
top part of the core and a science course from the bottom part of the core, to make a six-credit course that includes a lab. Other colleges are considering a three credit lab course, which they can also do. Another possibility is that senior colleges could take a credit from the college option and add it to one of the three-credit courses in the thirty-credit part of the core. Most CUNY students who are interested in the sciences are going to take the STEM variant. They are either going to be math or computer science or physical science majors and so the science courses they take will be specifically designed for these majors.

Chancellor Goldstein added that there is no one right answer to any of this. What the University needs to do is to come to a decision, test that decision over a reasonable amount of time, and if changes need to be made those changes will be made. Arguing about whether one additional credit is going to change the life of a CUNY student would be an absurd kind of discourse. What is being proposed here is reasonable, and it is going to be in many ways a transformative experience because it is going to attack two problems at CUNY that are inextricably linked—transferability and general education. CUNY is going through a process to have its faculty design courses that are going to embed learning outcomes. CUNY is probably one of the very last universities of this stature that has not addressed the notion of learning outcomes, which is absurd. Learning outcomes need to be the driving force in developing a curriculum. He added that as of today a majority of the campuses have sent in their plans, and all of the plans are faculty-driven.

In response to a comment from Trustee Sandi E. Cooper that a majority of faculty would support forty-three credits with the opportunity of a four-credit science course, Chancellor Goldstein stated that three of the top science schools in CUNY, representing a large percentage of the research in science and STEM majors--Hunter, City and Queens--came forward with a plan that stays within the 30 credit common core and the overall 42 credits, and either combining two science courses or doing a course that is just laboratory. What we see from those three campuses is very innovative thinking, and that is what a dynamic university should be able to do.

Executive Vice Chancellor Logue noted that when the steering committee that developed the common core structure released their draft recommendations, it included a four-credit science course as well as a four-credit English course and a four-credit math course. However, the committee received a number of comments from campuses that asked not to have a four-credit science course, because the facilities are not in place to provide this for every single student, and these campuses do not think that students who are not majoring in science need a full blown lab course. Plus the committee wanted the common core to have more breadth. In their final recommendation, the steering committee changed everything to three credits, and by doing that they got an extra course into the common core, which allowed for more breadth. Because they were concerned that students might not get enough science coursework, they added a category of Scientific World to the core, so that students at minimum get two science courses in the thirty-credit core, whereas they only get one of the other types of courses. That was the progression that happened, and then Chancellor Goldstein accepted the recommendations of the steering committee.

Trustee Sutton stated that this committee is where such discussions should occur, and added that he applauds CUNY for being yet again in the forefront of pulling together an innovative, forward-looking 21st century approach to education and opening it up to many students in terms of excellence.
Executive Vice Chancellor Logue stated that the second information item is an update on CUNY's 2012-2016 Master Plan. CUNY is required by New York State to do a Master Plan every four years and the next one is due the end of this coming June. The Trustees and other members of the community have either just received in their email now or will by early tomorrow morning a draft of this Master Plan. Comments are needed back by April 30th. Some themes in this Master Plan are: first, the greatly-increased financial stability that CUNY will enjoy over the next four years due to planned tuition increases and other financial protections that have been approved by the state; second, that CUNY will be taking fuller advantage of the power of an integrated university as opposed to each campus functioning totally separately, while still realizing the advantages that come from campuses having their own individual characteristics; and, third, CUNY’s culture and reputation as a generator and user of data for decision-making and quality improvement purposes. An outstanding Master plan will be submitted to the state at the end of June.

In response to a question from Trustee Sam Sutton, Executive Vice Chancellor Logue noted that the current draft of the Master Plan does in many cases refer to the previous Master plan, and she agreed to provide him with information regarding the previous Master Plan.

The meeting was adjourned at 5:45 p.m.