

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

HELD

NOVEMBER 25, 1991

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

The Chairperson called the meeting to order at 4:44 P.M.

There were present:

**James P. Murphy, Chairperson
Edith B. Everett, Vice Chairperson**

**Herman Badllo
Blanche Bernstein
Sylvia Bloom
Gladys Carrion
Louis C. Cenci**

**William R. Howard
Harold M. Jacobs
Susan Moore Mouner
Calvin O. Pressley
Thomas Tam**

Robert A. Picken, ex officio

**Secretary Genevieve Mullin
Robert E. Diaz, General Counsel and Vice Chancellor for Legal Affairs**

**Chancellor W. Ann Reynolds
Deputy Chancellor Laurence F. Mucciolo
President Raymond C. Bowen
President Roscoe C. Brown, Jr.
President Matthew Goldstein
President Bernard W. Harleston
President Frances Degen Horowitz
President Augusta Souza Kappner
President Shirley Strum Kenny
President Paul LeClerc
President Gerald W. Lynch
President Charles E. Merideth**

**President Isaura S. Santiago
President Kurt R. Schmeller
President Edmond L. Volpe
Sr. Vice Chancellor Donal E. Farley
Vice Chancellor Ira Bloom
Vice Chancellor Joyce F. Brown
Acting Vice Chancellor Allan H. Clark
Vice Chancellor Jay Hershenson
Acting Vice Chancellor Marcla V. Kelzs
Acting Vice Chancellor Richard F. Rothbard
Dean Haywood Burns**

The absence of Trustee Del Giudice, Trustee Fink, and Trustee LaMarre was excused.

A. ALUMNI HONORS - CITY COLLEGE: 1. Lewis Rudin, the builder, philanthropist. President of Rudin Management Company and Chairman of the Association for a Better New York was awarded City College's Finley Award Medal at City College's 111th Annual Alumni Dinner, held November 7.

2. Mario Runco, who received his B.S. in Meteorology and Physical Oceanography from City College in 1974, is its first astronaut. Navy Lieutenant Commander Runco is a mission specialist on the Space Shuttle Atlantis, which lifted off Sunday. He received the City College Medal last May, and carried the medal with him into space.

B. TRUSTEE HONORS: 1. Trustee Herman Badillo was honored at the Brooklyn Family in Crisis Center dinner on October 29. The Chair was privileged to be co-chair of that dinner.

2. Trustee Louis Cenci was inducted into The College of Staten Island Hall of Fame on November 3. Trustee Cenci was also presented with an award that has been established in his name, the Louis C. Cenci Award for Outstanding Contribution to Education. In the future the award will be made to an alumnus who has made exceptional contributions to the field of education.

3. Vice Chair Edith Everett received the New York State TESOL recognition award earlier this month.

C. DEAN HONORS - MEDICAL SCHOOL: Dean Stanford A. Roman, Jr., was selected to be among 50 of the 40,000 living alumni of Dartmouth College to receive its first Presidential Medal for Leadership and Achievement. The award was presented earlier this month.

D. STAFF HONORS - BOROUGH OF MANHATTAN COMMUNITY COLLEGE: Dr. Sadie Bragg, Associate Dean for Instruction and Curriculum, has been named to a three-year term on the Directorate for Education and Human Resources Advisory Committee of the National Science Foundation.

E. FACULTY HONORS: 1) Robert Ames, Professor of Allied Health Science at Borough of Manhattan Community College, was awarded the 1991 Professional Award of the Northeast Region X of the American Association on Mental Retardation at the Association's 54th Annual Conference on October 7.

2) David Cohen, Adjunct Professor in the Graduate School of Library and Information Studies at Queens College, received the New York Library Association's award for outstanding service on November 23.

3) Effie Papatzikou Cochran, Assistant Professor of English at Baruch College, has been elected to the Executive Board of New York State Teachers of English to Speakers of Other Languages.

4) Susan Forman, Associate Professor of Mathematics at Bronx Community College, has been elected First Vice President of the Mathematical Association of America.

5) Merrick T. Rossein, Associate Professor of Law at the CUNY Law School, has been appointed a Commissioner on the newly created Equal Employment Practices Commission.

6) Jacqueline Braveboy-Wagner, Associate Professor of Political Science at The City College and The Graduate School and University Center, was inaugurated in May as Vice President and President-elect of the Caribbean Studies Association, at its annual convention. She is currently studying small states at the U.N. under a fellowship arranged by the Academic Council on United Nations Study.

F. GRANTS: Chairman Murphy presented for inclusion in the record the following report of grants \$50,000 or above received by units of the City University since the last Board meeting:

THE CITY COLLEGE:

- a. \$83,550 NSF to A. Acrivos, Levich Institute, for "Sedimentation of Settling Tanks Having Inclined Walls - the Boycott Effect."

- b. \$1,000,000 NSF to D. Akins, Chemistry, for the Center for Analysis of Structures and Interfaces.
- c. \$244,769 NSF to D. Akins, Chemistry, for RCMS Activities at the Center for Analysis of Structures and Interfaces.
- d. \$380,335 NSF to Y. Andreopoulos, Mechanical Engineering, for "Turbulence and Vortex Interaction with Shock Wave."
- e. \$316,580 NSF to J. Barba, Electrical Engineering, for the Center for Minorities in Information Processing Systems.
- f. \$55,000 NSF to J. Barshay, Mathematics, for "A Problem-Based Restructuring of Calculus."
- g. \$75,000 NSF to K. Becker, Physics, for "Coherence in Electron Heavy Noble Gas Collisions."
- h. \$269,189 NIH to R. Callender, Physics, for "Raman Vibrational Studies of Enzymes."
- i. \$100,000 U.S. Department of Education to H. Dyasi, Elementary Education, for "Development of Teachers as Science Enquirers."
- j. \$1,209,505 NIH to M. Fishman, Chemistry, for "Research Training for Biomedical Careers."
- k. \$350,000 NSF to A. Guzman, Mathematics, for the "Comprehensive Regional Center for Minorities at City College."
- l. \$50,711 NYS SWC/Cornell U. to R. Khanbilvardi, Civil Engineering, for "An Analysis and Interpretation of Ash Data for Sampling Protocols."
- m. \$180,000 New York City Board of Education to M. Marin, Education-Admin, for "Summer Enrichment Program in Mathematics and Science."
- n. \$50,000 U.S. DOT/UTMA to R. Paaswell, Transportation, for "Brokering Careers in Transportation Between Community Colleges and Transit Agencies."
- o. \$61,000 NYS Ed. Dept. to O. Patterson, EDA, for "Skills and Language Development Program."
- p. \$154,509 NYS Ed. Dept. to O. Patterson, EDA, for "Skills and Language Development Program."
- q. \$180,213 NSF to R. Pfeffer, Administration, for "Research Careers for Minority Scholars Program at City College (Physical Science)."
- r. \$70,000 USIA to A. Posamentier, Education-Admin for "Integration and Advancement of Environmental Studies in the Biology and Chemistry Curricula."
- s. \$96,823 NYS ED. Dept. to M. Roth, SEEK, for Collegiate Science and Technology Entry Program (C-STEP).
- t. \$63,500 NSF to C. Russel, Chemistry, for "Lipid and Lipoproteoglycan Hemagglutinins from Nereis."
- u. \$125,000 ARO to T. Saadawi, Electrical Engineering, for "Development and Analysis of a Multimedia FDDI Network and its Management Based on OSI/NM."
- v. \$154,039 NIH to H. Schulz, Chemistry, for "Metabolism of Unsaturated and Hydroxy Fatty Acids."
- w. \$120,000 DOE to R. Shinnar, Chemical Engineering, for "Partial Control of Complex Processing Systems."
- x. \$108,000 NSF to C. Watkins, Engineering-Ad, for "Graduate Engineering Education at City College for Women and/or Persons with Disabilities: Project Force."

- y. \$94,269 U. of Calif/San Diego to S. Weinbaum, Mechanical Engineering, for "Studies of Endothelium in Relation to Atherogenesis."
- z. \$75,646 ONR to D. Weiss, Earth/Atmospheric Science, for "Marine and Atmospheric Sciences Opportunities for Socially or Economically Disadvantaged Scholars."
- aa. \$152,857 NSF to A. Woodward, Chemistry, for "Comprehensive Undergraduate Course Development Program in Chemistry."

2. CUNY MEDICAL SCHOOL:

- a. \$190,000 NYS Ed. Dept. to M. Slater, Medical School-Admin, for "STEP-Gateway to Higher Education Program."

3. QUEENS COLLEGE:

- a. \$106,501 U.S. Department of Education to Dr. Gail Uellendahl, Dean of Students Office, for "Student Support Services Program."
- b. \$162,372 United Auto Workers District 65 Education Fund to Dr. Gregory Mantsios, School of General Studies, for "UAW/District 65 College Program."

4. JOHN JAY COLLEGE:

- a. \$145,000 New York State Department of Education to Robert Mercedes for a "Liberty Partnership Program to provide services to 150 students at-risk of dropping out of high school."
- b. \$172,343 New York State Department of Education to Lou Guinta, Communication Skills, for a "VATEA program to provide academic skills, counseling, and supports services for the college's associate degree students and adult, non-credit, in-service population."

5. YORK COLLEGE:

- a. \$450,136 U.S. Department of Education to Dr. Che Tsao Huang, Educational Technology, for "Title III: Developing Modern Technology in the Academic Program."
- b. \$117,000 NYS Department of Education to Vice President James Hall/Mr. Ronald Thomas, Adult and Continuing Education, for "NYS Adult Literacy Initiative."
- c. \$50,000 New York City Department of Employment to Vice President James Hall/Mr. Ronald Thomas, Adult and Continuing Education, for "JTPA: Pre GED/GED."

6. HERBERT H. LEHMAN COLLEGE:

- a. \$60,952 National Science Foundation to Nicholas Hanges for "Mathematical Sciences: Microlocal Methods in Analysis."
- b. \$100,699 National Institutes of Health to Kem Louie for "Nurse Faculty Development in Alcohol and Other Drug Abuse."
- c. \$118,818 National Science Foundation to Melvin Fitting for "Theory and Application of Bilattices."
- d. \$122,900 U.S. Department of Education to Joann Kranis (Lehman), Bonnie Singer (LaGuardia), Ralph Gut (Staten Island) for "Training of Interpreters for deaf Individuals Program."

- e. \$52,650 **New York State Department of Education** to Richard Sterling and Marcie Wolfe for "Lehman College Adult Learning Center: GED Program."
- f. \$329,110 **New York State Department of Education** to Anne L. Rothstein for "Liberty Partnership Program - Phoenix 1000."

7. QUEENSBOROUGH COMMUNITY COLLEGE:

- a. \$109,981 **United States Department of Education** to Dr. Sandra Novik and Dr. Russell K. Hotzler for "Cooperative Education Program."

8. KINGSBOROUGH COMMUNITY COLLEGE:

- a. \$157,726 **United States Department of Education** to Anthony Colarossi for "Student Support Services."
- b. \$242,000 **New York State Education Department** to Avis Hendrickson for "Liberty Partnership Program."
- c. \$437,984 **New York State Education Department** for "Carl D. Perkins Vocational and Technical Education Act, Post Secondary Programs."
- d. \$89,927 **New York City Human Resources Administration** to Ruby Adlerberg for "Child Development Associate Training Project."
- e. \$50,000 **Aaron Diamond Foundation** to Stuart Suss for "Science Careers in Health Occupations."
- f. \$65,000 **New York State Department of Labor** to Morton Fuhr for "Skills Center Literacy Project for New Americans."

9. BOROUGH OF MANHATTAN COMMUNITY COLLEGE:

- a. \$103,000 **New York State Education Department** to Cynthia Murphy for "ESTP - Umbrella ESSTG."
- b. \$139,060 **U.S. Department of Health and Human Services** to Avor Cave for "BMCC Nursing Special Project."

10. LAGUARDIA COMMUNITY COLLEGE:

- a. \$56,000 **State Education Department** to Ruth Lebovitz, Academic Division, for Collegiate Science and Technology Entry Program (C-STEP).
- b. \$118,292 **CUNY** to Meryl Sussman, Academic Division, for Freshman Year Initiative.

11. MEDGAR EVERS COLLEGE:

- a. \$165,457 **U.S. Education Department** to Dean Juollie Carroll, Division of Student Services, for "Talent Search."
- b. \$264,473 **U.S. Education Department** to Professor Henry Olsen, Social Sciences, for "Social Sciences' Minority Science Improvement Program."
- c. \$63,523 **New York City Adult Literacy Initiative** to Dean E. Thomas Oliver and Ms. Florence Kaplan, Adult and Continuing Education, for "MEC Adult Literacy Program."
- d. \$52,650 **New York State Education Department** to Dean E. Thomas Oliver and Ms. Florence Kaplan, Adult and Continuing Education, for "CUNY GED Program."

12. THE GRADUATE SCHOOL AND UNIVERSITY CENTER:

- a. \$90,539 **NEH** to Professor Thomas Kessner for "Classic Studies in the History of Immigration.

13. THE COLLEGE OF STATEN ISLAND:

- a. \$311,621 **NYC/HHC** to Dorothy Brower for "Nursing Career Ladder Program."
 b. \$165,866 **USED Title III** to Felix Cardegna for "Strengthening Institutions Program."
 c. \$106,649 **NYSED** for "Postsecondary VATEA Formula Grant."
 d. \$107,605 **U. of Tenn./NIH** to Fred Naider for "Lipopeptide Structure and Function."
 e. \$225,000 **NYSED** to Elsa Nunez-Wormack for "Liberty Partnerships Program."
 f. \$225,000 **USED** to Elsa Nunez-Wormack for Partnerships for the Future, year three.
 g. \$134,005 **NYC Dept. Mental** to Carol Sonnenblick for "Educational Services for Developmentally Disabled Adults.
 h. \$99,094 **NYSED** to Carol Sonnenblick.
 i. \$94,073 **NYC** to Carol Sonnenblick.
 j. \$267,000 **NSF** to Ruth Stark for "Molecular Structure of Plant Cuticle Polyesters."

G. ORAL REPORT OF THE CHANCELLOR: Chancellor Reynolds reported that since the last Board meeting she and several Vice Chancellors had testified at a formal Division of the Budget hearing in Albany on the University's 1992-93 budget request. The State's projected gap for fiscal year 1993, which starts April 1, is at least \$3.6 billion, twice the original estimate. It is not that revenues are doing so badly, but the spiraling cost of health, medicaid, and welfare costs have gone much higher than the State estimated.

The Chancellor reported that Governor Cuomo's conversations with Speaker Miller and Senate Majority Leader Marino about a proposed twenty-one month budget effort in order to deal with the State's deficit over a longer period of time had broken down over the weekend, prompting the Governor to move ahead with a deficit reduction proposal. At a press conference held earlier today the Governor released a plan to deal with an approximate \$780 million budget deficit in this year's budget which he is trying to accommodate between now and April 1. This comes on the heels of major cuts over the last two years. The cut for CUNY's senior colleges is \$13.2 million, but no cut has been recommended for the community colleges. A cut of this magnitude means some 6,000 fewer class sections in the senior colleges in the Spring semester. The SUNY cut amount is \$28.6 million, and there is a recommended cut of \$256 million in school aid Statewide. The action being taken by the Administration is basically a University freeze while attempting to maintain as much college flexibility as possible. She and members of her staff met this afternoon with senior and community college presidents to apprise them of these new budget figures. The presidents are doing everything possible to help the Administration with key legislators and key people at the City level.

Mr. Howard asked if there are any alternatives to absorbing the \$13.2 million cut. Chancellor Reynolds replied that if negotiations resume between the Legislature and the Governor there could be alterations in almost any of these cut numbers. She added that in her opinion the University would have more negotiating room in a multi-year plan.

Mr. Howard asked what instructions, if any, had been given to the senior college presidents to help them deal with this latest budget cut. He noted that with these kinds of budget problems it was hard for him to visualize how anyone could continue to run these institutions with another cut like this in the senior colleges. Chancellor Reynolds responded that the news of the cut had just been received earlier this afternoon and that she and staff had already met with the presidents. Acting Vice Chancellor Rothbard is putting together what the impact will be and what the various options to meet this cut are. Deputy Chancellor Mucciolio will be in Albany tomorrow and she will be there next week. The State did this very quickly, therefore, the Administration has not had the opportunity to thoroughly analyze the full impact. She will keep the Board informed of all developments.

Mrs. Everett commented that, at a time when the job market is so terribly short, to contemplate having to turn students away is just a horror story. Chancellor Reynolds responded that the presidents and the Administration are focusing very strongly on the City issue because turning students away from the community colleges leaves them nowhere to go. It is beyond the pale that cuts of this magnitude should affect the community colleges at this point.

Dr. Jacobs suggested that consideration be given to the idea of hiring an efficiency expert to identify areas in which expenditures could be cut so the University could show the City and State that it is trying to save money. He also questioned the expenditure of \$42,000 at City College to replace walkie-talkies damaged during the student take-over in the Spring, which is only a miniscule amount of the damages accumulated during that period. He suggested that students were not being held accountable for these damages and that the cost of repairs and replacement of equipment should be refunded from Student Senate funds. Chancellor Reynolds responded that Trustee Carrion and the members of the Committee on Student Affairs are in the process of investigating ways to reform the current procedures. She further noted that the Administration has done a great deal to reduce expenditures and is continuing to explore and identify areas that will produce additional savings. She added that the top priority during this period is to keep faculty in front of students.

Chairman Murphy commented that the fateful words in the Chancellor's report were, by virtue of the number of sections that are being eliminated, we may be de facto abrogating Open Admissions which has been a stated policy for the last twenty-two years. These are very perilous and very difficult times and we have a lot of work to do as a Board and in conjunction with the Chancellor, presidents, faculty and students of this University. We will just do what has to be done but it is a very, very difficult period for us and regrettably so.

Chancellor Reynolds reported that the City's Office of Management and Budget has assigned the community colleges a \$5.6 million cut in Other Than Personnel Services for this year which the Administration is appealing strongly as being too high a proportion of the City's cut with respect to that portion of the City's budget that comes to CUNY. Three weeks ago the Mayor's revised four-year financial plan estimated the City's budget gap for 1993 at \$1.2 billion. She attended a meeting last Friday managed by First Deputy Mayor Norman Steisel and Budget Director Philip Michael on their recommendations for basically a four-year budget process. They recommended very major attrition over the next four years, with only one replacement for every five workers who retire or quit. The only exceptions to this are police and other law enforcement agencies.

The Administration is working very strongly at both the City and State levels, indicating that since the University is 2% of the State's total budget and since it engenders hope in the future of the young people of this City, the Administration really feels that there must be much more stringent and determined efforts to help The City University of New York. The University is pointing out to legislators, the Governor, and the Mayor that there are many states now in very difficult recession times where governors and other elected officials have tried very, very hard to protect higher education through these periods of difficult times for the very reason that universities are a source of resurgence during a recession.

Chancellor Reynolds reported that Phase I of community college admissions for the Spring semester are up 20% over last year, including entering freshmen and transfers, and are up 6.5% at the senior colleges. These budget cuts are truly jeopardizing Open Admissions for when the Administration cuts these thousands of sections it is truly not admitting all of the students who would like to come to the University.

On a happier note the Chancellor indicated that many of the campuses continue to do wonderful things. For example, Medgar Evers College hosted several basketball games between Hasidic and Black youths during the last several weeks. Today there was superb newspaper coverage as part of the Increase the Peace Program.

Chancellor Reynolds stated that she is pleased to report that a dear friend and colleague of all, President Leon M. Goldstein, is recuperating and doing well following open heart surgery. She wished him the speediest of recoveries.

The Chancellor reported with regret the death last week at age 80 of Jacob I. Hartstein. He was an alumnus of City College and served as the first President of Kingsborough Community College from 1964 to 1969.

At this point Mrs. Carrion joined the meeting.

Chancellor Reynolds presented an interim report on the status of the College Preparatory Initiative. She noted that it is good solid work in the face of fiscal adversity and it is very important for the University to continue its momentum on solid academic issues. The report includes a plan for expanding and further intensifying the University's collaboration with the New York City Board of Education. The Chancellor's Advisory Committee on School System Collaboration is chaired by Dr. Joyce Brown and comprised of six community and senior college presidents, representatives from the University Faculty and Student Senates, the Professional Staff Congress, and faculty and administrators with expertise in partnerships between public schools and colleges. She stressed that the Committee's plan anticipates no changes in the University's open access policy and is working on mechanisms to serve students who have GED's, ESL students, students who graduated from non-U.S. high schools, and students who do not go to college directly after completing high school. The basic plan is a blueprint. It continues to be a consultative process with the Board of Education, with public school teachers, and with a wide constituency around the City of New York. Faculty, students, and support staff at the colleges will have an opportunity to discuss the plan and suggest ways to facilitate the University's goal of better preparing high school students. Included in the interim report are the recommendations of the joint faculty committees representing the six disciplines included in the Initiative. The faculty have outlined the skills and knowledge that students should possess upon completion of high school, and recommended innovations in pedagogy, faculty development, and assessment. On several occasions she and Chancellor Fernandez shared the podium, answered questions, and spoke on the critical importance of better preparation. The Board of Education has worked to implement a three year mathematics curriculum that is starting to occur right now in the public schools. She stressed that this is a partnership which will be ongoing and that the Board will receive regular reports. She advised that probably in February or March the Board would be requested to endorse what the College Preparatory requirement for entering students during the '90's would be. She then called on Vice Chancellor Joyce Brown to present her report and advised that Trustee Picken would report on the recommended unit distribution.

At this point Mr. Badillo joined the meeting.

Statement by Vice Chancellor Joyce F. Brown:

In October, of 1990 the Chancellor formed an Advisory Committee on School System Collaboration to examine ways that we might work more closely with the New York City School System to strengthen the academic preparation of our incoming students. The Chancellor has mentioned the sectors of the University from which our membership was drawn, and the members are named in the interim report which all of the Trustees have received.

If I may, I would like to take this moment to acknowledge publicly, the diligence and commitment of this committee. They worked long and hard - and attended and participated in many, many meetings - for it is a complicated and an important topic. We also had tireless assistance from my staff in the Office of Urban Affairs, the Office of Admissions Services, the Office of Institutional Research and the Deputy Chancellor's Office.

Our task was to identify systematic ways to raise the level of academic preparation of high school graduates. We understood that our work needed to result in systemic change - for it was not the students that needed to be changed - but rather their academic exposure and experience which needed to be sharpened.

We studied the growing body of national data that shows a significant relationship between solid academic preparation and college retention - regardless of differences on socioeconomic variables. Our goal was to identify a composite of curricula offerings which would prepare students for success whether they pursued a college degree or a career. Our challenge was to design a plan that - while informed by the experience of other systems of higher education which have instituted similar policies - remained mindful of our historic

commitment to open access, recognized our unique structure of serving both community and senior college students, and which would continue to enfranchise that large portion of our student body who do not come directly from the New York City high schools. We recognized immediately the need to have dialogue within our University community and good relations with our partners at the Board of Education. Similarly, we understood the importance of safeguarding access while reinforcing the probability of success.

We established a core committee of University and Board of Education staff and worked through this process in tandem with our high school system counterparts. Chancellor Fernandez designated key staff to work with us - and we are particularly grateful to Carmen Russo the head of the High School Division and her staff for their commitment of time and energy to this endeavor.

To enhance our understanding of the preparation of the students leaving New York City high schools and entering CUNY, we began to assemble data on the strengths and weaknesses of our current entering students. This process will continue, and it will provide a barometer for our behavior. We plan to phase this program in over the next 10 years, and by monitoring the data, we will be aware of the impact on our students and can use the data either as an early warning system if we are moving too quickly or to identify benchmarks of our success as we proceed. The unit expectations will not increase before a complete evaluation of the impact of the previous level of unit expectations has been completed.

To be concise: The Initiative examines and explicates a repertoire of academic experiences about which we can all agree - that a well educated individual completing secondary education should have been exposed to. We speak of the components of this Initiative in terms of demonstrable competencies in academic areas. One can demonstrate competency by having completed successfully an expected number of units in each of six academic disciplines. We turned to the University Faculty Senate, for their recommendations as they worked to identify the knowledge, competencies and courses that should be mastered by well-prepared high school graduates. They did this with the understanding that well-formulated high school curricula feed into, and integrate with, long-range planning by college faculty for program offerings on our campuses.

To ensure broadly-based dialogue, faculty from across the University who were identified as experts within their chosen discipline committees and to contribute to competency statements. We invited high school teachers to serve with our faculty on joint committees to review those competency statements and to make recommendations concerning the sequence and pattern of high school preparation which would reinforce the probability of success at both the high school level and for college preparation.

We held a two day retreat last June, put together by a joint coordinating committee and attended by our joint committee members. Several members of our advisory committee participated in the workshops of that retreat. The product of the retreat was a revised competency statement and initial course recommendations. We held a follow-up conference in October, which was jointly sponsored with Chancellor Fernandez and our Board of Education counterparts. At that time, faculty and teachers - met in their discipline groups to pursue recommendations for specific applications of curriculum expectations and reform.

While the work of the University faculty and high school teachers continued, as the Chancellor mentioned we established almost a mini-speakers bureau which featured presentations by the Chancellor and/or staff to well over 70 community based groups, parent groups, church groups, labor, legislative groups and other advocacy and good government type organizations to ensure that information was available and no group with a stake in public education was left out of the dialogue.

Throughout the process we have enjoyed the enthusiastic support of Chancellor Fernandez and his staff. He has been an ardent spokesperson and has commented publicly on a number of occasions, that this work simply complements his long-range plans for educational reform in the New York City public schools.

This interim report outlines not only the academic expectations for the Initiative which is of course the core of the program, but it describes the policy impact on the many special categories of students within our community. No student will be disadvantaged by this Initiative. Any student who - prior to 1993 - received a

high school diploma, a G.E.D., or was in attendance in this University – will be exempt from the provisions of this plan. We will phase in slowly – we will monitor that students are given what they need in high school to meet these expectations – a large percent of the current entering class have the number of units recommended for 1993 – and we will provide opportunities to make up any deficiencies within the parameters of our college curricula. Faculty on the individual campuses will be given discretion to designate how students will fulfill any unmet unit expectations.

There is a major role for faculty to play in the successful implementation of this Initiative. As the Chancellor has indicated – our next activity will be to hold a series of forums on campuses throughout the University to discuss the recommendations contained in this interim report, to answer questions, and to incorporate new ideas to improve the plan.

After this plan is finalized, we will report back to the Chancellor for her final recommendation to this Board – and, hopefully, the commencement of this program in 1993.

Statement by Trustee Robert A. Picken:

I am very pleased to report to you on the work of the Advisory Committee on the College Preparatory Initiative of the University Faculty Senate. The Committee was co-chaired by Dr. Ethyle Wolfe, Professor of Classics and Provost Emerita of Brooklyn College and Dr. Humberto Canate, Professor of Mathematics at Hostos Community College. It included faculty representatives from the major disciplines that are required topics of study in the high schools. A majority of the Committee members came from the community colleges of our University.

The Committee determined at its initial meeting that it would consider the College Preparatory Initiative only within the context of the University's commitment to Open Admissions. We were pleased that the Trustees' policy resolution of last February subsequently restated this commitment as its first principal. Our report forcefully argues that better high school preparation is not incompatible with access. Indeed it is the sine qua non for success in college and the guarantor of meaningful access, turning the assurance of a seat in college into realistic opportunity to complete a college degree.

We often hear that the high schools no longer have any standards for graduation. The Committee early on addressed the issue of exactly what the current high school requirements are. We found them to be far more extensive than usually imagined. Fully 20 units are specified by the Board of Education for achieving a high school diploma, any diploma. This number is 1 1/2 more units more than specified by the New York State Regents. Our Committee quickly realized that it did not have to recommend additional high school courses, but rather the task was to specify within the existing standards what we believed would best prepare students for success in college. This we did in terms of levels of competency in a variety of academic skills and levels of knowledge in subject matter areas. The College Preparatory Initiative can in no way be labeled a new set of high school requirements. It simply represents the recommended best preparation for the first year of college. The Committee agreed on a single University standard, arguing that the creation of a two-tiered system would be a disservice to students and faculty and might limit the career aspirations of many students.

Working within this framework, the Committee, after many full days of deliberation and debate, recommended the following high school preparation for students as the best guarantee for a meaningful opportunity to achieve a college degree.

English	4 academic units
Social Studies	4 academic units
Mathematics	3 academic units
Science	2 academic units
Foreign Language	2 academic units
Visual and Performing Arts	1 academic unit

These recommendations were subsequently reviewed by the entire University Faculty Senate, and while that body discussed at length policy issues relating to the implementation of the College Preparatory Initiative, the academic recommendations of the Advisory Committee elicited little debate. They serve as the starting point for the collaborative work that has been done with the faculty of the New York City high schools that began last June and which Dr. Brown has described. Although each disciplinary section has been editorially improved, there have been no fundamental changes to the approach outlined by the Faculty Senate's Advisory Committee. And, as you know, they form the basis of the Report of the Chancellor's Committee on School Collaboration which you have before you. I believe that the arguments and the perspectives presented in that report have withstood extensive scrutiny and can serve as a roadmap for the further development of the College Preparatory Initiative. One aspect that the faculty's collaboration with the high schools has brought home to us is the extent to which the kinds of courses envisaged in the Faculty Senate Committee's recommendations already exist and are in place in the vast majority of the City's high schools and the enthusiasm the high school faculty would have for teaching these sorts of courses. All of which suggests that the major thrust of our collaborative effort must be to persuade students to take college preparatory courses to fulfill their high school graduation requirements.

Last February, when I recommended that the Board adopt the policy resolution calling for increased collaboration with the Board of Education and the development of a college preparatory curriculum, I said I was confident we were embarked on a renewal and revitalization of the educational enterprise within our City and that the resolution marked the beginning of an auspicious new chapter in the history of City University's service to all New Yorkers. I believe that the experience thus far provided by the high school and University faculty in their joint meeting on the College Preparatory Initiative amply bears this out.

Chairman Murphy noted that as indicated this will be brought before the Board as a final recommendation in February or March. This briefing was to give the Board an update and an opportunity to think further about the developments and to have further input.

Dr. Bernstein asked what is being planned to help the students take these courses and pass them at the high school level. Chancellor Reynolds responded that several things are happening. There will be concerted meetings and efforts with high school guidance counselors. The Board of Education is now focusing on a math sequence that takes young students from algebra through geometry. They are then focusing on junior high school preparation and counselling to make sure students are ready for the ninth grade algebra course. In addition, teachers are participating in refresher courses to hone their skills in teaching algebra. CUNY faculty, in collaboration with the Board of Education, are working to develop curricula and competency levels for the various courses.

Mr. Cenci made the following statement in support of the College Preparatory Initiative:

Statement by Trustee Louis C. Cenci

Having read the material sent to the Trustees by Chancellor Reynolds on November 14, 1991, I wish to make the following brief comments.

The objectives of the Initiative go directly to the educational needs of students and indeed society as a whole at a time of rapid transition from an industrial based economy which emphasized physical skills to a technically based economy which stresses mental and intellectual skills.

I believe that the times require the development of our human resources with an emphasis on continued education to the highest levels of learning to produce teachers and scholars who can help chart the future. I believe the Initiative offers that promise in addition to a better quality of life for all students.

In reviewing the unit distribution chart I am impressed with the distribution submitted by the faculty. I believe it comes closer to a starting point for the present high school population and is realistic for a successful career in either senior or community colleges. I hope that curriculum planners will correlate subject matter where possible to strengthen overall learning.

I agree that the arts component for arts education can and should include historical and cultural influences as a major contribution to learning about and understanding all cultures. The same can be said about the units in History and English.

It was pleasing to read of practical applications of the biological and physical sciences in addition to theory. I hope that both areas of learning will be supported by meaningful laboratory experiences. Mathematics curricula are of course very important and offer the opportunity to include the role of mathematics in computer literacy. Computer literacy in turn should include an understanding of the many roles computers play in all areas of production and in career preparation and progress.

I applaud the recommendation that students fluent and literate in another language be eligible for credit toward the foreign language requirement. Such recognition goes beyond language requirement, for it is a recognition and acceptance of one's background and culture. I hope that the recognition of language competency will encourage with proper evaluation, meaningful life experience credit toward career education. To do so would be a recognition of what Dr. Frances Horowitz, President of our Graduate Center, has stated in the current issue of Theses, "... there may be lots of different kinds of intelligence." Many teachers would attest to that statement and the quality of the American work force is further testament to Dr. Horowitz's statement.

In reading the list of participants from the City school system I noticed the absence of representatives from the Community School Boards and community Superintendents. I believe that they must be brought into the program early. Having spent thirty years in the high school area I have long felt that the first five or six years are critical to successful educational progress as are elementary and especially intermediate education.

I must mention the importance of guidance and counseling as part of the process. Due to the structure of today's work environment youth have little connection with the world of work as did youth of a generation ago when work clothes and table talk identified jobs and job skills. Counselors must stress academic preparation for career success and as informed citizens for meeting the challenge of a technology which threatens to overwhelm humanistic philosophies which should guide political and economic decisions.

Lastly, the Committee has wisely included periodic evaluation and review which should yield clues for modifying and strengthening the program, and as we go along find ways to follow a policy of inclusion as well as acceptance and excellence.

I want to congratulate the Chancellor for her foresight and courage in proposing the Initiative. I also congratulate Chancellor of Schools, Joseph A. Fernandez for his participation. I also want to congratulate the staff of this great University who together with Board of Education personnel have submitted a report that is comprehensive and promising. As to budget the question is not can we afford to do it, rather the question should be, can we afford not to at this time.

Chancellor Reynolds acknowledged Dean Ronald Berkman whose help in organizing and coordinating the efforts of the University and the Board of Education have been tremendous.

Mr. Badillo asked if the Chancellor knew whether the Board of Education had reverted to the Gates Policy which said that it is sociologically bad for a child to be left back so, therefore, they were promoted. His concern stems from the fact that regardless of how many credits a student takes if there is no performance evaluation there would be a need for a vast amount of assistance when that student reaches the college level. Chancellor Reynolds replied that she had no knowledge of this Policy but would make inquiries and report back to him.

Mrs. Everett expressed her strong support for the College Preparatory Initiative but noted that she has one caveat. Many teachers are teaching out of license or are not experienced in the disciplines they teach. The school budget is contracted as is the University's. The University is not in a mode where it can take on the job of additional training. Her most serious concern is that the University could be implementing this new system and it could fail not because the idea is bad but because circumstances are bad. She would not want to lose this Initiative but the University and the school system are

operating in a very deficient environment. She would not want to see the program labeled as improper because of all the deficits that have occurred. Chancellor Reynolds responded that the concerns expressed are real and valid. She noted that it is a fact that the New York City public schools are rather poorly funded in comparison to many school systems around the State. However, Chancellor Fernandez's commitment to this and the confluence of what he and the Board of Education have wanted to do and what seems most appropriate for the future of The City University of New York, I think, is really a very strong mandate for us. She added that the real answer to Mrs. Everett's question is that we have stressed that the Administration is taking this slow and easy with lots of consultation, with lots of feedback. If we start to falter in some area we'll just take it more slowly. If for example we're not able to get the amount of science teaching with laboratory access we'll slow up on that. The funding situation for the State will get better. It will especially get better if we can get enough funding to take care of all those students in the community colleges and the senior colleges. We'll pace this so that we just make sure we succeed at it.

Chairman Murphy commented that that is the future and if you don't have vision or a vision it's a little bit like traveling in an automobile without a road map, complex, challenging, and very exciting. He thanked the Chancellor and all those who participated in the report.

Upon motions duly made, seconded and carried, the following resolutions were adopted (Calendar Nos. 1 through 9)

NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for November 25, 1991 (including Addendum Items) be approved as revised as follows:

D. 14. LEHMAN COLLEGE - APPOINTMENT OF PROFESSORIAL STAFF (SUBJECT TO AFFIRMATIVE ACTION SEARCH PROCEDURES - EXCEPT SUBSTITUTES): The college is revised from Lehman College to The City College.

(b) Items listed in PART E - ERRATA, to be withdrawn or changed as indicated.

EXPLANATION: The University Report consists of the highlights of the personnel actions and other resolutions of a non-policy nature which require approval by the Board of Trustees.

NO. 2. CHANCELLOR'S REPORT: RESOLVED, That the Chancellor's Report for November 25, 1991 (including Addendum Items) be approved as revised as follows:

(a) Items listed in PART E - ERRATA, to be withdrawn or changed as indicated.

EXPLANATION: The Chancellor's Report consists of standard resolutions and actions of a non-policy nature which require approval by the Board of Trustees.

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting and executive session of October 28, 1991 be approved.

NO. 4. COMMITTEE ON FISCAL AFFAIRS, FACILITIES AND CONTRACT REVIEW: RESOLVED, That the following items be approved, and report noted:

A. LAGUARDIA COMMUNITY COLLEGE - CENTER III WORD PROCESSING LABS:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary to execute a contract on behalf of LaGuardia Community College for construction of low height partitioning walls with built-in counter tops for Word Processing labs in newly renovated space for the fiscal year July 1, 1991 to June 30, 1992 with the lowest responsible bidder after advertisement and public bidding by the college pursuant to law and University Regulations at a total estimated cost of \$120,000 chargeable to code 218401400 for the fiscal year ending June 30, 1992, or such funds as may be available.

EXPLANATION: The college has entered into a lease to rent additional classrooms, labs and office space to accommodate an increase in enrollment. The construction of low height partitioning walls with built-in counter tops is necessary in order to provide an adequate teaching environment at the College's Center III building.

B. BROOKLYN COLLEGE - CONTRACT GUARD SECURITY:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary to execute a contract on behalf of Brooklyn College for uniformed security guard service at the College with the lowest responsible bidder after advertisement and public bidding by the College pursuant to law and University regulations for the period January 1, 1992 through June 30, 1992, at a monthly cost based on the estimated annual cost of \$1,350,000, chargeable to code 70 456057 1A 91 55959 (234801409), or other such funds as may be available; said contract to contain up to two one-year renewable options by the college; to renew at same prices, terms and conditions.

EXPLANATION: The continuance of proper guard service is essential to the safety of the entire College Community. We must guarantee protection to all who use the campus and its buildings both for classes and other authorized activities.

C. KINGSBOROUGH COMMUNITY COLLEGE - BOAT YARD COMPLEX:

RESOLVED, That the Board of Trustees of The City University of New York approve a service contract with the firm of Richard Dattner Architect for architectural and engineering services for the design and supervision of construction for a Boat Yard Complex at Kingsborough Community College, CUNY Project No. KG002-088, at a fee not to exceed the budget of \$200,000, chargeable to Capital Project No. HN206.

EXPLANATION: In order to implement the University's 1988-89 Capital Construction Program at Kingsborough Community College, the firm now proposed was selected in accordance with RFP procedures established by The City University to provide design and construction supervision services for the new Boat Yard Complex, which has an aggregate estimated construction cost of \$1,100,000, including construction contingencies.

The project consists of the design of a boat storage building of the pre-engineered type for maintenance and restoration of vessels and teaching methods of restoration and seamanship. The project includes general site work and utilities with special storage and paint sheds.

D. BRONX COMMUNITY COLLEGE - INSTRUCTIONAL EQUIPMENT:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary to execute a contract or contracts on behalf of Bronx Community College for the purchase of interactive classroom equipment for the fiscal year beginning July 1, 1991 to June 30, 1992 with the lowest responsible bidder or bidders after advertisement and public bidding by the College pursuant to law and University Regulations, or to purchase the same through existing State, City, or Board of Education of the City of New York contracts. In either event, the total cost of such purchases shall not exceed a total estimated amount of \$134,000 chargeable to Capital Code HN-206 for the fiscal year ending June 30, 1992 or such other funds as may be available.

EXPLANATION: Equipment is for Bronx Community College, Department of Engineering Technologies. It will support a specialized student-instructor interactive classroom to provide instruction for students in electrical technology courses.

E. REPORT: Mr. Howard advised that at its last meeting the Committee heard a report on the University's investment portfolios from a representative of Oppenheimer Capital. Over the past five years investments had done fairly well with no tremendous losses in any of the University's portfolios. He did want to bring to the Board's attention the fact that there is a variance of about 2% or a 150 basis point differential as far as social responsibility as it relates to portfolios that are South Africa free and those that still invest in South African companies. If Trustees have any questions about the investment portfolio they can call Acting Vice Chancellor Rothbard. He also wanted the Board to know that representatives of the disabled students attended the last Committee meeting. Acting Vice Chancellor Rothbard will be meeting with these students in December to discuss their concerns regarding the budget. He noted that the Committee tries not to turn away any college campus group expressing a desire to learn more about the budget

process and protect their particular interest. The Committee will continue to invite these groups in order to give staff the opportunity to hear their concerns and perhaps get some ideas as to how they can be helped. Mr. Howard also noted that the Committee has been working closely with staff looking into services and purchases of equipment that can be consolidated in an effort to curtail expenditures and he anticipates that the Chancellor will be presenting suggestions for additional review by the Committee and the Board.

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

A. NEW YORK CITY TECHNICAL COLLEGE - A.S. IN COMPUTER SCIENCE:

RESOLVED, That the program in Computer Science leading to the Associate in Science degree to be offered at New York City Technical College be approved, effective September 1992, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to prepare students in the basic coursework for the first two years of computer science education so that students may transfer into the upper division of baccalaureate programs. The proposed program is fully articulated with baccalaureate programs at The College of Staten Island, York College and John Jay College, assuring students complete transfer of all credits.

Computer related job classifications are among the fastest-growing occupations for at least the next decade, and a degree in computer science is likely to lead to a rewarding and satisfying career. Graduates of baccalaureate programs in Computer Science can expect opportunities in career titles such as programmer, programmer analyst, software engineer, computer systems designer, and other titles. Although designed as a transfer program, the two-year curriculum also would allow students the opportunity to obtain entry-level employment in the field after they complete the associate degree.

The proposed curriculum builds on existing courses; only three new courses will be needed to offer the program. Qualified faculty and adequate facilities and equipment are already in place to offer all the courses in the program. The program is therefore cost effective and is an appropriate addition to the liberal arts and career programs offered by the College.

B. NEW YORK CITY TECHNICAL COLLEGE - A.A.S. IN MICROCOMPUTER BUSINESS SYSTEMS:

RESOLVED, That the program in Microcomputer Business Systems leading to the Associate in Applied Science degree to be offered at New York City Technical College be approved effective September 1992, subject to financial ability.

EXPLANATION: The proposed program will prepare students for careers as microcomputer specialists. Graduates of the program will qualify for such positions as microcomputer consultant, office automation specialist, microcomputer trainer, data base manager and network coordinator. The proposed program also is designed to provide students a base for lifelong learning in the microcomputer field and the liberal arts and sciences. More than one-third of the curriculum is comprised of courses in the liberal arts.

Seventy percent of employers contacted in a needs assessment survey said that they would consider hiring a recent graduate of the proposed program; and the average starting salary that such a graduate can earn is \$20,900 per year. These survey results indicate the proposed program meets the broad needs of varied businesses and reflects the business community's support for this unique, innovative curriculum.

C. NEW YORK CITY TECHNICAL COLLEGE - B.S. IN HUMAN SERVICES:

RESOLVED, That the program in Human Services leading to the Bachelor of Science degree to be offered at New York City Technical College be approved effective September 1992, subject to financial ability.

EXPLANATION: The purpose of the proposed program is to provide students with the upper two years of human services education so that they may earn a bachelor's degree in Human Services. The program is designed to give graduates of associate level human services programs the opportunity to broaden their professional skills and complete a bachelor's degree, and to move into appropriate mid-level administrative positions. The curriculum builds on an existing associate degree program in Human

Services in which some five hundred students are currently enrolled at the College. The upper division program will directly articulate with the A.A.S. degree program as well as with similar and related two-year degree programs at several other units of The City University of New York.

The program will also contribute to meeting the growing manpower needs of human service agencies in New York City and the people who depend on them. Graduates of the program can be expected to qualify for positions with specific job titles such as the following: case manager, social case worker, child care specialist, substance abuse counselor, geriatric information and referral specialist, mental health worker, probation or parole officer, and residence director for retarded and developmentally disabled children and adults.

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

A. BROOKLYN COLLEGE - ESTABLISHMENT OF THE SYLVIA FINE PROFESSORSHIP IN MUSICAL THEATER:

RESOLVED, That the Board of Trustees of The City University of New York approve the establishment of the Sylvia Fine Professorship in Musical Theater at Brooklyn College.

EXPLANATION: Sylvia Fine (Kaye), Brooklyn College, Class of 1933, through the Danny Kaye and Sylvia Fine Kaye Foundation, has contributed an endowment of \$250,000 to the Brooklyn College Foundation to establish the Sylvia Fine Professorship in Musical Theater. The award of the Professorship shall be made on a rotating basis, with the term of appointment varying up to a full academic year, thus enabling Brooklyn College to bring to the campus as visiting faculty professionals with distinguished records in music or theater in response to the programmatic needs of the College. The candidate shall be selected by the President of Brooklyn College, in collaboration with the Chairperson of the Department of Theater and the Director of the Conservatory of Music, after Consultation with the President of the Danny and Sylvia Fine Kaye Foundation. The income from the endowment shall be used at the discretion of the President, as circumstances require, to provide a salary supplement or a stipend.

ADDED ITEMS

B. DISTINGUISHED PROFESSOR: RESOLVED, That the following be designated Distinguished Professor in the department, and the college, and for the period indicated, with compensation of \$20,000 per annum in addition to his regular academic salary, subject to financial ability:

<u>COLLEGE</u>	<u>NAME</u>	<u>DEPARTMENT</u>	<u>PERIOD</u>
The City College	Paaswell, Robert	Civil Engineering	12/1/91 - 8/31/92

C. VISITING DISTINGUISHED PROFESSOR: RESOLVED, That the following be designated Visiting Distinguished Professor in the department, and the college, and for the period indicated, with compensation of \$20,000 per annum in addition to his regular academic salary, subject to financial ability:

<u>COLLEGE</u>	<u>NAME</u>	<u>DEPARTMENT</u>	<u>PERIOD</u>
Queens College	Townsend, Peter	Sociology	2/1/92 - 7/31/92

D. REPORT: Dr. Jacobs reported that at its last meeting the Committee approved a revised Medgar Evers College Governance Plan. This approval is subject to the approval by the Committee on Academic Policy, Program, and Research of a related proposed academic departmental restructuring which will be considered by that Committee at its January 6, 1992 meeting. The Medgar Evers Governance Plan will be brought to the full Board at its January 27, 1992 meeting together with the actions of the Committee on Academic Policy regarding the academic departmental restructuring. The Committee on Faculty, Staff, and Administration also reviewed and endorsed the form of the proposed revisions of the University and the Chancellor's Reports presented to it by Vice Chancellor Bloom which will indicate which appointments and recommendations have been made with a waiver of a search. Beginning with the February, 1992 University and Chancellor's Reports indication of a search waiver for an appointment will appear with the recommendation in the University and Chancellor's Reports.

In response to Dr. Bernstein's question regarding the Medgar Evers Governance Plan, Vice Chancellor Bloom advised that it was the academic departmental restructuring that would be considered by the Committee on Academic Policy, Program, and Research not the Governance Plan, but that the two were tied together and would have to be approved by the appropriate Committees before the full Board could take action.

NO. 7. COMMITTEE ON PUBLIC AFFAIRS: RESOLVED, That the following item be approved, and report noted:

A. CHANGES IN THE PELL GRANT PROGRAM:

WHEREAS, The leadership of the House Postsecondary Education Subcommittee has produced a Higher Education Act (HEA) for reauthorization that includes significant changes in the Pell Grant Program; and

WHEREAS, Part A (Subpart 1) of the Subcommittee draft increases the maximum Pell Grant to \$4,500, makes Pell Grants an entitlement, establishes a single needs analysis for all Federal student aid programs, and admits less than half-time students to Pell eligibility; and

WHEREAS, Considerable debate on the Subcommittee draft will take place in both the full House and the Senate before final enactment of the Higher Education Act; and

THEREFORE BE IT RESOLVED, That we urge all members of the New York Congressional delegation to support the modifications to the Pell Grant program proposed in the Postsecondary Education Subcommittee's draft bill; and

BE IT FURTHER RESOLVED, That a copy of this resolution be forwarded to offices of all members of the New York delegation.

B. REPORT: Mrs. Bloom presented the following reports:

1. The Asian-American Higher Education Council Dinner was a great success. There were over 500 people in attendance and the University was very well represented. Trustee Thomas Tam was the Chairperson and Master of Ceremonies. He is to be congratulated for organizing such a successful event.

2. She attended a very interesting Conference of Public and Non-Public Schools organized by Dean Seymour Lachman. The principle speaker was Albert Shenker.

3. The Bronx Borough Hearing will take place on December 4, 1991 at the Bronx County Court House from 5:00 to 8:00 P.M. She urged full participation at this event.

4. She commended President Roscoe Brown for his efforts in organizing the excellent dinner of the 100 Black Men last week. The dinner was very well attended by CUNY presidents.

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

HUNTER COLLEGE

DEGREE

Elie Wiesel

Doctor of Humane Letters

*MEDGAR EVERS COLLEGE:

David Hammons

Doctor of Fine Arts

Frank N. Mickens

Doctor of Letters

*To be awarded at the academic convocation, December 5, 1991.

NO. 9. COMMITTEE ON STUDENT AFFAIRS, AND SPECIAL PROGRAMS: RESOLVED, That following report be noted:

A. REPORT: Ms. Carrion reported that the Committee continues to deliberate on the concerns that have been raised regarding the USS. The final audit has been completed and it will be reviewed at the next meeting together with some recommendations for changes to be implemented. There was also a very thorough discussion of some proposed changes in disciplinary procedures. The work of the Committee is going in a very quick and orderly fashion. A public hearing has been scheduled for December 11, from 5:00 to 8:00 P.M., for students to come to the Committee to share concerns they may have concerning the USS or any other student related issue. The Committee will be there as long as it takes to listen to the students in order to enable us to develop an agenda.

Upon motions duly made, seconded and carried, the Board went into executive session to consider a personnel matter. The public meeting was adjourned at 6:03 P.M.

SECRETARY GENEVIEVE MULLIN

**MINUTES OF THE EXECUTIVE SESSION OF THE BOARD OF
TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK**

HELD

NOVEMBER 25, 1991

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

The Chairperson called the executive session to order at 6:10 P.M.

There were present:

James P. Murphy, Chairperson
Edith B. Everett, Vice Chairperson

Herman Badillo
Blanche Bernstein
Sylvia Bloom
Gladys Carrion
Louis C. Cenci

William R. Howard
Harold M. Jacobs
Susan Moore Mouner
Calvin O. Pressley
Thomas Tam

Robert A. Picken, ex officio

Secretary Genevieve Mullin
Robert E. Diaz, General Counsel and Vice Chancellor for Legal Affairs
Lillian W. Phillips, Executive Secretary

Chancellor W. Ann Reynolds
Deputy Chancellor Laurence F. Mucciololo
Vice Chancellor Ira Bloom
Vice Chancellor Jay Hershenson
Associate Dean Branda Spatt

The absence of Trustee Del Giudice, Trustee Fink, and Trustee LaMarre was excused.

Upon motions duly made, seconded and carried, the following resolution was adopted (Calendar No. E1.)

NO. E1. CENTRAL OFFICE - DESIGNATION OF VICE CHANCELLOR FOR BUDGET, FINANCE, AND COMPUTING:
RESOLVED, That the Board of Trustees approve the appointment of Richard F. Rothbard as Vice Chancellor for Budget, Finance, and Computing, effective December 1, 1991, at the established salary level for a Vice Chancellor, subject to financial ability.

EXPLANATION: Richard F. Rothbard is being recommended by the Chancellor to the Board of Trustees for appointment as Vice Chancellor for Budget, Finance, and Computing following the conclusion of an extensive national search. Mr. Rothbard brings to the position over fourteen years of professional experience in the University Budget Office, including service as University Budget Director and Acting Vice Chancellor. The position continues to include the responsibilities previously assigned to the Vice Chancellor for University Systems.

Upon motions duly made, seconded and carried, the executive session was adjourned at 6:44 P.M.

SECRETARY GENEVIEVE MULLIN