

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

HELD

FEBRUARY 23, 2004

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

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

There were present:

Benno C. Schmidt, Jr., Chairman

Valerie Lancaster Beal
Wellington Z. Chen
Kenneth E. Cook
Rita DiMartino
Joseph J. Lhota

Hugo M. Morales
Kathleen M. Pesile
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld

Agnes M. Abraham, ex officio

Susan O'Malley, ex officio (non-voting)

Frederick P. Schaffer, General Counsel and Vice Chancellor for Legal Affairs
Jay Hershenson, Secretary and Vice Chancellor for University Relations
Hourig Messerlian, Executive Assistant
Kisha Fuentes
Towanda Lewis
Anthony Vargas

Chancellor Matthew Goldstein
Executive Vice Chancellor Louise Mirrer
Senior Vice Chancellor Allan H. Dobrin
President Fred W. Beaufait
President Dolores Fernandez
President Ricardo Fernandez
President Robert L. Hampton
President Frances Degen Horowitz
President Edison O. Jackson
President Christoph M. Kimmich
President Gerald W. Lynch
Interim President Fred B. Malamet
President Eduardo J. Marti
President Gail O. Mellow

President James L. Muyskens
President Antonio Perez
President Jennifer Raab
President Edward V. Regan
President Marlene Springer
President Gregory H. Williams
Dean Kristin Booth Glen
Dean Stanford A. Roman, Jr.
Vice Chancellor Otis O. Hill
Vice Chancellor Russell K. Hotzler
Vice Chancellor Emma E. Macari
Vice Chancellor Ernesto Malave
Vice Chancellor Brenda Richardson Malone
RF President Richard F. Rothbard

The absence of Trustees John S. Bonnici, John J. Calandra, Randy M. Mastro, Carol A. Robles-Roman, and Marc V. Shaw was excused.

Chairman Schmidt called the public meeting to order, and announced that he would like to read the following notice into the record of this public meeting, a notice which has been distributed:

“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 transmitting this afternoon’s meeting of the **Board of Trustees** live on cable Channel 75, continuing to make available this community service.

Chairman Schmidt announced that once again I want to extend thanks to **President Ned Regan** and his staff at **Baruch** for hosting this meeting and providing this facility, and indeed for all the fine work that goes on here at **Baruch College**.

B. ALUMNI HONORS: **Chairman Schmidt** stated that I am pleased to announce that the United States Surgeon General, Richard Carmona, an alumnus of **Bronx Community College** is among six recipients selected by the American Association of Community Colleges, to receive its prestigious 2004 Outstanding Alumni Award at the organization’s award reception and gala on April 26, 2004 at the Minneapolis Hilton & Towers. General Carmona will also receive an honorary degree at the **Hostos Community College** Commencement on June 7, 2004.

C. SEARCH COMMITTEE: **Chairman Schmidt** stated that I am pleased to announce, after consultation with the Chancellor, the establishment of the Search Committee for a new president for **Baruch College**. I would like to thank **Trustee Valerie Lancaster Beal** for agreeing to serve as the chairperson of this committee. And I would like to thank in addition the other Trustee members of the committee who are **Nilda Soto Ruiz, Kathleen Pesile, Wellington Chen, Rita DiMartino** and **Joseph Lhota**. The college president on the committee is **President James Muyskens** and we are working now with the appropriate governance bodies at **Baruch College** to provide for faculty student and alumni representation consistent with the board’s guidelines.

D. BOROUGH HEARINGS: **Chairman Schmidt** reported that the Board held its Brooklyn Borough Hearing on Tuesday, February 17, 2004 at Brooklyn Borough Hall, following the Board’s public hearing on the February 23, 2004 calendar. I would like to thank **Trustee Kenneth Cook** for chairing the two hearings and thank as well **Trustee Ruiz, Trustee Abraham** and **Trustee O’Malley** who attended those hearings, as well as the Chancellery and college presidents. A summary of the proceedings has been distributed to all the Trustees and the Chancellor’s cabinet, and is available in the Office of the Secretary. Our next Board of Trustees Borough hearing will take place on Monday, March 22, 2004 in the Borough of Queens at Queens Borough Hall. This will follow the Board’s public hearing on the March 29, 2004 calendar at the same location.

E. ALBANY TRIP: **Chairman Schmidt** stated that as I have previously announced, the Trustees' trip to Albany will take place on March 8th and 9th this year. On the evening of March 8th, Senator Kenneth LaValle, Chairman of the Committee on Higher Education has arranged for a dinner with our Board delegation, the Chancellor and members of the Senate Committee on Higher Education. The dinner will follow our legislative reception and we expect a good turnout for that reception. You have already received an itinerary from **Secretary and Vice Chancellor Jay Hershenson** and he will be providing additional briefing materials prior to the visit.

F. FACULTY HONORS: **Chairman Schmidt** called on **Trustee Valerie Lancaster Beal**, who announced the following:

Professor Emeritus of History **William H. Gerdts of the Graduate Center** has been presented with the Newington-Cropsey Cultural Studies Center's sixth annual award of Excellence in the Arts, for his significant contribution to the arts in society.

In addition, Distinguished Professor Emeritus of Classics and History **Sara Pomeroy** and Distinguished Professor Emeritus of History **Nancy Sirasi**, both teaching at **the Graduate Center** and **Hunter College**, have received Mellon Emeritus Scholarships from the Mellon Foundation in support of their outstanding scholarly activities in the humanities.

Finally, Professor Emeritus of Music **Jesse C. McCarroll** at **New York City College of Technology** has been named national representative of the U.S. to the Pan African Society for Musical Arts Education, which is headquartered in Pretoria.

G. STUDENT HONOR: **Chairman Schmidt** called on **Trustee Kenneth E. Cook**, who announced the following:

Ms. Suzanne Hegel, a student in the doctoral program in anthropology at **the Graduate Center** has been selected to receive a grant in aid of research from Sigma Xi, the Scientific Research Society, to conduct research in Northwest Zambia.

H. GRANTS: **Chairman Schmidt** presented for inclusion in the record the following list of Grants of \$100,000 or above received by the University subsequent to the January 26, 2004 Board meeting. I know the Board is grateful for all the hard work that went into the receipt of those grants.

THE CENTRAL OFFICE

A. \$250,000 **STARR FOUNDATION** for "Honors College Program."

BROOKLYN COLLEGE

A. \$229,500 **NATIONAL INSTITUTES OF HEALTH** to Huang, Z., Chemistry, for "Se-Derivatization of Functional RNA's for Structure Study."

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

A. \$312,500 **NATIONAL INSTITUTES OF HEALTH (NIH)** to Herman, G., for "Image Processing in Biological 3D Electron Microscopy."

HUNTER COLLEGE

A. \$1,752,967 **PHS/NIH/DIVISION OF RESEARCH RESOURCES** to Raab, J., President, and Dottin, R., Biological Sciences, for "Research Center in Minority Institutions: Center for Gene Structure and Function/AIDS Infrastructure Grant."

- B. \$1,000,000 **HHS/ADMINISTRATION FOR CHILDREN & FAMILY SERVICES** to Mallon, G., School of Social Work, for "National Center for Permanency Planning."
- C. \$546,391 **NEW YORK STATE EDUCATION DEPARTMENT** to Vazquez, J. and Shanahan, D., Curriculum & Teaching, for "New York City Bilingual Education Technical Assistance Center."
- D. \$383,776 **NEW YORK STATE DEPARTMENT OF HEALTH** to Filbin, M., Biological Sciences, for "Spinal Cord Injury Research Board Program: Overcoming Myelin Inhibitors to Promote Regeneration in Vivo."
- E. \$296,544 **PHS/NIH/NATIONAL CENTER FOR RESEARCH RESOURCES** to Raab, J., President, and Dottin, R., Biological Sciences, for "Bioinformatics & Function Genomics Research."
- F. \$286,139 **PHS/NIH/ NATIONAL CENTER FOR RESEARCH RESOURCES** to Raab, J., President, and Dottin, R., Biological Sciences, for "SPEC 2004: Shedding New Light on Disease: Optical Diagnosis for the New Millennium."
- G. \$281,983 **NEW YORK STATE OFFICE OF ALCOHOLISM & SUBSTANCE ABUSE SERVICES** to O'Neill, J., Educational Foundations & Counseling Programs, for "Chemical Dependency Work Study Program."
- H. \$261,900 **MT. SINAI SCHOOL OF MEDICINE/NIH/NIDA** to Parsons, J., Psychology, for "Club Drug & Ricky Behavior Among Men."
- I. \$258,500 **NEW YORK STATE EDUCATION DEPARTMENT** to Walsh, E., Urban Affairs & Planning, for "Liberty Partnership Program."
- J. \$242,548 **PHS/NIH/NATIONAL CANCER INSTITUTE** to Tomasz, M., Chemistry, for "Adducts of Mitomycin C with Nucleotides."
- K. \$220,427 **U.S. EDUCATION DEPARTMENT** to Ray, L., Student Services, for "Ronald E. McNair Post Baccalaureate Achievement Program."
- L. \$200,000 **U.S. EDUCATION DEPARTMENT** to Silberman, R., Special Education, for "Preparation of Teachers for Learners with Severe Disabilities Including Deaf-Blindness from Diverse Urban Populations."
- M. \$199,520 **U.S. EDUCATION DEPARTMENT** to DeGaetano, Y., Curriculum & Teaching, for "Hunter College Bilingual Teacher Evaluation Project."
- N. \$143,203 **U.S. EDUCATION DEPARTMENT** to Ray, L., Student Services, for "Student Support Services Program."
- O. \$138,480 **PHS/NIH/NATIONAL INSTITUTE OF MENTAL HEALTH** to Krauss, B., Center for AIDS, Drugs, and Community Health, for "Best Practices in Adolescent HIV VCT."
- P. \$133,544 **U.S. EDUCATION DEPARTMENT** to Papa-Colon, Z., Child Care Center, for "Child Care Access Means Parents in School."
- Q. \$122,100 **NEW YORK CITY DEPARTMENT OF SOCIAL SERVICES** to Papa-Colon, Z., Child Care Center, for "Child Care and Development Block Program."
- R. \$100,000 **U.S. EDUCATION DEPARTMENT** to Silberman, R., Special Education, for "Rehabilitation Teacher/Orientation & Mobility Personnel Preparation."

LAGUARDIA COMMUNITY COLLEGE

- A. \$1,612,304 **BILL AND MELINDA GATES FOUNDATION** to Cunningham, C., Academic Affairs Division, for "Early Childhood High School Initiative."
- B. \$813,280 **BILL AND MELINDA GATES FOUNDATION** to Sylvan, C., Academic Affairs, for "International Partnership High School."

- C. \$466,732 **NYS EDUCATION DEPARTMENT** to Dick, M., Adult and Continuing Education Division, for "WIA – Adult Literacy Program."
- D. \$249,963 **NYS EDUCATION DEPARTMENT** to Kurien, S., Adult and Continuing Education Division, for "WIA Title II/Family Literacy Programs."
- E. \$199,935 **US NATIONAL SCIENCE FOUNDATION** to Muller, L., Academic Affairs Division, for "ATE Articulation Grant."
- F. \$158,493 **US DEPARTMENT OF EDUCATION** to Arcario, P., Academic Affairs Division, for "e-Transfer Program."
- G. \$150,389 **NYS EDUCATION DEPARTMENT** to Dick, M., Adult and Continuing Education Division, for "NYC/Literacy Program."
- H. \$141,525 **NYC DEPARTMENT OF EMPLOYMENT** to Kydd, J., Adult and Continuing Education Division, for "Summer Youth Employment Program."
- I. \$108,976 **US DEPARTMENT OF EDUCATION** to Brown, H., Enrollment Management and Student Development Division, for "ECLC Programs Inc. Campus."

HERBERT H. LEHMAN COLLEGE

- A. \$135,372 **NEW YORK STATE DEPARTMENT OF EDUCATION** to Rothstein, A., for "GEAR-UP College for Me."

NEW YORK CITY COLLEGE OF TECHNOLOGY

- A. \$390,965 **NYS DEPARTMENT OF EDUCATION** to Maldonado, E., for "Math, Writing and Critical Thinking Enhancement through Supplementary Instruction and Faculty Development."
- B. \$364,051 **US DEPARTMENT OF EDUCATION** to Rojas, E., for "Learning Communities."
- C. \$131,927 **US DEPARTMENT OF EDUCATION** to Hudesman, J., for "Comprehensive Cognitive Skills."

THE COLLEGE OF STATEN ISLAND

- A. \$100,000 **NATIONAL SCIENCE FOUNDATION** to Yang, N. and w/SUNY Brook, S., for "NER: Nanofabricated Photosensitive Polymers for Controlled Cell Manipulation in 2D & 3D."

YORK COLLEGE

- A. \$227,868 **NATIONAL INSTITUTES OF HEALTH** to Johnson, L., Natural Sciences, for "Electronic Spectroscopy of Porphyrins."
- B. \$210,857 **NATIONAL INSTITUTES OF HEALTH** to Levinger, L., Natural Sciences, for "Eukaryotic t-RNA End Processing by RNase P and 3'-tRNase."
- C. \$162,853 **NATIONAL INSTITUTES OF HEALTH** to Rosenthal, B., Natural Sciences, for "Exposure to Chronic Community Violence and its Consequences."

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

Shortly after the Governor released his recommendations for the Operating and Capital Budgets for the University, I testified on those recommendations before the Senate Finance and Assembly Ways & Means Committees, and I think it went reasonably well. We are certainly pleased that the University for next year, as seen through the lens of our Operating Budget, portrays stability, something that we haven't had in a very decent amount of time. There is no

tuition increase recommended for our undergraduate students which is something that we worked very hard to avoid. I am delighted that we will be able to avoid that. I did opine, however, on the Governor's recommendation and indicated that even though we do have stability, there is still an operating shortfall of about \$18.5 million. This is something that we have to deal with and we will deal with it.

I also opined on the notion that while we do have stability in our Operating Budget, there is still no investment that has been provided for the University to allow it to move forward on the plans that we have in the current Master Plan and the new Master Plan which this Board will be hearing from us on some time later this spring. I will call your attention to the fact that when we submitted our budget, about half the recommendation was for mandatory needs and the other half was for investment, and programmatic needs. It is the second half of that proposal that was not acted upon by the Executive.

It is remarkable that the University has been able to provide very robust and aggressive investments as we try to shore up our full-time faculty across the University. We are largely doing this by reshaping our Operating Budget and through the kinds of efficiencies that we are developing, but obviously those kinds of maneuvers cannot be sustainable over a long period of time. This University still needs to have investment. We are committed to making sure that this view is understood.

On the capital program, however, I am much more pleased than I am on the operating side. Just to refresh your memory, the Board voted to submit a capital request to the Governor of \$1.88 million. The Governor provided in his recommendation about \$1.2 billion. In conversations that we have had with the leadership of the Assembly, the leadership of the Senate and with the Executive, I am fairly convinced that there are going to be opportunities to have our capital program enhanced, especially on the community college side where we have had very little investment and work, largely in part because the City government has not come up with the matches that were recommended by the Executive in Albany.

I suspect that we will have a different reaction to this match in the current administration and we are looking forward to further investment from the State legislature. I am fairly convinced that with the good work and the coming together from so many different constituencies that we will prevail in that area. The \$350 million matching program that was recommended by the Governor can indeed result in opportunities for this University. This is a program that was originally pushed by the Commission on Independent Colleges and Universities. The Governor provided an opportunity for **CUNY** and **SUNY** to participate. What we are trying to do, is to get the most permissive language that we can in terms of what would constitute a match and secondly to get a much more favorable calculus put into the matching program.

A three-for-one match, I would say, disadvantages the public sector, because there has not been a long history in this state about raising money for brick and mortar. The private institutions certainly have done this for a very long time and if we can get the match in the area of one to one, then I think looking at monetizing some of our assets here at the University, the actual investment of capital through our foundations and other ways of generating a match could, indeed, be a windfall for us. We are going to move as aggressively as we can to make that happen.

I am also pleased to report that two weeks ago **CUNY** sponsored a lunch at the Black, Puerto Rican and Hispanic Caucus Conference. I would like to again publicly acknowledge the very good work of my partner here at the University in supporting that, **President Edison Jackson**, who spoke with great passion and commitment to what it is that we try to do here at the University. There was a record turnout, I am told about 325 people appeared at the lunch, which was, by far, the largest attendance we have had since this program was initiated. A number of our presidents spoke at the higher education panel that followed that important conference and they included **Presidents Ricardo Fernandez, Dolores Fernandez, Edison Jackson and Eduardo Marti**, and we really appreciate all of their very good work.

The Chairman mentioned that we will be up in Albany on March 8th and 9th. This is an important event for the Board. Our presidents and the Chancellery do work very closely with the leadership in both houses and the Executive and others to insure that the ideas and priorities that we have as a University are explained, entertained and hopefully

embraced as we make our ways through the halls of Albany. I am delighted that we are able to do this again this year.

I am also pleased to report that we will have very aggressive borough meetings with legislators in each of our boroughs being led by each of our presidents. In Brooklyn, **President Edison Jackson** is going to take the lead, in Queens, **President James Muyskens**, in the Bronx, **President Ricardo Fernandez**, in Staten Island, **President Marlene Springer**, and in Manhattan, **President Antonio Perez** will lead the efforts on behalf of the University. This is a critically important set of activities because we now deal with the legislature on their home turf. The modality effect of meeting with them on their home turf has a different texture to it then it does when we meet in Albany. So, I think this is very important.

Briefly, on the City budget side we are still facing a \$5.4 million operating cut in this year's Operating Budget collectively for the community colleges. Since it is so late into the fiscal year, that \$5.4 million really is having the effect of probably closer to \$12 million so that that has a material effect on the ability of our community colleges to move forward.

Again, since remediation has been remanded, if you will, to our community colleges, there is a flow of students that are going to our community colleges that we haven't seen before and we have to insure that the good work that goes on by our faculty at the community colleges are enhanced by having the kinds of operating budgets that are provided through the Executive and the City Council. We are hoping that we will get consideration for those restorations.

The next hearing of the New York City Council's Higher Education Committee will be on March 3rd. Immigration concerns to **CUNY** students will be discussed at that meeting, and following on March 19th, the Mayor's Preliminary Budget will be discussed by the Higher Education Committee and certainly we will be there. In your packets is a green sheet that lists the priorities that we need to advance both with the Executive and the City Council.

We are moving methodically but very forcefully and I would say in an accelerated way in our announcement at some point in the next few months about a campaign for the **CUNY** colleges. We have a group of presidents that are steering the effort working with our consultants. They consist of **Presidents Gregory Williams, James Muyskens, Christoph Kimmich, Jennifer Raab, Ricardo Fernandez, Marlene Springer** and **Antonio Perez**. I will be at those meetings, and **Executive Vice Chancellor Louise Mirrer** along with **Secretary and Vice Chancellor Jay Hershenson** will be in attendance as well.

Mr. Chairman, we had a fabulous annual student media conference and Career Fair this past Friday at **The Graduate School and University Center**. Great kudos to **Jay Hershenson** and **Mike Arena** for putting that together. The notion of a new School of Journalism, which is going to be presented to this Board for review and enactment as a new operating entity here at the University is very exciting. We met with the students - the future talking heads, editorial directors, columnists, reporters, maybe even network executives - who were in that audience that day and I think we would all be very pleased that this moves forward.

On some bragging rights for a number of you around the table, congratulations to **City College** in receiving a \$1.28 million contribution from the Peter J. Sharp Foundation for their Honors College at **City College**. We are very pleased for that.

Kudos to **LaGuardia Community College** in being chosen as one of two national recipients of a certificate of excellence presented in conjunction with the Hesburgh Award for Excellence in enhancing undergraduate teaching and learning. I think that is really wonderful and congratulations to you.

A number of presidential searches are underway. The Chairman and myself will give the charge to the **Baruch** Search Committee tomorrow. The **John Jay** search is moving ahead nicely. I will be meeting with representatives from the faculty, from the administration, students, and alumni, working very closely with **President Fred Beaufait**. And **Kingsborough Community College** search is moving ahead as well and we hope to finish all of these in due course.

Special congratulations to **President Gerald Lynch**, who will be awarded an Honorary Doctorate of Laws at the University of Ulster this July, so congratulations to you, Jerry. Very well deserved and we are very proud of you.

Three **CUNY-TV** programs have been nominated for New York Emmys. Last year there were two, now three have been nominated, *Black Writers in America*, *Canapé* and *Imagine New York* are all up for review.

And on a really high note, because you have to be jumping high to succeed as the men's and women's teams at **Hostos Community College** have done, they are the basketball champions in its second year of inter-collegiate athletics. So, congratulations to you.

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

NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for February 23, 2004 (including Addendum and Errata Items) be approved:

NO. 2. CHANCELLOR'S REPORT: RESOLVED, That the Chancellor's Report for February 23, 2004 (including Addendum and Errata Items) be approved:

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting and Executive Session of January 26, 2004 be approved.

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

A. THE CITY UNIVERSITY OF NEW YORK – COURSEWORK COMPLETED ON PERMIT:

RESOLVED, That CUNY students who successfully complete coursework at a CUNY college by means of authorized permit receive full academic degree-credit for such work by their home institution and that the grade earned for such coursework appear on the student's academic transcript and be included in the calculation of the student's semester and overall grade point averages. This policy will apply to all earned grades as well as to administrative designations.

EXPLANATION: The University has a long-standing practice of allowing students to take coursework on permit at CUNY colleges other than their home institution. The University's recently instituted e-Permit system will greatly facilitate the ability of students to obtain proper authorization and register for coursework not available at their home institution. As a result, students will be afforded more scheduling options, enabling them to remain in college and complete their degrees in a more timely fashion. They will be able to build upon the educational opportunities available at their home college by taking advantage of the rich array of academic coursework offered across the University.

The resolution ensures that coursework taken on permit will be recognized for degree-credit (when taken to meet degree requirements) and that the grade earned for such coursework will be included in the calculation of the student's semester and overall grade point averages. In instances where a student's home college does not recognize +/- grades issued for a permit course by a host institution, the grade will be recorded on the student's transcript as a full letter grade (notice of this course of action will appear on all permit authorization forms). Also, where a home college has established a minimum grade requirement for a particular course, degree-credit will not be granted for a course taken on permit unless the student has attained the required grade.

As in the past, permit authorization remains in the hands of faculty advisors at a student's home college, as the home college registrar must first certify student eligibility, and then designated faculty must approve the permit request. The new e-Permit system maintains faculty prerogatives while making the process easier for students and allowing all tuition matters to be resolved at the student's home college.

Trustee Susan O'Malley stated that the fact is that we do support the e-Permit because it should help students graduate in a more timely manner. In fact, they do sign up for the permit. However, a number of faculty have expressed dismay, and the **Hunter College** governance has composed a resolution objecting to the grade received in a permit course being averaged into the GPA. As Chairman of the Faculty Senate, I would be remiss, if the faculty feels that the grading is wrong.

Trustee Agnes Abraham stated that as a student of this great University, I am baffled by the stance that the faculty would take to prevent a student who works equally hard to get a grade, for not getting the grade reflected on their transcript. It tells me two things. One, probably there are some faculty members within the University that do not trust their colleagues. That may be the case. However, I want the record to reflect that I have done an unscientific survey with more than a hundred thousand students within the University, and we are appalled that this would stand in our way from getting our grades. If there are technicalities that need to be panned out within the administration and the Faculty Senate, let them do it, but don't let us be the sacrificial cow for this. We will get our grades reflected on our transcript. We earned it. We worked hard enough.

Trustee O'Malley explained that a student's grade is always on the transcript. It is just the question of the GPA because faculty feel that they should control the grading.

Trustee Jeffrey Wiesenfeld stated that, on a related issue, it has come to my attention in particular because of an incident in which I enlisted the assistance of **University Dean Bob Ptachik** to look into it, but there does seem to be at times an issue where different colleges within our system can elect to approve or disapprove student credits towards the degree from the other institution at their discretion. In this case it appeared that the syllabus was almost identical in both institutions. So, it leads one to believe that the discretion can sometimes be a bit harmful to students and even with authority, as **University Dean Dr. Ptachik** was unable to do something to mitigate this problem. I think this is related to what is being discussed here by my two fellow Trustees. Where courses can be found to have identical or near identical syllabi within two colleges, it only seems logical that we should not impede a student by making them take yet an additional course for no good reason.

Chairman Benno Schmidt stated that I think this is an important question and I know many Trustees who take the issue of effective academic integration at the University as a very prime question of student access and student opportunity. What I would suggest is that we ask the Chancellor to present a report to the **Committee on Academic Policy, Program and Research** on this very matter, whether it is an articulation issue or just so we can try to be sure that here as well as on the grading policy that we have a principle in place that reflects the ideal of a truly integrated University.

Trustee Kenneth Cook noted that this does not strike me as a seamless transition and we should be in favor of the students at all times. Without them there is no reason for us to be here today. So let us err if possible on the side of the students. They deserve the grades, they deserve the consideration, and I am sure that when we talk about seamless transition, we don't want to come down heavy-handedly on the different colleges with the Trustees having to make a decision that I believe the colleges can easily do on their own.

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

A. DISTINGUISHED PROFESSORS: RESOLVED, That the following be designated Distinguished Professors in the departments, and the colleges, and for the period indicated, with compensation of \$23,635 per annum in addition to their regular academic salaries, subject to financial ability:

| COLLEGES | NAMES | DEPARTMENT | EFFECTIVE |
|--------------------------|------------------|------------|------------------|
| Lehman College | Joseph W. Dauben | History | February 1, 2004 |
| Hostos Community College | Issac Goldemberg | Humanities | February 1, 2004 |

| | | | |
|---------------------|---------------------|------------------|------------------|
| The Graduate Center | Saul Kripke | Philosophy | February 1, 2004 |
| John Jay College | Gerald E. Markowitz | History | February 1, 2004 |
| City College | Janos Pach | Computer Science | February 1, 2004 |
| The Graduate Center | Jock Young | Criminal Justice | February 1, 2004 |

Committee Chair Valerie Lancaster Beal stated that I am delighted to announce that three of these distinguished scholars are here with us today, so I would like to ask **Presidents Ricardo Fernandez, Dolores Fernandez and Gerald Lynch** to introduce them and to say a few words.

President Ricardo Fernandez stated that I'm delighted to introduce the Board to **Dr. Joseph Dauben**, one of the world's leading scholars of the history of mathematics. **Professor Dauben** is well-known in scholarly circles not only in the United States but also in Europe and China. Last summer, in fact, he was honored in Beijing when he was selected as an Honorary Professor of the Institute for the History of Natural Science. The Institute is part of the Chinese Academy of Sciences, and **Professor Dauben** is only the eighth scholar — and third Westerner — to earn this distinction in its 46-year history.

This recognition, I might add, was only the latest in a series of international accolades. Previously, **Professor Dauben** was elected as a Visiting Fellow and Life Member of Clare Hall, Cambridge University, and as a foreign member of the Deutsche Akademie der Naturforscher Leopoldina, which is Europe's oldest scientific academy. What are the reasons for this recognition? First of all, two of his books — his biographies of Georg Cantor and Abraham Robinson — are considered classics.

In his first book, he studied — as he described it — “the pulse...of an intellectual process: the emergence of a new mathematical theory.” He focused specifically on the work of Georg Cantor, a controversial German mathematician of the nineteenth century. Single-handedly, over the course of a few years, Cantor created transfinite set theory. This was a revolutionary new way to conceptualize the infinite. In fact, because the idea of moving from a closed mathematical universe to an infinite one was so unorthodox, it led at times to his denunciation as a scientific charlatan and a “corrupter of youth.” But his provocative ideas profoundly influenced the history of modern mathematics. **Professor Dauben** uses the example of set theory to show us how a new scientific theory emerges, the problems it faces, and the process it undergoes in order to win eventual acceptance into the larger body of accepted scholarship.

His second book explored the contributions of another prominent mathematician, Abraham Robinson. **Professor Dauben** tells us that Robinson's discovery and development of non-standard analysis was, in his words, “as controversial and compelling” as Cantor's theory and complemented what Cantor had achieved a century earlier. Interviewing more than 70 colleagues, former students and friends of Robinson, he interwove Robinson's mathematical odyssey with his personal one: his flight as a young boy from Nazi Germany to Palestine, his narrow escape from Paris to England on the eve of occupation, and his scholarly life in Canada, Israel and ultimately the United States.

But perhaps one of the most remarkable aspects of **Professor Dauben's** scholarship has been his studies of Chinese mathematics, which began approximately 15 years ago and demonstrate the extent to which the structure of language and writing can influence the methods of mathematical proofs. He has presented his research before the International Congress of Mathematicians in Berlin — an invitation that represents the highest honor that can be conferred on an historian of mathematics by the international mathematical community. In addition, his leadership as Chair of the International Commission on the History of Mathematics — together with his role as Editor and Managing Editor of *Historia Mathematica* — have contributed to its rise as the leading journal for the history of mathematics.

At the same time, **Professor Dauben** has been singularly devoted to his students and to **CUNY**. In 1972, shortly after receiving his doctorate from Harvard, he joined the **Lehman** faculty as an assistant professor and rose through

the ranks to an appointment as full professor in 1981. Throughout this period of time, up through today, his contributions in the classroom and on our faculty have rivaled the significance of his scholarship. In 1986, for instance, he was named **Lehman's** Teacher of the Year - a highly prestigious award on our campus. He has also chaired **Lehman's** chapter of Phi Beta Kappa as well as critical college committees, including our decennial Middle States Review Self-Study. These are only some of the highlights of an outstanding career that promises to produce even more distinctions in scholarship and service. It is my honor to present to you **Joseph Dauben**.

Professor Joseph W. Dauben stated that I would like to begin by thanking **President Fernandez** for his very generous words. As he said, I have been a member of the faculty in the Department of History at **Lehman College** since 1972, and **Lehman** - and **The City University** - have been really the only university homes I know. Although I have been a visiting professor at other institutions, as diverse as Harvard and Oberlin, or Tsing Hua University in Taiwan and Inner Mongolia Normal University in Huhehot, the challenging and really interesting teaching for me has always been right here in New York City. In fact, whenever I am away from New York, I always look forward to coming back, to returning to **Lehman** and my students here, where I know that teaching makes a very real difference. And I can see the difference in what happens to my students at **Lehman**, especially after they graduate from **The City University** and begin lives and careers that will transform them forever. For that I am exceedingly grateful, and the teaching itself is gratifying and its own reward.

Beyond teaching, however, both **Lehman College** and **The City University** have been extremely supportive of faculty research, and I am also very grateful for that. Beginning with **President Lief**, and now **President Fernandez**, the encouragement at **Lehman** for excellence from faculty in their own areas of special study has been an important part of fulfilling the college's scholarly mission. I have to thank in particular the very strong support given to faculty research by my Dean of Arts and Humanities at **Lehman**, Marlene Gottlieb; our previous Provost, Rosanne Wille; and our present Provost, Anthony Garro. They too have been extraordinarily supportive of research, as has **President Fernandez**. In closing, to bring these very brief but heartfelt remarks to an end, I am reminded of an old Chinese saying: 抛砖引玉 *Pao zhuan yin yu* (Throwing a brick to attract a piece of jade). This may seem rather cryptic, but it captures the essence of the story of a small-town Tang dynasty poet who wrote two lines of poetry on the wall of the Divine Rock Monastery in Suzhou, in hopes that the famous poet Zhao Gu would complete the poem in his masterly style when he visited the monastery. And indeed he did, something to which people in China ever since have referred to as "Throwing a brick to attract a piece of jade." I feel much the same about my teaching at **Lehman**, and about my research on the history of Chinese mathematics, ancient and modern. If what I have done is to cast some bricks among my students and my fellow historians of mathematics, it is with the hope—indeed the expectation—that one day they may indeed attract greatly enhanced results in the not too distant future. But to return to the present, joining the ranks of **CUNY** distinguished professors is jade of a very special sort, and in closing, I wish to offer my very sincere thanks to the University, and especially to my colleagues at **Lehman College of The City University of New York**.

President Dolores Fernandez stated that it is my privilege to present **Professor Issac Goldemberg**, Distinguished Professor of Humanities. In addition to being a respected member of the **Hostos Community College** faculty and director of the Latin American Writers Institute, **Professor Goldemberg** is an award-winning, internationally celebrated poet, playwright, fiction writer and literary critic whose works are known throughout Latin America, Europe and the United States. His groundbreaking novel, *La Vida a Plazos de Don Jacobo Lerner*, which has seen multiple printings and translations, was honored recently by the Americas Society.

Professor Goldemberg's body of scholarly and literary work, which includes twenty-two published books, has established his reputation as a resident voice of the Latino Jewish experience. His contributions to the fields of Hispanic, Latin American and Jewish literature have earned him national and international recognition as a literary and scholarly writer as well as editor, lecturer, teacher and promoter of Latin American and Latino literature. In this sense he is an outstanding example of the true humanist who manages to combine brilliantly the roles of literary writer and scholar. The depth and breadth of **Professor Goldemberg's** knowledge of U.S. Hispanic and Latin American literature is amply demonstrated by his impressive list of scholarly publications and invited lectures on a broad spectrum of literary themes.

An acclaimed literary critic, **Issac Goldemberg** has published his scholarly work and lectures in the United States, Latin America, Europe and Israel. The 2003 Amaru Award and the 2003 Luis Alberto Sanchez Award for Literary Essays were bestowed in Peru for his books entitled, *Tiempos y Ensayos Propios: Ensayos Sobre Literatura Latinoamericana Contemporanea* and *Literatura Judeolainoamericana: Bibliografia de Fuentes Primarias y Secundarias*, attest to his important contributions to the fields of literary criticism. **Professor Goldemberg's** monumental Anthology of Latin American Jewish literature, *El Gran Libro de America Judia*, has permitted readers throughout the U.S. and Latin America to acquaint themselves with 140 Jewish writers from the Spanish American continent. This book constitutes not only a literature endeavor but also a cultural investigation, since **Professor Goldemberg** arranges the selections in a way that underscores the interculturality of a Jewish experience in Latin America with respect to the most significant aspects of life in the Diaspora, immigration, family relations, identity, humor, love, religion and death.

Issac Goldemberg is regarded by scholars and fellow writers to be one of the most important contemporary Latin American authors. In a recent interview Mexican writer Carlos Fuentes called **Isaac Goldemberg** one of the most important post boom Latin American novelists.

Professor Issac Goldemberg stated that I want to express my deepest gratitude to all the people who supported my nomination, most especially to **President Delores Fernandez**, Vice President of Academic Affairs Daisy Cocco De Filippis, and Prof. Magda Vasillov, Chairperson of the Humanities Department at Hostos Community College. I also want to thank my colleagues at **Hostos** as well as the CUNY Council of Presidents Committee and the **Board of Trustees**. I feel extremely honored for this wonderful distinction, the distinction that I view as a recognition of both my personal achievements and the excellent work that everyone, professors and administrators alike have been performing at **Hostos Community College**, especially since **Dr. Fernandez** assumed her presidency.

Since I imagine that I received this distinction mostly for my work as a poet and a novelist, I would like to share with you my recollection of how I became a writer. I first thought of becoming a writer when I was thirteen years old, after I had finished reading the Gospel According to John and Genesis in the Old Testament. A reading that made me discover the power of word. "Let there be light," says the first page of Genesis; "In the beginning was the Word," reads the Gospel according to John. In that moment, even though I was only a young boy, I was able to sense that there existed a strong link between the act of creation and the words. And that the written word was the perfect tool for creating and recreating reality. Many years later, when I began to write in earnest, I would also realize that there was a mysterious, a sort of cabalistic connection between reading and writing, in the sense that writing is a reading of a reality, perhaps the closest reading.

I also realized that writing was in many ways a form of teaching, for when a writer writes or when a teacher teaches, he or she functions as an interpreter of reality and as a transmitter of human consciousness. This is why both writing and teaching as George Steiner has pointed out, can be defined as a rewording of previous meaning. What this means is that no statement starts completely immune, no meaning comes from a void. That in the case of literary creation and of teaching, which is another form of creative activity, much of what a writer writes and much of what a teacher teaches is previous writing and previous teaching. The reason I am assigning the same degree of significance to both writing and teaching is because I would like to think that my designation as distinguished professor is also in recognition for my work as a teacher.

Allow me to tell you another anecdote. In 1985, after been absent for more than twenty years, I returned to my hometown, a small village located in the northern part of Peru. It was a voyage in search of my past. A few years earlier, my first novel whose action takes place in my hometown, had been published in my native country. And since the knowledge had generated a lot of publicity, many of the townspeople came by my mother's house to congratulate me or to complain about the way in which I had portrayed the town in the novel. So, on the very first day of my arrival, this very old lady, all dressed in black, looking like a character out of a Garcia Lorca play came to see me because she wanted to ask me just one question: She wanted to know if in addition to being a writer, I was also a teacher. When I said, yes, she exclaimed happily, "Lo sabia", "I knew it!" This old lady was none other than dona Angelita, my first grade teacher. She proceeded to tell me that she knew all along that I would become a teacher because when I was in her class I would stand in front of the blackboard in order to teach my classmates how to read

and write. I was flabbergasted, for I do remember that experience, which up to that moment I had considered to be purely a product of my fantasy.

I must confess that at the time I did not entertain the faintest thought of becoming a teacher. I must also confess that when I finished high school, I had no plans to go into teaching. My dream was to become a writer. But since I wanted to make a decent living, first I chose engineering. I tried that for a couple of months in Israel and when this failed, I enrolled in medical school in Barcelona. Then after a year of attending classes, I realized that my heart was not in medicine but in writing. However, having been born in a country in which writers as well as teachers were practically condemned to live in poverty, I had to ask myself, how was I to make a living. Fortunately, by then I was already living in New York and although I knew that not all writers were able to live off their writing, even in an economically developed country, such as the United States, I also knew that they could make a decent living as teachers. So, I went into Spanish and Latin American literature having decided in a somewhat cynical manner that I could always teach to support my writing habit. However, my good fortune did not abandon me, for when I began to teach at the university level, I discovered a passion for teaching that was equal to my passion for writing.

I was also able to see that the feelings I had as a thirteen year old about teaching and writing were not mistaken. I saw that when I taught poetry or fiction or even Spanish to my students, I was teaching them to read, just as I was showing my own way of reading reality in my writing. Teaching has been in many ways my salvation. I think it was William Blake who said, poets in their youth begin in blackness, but their oft comes in the end despondency and madness. This is true in part because of the condition under which poets as well as most fiction writers work, giving all, receiving little in return from a society that by and large ignores them. Fortunately, this is not always the case. For this distinction that has been conferred to me by **The City University of New York** is undeniable proof of the importance given by its governing body to the role played by poetry, fiction and drama in the making of a sound liberal education, because as we all know what literature and the arts bring to education is breadth of perspectives, celebration of diversity and tolerance for uncertainty and ambiguity. Literature can also show students that the best force of creation, poems, novels, essays come from someplace deep inside of humanity. It teaches students that people write essays, poems and stories not because they want to, but because they have to, that those who write, whether it is fiction or non fiction, do it because there are stories and ideas inside them burning to get out. It teaches students that telling of stories and expressing our ideas is essential to our well being.

I would just like to add that this distinction holds a special significance for me, because it comes from **The City University of New York**, my alma mater, I am a graduate of **the City College of New York** and now as a professor at **Hostos Community College**, I am happy to have the opportunity to give **CUNY** a little bit in return for the wonderful education that I received at **City**. I would also like to take this opportunity to salute all my colleagues at **Hostos** and to tell them that I share this distinction with them. Thank you. Gracias.

President Gerald Lynch stated that **Professor Gerald E. Markowitz** is not only a superb scholar, he is a master teacher and he began the thematic studies program at **John Jay**, which is an interdisciplinary program for the last thirty years and it continues to thrive. **Gerry** is also the **John Jay** historian, having come out in 1988, with a first book called, *Educating for Justice*. You can imagine very clearly the many currents that go on through the University and **Gerry** was able to get a book that the faculty could agree on. And he is about to come out with his second book this April. But his real distinction is as a historian of environmental public health and public policy and he has had an impact on that public policy. The documentary by Bill Moyers highlighting the dangers in chemical pollution was attacked by the industry, but **Gerry's** support and scholarship permitted the documentary to go through and be a great success.

His most recent book, his Magnum Opus, is *Deception & Deceit: The Deadly Politics of Industrial Pollution*. It continues the investigative reporting which initially led to the awareness of the poisons in lead leading to the banning of leaded gasoline in automobiles. We are thrilled at **John Jay** to have **Gerry's** distinction recognized by the University.

Professor Gerald E. Markowitz stated that I am very grateful for this honor that **John Jay** and **The City University of New York** have bestowed upon me. I am also extremely honored to have been a faculty member at this great University for now thirty-four years. I first came to **The City University** in 1970, when open admissions began, and it

was an inspiring moment at **The City University**. And I continue to be inspired by the dedication of our students, by their willingness to overcome incredible obstacles to get a college education. And I am reminded of the great New York intellectual Dwight McDonald, who taught at **John Jay** for a couple of years in the mid 1970's and he said, when he was here, that he recognized that students at **John Jay** were not as well prepared as many of the students that he had taught at elite colleges. But he was most impressed that the students at **John Jay** and **The City University** in general were really dedicated to getting a college education. And he said, if you had to choose between sophistication and dedication and commitment, he would choose the latter all the time.

I am very grateful to have been at **John Jay** these thirty-four years where the administration and the faculty have created an incredible sense of community. We are very sorry to see **President Lynch** leaving us after many years. And I am so impressed that the administration and the faculty at **John Jay** have been able to create a home for the humanities in an institution that is devoted to criminal justice. The humanities are honored at **John Jay**, they are respected, and they are encouraged. And that is something that makes someone like me in a college where we do have a history major extremely, extremely proud.

Finally, I am extremely optimistic about **The City University**. I don't know that I would call it that we have hit a perfect storm, but I feel like with our Chancellor, with our **University Faculty Senate**, with our **Professional Staff Congress**, we have a commitment to making this a truly stupendous University. And I am very proud to have been a faculty member here and continue to be a faculty member here.

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

A. LEHMAN COLLEGE – MASTER PLAN AMENDMENT:

RESOLVED, That the Board of Trustees of The City University of New York approve an Amendment to the Lehman College Master Plan, which has been developed to accommodate the anticipated needs of the College.

EXPLANATION: In 1969, the Board of Trustees of The City University of New York approved a Master Plan for Lehman College. This Amendment to that Master Plan proposes strategies to address the College's anticipated growth in the sciences and the need to modernize facilities on campus to provide adequate instructional space and student support services.

Lehman College is located on a 37-acre campus in the Bronx. The campus consists of eleven permanent buildings and five temporary buildings, as well as a limited amount of open space. These facilities provide a total of 841,596 net area square feet (NASF). Based on the Fall 2001 enrollment of 5,771 full-time equivalent students (FTES), the College has a current space need of 789,253 NASF. Thus the current conditions represent a surplus of 52,343 NASF.

This Master Plan Amendment is based on a projected 2012 college enrollment of 6,588 FTES, requiring a total of 898,463 NASF, based upon CUNY space standards. With the proposed elimination of the temporary buildings and the loss of space to be allocated to the High School, the projected conditions represent a deficit of 102,045 NASF. To meet this projected space need, the Master Plan Amendment calls for new construction and the renovation of existing facilities.

The Board of Trustees approved the selection of the design firm of Polshek and Partners on November 25, 1996, Cal. No. 4.F.

B. BRONX COMMUNITY COLLEGE – REHABILITATION OF TENNIS AND HANDBALL COURTS:

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 Bronx Community College to renovate the tennis and handball courts. 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. BX058-000, for an amount not to exceed \$650,000. The contract shall be subject to approval as to form by the University Office of General Counsel.

The Board approved the selection of the design/engineering firm of Rothzeid Kaiserman Thomson & Bee Architects and Planners by resolution dated October 23, 2000, Cal. No. 7.A.

EXPLANATION: Bronx Community College will renovate its tennis and handball courts.

C. THE CITY UNIVERSITY OF NEW YORK (CENTRAL OFFICE) – ENERGY PERFORMANCE CONTRACT:

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Joseph R. Loring & Associates, Inc., to provide design/build-construction management services for energy conservation projects at the Senior and Community Colleges. The contract term is two years and it includes up to two one-year term extension options to renew; 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 enter into a contract with the selected firm for such services.

EXPLANATION: This contract will be used to implement energy conservation projects at the Senior and Community Colleges on a work order basis. The proposed firm was selected in accordance with law.

Committee Vice Chair Jeffrey S. Wiesenfeld stated that at its last meeting, the committee also heard a report on the proposed fiscal year 2004-2005 Borough President and City Council Capital Outlay requests.

Statement of Trustee Joseph Lhota, Committee Chair for Fiscal Affairs:

The **Committee on Fiscal Affairs** met on February 2nd, and as you mentioned, while there were no action items, there was, in fact a quorum at the committee. The Committee was presented with information items and reports concerning the status of **CUNY's** finances. The Committee was updated on the current fiscal year 2004, City and State budgets and was provided with background on the FY-2005 City Preliminary Budget and State Executive budget. The Committee was also updated on the status of the University's investment portfolio.

I am pleased to mention that the Committee formed two subcommittees, an **Audit Subcommittee** and an **Investment Subcommittee**. The **Audit Subcommittee** is chaired by **Trustee Marc Shaw** and includes **Trustees Nilda Soto Ruiz** and **Rita DiMartino** as well as student and faculty representatives. It was established to oversee all matters relating to the audit of the University's financial statements, including the selection of an independent auditor to perform the annual audit in accordance with generally accepted accounting principles, the acceptance of audited financial statements and the presentation of the financial statements to the **Board of Trustees**.

The **Investment Subcommittee**, which I chair, includes **Trustees Valerie Beal** and **Kathleen Pesile** as well as student and faculty representatives. This Subcommittee was established to oversee all matters concerning the University's investment portfolio including the selection and evaluation of investment advisors, managers and consultants, asset allocation, portfolio diversification and portfolio performance. Both subcommittees will continue to meet regularly and will advise and make recommendations to the **Committee on Fiscal Affairs**.

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

| COLLEGE | DEGREES |
|--|--------------------------|
| The Graduate School and University Center | |
| Bobby Short | Doctor of Music |
| Thomas W. Smith (To be awarded at the June 3, 2004, Commencement Exercises) | Doctor of Humane Letters |

Upon motions duly made, seconded and carried, the meeting was adjourned at 5:42 P.M.

SECRETARY AND 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.)