

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

HELD

JUNE 27, 2011

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

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

There were present:

Benno Schmidt, Chairperson  
Philip Alfonso Berry, Vice Chairperson

Valerie Lancaster Beal  
Wellington Z. Chen  
Rita DiMartino  
Freida D. Foster  
Judah Gribetz  
Peter S. Pantaleo

Kathleen M. Pesile  
Carol A. Robles-Roman  
Charles A. Shorter  
Sam A. Sutton  
Jeffrey S. Wiesenfeld

Cory Provost, ex officio

Sandi E. Cooper, ex officio (non-voting)

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

Chancellor Matthew Goldstein  
EVC and University Provost Alexandra Logue  
Executive Vice Chancellor and C.O.O. Allan H. Dobrin  
Interim President Diane B. Call  
President Scott E. Evenbeck  
President Ricardo Fernandez  
President Karen L. Gould  
President Russell K. Hotzler  
President William P. Kelly  
President Tomás Morales  
President James L. Muyskens  
President Antonio Pérez  
President Regina Peruggi  
President William L. Pollard  
President Felix V. Matos Rodriguez  
President Lisa Staiano-Coico

President Jeremy Travis  
President Mitchel Wallerstein  
President Carolyn G. Williams  
Dean Michelle Anderson  
Dean Ann Kirschner  
Dean Kenneth Olden  
Dean Stephen Shepard  
Vice Chancellor Eduardo J. Martí  
Vice Chancellor Frank D. Sánchez  
Vice Chancellor Pamela Silverblatt  
Vice Chancellor Gloriana Waters  
Vice Chancellor Iris Weinshall  
Associate Vice Chancellor Matthew Sapienza  
Senior University Dean John Mogulescu  
RF President Richard F. Rothbard

The absence of Trustees Joseph J. Lhota and Hugo M. Morales was excused.

**Chairperson Benno Schmidt** called the meeting to order, and stated that the Board will go into Executive Session to discuss personnel matters after the conclusion of the Public meeting. He announced that the following notice would be entered into the record of this Public meeting:

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

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

**A. VIDEOTAPING OF BOARD MEETING:** **Chairperson Benno Schmidt** announced that as usual **CUNY-TV** is making available this important community service by transmitting the Public Session of this afternoon's meeting of the **Board of Trustees** live on cable Channel 75. The meeting is also being webcast live and can be accessed by going to [www.cuny.edu](http://www.cuny.edu). The Public Session of this afternoon's Board meeting will be available as a podcast within 24 hours and can be accessed through the **CUNY** website.

**Chairperson Schmidt** stated that CUNY applauds Governor Cuomo and the New York State Legislature for the passage of state legislation that establishes a rational tuition policy for **CUNY** and SUNY. After many years, this finally addresses a fundamental component of rational financial planning and budgetary stability. It is important not only for the operation of the University, but for the many families who are seeking to plan to meet the costs of college.

**Chairperson Schmidt** stated that it is important to note that this legislation presents **CUNY** with a truly historic opportunity. It is in sharp contrast to the treatment of public higher education in other states. This was one of the most important problems I considered when I wrote my report in 1999 from which I quote, "the state and city appropriations processes need improvement. Currently, these processes are characterized by a one-year time horizon and economic and political unpredictability; such features can only discourage **C.U.N.Y** from adopting a strategic investment approach to institutional planning." I know we all look forward to planning under the new opportunity that we are being given to look at our budgets and our investment strategies on a multi-year basis. I think this is one of the most important if not the most important advance for **CUNY** since I have been on this Board.

**Chairperson Schmidt** extended congratulations to **Trustee Joseph Lhota** who was reappointed by the Mayor and unanimously confirmed by the State Senate to a further seven-year term on this Board. **Trustee Lhota** is on a business trip so he could not be with us this afternoon, but I will convey all of our congratulations to him.

**Chairperson Schmidt** also congratulated **Chancellor Matthew Goldstein**, who was elected last week to the Board of the Museum of Jewish Heritage: A Living Memorial to the Holocaust. **Chancellor Goldstein** was also recently honored for excellence in academia by the Puerto Rican Bar Association at their 54<sup>th</sup> anniversary scholarship fund gala. Together with **Trustees Carol Robles-Roman** and **Rita DiMartino** \$25,000 has been raised. An additional \$25,000 will be raised to help support the Ernesto Malave Scholarship program, under the aegis of the Puerto Rican Bar Association Scholarship Fund.

**Chairperson Schmidt** thanked all of his fellow Trustees who represented the Board at various **CUNY** commencements over the past several weeks, stating that they represent the University with great distinction.

**Chairperson Schmidt** stated that the Board held its Bronx Borough Hearing in conjunction with the Public Hearing for the June 2011 calendar on Monday, June 20, 2011. **Vice Chairperson Philip Berry** chaired the hearing, which took place at **Hostos Community College**. The hearing was also attended by **Trustees Rita DiMartino, Hugo Morales, Cory Provost** and **Sandi Cooper**, members of the chancellery and **CUNY's** Bronx presidents. A summary of this hearing has been circulated to the Trustees and the Chancellor's cabinet and a transcript is available in the **Office of the Secretary**.

**Chairperson Schmidt** stated that he regrets to report the recent death of renowned medical physicist and Nobel Prize winner Dr. Rosalyn Yalow. Dr. Yalow became **Hunter College's** first physics major, when she graduated magna cum laude at the age of nineteen. She went on to become the second woman ever to win a Nobel Prize in medicine in 1977. She will be sorely missed.

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

1. **Queens College** Professor of Political Science Julie George received a full research grant from the International Research and Exchanges Board to work on a book on political institutions in former communist states. Congratulations!
2. **Hunter College** Distinguished Lecturer Colum McCann has won the International IMPAC Dublin Literary Award for his latest novel *Let the Great World Spin*. The prize of over \$140,000 is one of the world's most lucrative literary prize; **Hunter College** Assistant Dean for Graduate Studies and Director of the Graduate Nursing Program Kathleen Nokes has been awarded a Fulbright Specialist Grant in Public/Global Health. Congratulations to both!
3. **City College** Associate Professor of Biology Robert Anderson is among the six faculty finalists for a New York Academy of Sciences' 2011 Blavatnik award. Congratulations!
4. **Kingsborough Community College** Physical Sciences Professor Harold C. Connolly was among a team of scientists who recently discovered a new mineral named krotite. Congratulations!
5. **Baruch College** and **Queens College** were cited by the Education Trust as two of only five colleges nationwide that serve low income students well. Congratulations to both!
6. **Baruch College** and the Robert Zicklin Center for Corporate Integrity will play a prominent role in an upcoming episode of WLW21's *Business Ethics in the 21<sup>st</sup> Century* that will be broadcast on July 24<sup>th</sup>. Congratulations!

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

1. **Queens College** 2011 M.F.A. graduate Kimberly Sheridan is one of fifteen recipients nationwide of a Joan Mitchell Foundation grant. Congratulations!
2. **Baruch College** Political Science major Miguel Guzman has been awarded a 2011 to 2012 Fulbright grant for research; Students from **Baruch Colleges'** Zicklin School of Business took first and third place in Penn State's 2011 Smeal College of Business Trading Strategy competition. Congratulations!
3. Five **Hostos Community College** students received \$1,000 National Puerto Rican Day Parade scholarships from the Yankees, during their Rangers game on June 14<sup>th</sup>. They are: Michelle Rosario, Destiny Rosado and Jessenia Toro from the C.O.P.E. Program, and Tara Mercado and Mariana Rivera from the Leadership Academy. Congratulations, **Hostos**!

4. Five **Hunter College** students have been awarded Fulbright fellowships for the 2011 to 2012 academic year. They are: Neil Garry, Nadia Augustinyak, Maria Barbo, Janie Thomas and Robin Bloom. Congratulations, **Hunter!**

**Statement of Trustee Kathleen M. Pesile:**

At this time, I would like to acknowledge University Assistant Dean Christopher Rosa and the **CUNY** Coalition of Students with Disabilities and **University Student Senate** and the Alpha Club from the **College of Staten Island** for participating in the second annual dog show at the college this past weekend. Thirty-five students volunteered and I want to thank you for your community service and hope you had fun as well.

- D. GRANTS: Chairperson Schmidt** presented for inclusion in the record the following list of grants and bequests of \$100,000 or above received by the University subsequent to the May 2, 2011 Board meeting.

**BARUCH COLLEGE**

1. \$417,739 **INTERNATIONAL CENTER** to Altman, S., for "Title: Climate Change Fellows Program."
2. \$190,000 **JOHN A. HARTFORD FOUNDATION, INC.** to Sofaer, S., for "Hartford Geriatric Nursing Initiative."

**BROOKLYN COLLEGE**

1. \$341,475 **NATIONAL INSTITUTES OF HEALTH** to Sclafani, A. and Ackroff, K., for "Carbohydrate Appetite, Fat Appetite and Obesity."
2. \$317,925 **NATIONAL INSTITUTES OF HEALTH** to Lipke, P., for "SC1: Amyloid-like Interaction in Yeast Cell Adhesion."
3. \$175,000 **NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES** to Kohler-Britton, C., for "NYS Office of Children and Family Services."
4. \$149,802 **BIOHERA, INC.** to Lipke, P., for "Proprietary Yeast Strain Development."
5. \$141,300 **NATIONAL INSTITUTES OF HEALTH** to Ikui, A. and Lipke, P., for "SC2: A Novel Function of Orc6 during Mitosis in *S. Cerevisiae*."
6. \$100,000 **NEW YORK STATE DORMITORY AUTHORITY** to Cheng, Z., for "Environmental Science Research."

**CITY COLLEGE**

1. \$2,699,999 **NATIONAL SCIENCE FOUNDATION** to Vorosmarty, C., for "A Regional Earth System Model of the Northeast Corridor: Analyzing 21<sup>st</sup> Century Climate and Environment."
2. \$1,000,000 **NEW YORK STATE ENERGY RESEARCH AND DEVELOPMENT ADMINISTRATION** to Banerjee, S. and Steingart, D., for "Flow Assisted Nickel-Zinc Battery for Stationary Applications Development and Demonstration."
3. \$516,310 **NATIONAL INSTITUTES OF HEALTH** to Tarbell, J., for "The Endothelial Glycocalyx: Its Structure and Function and as a Mechanotransducer."
4. \$499,225 **AIR FORCE OFFICE OF SCIENTIFIC RESEARCH** to Maldarelli, C., for "Hypersonic Transition Along Curved Surfaces in the Presence of Vortices and their Control by using Microtextured Surfaces."
5. \$376,090 **NATIONAL INSTITUTES OF HEALTH** to Tarbell, J., for "The Endothelial Glycocalyx: Its Structure and Function and as a Mechanotransducer."

6. \$344,250 **NATIONAL INSTITUTES OF HEALTH** to Wallman, J., for "Role of Vision In Etiology of Axial Myopia."
7. \$333,854 **NATIONAL INSTITUTES OF HEALTH** to Martin, J., for "Lesion and Activity Dependent Corticospinal Tract Plasticity."
8. \$330,000 **NATIONAL SCIENCE FOUNDATION** to Kretzschmar, I., for "Janus Particles at Tunable Emulsion Stabilizers."
9. \$301,871 **NATIONAL INSTITUTES OF HEALTH** to Schaffler, M., for "Osteocyte Integrity and Bone Remodeling."
10. \$295,716 **NATIONAL INSTITUTES OF HEALTH** to Fertuck, E. and Hien, D., for "Social Neuroscience of Borderline Personality Disorder."
11. \$235,313 **NATIONAL INSTIUTES OF HEALTH** to Lazaridis, T., for "Modeling Membrane Binding and Permeabilization by Antimicrobial Peptides."
12. \$214,352 **NATIONAL SCIENCE FOUNDATION** to Gunner, M., for "Calculating Ligand Binding and Charge Stabilization in Proteins."
13. \$212,163 **NEW JERSEY DEPARTMENT OF TRANSPORTATION** to Tang, H., for "Evaluation of Potential Tidal Energy and Power Generation Sites along New Jersey Coast using Computer Modeling and Field Measurement."
14. \$200,000 **DEPARTMENT OF ENERGY** to Tamargo, M., for "Synthesis and Engineering of Submonolayer Type-II Quantum Dots to Enhance Material Properties of Wide Bandgap Semiconductors."
15. \$195,585 **NATIONAL AERONAUTICS AND SPACE ADMINISTRATION** to Rossow, W., for "Global Cloud Process Studies in the Context of Decadal Climate Variability: Enhancement and Continuation of Data Analysis for the ISCCP."
16. \$184,214 **DEPARTMENT OF ENERGY** to Shinnar, R., Citro, F., and Morris, J., for "A Novel Storage Method for Concentrating Solar Power Plant Allowing Operation at High Temperature."
17. \$176,120 **NEW YORK STATE DEPARTMENT OF TRANSPORTATION** to Agrawal, A., for "University Transportation Research."
18. \$169,569 **ARMY RSH OFFICE** to Gayen, S. and Tamargo, M., for "Nanoscale Photonic and Optoelectronic Materials and Devices."
19. \$161,970 **NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION** to Luo, Z. and Rossow, W., for "Creating UTH-Related FCDs from Thermal and Microwave Sensors Cross-Calibrated by in Situ Measurements from Commercial Aircraft."
20. \$153,485 **UNIVERSITY OF TEXAS** to Gilerson, A. and Ahmed, S., for "Biological Response to Polarized Underwater Light Field."
21. \$149,598 **NEW YORK STATE ENERGY RESEARCH AND DEVELOPMENT ADMINISTRATION** to O'Brien, S. and Steingart, D., for "Metacapacitors: Transformational Low Cost, High Performance Scalable Dielectric Materials."
22. \$145,000 **WALLACE RESEARCH FDT** to Bikson, M., for "Early Career Translational Research."
23. \$142,962 **NATIONAL SCIENCE FOUNDATION** to Hooper, W., for "Ergodic Theory of Infinite Interval Exchange Transformations."
24. \$140,000 **ARMY RSH OFFICE** to Alfano, R., for "Active Ballistic Signal Propagation and Imaging using Vortex Beams."

25. \$124,200 **CONGRESSIONALLY DIRECTED MEDICAL RESEARCH PROGRAMS** to Pu, Y. and Alfano, R., for "Investigation of Ultrafast Energy Transfer Dynamics between QD based Target Contrast Agents and Prostate Cancer Cells."
26. \$122,753 **DEPARTMENT OF ENERGY** to Makse, H., for "Stress-Dependent Acoustic Propagation and Dissipation in Granular Materials."
27. \$117,077 **NATIONAL SCIENCE FOUNDATION** to Wall, D., for "REU Site: The Archaeological Study of Seneca Village, a 19<sup>th</sup> Century African-American and Irish Immigrant Community in Today's Central Park."
28. \$116,827 **NATIONAL SCIENCE FOUNDATION** to Madamopoulos, N., Ali, M., and Dorsinville, R., for "A Cost Effective Migration Path to a Fully Packet Based Hybrid Fixed/Mobile Backhaul Infrastructure."
29. \$102,052 **STX SHIPBUILDING CO, LTD** to Lee, J., for "Process Intensification by Integrating of Reaction and Separation."
30. \$100,359 **UNITED STATES DEPARTMENT OF EDUCATION** to Mogulescu, J. and Coppin, J., for "Gear Up."

#### GRADUATE SCHOOL AND UNIVERSITY CENTER

1. \$1,309,278 **NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES** for "CUNY School of Professional Studies to provide Distance Education, Media Production, and Training Systems Development Services."
2. \$703,401 **NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES** for "CUNY School of Professional Studies to provide Training to State and Local Social Service Providers."
3. \$147,781 **NEW YORK CITY HOUSING AUTHORITY** for "CUNY School of Professional Studies and in Partnership with Baruch College School of Public Affairs, Develop and Deliver the NYCHA Leadership Academy."

#### HUNTER COLLEGE

1. \$498,525 **NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES** to Mallon, G., for "Post Adolescent Services Resource Network."
2. \$320,940 **PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES** to Kleiman, F., for "Mechanisms of Response to DNA Damage by Nuclear Factors."
3. \$250,000 **FIRMENICH, INC.** to Feinstein, P., for "Gene Targeting of Human Odorant Receptors."
4. \$247,500 **ANDREW W. MELLON FOUNDATION** to Jenkins, C., for "Mellon Minority Undergraduate Fellowship Program."
5. \$152,000 **NEW YORK STATE OFFICE OF TEMPORARY & DISABILITY ASSISTANCE** to Callahan, J., for "Brookdale Center Training: Supervisory Training and Management Development Institute."
6. \$151,817 **NATIONAL MULTIPLE SCLEROSIS SOCIETY** to Filbin, M., for "Blocking the Inhibition of Axonal Regeneration by MAG/Myelin."
7. \$125,448 **UNIVERSITY OF COLORADO** to Koellner, K., for "Toward Scalable Model of Math Professional Development: A Field Study of Preparing Facilitators to Implement..."
8. \$116,927 **NATIONAL AERONAUTICS AND SPACE ADMINISTRATION** to Ni-Meister, W., for "Fusion of Remotely Sensed 3D Vegetation Structure with a Dynamic Global Terrestrial Ecosystem Model..."

9. \$102,600 **PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES** to Qiu, W., for "Comparative Genomics of Major Clonal Groups of a Lyme Disease Pathogen."
10. \$102,600 **PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES** Xu, Y., for "Biophysical Study of Collagen-Von Willebrand Factor Interaction during Thrombosis."
11. \$102,600 **PHS/NIH/NATIONAL INSTITUTE OF GENERAL MEDICAL SCIENCES** to Flores, R., for "An Examination of the Relationship between Poverty, Food Insecurity, and Obesity."
12. \$100,000 **NATIONAL SECURITY AGENCY** to Chao, D., for "STARTALK Honors Chinese Program for High School Students."

#### **JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

1. \$399,983 **UNITED STATES DEPARTMENT OF HOMELAND SECURITY** to Green, D. and Hartwig, M., for "The John Jay College, CUNY Homeland Security Doctoral Research Fellowship Program."
2. \$302,702 **NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE – SUBCONTRACT FROM PUBLIC HEALTH SOLUTIONS** to Wendel, T., for "The Broad Aim of this Study is to Monitor HIV Risk Behavior and HIV Infection in High-Risk Populations."
3. \$165,000 **THE FORD FOUNDATION** to Handelman, S., for "Core-Funding to Support the Center on Media, Crime and Justice."
4. \$140,296 **NATIONAL INSTITUTES OF HEALTH** to Rauceo, J., for "Yeast Cell Wall Damage Response Pathways."

#### **LAGUARDIA COMMUNITY COLLEGE**

1. \$138,393 **UNITED STATES DEPARTMENT OF DEFENSE** to Hernandez, E., for "Procurement Technical Assistance Center."
2. \$115,000 **NEW YORK CITY DEPARTMENT OF SMALL BUSINESS SERVICES** to Bryant, S. and Watson, S., for "Electronic Health Records."
3. \$100,000 **RESEARCH FOUNDATION/SUNY** to Figueroa, R., for "NYS Small Business Development."

#### **LEHMAN COLLEGE**

1. \$344,309 **NEW YORK STATE EDUCATION DEPARTMENT** to Rachlin, J. and Kelly, A., for "Teacher Education for Advanced Science Preparation."
2. \$150,000 **W. K. KELLOGG FOUNDATION** to Aguirre-Molina, M., for "Youth Circles for Racial Healing."
3. \$119,958 **NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES** to Fletcher, D., for "The Career Visions Institute: Advantage After School @ High School for Teaching Professions and Discovery High School."
4. \$119,958 **NEW YORK STATE OFFICE OF CHILDREN AND FAMILY SERVICES** to Fletcher, D., for "The Career Visions Institute: Advantage After School @ West Bronx Academy and High School for Visual Art."
5. \$108,371 **HEALTHPRO STAFFING SOLUTIONS** to Jafari, M., for "RN Completion Program."

#### **MEDGAR EVERS COLLEGE**

1. \$818,598 **NEW YORK CITY DEPARTMENT OF EDUCATION** to Rodriguez-Dorestant, S., for "Young Adult Learn to Work Center."

2. \$422,390 **NEW YORK STATE EDUCATION DEPARTMENT** to Rodriguez-Dorestant, S., for "Liberty Partnership Program."
3. \$300,000 **OASH – OFFICE OF MINORITY HEALTH (OMH)** to Udeogalanya, V., for "Empowering Youth to Excel and Succeed."
4. \$252,140 **NEW YORK STATE EDUCATION DEPARTMENT** to Rodriguez-Dorestant, S., for "Science & Technology Entry Program."
5. \$249,615 **UNITED STATES DEPARTMENT OF EDUCATION** to Rodriguez-Dorestant, S., for "Upward Bound Program."
6. \$200,323 **NATIONAL SCIENCE FOUNDATION** to Carroll, M., for "STEP into Science Program."
7. \$193,864 **NATIONAL AERONAUTICS AND SPACE ADMINISTRATION** to Johnson, L., for "CUNY & GSFC Heliphysics Education Consortium."
8. \$178,948 **NEW YORK STATE EDUCATION DEPARTMENT** to Catapane, E., for "Collegiate Science & Technology Entry Program."
9. \$165,628 **NEW YORK STATE EDUCATION DEPARTMENT** to Rodriguez-Dorestant, S., for "Science & Technology Entry Program."
10. \$153,638 **UNITED STATES AIR FORCE** to Vittadello, M., for "Bottom-ups Reconstruction."
11. \$110,906 **NEW YORK CITY DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT** to Rodriguez-Dorestant, S., for "Summer Youth Employment Program."
12. \$100,000 **THE AFTER-SCHOOL CORPORATION** to Rodriguez-Dorestant, S., for "After School Program at PS 181."

#### **NEW YORK CITY COLLEGE OF TECHNOLOGY**

1. \$199,717 **NATIONAL SCIENCE FOUNDATION** to Brown, P., for "STEM Talent Expansion Program (STEP)."
2. \$115,000 **UNITED STATES SMALL BUSINESS ADMINISTRATION** to Castano, C., for "New York State Small Business Development Center."

#### **QUEENS COLLEGE**

1. \$1,551,806 **UNITED STATES DEPARTMENT OF ENERGY/STEELWORKERS CHARITABLE AND EDUCATIONAL ORGANIZATION** to Markowitz, S., for "Medical Surveillance of Former Department of Energy Workers."
2. \$660,330 **NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE** to Markowitz, S. and Eisl, H., for "New York City Community Air Survey Program."
3. \$360,000 **NATIONAL SCIENCE FOUNDATION** to Jang, S., for "CAREER: Synergistic Theory Development and Computational Modeling of the Energy Flow Dynamics in Soft Optoelectronic Molecules."
4. \$224,118 **NATIONAL SCIENCE FOUNDATION** to Liu, J., for "CAREER: Reaction Dynamics Study of Biomolecular Ions with Electronically Excited Singlet Molecular Oxygen using Guided-Ion-Beam Scattering and Direct Dynamics Trajectory Methods."
5. \$207,722 **NATIONAL INSTITUTES OF HEALTH** to Halperin, J., for "Training Executive, Attention, and Motor Skills (TEAMS): Preliminary Studies."
6. \$103,365 **NATIONAL SCIENCE FOUNDATION** to Ovchinnikov, A., for "CAREER: CISE-CCF-AF-Algebra: DMS-Algebra: Computational Differential Algebra."

**QUEENSBOROUGH COMMUNITY COLLEGE**

1. \$300,000 **EMPIRE STATE DEVELOPMENT CORPORATION** to Call, D., for "Senator Maltese Student Welcome Center."

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

**Mr. Chairman**, let me echo your delight in congratulating **Trustee Joseph Lhota**. We will have him for another seven-year term. He has been a very distinguished member of this Board.

This is a particularly celebratory time of the year because we have just completed essentially all of our graduation ceremonies. I am delighted to announce that we conferred over 31,000 degrees across the University this spring. I want to thank the trustees, many of whom participated in these exercises, our faculty and staff for motivating students in ways that not only will change their lives, but hopefully will change the world for the better as well. And I certainly congratulate the students for a job well done.

With respect to admissions and enrollment the University continues to be a place where many students wish to study. As of today we have admitted 5.7 percent more freshmen than we did last year, which was also a record year, and almost 7 percent more transfers from a similar point last year. Interestingly, the largest increase in our freshmen is from the cohort of students with grade point averages over 85. **CUNY** continues to attract students of high academic achievement, and I think it is a statement about the value of a CUNY degree that continues to soar in the marketplace.

Our community and comprehensive colleges continue to grow with tremendous speed. Both **Hostos** and **LaGuardia Community Colleges** are showing increases of more than 30 percent compared to last year. **New York City College of Technology** and **Bronx Community College** have increases in the range of 20 percent. Obviously, numbers like these are not sustainable, but we continue to have the room and we are operating these campuses in a more efficient manner.

I would like to pick up on what the chairman reported on the tuition policy. Late last week, after many weeks of sleepless nights, the governor and the legislative leaders came to a three-way agreement on a rational policy for **CUNY** and SUNY. As the chairman has said, we have been advocating tirelessly for this for ten years. In fact, I was reminded of Andrew Wiles working nearly ten years until he cracked Fermat's Last Theorem. I do not know if it is as profound as that, but I was reminded of my friend Andrew Wiles working so hard on something, not giving up and finally seeing the light of day. This is a change that will reverberate for many years ahead for this University. It will finally give us the kind of economic stability that we have longed for for a long time. It will reinvigorate the **CUNY Compact**, which was embraced by the state as a model for a new and fresh way of thinking about financing public higher education.

The agreement authorizes annual increases of up to \$300 per year for the next five years for resident undergraduate students beginning in the fall semester of 2011. We have also advocated for a rational tuition policy, and I am delighted the governor agreed to put this in. I have always said that I believe deeply in a rational policy of tuition provided that we give those students that are most vulnerable economically an opportunity to continue their studies without the fear of having to drop out based on economic conditions. Well, I am delighted to say that the governor placed into the appropriation language a mechanism whereby the students who receive full TAP, for example, will be fully protected from having to pay the \$300. For students who receive less than full TAP there will be a linear equation that will enable us to ratchet down the amount of revenues that is collected so that those students are given a break. This was something that we worked very hard to convince the governor and the state legislature to enact and I am delighted it is in the legislation as well.

In the appropriation language there is a very strong statement that both **CUNY** and SUNY should develop ideas for looking at the Tuition Assistance Program. We have been deeply concerned that the cap on TAP as it exists today is \$5,000. We will certainly pierce that ceiling. We can moderate the effect now because of what I just described, but there needs to be a reformation of the way the TAP is configured here in New York State. I will be discussing this

with **Chairperson Schmidt** to put together the necessary mechanisms so that we can work with SUNY and hopefully come up with some suggestions that have real teeth that could reform this important program.

The other part of this program that we worked very hard to try to get language connected to is maintenance of effort. In the past, tuition dollars were swept away. Students paid tuition and the state swept the money away. Even with a tuition increase, students paid more money and we saw no positive effect to that investment that the student was making. That will no longer be the case. The commitment is that when a student pays a dollar, that dollar stays at the University for investment purposes.

The second component of the maintenance of effort provision says that the state will not reduce its appropriation relative to what it was the year before. It cannot go below that, although it certainly could grow. That was something that we also worked very hard to get in this legislation.

Now all bets are off, of course, if the governor were to declare a state of financial emergency. Then we would have a different kind of discussion. My own sense of the economics of the time is that if we did not declare a state of emergency in this last year, it is hard to see that happening on a going forward basis, short of some cataclysmic event that is so beyond my comprehension to think about.

I would like to echo what the chairman said. Governor Cuomo really deserves great praise for taking on something that others either never thought about doing or dismissed. He really made it happen. It also could not have happened without the work of Speaker Silver, who was instrumental. I also thank Senate Majority Leader Dean Skelos for his support. I also want to thank the Division of the Budget, especially Director Robert Megna, for being very helpful and being a very strong advocate for **CUNY** during these particular times.

I also must thank our presidents, **Mr. Chairman**. In the very dark hours, over several weeks, when it was not clear to me which way this very important discussion was going to go, every president that we asked to make calls to legislators stood up, made those calls, got in their cars, got to Albany and met with people here in the city. They worked tirelessly with the administration and the trustees to make this happen and I want to thank the presidents deeply for the work that they did.

I would also like to thank the vice chancellors that I work with who were with me every step of the way here advocating, explaining, cajoling, working very long nights to make this happen. They were invaluable. **Senior Vice Chancellor and Secretary Jay Hershenson**, whom I often applaud for so many of the remarkable things that he does, on one particular night got in his car around 9 o'clock and drove to Albany. I wanted to get a driver for **Jay**, but by the time I was able to reach him he was already on the road. He stayed with the legislature until four o'clock in the morning and called me hour by hour about what he was hearing so that I could jump in as well. **Jay**, I think it was very important that you did what you did and I really want to thank you for that.

Eileen Goldmann, who heads up our operation in Albany, was absolutely essential. She was on the phone with me every hour, every fifteen minutes, every half hour, updating me what was going on and getting direction. She was absolutely first-rate. Her wonderful staff, Mary Kay Kellogg and Maureen Shields, was instrumental as well.

The students were also unbelievable. They really spent a lot of time advocating for CUNY, even leaving their classrooms. I was not always happy about that, but they do not ask me for permission. They do what they think is best. There were also many faculty advocates who stood up, made calls, took trips. This was really a collaborative effort. A historic event like this could not happen without the collective effort of so many well meaning people and I thank all of you for helping to make this happen.

Let me move to the city budget. On Friday, June 24, Mayor Bloomberg and City Council Speaker Quinn announced a budget agreement for Fiscal Year 2012. For our community colleges, who were facing a \$45 million operating budget reduction, the agreement restores over \$20 million of that cut. With the increased revenue associated with a tuition increase that we will be discussing, the community colleges will be able to maintain stable funding levels on the city side. You will recall, of course, that there was a state reduction in the FTE funding for our community colleges totalling \$10.6 million, and we have to layer that on top of what the city did.

The city agreement also restores funding for most of our centers and institutes for FY2011. Unfortunately the Vallone Scholarships Program did not live with respect to budget and we will need to think about ways to plug some of the loss there. The city council will formally vote on the budget agreement this Wednesday, June 29.

I would like to thank so many people who really helped to mitigate some of the very difficult parts of those negotiations. The Office of Management and Budget and the members of the city council were quite helpful during the budget negotiation process.

I would like to also thank John Kotowski. John is our guy at City Hall. He does not work at City Hall, he works at 80<sup>th</sup> Street, but he probably lives at City Hall. He was there until two, three o'clock in the morning. He was truly invaluable. We will have some other developments that I am not privy to share this evening because they are still in the negotiation stage, but I do not believe we would have gotten as far as we did with city government if it were not for John's good work. Staci Emanuel, who is our director of government and community relations, also was a tireless advocate on behalf of the University.

Let me switch gears. I have asked **Chairperson Schmidt** to convene a meeting of the **Executive Committee** of the Board, hopefully sometime in mid to late July, so that we can really understand and be in a position to set the tuition targets that we will need as a result of the appropriation language that was just voted upon at the state level. Let me just remind all of you that last November I requested that the board increase undergraduate tuition by 5 percent, effective the second semester of academic year. That generated \$40 million for this University. We were deeply concerned that that money was going to be swept away after we had collected it for the spring semester, but the recent budget agreement keeps that \$40 million whole. The money that we will collect prospectively builds on that \$40 million. It does not reduce it back to a baseline; that would be problematic. In addition, that evening in November you also approved for the start of the new academic year a 2 percent tuition increase and gave the chancellor the authority of an additional 3 percent increase over that 2 percent, the effect being a possible total of 5 percent.

The state government just approved a \$300 tuition increase, which represents a little under 6.2 percent. We do not want to lose the opportunity to look at that number and also look at out-of-state tuition and graduate student tuition. We are going to have conversations with the presidents on a going forward basis. We really need to do it this summer. We need to have a public hearing about this. And since we do not have a scheduled meeting of the board, we must ask the **Executive Committee** to convene. I will be discussing this with **Chairperson Schmidt** as soon as the dust settles.

Now that we have the **CUNY Compact**, we are more in a position to have the effect that it was intended to have. Fund raising becomes an even more important imperative for the University. One of **Chairperson Schmidt's** major proposals that he gave in his report twelve years ago was that the University needs to take seriously the effort of raising private money. I remind this board that when **Chairperson Schmidt** wrote that important piece the University was raising about \$35 million a year, an appallingly small amount of money for a University of this size and reputation. We are now raising over \$200 million a year. That is a huge jump from \$35 million, but it is not nearly enough. This University, with large numbers of alumni, including some people who have done very well, has the capacity to raise significantly more than \$200 million a year.

At the last Council of Presidents meeting I indicated to the presidents that since we anticipate a lot of the big policy issues being addressed this year that we really need to focus on raising private money and do it even more aggressively than we have over the past ten years. We have a wonderful opportunity with what the state has provided us—the maintenance of effort, which in a sense is an investment vehicle for the University. But now it is up to us, the members of the administration and the faculty across this University to really get out there and start raising the money that will be part of the Compact to generate the resources that this University needs to continue on the distinguished course that it has over the past several years experienced.

Let me mention some other very good news that I am delighted to share with you this evening. I am pleased to announce that at the June 16-18 meeting of the Council on Education for Public Health, the new **CUNY School of Public Health** was granted full accreditation for the next five years. It is a big event. **Dr. Kenneth Olden**, who's a guy that we worked very hard to recruit to be the founding dean of the nation's school of public health, really led the effort. **Ken**, I want to thank you deeply. This is one of the most important new institutions that this University started and without your good work I am not sure we would be able to make the announcement tonight, so I want to publicly thank you for your very good work.

I also want to thank **President Jennifer Raab**, who is the president leading this effort. I have asked **Hunter College** to be the lead institution that works with **Brooklyn College**, **Lehman College**, and the **Graduate School and University Center**, so thank you also to **Presidents Karen Gould**, **President Ricardo Fernandez** and **President William Kelly**. I want to thank all of you and the fabulous faculty that we have recruited and the faculty that were there already. The **CUNY School of Public Health** is a big deal for this University and it is something that we all ought to be very proud of.

I am equally pleased to announce that the New York State Board of Regents has approved **CUNY's New Community College**, finally. That was also a cliff hanger with many sleepless nights. We got it done and I want to thank **Scott Evenbeck**, the founding president of the **New Community College**, for all of the work that you did to make that happen. That's another good piece of news for the University.

I am also pleased to report that Mayor Michael Bloomberg did a very good thing by asking **Trustee Frieda Foster** to be a member of the Department of Education's Panel for Educational Policy, a tough job. **Vice Chancellor Eduardo Martí** was also appointed to the panel by the mayor and they will attend their first meeting tonight. So the mayor has appointed two excellent members of the **CUNY** family and I know the two of you will do great work in that very important job. I do not envy you for the effort—it is a tough one—but it is great to have people of your stature involved in that.

The State Education Department created the Smart Scholars Grants Program to support the development of early college high schools throughout the state. Two rounds of grants were issued through a competitive RFP process, the second of which was announced in May 2011. A total of three grants were awarded to **CUNY**. Two of them went to **New York City College of Technology** for their partnerships with City Polytechnic High School and Pathways in Technology Early College High School along with IBM, and the third went to **Medgar Evers College** for its partnership in **Medgar Evers College** Preparatory School. This is also a big deal without precedent and I want to thank the presidents and staff who really led that effort.

Congratulations to **President Tomás Morales** on his appointment to the Board of Trustees of the Staten Island University Hospital Foundation. **Tomás** asked me about this a few months ago when we were traveling abroad and I said go for it, they would be lucky to have you. That is a very prestigious appointment and we wish you good luck.

I would also like to congratulate **CUNY Trustee Kathleen Pesile** and **President Tomás Morales**, who were both inducted as founding members of Phi Beta Delta Honor Society for International Scholars' Eta Lambda Chapter.

Congratulations to **President Félix Matos Rodríguez**, who was honored by the Association of Hispanic Healthcare Executives and the National Hispanic Chamber of Commerce on Health with the Academic Leader of the Year Award on June 17. Well done and we are all very proud of you.

Congratulations to **Executive Vice Chancellor and University Provost Alexandra Logue**, who was given the Distinguished Alumnae Award by the Springside School in Philadelphia. This award is given to women who are leaders in their field and have made a significant impact on their community.

Lastly, **Mr. Chairman**, kudos to **CUNY TV** Director Robert Isaacson on his election to the National Academy of Television Arts and Sciences. They could not deny him this after winning all of those Emmys in the past few years. So congratulations to Bob Isaacson.

**Statement of USS Chair and Trustee Cory Provost:**

I am delighted that state legislators and the Governor decided to create something as close to the maintenance of effort for the state as they do here in the city. I think that was really great that we will see continued support from the state, but because it was tied to a tuition increase or an authorization for a tuition increase it really leaves me with a bittersweet taste. I know there are going to be so many students—when they hear about the tuition increase—who are going to feel devastated that the state is looking to support us but also asking students to pay so much more money—talking about \$1,500 over the next five years. I would be committed to working with those involved to really try to develop a more reasonable plan that does not really rely on tuition increases to continue to support the University.

**Statement of Chancellor Matthew Goldstein:**

**Cory**, I understand the students feeling as they do. We tried to moderate the effect and we got that into the legislation. I anticipate a big increase in our fundraising efforts and will be discussing this with the presidents as well that we really ought to have dedicated streams of monies that we are raising to help students get over that hump on a going forward basis. I think with good will and good intentions a lot of this can happen.

**Statement of UFS Chair and Trustee Sandi E. Cooper:**

A question: You have indicated a significant increase in enrollment. At the moment campus chairs are attempting to plan programs for the fall. A large number have been told that their adjunct budgets are being severely reduced or reduced. These numbers do not add up and I do not have to draw a picture. Can you give us a clue as to when you might know what amount of money each campus is going to get, so that we can begin to figure out what we are going to do with the enrollment and adjuncts, some of whom have worked fourteen to fifteen years, have gotten letters of non-reappointment—standard, I know—but I do not quite know how all these eggs do not end up smashed on the floor.

**Chancellor Matthew Goldstein** responded that the University faced a \$300 million shortfall over the past two years. When we went through the initial allocation and we have not allocated the budget yet because it was predicated on certain things that were unknowable at the time. For example, we did not know that the \$40 million that we collected was going to hold. We certainly did not know that we would have additional tuition revenue. Now that we have those two data forms well in place, that is going to require a new visit with respect to what resources will be made available. That will be done over the next couple of weeks the latest and it certainly will be a sigh of relief to all of our presidents that some of the things that we were contemplating will be now moderated for the better.

**Chairperson Schmidt** stated that he would like to echo what the Chancellor said. With this new Compact, **CUNY** has gone from being a large public institution least able to plan its future, to one of the few public universities, I think it is fair to say, best able to plan its future. We will have much more transparency over the next five years than the University of Wisconsin, the University of California system, and the University of Michigan and that consistency and predictability is absolutely vital to any kind of visionary institutional leadership.

I expect that the next five years will be the best five years that **CUNY** has ever seen because it is so much easier to recruit faculty, if you can talk about a multi-year set of commitments. Donors do not like to put money in ships that are springing unpredictable leaks where other monies are blowing away; now we can plan our financial aid policies, as you stated to **Trustee Provost**, ahead of time to try to secure college opportunities for the students most at risk. I think we now have the ability to move into the future in a way this University has never before been able to do. I think that is why this deserves to be acknowledged as the Chancellor's greatest achievement to date.

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

**NO. 1. CHANCELLOR'S UNIVERSITY REPORT:** RESOLVED, That the Chancellor's University Report for June 27, 2011 (including Addendum and Errata Items) be approved:

**NO. 2. APPROVAL OF MINUTES:** RESOLVED, That the minutes of the regular Board meeting of May 2, 2011 be approved.

**NO. 3. NOTICE OF PROPOSED AMENDMENTS TO THE BYLAWS OF THE BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK:**

**At the request of Board Chairperson Benno Schmidt and Chancellor Matthew Goldstein, notice is hereby provided of proposed amendments to the Bylaws, for consideration at the Board of Trustees meeting on September 26, 2011.**

**NOTE: See Appendix C**

**EXPLANATION:** The current Bylaws contain numerous provisions that are outdated, lack clarity, do not conform to longstanding University practice, or are duplicative of provisions contained in the Education Law or the University's collective bargaining agreements. Following a careful review of the current Bylaws and consultation with other University administrators, the General Counsel and Senior Vice Chancellor for Legal Affairs has drafted revised Bylaws that rewrite or remove outdated provisions, delete unnecessary material and conform the Bylaws to current practice. The proposed Bylaws are clearer, easier to work with, and closer to the purpose of bylaws, which generally do not state policy, or work rules, but are a statement of the rules and regulations governing the management of an organization. The following is a description and explanation of the amendments, with the exception of those that consist solely of minor editing or removal of provisions that had been included solely for historical reasons.

Article 1 - Meetings of the Board: Sections 1.1 and 1.2 have been amended to add requirements necessary for Board of Trustees meetings to comply with the Open Meetings Law, Public Officers Law §§ 100 et seq. as well as Chapter 98 of the Laws of 2010, a recent statute requiring that CUNY and SUNY make board agendas and subsequent meeting records publicly available on their websites. Section 1.6 has been amended to provide that, in case neither the chairperson nor the vice chairperson is present at a meeting of the Board of Trustees, the chairperson shall designate another trustee to preside at the meeting.

Article 2 - Officers of the Board: Section 2.4 has been amended to explicitly provide that, if the position of chairperson of the Board of Trustees is vacant, the vice chairperson shall exercise all the duties of the chairperson. Section 2.5 has been amended to provide that designees of the general counsel may verify pleadings and sign affidavits in legal proceedings.

Article 3 - Committees of the Board: Sections 3.1 and 3.2 have been amended to update the names of the standing committees of the Board. Sections 3.1 and 3.2 have been amended to comply with Chapter 98 of the Laws of 2010 and the Open Meetings Law with respect to notice of meetings and availability of meeting agendas and subsequent meeting records.

Article 4 -The Council of Presidents: The last sentence of Section 4.2 has been deleted to remove any ambiguity about the fact that the college presidents are responsible directly to the chancellor and through the chancellor to the board.

Article 6 - Instructional Staff: Section 6.1 has been amended to add and delete instructional staff titles to conform to the titles currently being used by the University. Section 6.2 has been amended to delete old titles and to delete sections that are governed by the PSC-CUNY collective bargaining agreement or the New York State Education Law. The non-historical portion of Section 6.4, regarding administrative certificates of continuous employment, has been removed as it is governed by the PSC-CUNY collective bargaining agreement. Section 6.5 has been amended to delete the long list of titles that are not eligible for tenure, which must be updated whenever a new title is added, and instead to provide that no instructional staff titles other than those listed in Section 6.2 carry tenure. Section 6.6(a) has been amended to clarify that only full-time annual appointments to the instructional staff must be approved by the Board of Trustees. Section 6.6 (c) has been amended to conform to current University practice. Portions of Section 6.6(e), all of Section 6.6(f) and Section 6.7 have been deleted as the procedures for non-reappointments in faculty titles are governed by the PSC-CUNY collective bargaining agreement. Section 6.8 (c) has been amended to delete duplicative material. Sections 6.9 through 6.14, which contain procedures for the discontinuation of instructional staff

personnel mandated by fiscal exigency, have been deleted as this issue is governed by the University's retrenchment guidelines as well as provisions of the New York State Education Law.

**Article 7 - Academic Due Process:** Article 7 sets forth the grounds and procedures for removing or suspending members of the instructional staff. In the case of instructional staff covered by the PSC-CUNY agreement, this provision has been superseded by the three-step disciplinary process set forth in the collective bargaining agreement, which culminates in a binding arbitration. Accordingly, Article 7 applies only to instructional staff excluded or not otherwise covered by the PSC-CUNY Agreement. The lengthy investigation and hearing process set forth in the current Article 7, with a final determination made by the Board of Trustees, is inappropriate and unnecessary in the case of excluded instructional staff. This provision has accordingly been rewritten to provide that instructional staff (other than members of the executive compensation plan) whose employment is not covered by a collective bargaining agreement, or who are represented by a union at such time that an expired collective bargaining agreement has not been continued by operation of law, shall be subject to such disciplinary procedures as may be adopted by the Vice Chancellor for Human Resources Management. The revised bylaw also states that, in the event no collective bargaining agreement is in effect, the provisions of the Section 6212(9) of the Education Law will apply in the case of tenured faculty.

**Article 8 - Organization and Duties of the Faculty:** Article 8 has been revised to remove provisions relating to the faculty, and duties of faculty, at City College, which are outdated and are set forth in its governance plan. In addition, references to the "Graduate School and University Center" have been revised to refer only to the "Graduate School", as the University Center is not synonymous with the Graduate School but now encompasses other schools and programs. Sections 8.1 and 8.5 has been amended to clarify that administrators with underlying professorial appointments hold faculty rank. Section 8.1 and 8.2 have been amended to include the longstanding University practice that a faculty member who is on Travia leave does not retain his/her faculty voting rights. Section 8.6 has been amended to make its language consistent with Article 8.13; in both cases, faculty and/or faculty representatives formulate academic policy subject to the Board of Trustees, which has final authority over the educational work and administration of all educational units of the University pursuant to Education Law § 6204, subd. 1. Section 8.7 has been amended to make the section on Faculty/Academic Councils generally applicable to all units of the University. Sections 8.9 and 8.11, relating to college committees on faculty personnel and budget, have been amended to delete college-specific language, to clarify the titles as to which the committee makes personnel recommendations, and to delete language relating to the grievance procedure, which is set forth in the PSC-CUNY agreement. Section 8.12 has been amended to make clear that, in communicating the result of the college committee on faculty personnel and budget's recommendation to the candidate, no reason is to be given for either a negative or positive recommendation.

**Article 9:** The amendments to Article 9 are described below:

- (1) Section 9.1(e), regarding departmental personnel and budget committees and appointment committees, has been amended to eliminate the distinction between Plan No. One and Plan No. Two, which are not meaningfully different. The section has also been amended to add a provision allowing the president to remove a member of a department personnel and budget committee, following consultation with the department chairperson, if the interests of the college require it.
- (2) Section 9.1(f) has been amended to make a minor change in the composition of the committees on personnel and budget in the Hunter College Campus Schools, in that the representative from the Education Department at Hunter College no longer has to be the chairperson of the department. This will give the Campus Schools greater flexibility.
- (3) Section 9.3(a)(10) has been amended to provide that the department chairperson's report to the president and the college committee on faculty personnel and budget, regarding a faculty member being recommended for tenure, shall be based on the criteria set forth in University policies. The former version of this Bylaw did not include all the relevant University criteria for evaluating candidates for tenure.

- (4) Sections 9.4 and 9.5, relating to program structure in the Graduate School and University Center, and Duties of Executive Officer in the Graduate School and University Center, have been eliminated, as those topics are addressed in the Graduate School's governance plan.
- (5) Section 9.6, relating to recruitment, has been deleted as unnecessary.
- (6) Sections 9.7 (a) and (b) have been amended to make clear that the appointment process therein is for full-time annual appointments, and does not apply to adjunct or substitute appointments.
- (7) Section 9.8 has been reorganized to make read more clearly, and to make clear that faculty members cannot vote on their own promotion.
- (8) Section 9.10 has been deleted, as instructional staff grievances are governed by the PSC-CUNY collective bargaining agreement.

Article 11. Article 11 of the Bylaws generally sets forth the position descriptions for members of the instructional staff. Because position descriptions are generally not included in an institution's bylaws, and because many of the position descriptions in the current bylaws are incomplete and out-of-date, Article 11 is being amended to remove all position descriptions other than those of Chancellor, Senior University Staff, President, Instructor, Assistant Professor, Associate Professor, Professor, Distinguished Professor, Medical professorial titles (as currently set forth in Sections 11.36 and 11.37), and Law School faculty titles (as currently set forth in Section 11.43.) Section 11.1 now provides that the minimum qualifications and duties for all positions in the instructional staff, other than those above specifically set forth in that article, shall be established by the Chancellor or his/her designee. Sections 11.5 and 11.6, 11.10 through 11.35, 11.38 through 11.42, and 11.44 through 11.46, which contained the other position descriptions, have been deleted.

Article 12. This article on Salary Schedule Conditions has been updated to reflect current practice. Sections 12.4 and 12.5 have been deleted as unnecessary.

Article 13. This article on Leaves has been substantially shortened by deleting provisions that are contained in the PSC-CUNY collective bargaining agreement and are inconsistent with University practice.

Article 14. This article on the Non-Instructional Staff has been updated to include all titles in the classified civil service of the University and to delete the outdated disciplinary procedure for classified staff, which is now set forth in either the applicable collective bargaining agreement or in the CUNY Personnel Rules and Regulations.

Article 15. Article 15 regarding Students has been revised to bring the student conduct and student organization sections into compliance with University practice and applicable law, and to clarify and address issues that have arisen concerning the University's student disciplinary procedures. Section 15.0 has been amended to broaden the provision regarding freedom from discrimination to include all the grounds set forth in the University's non-discrimination policy. Section 15.1 has been amended to clarify that the student conduct standard is that set by the Board, and cannot be added to by other bodies. Section 15.2(a) and (c) have been amended to ensure that the University does not prohibit speech protected by the First Amendment, while still setting forth the Board's expectation that students should be respectful of diverse viewpoints. Section 15.2(b)(3) has been amended to revise the complaint procedure in the case where a person or organization believes that a student organization has violated the code of conduct standard, to provide for an investigation by the student government, rather than a fact-finding hearing under Section 15.3, and to include an appeal to the chief student affairs officer. Section 15.2(d) has been amended to provide for an appeal from the student elections review committee to the college president or his/her designee. Section 15.3 has been amended to bring the student disciplinary procedures in line with the nomenclature now used in the higher education student affairs community, which uses terms like "responsible" instead of "guilty" and "mediation" instead of "conciliation". In addition, the following substantive changes have been made to the student disciplinary process: (1) Section 15.3(c) has been added to provide a procedure to address student disciplinary charges where the student has withdrawn from a college before disciplinary charges have been adjudicated; (2) Sections 15.3(f)(12) and f(13) have been added to codify the University's practice that a penalty of dismissal or

suspension for one term or more is a university-wide penalty, and that disciplinary penalties are placed on student transcripts; and (3) Section 15.4 has been amended to provide that students may appeal a disciplinary penalty of one term or more (rather than a penalty for more than one term) to the Board Committee on Student Affairs and Special Programs.

**NO. 4. COMMITTEE ON FISCAL AFFAIRS:** RESOLVED, That the following items be approved:

**A. BARUCH COLLEGE - ACADEMIC EXCELLENCE FEES FOR GRADUATE PROGRAMS:**

RESOLVED, That The City University of New York adopt a schedule of academic excellence fees for students in masters programs at Baruch College, effective with the Fall 2011 semester and as detailed below:

**Financial engineering program: Year 1**

Full-time students: \$1,500 per semester, up to a maximum of \$4,500 per student

Part-time students: \$1,000 per semester, up to a maximum of \$4,500 per student

**Financial engineering program: Year 2**

Full-time students: \$3,000 per semester, up to a maximum of \$9,000 per student

Part-time students: \$2,000 per semester, up to a maximum of \$9,000 per student

**Financial engineering program: Year 3**

Full-time students: \$4,000 per semester, up to a maximum of \$12,000 per student

Part-time students: \$3,000 per semester, up to a maximum of \$12,000 per student

**Business programs (Accelerated part-time and full-time MBA; part-time and full-time business MS)**

Full-time students: \$1,000 per semester, up to a maximum of \$3,000 per student

Part-time students \$ 750 per semester, up to a maximum of \$3,000 per student

**Public affairs MS degrees, corporate communications, industrial-organization psychology and mental health counseling programs**

Full-time and

Part-time students \$ 500 per semester, up to a maximum of \$2,000 per student

EXPLANATION: Baruch College offers an array of master's degrees in each of its three Schools: the Zicklin School of Business, the Weissman School of Arts and Sciences, and the School of Public Affairs. Baruch's graduate programs are regularly recognized nationally for their outstanding quality, and are consistently viewed as among the best in their fields in the New York area. Furthermore, the very low level of tuition at Baruch (including out-of-state tuition) adds to the perceived value of our graduate programs.

By virtue of the quality of our faculty, the reputations of our programs, and the cost of attendance, Baruch attracts highly talented students who come expecting not only outstanding faculty but also outstanding support services, including academic advisement and career counseling. Although Baruch can provide academic programs that are superior to those available at comparable schools in the New York area, we are not able to provide an adequate level of these critical support services that high achieving students expect from programs.

The most critical support services that we need to augment in our graduate programs are related to student recruitment, career services, and placement of graduates in appropriate jobs on completion of their studies. Each of these activities is labor intensive and constant throughout the year. The best programs need staff who are regularly reaching out to potential students and potential employees, conveying and collecting the information needed to recruit the best students and helping to place them in the best jobs.

For New York residents, tuition at Baruch's business programs is as little as a third, or in some cases even a fourth, of the cost at Pace, NYU or Fordham. Comparable cost ratios exist when one compares programs in financial

engineering and public affairs. What is especially compelling about these data is the comparison with Rutgers University; it is actually *less expensive* for a New Jersey resident to attend Baruch as an out-of-state student than it is for that individual to attend Rutgers as an in-state student. For a student enrolled in a three-semester, financial engineering or mathematics and finance program, the difference is \$10,000 (\$18,000 for out-of-state students at Baruch versus \$28,224 for in-state students at Rutgers).

We propose the highest fee for our Master of Science program in Financial Engineering. This program has received national recognition (with one ranking placing it in the top five nationally). It has very low acceptance rates and very high yield among those accepted and extraordinarily strong students. The program continues to place graduates in very well-paying positions, even in the presence of a recession. Perhaps most importantly, the program continues to be *substantially* less expensive than other competing programs in the mid-Atlantic region. Although we are confident that the fees proposed for the program in Financial Engineering will not deter potential students either from applying to or enrolling in the program, we are also mindful of the challenges that the immediate imposition of these high fees will pose for students already in the program, or those who have applied and been accepted recently. Therefore, we propose that the Financial Engineering fees be phased in over a period of three years.

In summary, these academic excellence fees will provide Baruch's graduate programs with funds to develop student support services that are commensurate with the outstanding academic programs we provide. Furthermore, these fees are sufficiently modest that they will in no way eliminate the substantial cost advantages of Baruch's graduate programs. Students will continue to receive a Baruch education that is not only of exceptional quality, but that is also very reasonable and financially affordable. The college will administer financial aid to assist those students who cannot afford the increase in costs. **Trustee Cory Provost Voted NO.**

#### **B. THE CITY UNIVERSITY OF NEW YORK - REVISED TUITION SCHEDULE FOR THE MASTERS IN PUBLIC ADMINISTRATION PROGRAMS:**

RESOLVED, That The City University of New York adopt a revised schedule of tuition charges for students in the Master of Public Administration Programs within CUNY effective with the Fall 2011 semester and as detailed below:

##### Current Rates:

##### **Resident**

Full-time - \$3,865 per semester  
Part-time - \$325 per credit

##### **Non-Resident**

Full-Time - \$605 per credit  
Part-time - \$605 per credit

##### Effective Fall 2011 Semester:

##### **Resident**

Full-time - \$4,445 per semester  
Part-time - \$375 per credit

##### **Non-Resident**

Full-time - \$695 per credit  
Part-time - \$695 per credit

**EXPLANATION:** The proposed tuition increase of \$580 per semester for full-time and \$50 per credit for part-time resident students and \$90 per credit for full- and part-time non-resident students is necessary to strengthen the services to students and improve the general quality of the Master of Public Administration Programs at Baruch College, City College, and John Jay College. At present, tuition for Master of Public Administration Programs at The City University of New York is among the lowest charged by any accredited MPA program in the United States. The increased tuition revenue will be used solely for the support of the Master of Public Administration Programs to provide scholarships, graduate assistantships, and academic program support and to create new positions in such areas as career services and academic advisement. The colleges will provide financial aid funding to assist eligible students to afford the increase in tuition. New York State Education Law Sec. 6206 allows The City University of New York to charge differential tuition rates as long as there is no differential among like degree programs. The revised tuition schedule does not apply to any undergraduate/graduate dual degree program (e.g. BS/MPA) for which students are assessed tuition at the undergraduate rate until the student has completed 120 credits or more. **Trustee Cory Provost Voted NO.**

**C. HUNTER COLLEGE – REVISED TUITION SCHEDULE FOR THE DOCTOR OF NURSING PRACTICE PROGRAM:**

RESOLVED, That The City University of New York adopt a revised schedule of tuition charges for students in the Doctor of Nursing Practice Program at Hunter College effective with the Fall 2011 semester and as detailed below:

**Revised Tuition Schedule for Nursing Programs**

Current Rates:

Resident:

- Level One:
  - Full-Time: \$3,455 per semester
  - Part-Time: \$390 per credit
- Level Two: \$2,165 per semester
- Level Three: \$855 per semester

Non-Resident:

- Level One: \$675 per credit
- Level Two: \$4,810 per semester
- Level Three: \$1,715 per semester

Effective Fall 2011 Semester:

Resident:

- Level One:
  - Full-Time: \$5,110 per semester
  - Part-Time: \$435 per credit
- Level Two: \$5,110 per semester
- Level Three: \$5,110 per semester

Non-Resident:

- Level One: \$685 per credit
- Level Two: \$685 per credit
- Level Three: \$685 per credit

**EXPLANATION:** The proposed tuition schedule revision is necessary to strengthen the academic curriculum and services available to students in the Doctor of Nursing Practice Program at Hunter College. The increased tuition revenue will be used solely for the support of the Doctor of Nursing Practice Program which may include increased and improved laboratory staffing, student recruitment, and enhancing support for all students, including developing specialty support programs for doctoral students. This increase in funding will be used to improve not only the quality of the educational programs but also the level of student support services. The New York State Education Law Sec. 6206 allows The City University of New York to charge differential tuition rates as long as there is no differential among like degree programs. The College will continue to provide financial aid funding to assist eligible New York State residents to afford the increase in tuition. **Trustee Cory Provost Voted NO.**

**D. THE CITY UNIVERSITY OF NEW YORK - PURCHASE OF ELECTRONIC RESOURCE AGGREGATION SERVICES FOR LIBRARIES:**

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to execute a contract on behalf of the University to purchase enterprise library membership and various electronic resource aggregation services from the Westchester Academic Library Directors Organization (“WALDO”). The contract shall be awarded as a single source contract pursuant to law and University Regulations for the one-year term July 1, 2011 through June 30, 2012, at a cost that shall not exceed \$700,000, chargeable to FAS Code 204301335 and the appropriate colleges’ FAS Codes. The contract shall also include a one-year option to renew, for the period July 1, 2012 through June 30, 2013. The cost escalation on such renewal shall not exceed three (3) percent, for a not-to-exceed cost of \$721,000. Such renewal may also be subject to the possible inclusion of new titles available through WALDO. The contract shall be subject to approval as to form by the University Office of the General Counsel.

**EXPLANATION:** CUNY has previously contracted for these services from NYLINK, a non-profit membership organization that is part of the State University of New York system. NYLINK is phasing out its operations June 2011. This contract between CUNY and WALDO will permit the continuation of these mission-critical, university-wide library services. This single-source acquisition will be advertised as required by law.

**E. THE CITY UNIVERSITY OF NEW YORK - TIME AND LEAVE SYSTEM:**

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to execute a contract on behalf of the University to license and implement a Time and Leave Software System. The contract shall be awarded on the basis of best value to a responsive and responsible offeror pursuant to law and University regulations. The initial term shall be six years and the contract shall include up to two one-year options for the University to renew in its best interest. Such purchase shall not exceed a total estimated cost of \$5,000,000, chargeable to the appropriate FAS Codes, over the initial term of the Contract. The contract shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: Currently, employee time and leave data at the University are captured by standalone systems or manually on timesheets. Licensing a single, unified System to capture this data will enable the University to better serve its faculty and staff with accurate, timely and accessible information, to provide auditable time management data and to comply with law. The pricing for the initial term of this Contract will include System design and implementation services, an enterprise license for an unlimited number of users, technical support, software maintenance and hosting of the System. The University will integrate this System with its CUNYfirst implementation.

**Report of Fiscal Affairs Committee Vice Chair Peter Pantaleo:**

Following the approval of action items by the committee, **Associate Vice Chancellor Matthew Sapienza** gave an update on the state and city budgets followed by a report by University Chief Investment Officer Janet Krone on the University's investment portfolio and asset allocation implementation. I would like to take the opportunity to report that at the Audit Subcommittee of the Fiscal Affairs Committee's meeting on May 4, 2011, KPMG presented the 2010 internal Control Report, the 2010 A-133 Report, the 2011 Engagement Letter and a draft of the 2011 Audit Plan. The Office of the University Controller made a presentation on the Related Entities Audit RFP.

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

**A. THE SCHOOL OF PROFESSIONAL STUDIES AT THE GRADUATE SCHOOL AND UNIVERSITY CENTER - MS IN INFORMATION SYSTEMS:**

RESOLVED, That the program in Information Systems leading to the Master of Science degree through the School of Professional Studies at the Graduate School and University Center be approved, effective June 28, 2011, subject to financial ability.

EXPLANATION: This professional degree prepares students to develop and apply the theories, tools, and techniques of information systems, analytics, and technology management through a rigorous, highly quantitative graduate program. Optional tracks within the degree will offer students the opportunity to specialize in areas where the impact of information systems is of particular interest to them. SPS will offer this program in an on-line delivery mode, expanding CUNY's presence in the virtual education marketplace. This program will add to a suite of SPS's career directed graduate and undergraduate programs, many of which are also offered in an on-line format.

**B. HUNTER COLLEGE - MFA IN DANCE; MA IN DANCE EDUCATION AND BA/MA IN DANCE/DANCE EDUCATION:**

RESOLVED, That the programs in Dance leading to the Master of Fine Arts, Dance Education leading to the Master of Arts, and the joint program in Dance/Dance Education leading to the combined Bachelor of Arts and Master of Arts at Hunter College, be approved, effective June 28, 2011, subject to financial ability.

EXPLANATION: This triad of Dance programs proposed by Hunter College will enhance their commitment to the arts and arts education. The MFA will provide professional training to dancers and choreographers, the MA will allow dancers to transition to careers in secondary education and the combined program will assist Hunter in recruiting exceptional students into its existing undergraduate Dance major. The college has already raised one million dollars in support of these programs, and fundraising efforts continue to ensure the long-term future of the program.

**C. NEW YORK CITY COLLEGE OF TECHNOLOGY - BS IN RADIOLOGICAL SCIENCE:**

RESOLVED, That the program in Radiological Science leading to the Bachelor of Science degree at New York City College of Technology be approved, effective June 28, 2011, subject to financial ability.

EXPLANATION: This degree completion program will offer graduates of associate degrees and certificates in Radiological Science coursework that addresses the rapidly changing technological advances in medical imaging and the demand for multi-skilled radiographers. There is a great need for radiographers with a baccalaureate degree in radiologic science to meet the requirements for advanced clinical practice and leadership positions in the field. This program will be the first of its kind in the CUNY system.

**D. BOROUGH OF MANHATTAN COMMUNITY COLLEGE - AS IN MATHEMATICS AND SCIENCES FOR SECONDARY EDUCATION:**

RESOLVED, That the program in Mathematics and Sciences for Secondary Education leading to the Associate of Science degree at Borough of Manhattan Community College be approved, effective June 28, 2011, subject to financial ability.

EXPLANATION: This program will offer a wider number of students access to the coursework required to pursue a career path as a secondary education teacher in the areas of biology, chemistry, physics and mathematics. Each of the four tracks in this degree has been articulated with a corresponding baccalaureate program at Lehman which leads to initial secondary education certification. By offering the foundation courses in both the subject areas and in pedagogy to community college students, the college will raise the awareness of the teaching profession to students who otherwise might not envision themselves making this career choice. At the same time the program aims to diversify the ranks of teachers in subject areas with systemic shortages, to resemble more closely New York City's population.

**E. HOSTOS COMMUNITY COLLEGE - AAS IN GAME DESIGN:**

RESOLVED, That the program in Game Design leading to the Associate of Applied Science degree at Hostos Community College be approved, effective June 28, 2011, subject to financial ability.

EXPLANATION: The proposed registration is intended to provide Hostos's students with a course of study including gaming theory, digital design, and programming that will prepare them for careers in the entertainment software industry. New York State is among the top five states with the highest concentration of video game jobs and this program will assist in meeting the demand for qualified professionals while diversifying their ranks as well.

**F. LAGUARDIA COMMUNITY COLLEGE - AS IN THEATER:**

RESOLVED, That the program in Theater leading to the Associate of Science degree at LaGuardia Community College be approved, effective June 28, 2011, subject to financial ability.

EXPLANATION: This degree, which is a strengthening of an existing concentration in general liberal arts, will offer students a combination of professional theater courses in areas such as acting and stage design with courses in theater history. An internship will give students opportunities to make important industry contacts. The program offers a good liberal arts base for baccalaureate study; an articulation agreement with Queens College will assure the ease of transfer credits.

**G. JOHN JAY COLLEGE - BA IN LAW AND SOCIETY:**

RESOLVED, That the program in Law and Society leading to the Bachelor of Arts degree at John Jay College be approved, effective June 28, 2011, subject to financial ability.

EXPLANATION: This program replaces the existing Legal Studies major and offers a liberal arts degree that takes an interdisciplinary approach to looking at the study of law and legal institutions and their symbiotic relationship with society, through a coherent and rigorous curriculum organized around the central theme of understanding law as an instrument of political and social change. The Law and Society major will provide excellent preparation for graduate work in professional areas such as law, public administration and social work, as well as in academic fields such as history, political science and sociology as well as careers in public service, judicial administration, and nonprofit agencies.

**H. JOHN JAY COLLEGE - BA IN PHILOSOPHY:**

RESOLVED, That the program in Philosophy leading to the Bachelor of Arts degree at John Jay College be approved, effective June 28, 2011, subject to financial ability.

EXPLANATION: The proposed registration is part of John Jay College's strategic plan to strengthen its liberal arts offerings. The college has an established Department of Philosophy which will be able to deliver this program with minimal additional cost. The curriculum offers exposure to western, African and Asian philosophy as well as logic and capitalizes on John Jay's strength in the study of justice. The program is an excellent preparation for law school or further study in philosophy.

**I. QUEENS COLLEGE - BA IN MIDDLE EASTERN STUDIES:**

RESOLVED, That the program in Middle Eastern Studies leading to the Bachelor of Arts degree at Queens College be approved, effective June 28, 2011, subject to financial ability.

EXPLANATION: This major addresses the importance placed on the study of language and culture in the Queens College's strategic plan and the growing national need for experts in fields linked to Middle Eastern Studies. The program will introduce students to Middle Eastern Studies through the study of language, literature, civilization, and history and will prepare them for graduate level study and employment in fields such as international studies, law, politics, publishing, media, diplomacy, and human rights. The new major in Middle Eastern Studies will be the first program of its kind in CUNY. Given the diversity of the student population at the College and in the borough of Queens itself, it is fitting that this program be located at Queens College. The college has raised substantial outside funds to help launch the program.

**J. QUEENSBOROUGH COMMUNITY COLLEGE/HUNTER COLLEGE - DUAL/JOINT AAS/BS IN NURSING:**

RESOLVED, That the program in Nursing leading to the Associate of Applied Science/Bachelor of Science degrees in Nursing at Queensborough Community College and Hunter College be approved, effective June 28, 2011, subject to financial ability.

EXPLANATION: The joining of two existing nursing programs into a dual/joint degree will provide a seamless transfer for students graduating from the Queensborough AAS in Nursing into the Hunter BS in Nursing. As the expected level of education in the nursing profession continues to rise, CUNY needs to encourage and enable our students to pursue additional credentials. Through a unique mentoring system, this program has the additional advantage of being able to recruit, retain and graduate more nurses of Hispanic descent.

**K. BROOKLYN COLLEGE - REORGANIZATION OF THE SCHOOL OF EDUCATION AND THE ESTABLISHMENT OF FOUR NEW DEPARTMENTS: 1) EARLY CHILDHOOD EDUCATION/ART EDUCATION; 2) CHILDHOOD EDUCATION/SPECIAL EDUCATION; 3) SECONDARY EDUCATION; 4) SCHOOL PSYCHOLOGY, COUNSELING, AND LEADERSHIP:**

RESOLVED, That the School of Education at Brooklyn College be reorganized by creating four new departments: Early Childhood Education/Art Education; Childhood Education/Special Education; Secondary Education; School Psychology, Counseling, and Leadership, to be effective July 1, 2011. The School of Education will continue as the administrative unit overseeing the four new departments.

**EXPLANATION:** Pursuant to academic and institutional planning, and following consultation of the President with the College's governance bodies, and of the Provost and the Associate Provost with faculty affected by the reorganization, Brooklyn College proposes to divide the School of Education into four new bylaw departments, as listed above, to be effective July 1, 2011. Heretofore, the School of Education has served administratively as a single bylaw department, headed by a dean who has functioned internally as a department chairperson. This historic arrangement has become unwieldy over time given the large numbers of majors and the numerous degree programs at both the undergraduate and graduate levels that the School of Education must administer. This includes compliance with detailed teacher certification standards set by the New York State Education Department, by NCATE (the National Council for the Accreditation of Teacher Education), and by subject-specific national accrediting bodies.

The new departments will better reflect the teaching credentials and area(s) of expertise of the faculty, will enhance scholarship, faculty and curricular development, and faculty collaboration. Departmental status will make academic programs and other departmental functions more manageable to administer and should allow for closer, focused advisement of students. Responsibility for administering the particular degree and advanced certificate programs in the School of Education will be shifted to the four departments in consultation with Faculty Council. It is also expected that future support and staffing needs of the four departments will be addressed more directly by Academic Affairs. However, this reorganization will be resource neutral.

The faculty in the School of Education have chosen their respective departments and have been advised of their seniority therein. Separate resolutions will be submitted to the Board of Trustees regarding the transfer and appointment of faculty to the new departments. Contingent upon approval by the Board of Trustees, seven (7) designated faculty members will transfer from the School of Education to the new Department of Early Childhood Education/Art Education; twelve (12) designated faculty members will transfer to the new Department of Childhood Education/Special Education; thirteen (13) designated faculty members will transfer to the new Department of Secondary Education; and eleven (11) designated faculty members will transfer to the new Department of School Psychology, Counseling, and Leadership, effective September 1, 2011.

#### **L. THE CITY UNIVERSITY OF NEW YORK - REVISED ACADEMIC INTEGRITY POLICY:**

RESOLVED, that The City University of New York Policy on Academic Integrity, as revised, be adopted, effective July 1, 2011.

#### **CUNY POLICY ON ACADEMIC INTEGRITY**

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

##### **1. Definitions and Examples of Academic Dishonesty**

1.1. **Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.

- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

1.2. **Plagiarism** is the act of presenting another person's ideas, research or writings as your own. Examples of plagiarism include:

- Copying another person's actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or "cutting & pasting" from various sources without proper attribution.

1.3. **Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

1.4. **Falsification of Records and Official Documents**  
Examples of falsification include:

- Forging signatures of authorization.

- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

## 2. Methods for Promoting Academic Integrity

2.1. Packets containing a copy of the CUNY Policy on Academic Integrity and, if applicable, the college's procedures implementing the Policy, and information explaining the Policy and procedures shall be distributed to all current faculty and, on an annual basis to all new faculty (full and part-time) These packets also shall be posted on each college's website. Orientation sessions for all new faculty (full and part-time) and students shall incorporate a discussion of academic integrity.

2.2. All college catalogs, student handbooks, faculty handbooks, and college websites shall include the CUNY Policy on Academic Integrity and, if applicable, college procedures implementing the policy and the consequences of not adhering to the Policy.

2.3. Each college shall subscribe to an electronic plagiarism detection service and shall notify students of the fact that such a service is available for use by the faculty. Colleges shall encourage faculty members to use such services and to inform students of their use of such services.

## 3. Reporting

3.1. Each college's president shall appoint an Academic Integrity Officer in consultation with the elected faculty governance leader. The Academic Integrity Officer shall serve as the initial contact person with faculty members when they report incidents of suspected academic dishonesty. The Academic Integrity Officer may be the college's Student Conduct Officer, another student affairs official, an academic affairs official, or a tenured faculty member. Additional duties of the Academic Integrity Officer are described in Sections 4.1, 4.2.1, 4.2.2, 4.3 and 4.4.

3.2. A faculty member who suspects that a student has committed a violation of the CUNY Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever feasible. Thereafter, a faculty member who concludes that there has been an incident of academic dishonesty sufficient to affect the student's final course grade shall report such incident on a Faculty Report Form in substantially the same format as the sample annexed to this Policy and shall submit the Form to the college's Academic Integrity Officer. Each college shall use a uniform form throughout the college, which shall contain, at a minimum, the name of the instructor, the name of the student, the course name and number and section number, the date of the incident, a description of the incident and the instructor's contact information.

3.3. The Academic Integrity Officer shall update the Faculty Report Form after a suspected incident has been resolved to reflect that resolution. Unless the resolution exonerates the student, as described in Section 4.4, the Academic Integrity Officer of each college shall place the Form in a confidential academic integrity file created for each student alleged to have violated the Academic Integrity Policy and shall retain each Form for the purposes of identifying repeat offenders, gathering data, and assessing and reviewing policies. Unless the student is exonerated, written decisions on academic integrity matters after adjudication also shall be placed in the student's academic integrity file. The Academic Integrity Officer shall be responsible for maintaining students' academic integrity files.

## 4. Procedures for Imposition of Sanctions

### 4.1. Determination on academic vs. disciplinary sanction

The Academic Integrity Officer shall determine whether to seek a disciplinary sanction in addition to an academic sanction. In making this determination, the Academic Integrity Officer shall consult with the faculty member who initiated the case and may consult with student affairs and/or academic affairs administrators as needed. Before determining which sanction(s) to seek, the Academic Integrity Officer also shall consult the student's confidential

academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken. Prior violations include both violations at the student's current college and violations that occurred at any other CUNY college. In making the determination on prior violations, the Academic Integrity Officer shall determine whether the student previously attended any other CUNY colleges and, if so, shall request and be given access to the academic integrity files, if any, at such other CUNY colleges.

The Academic Integrity Officer should seek disciplinary sanctions only if (i) there is a substantial violation; or (ii) the student has previously violated the Policy; or (iii) academic sanctions are unable to be imposed because the student has timely withdrawn from the applicable course. Examples of substantial violations include but are not limited to forging a grade form or a transcript; stealing an examination from a professor or a university office; having a substitute take an examination or taking an examination for someone else; having someone else write a paper for the student or writing a paper for another student; sabotaging another student's work through actions that prevent or impede the other student from successfully completing an assignment; and violations committed by a graduate or professional student or a student who will seek professional licensure. The college also should consider any mitigating circumstances in making this determination.

#### 4.2. Procedures in Cases Involving Only Academic Sanctions

##### 4.2.1. Student Admits to the Academic Dishonesty and Does Not Contest the Academic Sanction

If a faculty member wishes to seek only an academic sanction (i.e., a reduced grade) and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the Academic Integrity Officer decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment as to which the violation occurred or to the course grade, at the faculty member's discretion. A reduced grade may be an "F" or another grade that is lower than the grade that the student would have earned but for the violation.

The faculty member shall inform the Academic Integrity Officer of the resolution via email and the Officer shall update the applicable Faculty Report Form to reflect that resolution.

##### 4.2.2. Student Admits to the Academic Dishonesty but Contests the Academic Sanction

In a case where a student admits to the alleged academic dishonesty but contests the particular academic sanction imposed, the student may appeal the academic sanction through the college's grade appeal process. The student shall be allowed, at a minimum, an opportunity to present a written position with supporting evidence. The committee reviewing the appeal shall issue a written decision explaining the justification for the academic sanction imposed.

##### 4.2.3. Student Denies the Academic Dishonesty

In a case where a student denies the academic dishonesty, a fact-finding determination shall be made, at each college's option, by an Academic Integrity Committee established by the college's governance body or by the Student-Faculty Disciplinary Committee established under Article XV of the CUNY Bylaws. Each college's Academic Integrity Committee shall adopt procedures for hearing cases. (If a college opts to use its Student-Faculty Disciplinary Committee for this purpose, that Committee shall use Article XV procedures.) Those procedures, at a minimum, shall provide a student with (i) written notice of the charges against him or her; (ii) the right to appear before the Committee; and (iii) the right to present witness statements and/or to call witnesses. Those procedures also shall provide the faculty member with the right to make an appearance before the Committee. The Committee may request the testimony of any witness and may permit any such witness to be questioned by the student and by the administrator presenting the case. Academic Integrity Committees and Student-Faculty Disciplinary Committees, as applicable, shall issue written decisions and send copies of their decisions to the college's Academic Integrity Officer. The Academic Integrity Officer may not serve on a college's Academic Integrity Committee.

4.3. Procedures in Cases Involving Disciplinary Sanctions

If the college decides to seek a disciplinary sanction, the case shall be processed under Article XV of the CUNY Bylaws. If the case is not resolved through mediation under Article XV, it shall be heard by the college's Faculty-Student Disciplinary Committee.

If the college seeks to have both a disciplinary and an academic sanction imposed, the college shall proceed first with the disciplinary proceeding and await its outcome before addressing the academic sanction. The student's grade shall be held in abeyance by using the PEN grade established for this purpose, pending the Committee's action. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. The student may appeal the finding in accordance with Article XV procedures and/or may appeal the grade imposed by the faculty member in accordance with section 4.2.2. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed.

Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Officer shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as explained below, the suspected violation was held to be unfounded.

4.4. Required Action in Cases of No Violation

If either the Academic Integrity Committee or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Officer shall remove all material relating to that incident from the student's confidential academic integrity file and destroy the material.

5. Implementation

Each college, in accordance with its governance plan, shall implement this Policy and may adopt its own more specific procedures to implement the Policy. Colleges' procedures must be consistent with the policy and procedures described in the Policy.

**Faculty Report Form**

It is necessary to complete this form to report an incident of suspected and/or resolved academic dishonesty. Make a copy for your records and forward the original, along with copies of all available supporting documentation, to the:

**Office of the Academic Integrity Officer**

[Fill in name of college]

Instructor Name: \_\_\_\_\_

Dept: \_\_\_\_\_ Tel.No: \_\_\_\_\_ email: \_\_\_\_\_

Course: \_\_\_\_\_ Section: \_\_\_\_\_ Semester: \_\_\_\_\_

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

Type of Incident: \_\_\_\_\_ Cheating \_\_\_\_\_ Plagiarism \_\_\_\_\_ Other \_\_\_\_\_

Description of Incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Did the student admit to the charge of cheating, plagiarism or other act of academic dishonesty? Yes \_\_\_\_\_ No \_\_\_\_\_ Student could not be contacted \_\_\_\_\_

Explanation \_\_\_\_\_

\_\_\_\_\_

Explanation of recommended sanction \_\_\_\_\_

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Signature of Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

Resolution of the Case after Adjudication

Academic sanction \_\_\_\_\_

Disciplinary sanction \_\_\_\_\_

Signature of Academic Integrity Officer \_\_\_\_\_ Date \_\_\_\_\_

**EXPLANATION:** The City University of New York (“CUNY”) is committed to ensuring that its students adhere to principles of academic integrity. In 2004, CUNY adopted a Policy on Academic Integrity to memorialize those principles. Under the Policy, students who violate those principles, through cheating, plagiarism, obtaining unfair advantage over other students, or falsifying records or official documents, are subject to either academic or disciplinary sanctions, depending on the circumstances.

In practice, the Policy has worked well, but revisions are necessary to reflect evolving legal requirements, practical considerations and technological advances. Most notably, the proposed amendments to the Policy afford additional due process protections to students who deny the allegations of academic dishonesty where academic rather than disciplinary sanctions are sought, including the right to written notice of the charges, the right to appear before the adjudicatory committee, and the right to present witness statements and/or call witnesses. The revised Policy also clarifies the circumstances under which disciplinary rather than academic sanctions are appropriate. It further guarantees a collaborative process between faculty members and each college’s Academic Integrity Officer in cases of possible academic dishonesty. The revised Policy also references increased use of college websites and electronic plagiarism detection devices.

In addition, while continuing to provide campuses with discretion in many areas, the proposed revised Policy seeks to improve consistency across campuses and to afford additional clarity concerning enforcement against students who have enrolled in multiple CUNY campuses. While the revisions are effective immediately, it is expected that they will be implemented by the start of the fall 2011 semester.

**UFS Chair and Trustee Sandi Cooper** distributed a document regarding Cal. No. 5.L. to the table on behalf of the faculty. She stated that she wish to express our thanks to **General Counsel and Senior Vice Chancellor Schaffer** and his staff for the careful and respectful consultation they had with us on this revised language. This is an effort to insure fair treatment both to students charged with academic malfeasance, as well as faculty who are responsible for maintaining honesty and standards. Enforcing a fair integrity policy is only right for those who do honest work. **General Counsel and Senior Vice Chancellor Schaffer** went the extra mile on a busy day to balance competing issues and improve on earlier drafts and we thank him for this model of collegial behavior.

#### **M. THE CITY UNIVERSITY OF NEW YORK - CREATING AN EFFICIENT TRANSFER SYSTEM:**

RESOLVED, That the portion of CUNY’s General Education Framework that is common to all CUNY colleges, to be called the “Common Core,” will total 30 credits. The other portion of CUNY’s General Education Framework, the portion that is specific to each baccalaureate college, to be called the “College Option,” will consist of an additional 12 credits.

All CUNY undergraduates will be required to complete the 30-credit Common Core in order to graduate with an A.A., A.S., or baccalaureate degree. All students who satisfactorily complete courses within the Common Core will be certified as having achieved partial or full completion of the Common Core, as appropriate, and that certification will transfer among all CUNY colleges.

All CUNY baccalaureate students will be required to complete 12 College-Option general education credits as well in order to graduate (except as specified below for students who transfer from associate- to baccalaureate-degree programs). College-Option general education credits will transfer as such among all CUNY baccalaureate colleges.

In addition, all associate-degree students, including A.A.S. students, who transfer to baccalaureate programs will be required to complete the receiving college's College-Option general education credits as follows:

- 1) Students who transfer with 30 or fewer total credits from any college (including non-CUNY regionally accredited colleges) will be required to earn a maximum of 12 of the receiving college's College-Option general education credits;
- 2) Students who transfer with more than 30 total credits from any college (including non-CUNY regionally accredited colleges) but without an associate degree will be required to earn a maximum of 9 of the receiving college's College-Option general education credits;
- 3) Students who transfer with an associate degree from any college (including non-CUNY regionally accredited colleges) will be required to earn a maximum of 6 of the receiving college's College-Option general education credits.

Thus, in order to receive the A. A. or A. S. degree, students will be required to complete a total of 30 general education credits (the Common Core), and in order to receive the baccalaureate, students will be required to complete a total of 36 to 42 general education credits depending on the students' transfer status. Further, no matter how many CUNY colleges any of these students attend, if a student transfers from one CUNY college to another, all general education course credits of all types will be accepted as general education credits of that type without further evaluation; and be it further

RESOLVED, That the Chancellor, in consultation with the Council of Presidents, the University Faculty Senate, and the University Student Senate, will convene a Task Force of faculty, students, and academic administrators, with faculty members predominant, and charge it with recommending to the Chancellor a structure for the Common Core by December 1, 2011.

The Task Force will develop the broad disciplinary or interdisciplinary areas constituting the Common Core for the University, as defined by learning outcomes. It will also identify the number of credits to be allocated to each such area. Within these guidelines, the Task Force may make more specific recommendations regarding individual associate- and baccalaureate-degree programs, such as Science, Technology, Engineering, and Mathematics (STEM) programs.

The Task Force will consist of a steering committee, including balanced representation from the college sectors, as well as a working committee, including representatives from all undergraduate colleges and all large-enrollment disciplines. The steering committee will have the authority to establish subcommittees consisting of Task Force members and others in various fields and areas of expertise as needed; and be it further

RESOLVED, That after the Task Force has advanced its recommendations and the Chancellor has approved the structure of the Common Core, all CUNY undergraduate colleges will specify individual courses for this Core. These courses must meet the approved learning outcomes. Working with the colleges, the University Office of Academic Affairs will facilitate the expeditious review and approval of all courses proposed for the Common Core with the assistance of a CUNY-wide committee, appointed by the Chancellor, and consisting predominantly of faculty, to ensure that all learning outcomes are satisfied.

Any course or disciplinary area that is required of all students and is not specifically required for a student's major must fall within the Common Core or College-Option courses.

The Common Core will apply to all A.A., A.S., and baccalaureate degrees. By New York State Education Department regulations, A.A.S. degrees contain fewer liberal arts credits than do A.A. or A.S. degrees. However, liberal arts requirements for A.A.S. degrees will be drawn from the courses approved for the Common Core such that A.A.S. students will receive partial certification for completion of the Core. If an A.A.S. student transfers to an A.A., A.S., or baccalaureate program, that student will need to complete the remainder of the 30-credit Core.

To insure that students in all degree programs have adequate information to plan their academic paths, colleges will clearly identify courses that are part of the Common Core or are College-Option courses, and all of these courses will be widely publicized by the University; and be it further

RESOLVED, That each college will submit for the approval of the Chancellor by April 1, 2012, its plan for implementation of the General Education Framework; and be it further

RESOLVED, That clear pathways be created for the largest transfer majors. The Chancellor, in consultation with the Council of Presidents, the University Faculty Senate, and the University Student Senate, will convene relevant disciplinary committees consisting predominantly of faculty. By May 1, 2012, each such disciplinary committee will recommend for approval to the University Office of Academic Affairs no fewer than three and no more than six courses that will be accepted as entry-level courses for beginning the major, or as prerequisites for such courses, by all colleges offering those majors, and by Fall 2013 these courses must be offered and their status as major-entry courses widely publicized at each college offering the major; and be it further

RESOLVED, That all courses taken for credit at an undergraduate CUNY college be accepted for credit at every other CUNY undergraduate college, regardless of whether a specific equivalency exists at the transfer college, to an extent consistent with grade requirements and residency rules at the transfer colleges; and be it further

RESOLVED, That students transferring from outside CUNY will have their courses evaluated expeditiously and will receive credits for general education, major, and elective courses if those courses meet the appropriate learning outcomes; and be it further

RESOLVED, That as an additional component of improving transfer, an appeals mechanism will be established by the Chancellor for undergraduate students who wish to appeal denial or restriction of transfer credit; and be it further

RESOLVED, That all possible technological assistance be brought to bear on providing the colleges with academic information about their transfer applicants, and on providing students and their advisors with information about the transferability and major-requirement status of courses; and be it further

RESOLVED, That all of these pathways policies and processes, including the Common Core, be reviewed and evaluated each year for three years beginning in 2013, and every three years thereafter, to modify them as necessary to improve them or to meet changing needs.

EXPLANATION: The City University of New York experiences large student transfer flows among all of its undergraduate colleges. To enhance transfer students' progress toward degree completion, CUNY must insure that students' credits earned from any CUNY college transfer smoothly and efficiently to all other CUNY colleges.

New York State Education Law Section 6201 specifies that CUNY is one university and must have clear transfer paths and curricular alignment across its colleges. A unified General Education Framework for all colleges, including a set number of general education credits required across CUNY, will clarify the general education requirements that students must meet at any CUNY college, and will insure that general education credits will transfer to other CUNY colleges. Students will also benefit from greater clarity about which courses they should take for entry into their majors, no matter at which college the major is offered. Finally, students must be assured that electives they take at any college will transfer, with full credit, to any other college. Together, such policies will increase students' efficiency in progressing towards their degrees by reducing time to degree and credits acquired in excess of what is needed for graduation, saving resources for students themselves and for the larger CUNY community.

Integral to this resolution is CUNY's commitment to the highest academic standards and to the faculty's special responsibility for courses and curriculum. Also integral to this resolution is a commitment to providing colleges with the flexibility to maintain their distinctive identities and traditions.

**Statement of Executive Vice Chancellor and University Provost Alexandra Logue:**

Members of the **Board of Trustees** of **The City University of New York** today you have before you a historic resolution. For over 40 years, **CUNY** undergraduates have struggled with having their course credits transfer when they move from one **CUNY** campus to another. This has been the case for courses they have taken as part of their general education, and as part of their major requirements, as well as for elective courses. All too often, our students have received elective credit for courses they had taken as part of general education or as major courses, even when they did not change majors when transferring, and sometimes they have not received credit at all.

This is because, in most cases, transfer credit at **CUNY** has operated on a course matching system. Courses taken at Campus A receive credit at Campus B if Campus B judges that it has a course that matches the course at Campus A. This is the principle behind the TIPPS system (Transfer Information and Program Planning System), the software the faculty and staff have worked so hard to populate with assessments of whether or not courses will transfer with credit. Because of delays in getting their transfer credits evaluated, and because of frequent assessments that courses do not match, students have taken the wrong courses, and/or had to retake courses, and/or take additional courses, resulting in longer times to complete coursework and lack of coverage of all courses by financial aid, two factors that are known to decrease the probability of a student ever graduating, as well as increasing the cost of an education to students, the city, and the state.

For many decades the minutes of meetings of the **CUNY Board of Trustees**, of the **CUNY** administration, and of **CUNY** faculty governance bodies have regularly contained evidence of valiant attempts to address the problems faced by **CUNY** transfer students. New York State Education law considers **CUNY** to be a single University, and directs **CUNY** to have easy transfer among its colleges. Yet, a variety of research studies and policies have failed to resolve the issues facing our transferring undergraduates. Now, in 2011, we find that huge proportions of our students are transferring, typical of what is going on across the United States, but perhaps even more frequent at **CUNY** due to the close physical proximity of our campuses.

Last fall alone, approximately 10,000 of our undergraduates transferred from one **CUNY** campus to another, and at every one of our senior colleges over 50% of the graduates are now transfer students. The typical student at each of our senior colleges is no longer the student who starts at that college as a freshmen and graduates from that college; the typical student at our senior colleges is a transfer student, and we must ensure that these students have the same clear and efficient pathways to graduation as do the students who do not transfer.

Articulation agreements have proven of great worth to the pairs of colleges that have established them, and high-quality academic advising is also critical. However, with **CUNY** students transferring between all possible pairs of colleges, with over 700 undergraduate majors and over 23,000 undergraduate courses, with admissions standards at senior colleges constantly increasing, and with articulation agreements sometimes taking years to establish and becoming out-of-date as soon as one of the colleges changes one course, articulation agreements are not a viable method for assisting the majority of our students who transfer, and even the most skilled advisor can be stymied by the **CUNY** transfer maze.

It is time for **CUNY** to take comprehensive action to break down these barriers for our students, to respect our students' right to transfer seamlessly among the different campuses of our single University according to their needs and interests, though subject to the admissions standards of the different colleges. It is also time to recognize, indeed celebrate, the many thousands of wonderful **CUNY** faculty who have done outstanding work on the curriculum of individual courses, of programs, and of degrees. We need to build on that work, including the particular curricular needs, interests, and traditions of the individual campuses. Faculty knowledge and creativity, and campus individuality and flexibility, are foundational to a strong **CUNY**. With all of these principles in mind, the resolution before you now addresses transfer credit issues in terms of the three main parts of any undergraduate curriculum: general education, major, and electives.

The first part concerns general education courses, with the resolution establishing a general education framework for all of **CUNY**, one that will prepare students for lifelong learning and intellectual success. The general education framework itself consists of two parts: the common core and the college option. The common core will consist of 30 credits that will apply to all A.A., A.S., and baccalaureate students. These 30 credits will be divided into curricular

areas defined according to learning outcomes by a task force consisting predominantly of faculty. Each college's faculty will then submit its choice of courses to satisfy these learning outcomes.

The college option will comprise an additional 12 credits of general education for baccalaureate students, for a total of 42 general education credits for baccalaureate students, a bit high compared to national norms, with the college option courses determined by the faculty at the individual baccalaureate colleges. Students who satisfy any part of the general education framework at any college will be deemed to have satisfied that part at all **CUNY** colleges. In addition, to ensure that associate-degree students do not have to take significant numbers of general education courses in the latter part of their college careers, when they should be focusing on their majors and electives, the number of college-option credits that a student transferring from an associate to a baccalaureate program must take will be limited according to how many total credits that student has accumulated at the time of transfer.

The second part of the resolution concerns major courses. In order to ensure that students can begin a major at any **CUNY** college and then transfer seamlessly in that same major to any other **CUNY** college, faculty from across **CUNY** will convene and decide on the first three to six courses that lead into the largest transfer majors. The third part of the resolution concerns electives. A student's electives taken at any **CUNY** college will transfer with full credit to any other **CUNY** college. The resolution contains provisions for students transferring to a **CUNY** college from outside of **CUNY**, as well.

The specifics of this resolution have been significantly shaped and refined by unprecedented discussion and consultation among members of the **CUNY** community, involving some 70 meetings between representatives of the central administration and of the campuses since last October, including a great many with the **University Faculty Senate**, posting of all types of information on a public website, newsletter articles, a webinar open to all, and an opportunity for **CUNY** community members to submit their comments electronically, an opportunity taken by about 550 people. As a result of all the feedback received, the final resolution before you now went through several iterations and incorporates many changes from the original draft resolution distributed in January. A few examples of these changes are:

- The general education credits for the community colleges have been changed from 36 to 30.
- The college-option general education credits whose content will be decided entirely by the individual senior colleges have been changed from 6 to 12.
- The number of college-option credits to be taken by associate to baccalaureate transfers has been changed from 6 to as much as 12 depending on how many previous total credits the transfer student has taken.
- The possibility of a special set of general education requirements for some majors, such as those in science, technology, engineering and mathematics, has been permitted.

With this resolution, the special role of the faculty in determining curriculum will be preserved, and colleges will have considerable flexibility and individuality. At the same time, the rights of students to transfer and have their course credits transfer with them will be protected. Students will have clear general education and major pathways, no matter at which campus they start and at which campus they finish. **CUNY** students will attend a single, integrated, University. Further, given the predominant role of faculty in all of this work, with faculty from all over **CUNY** working together, standards will not only be maintained, but will be increased.

This resolution was approved at the Board's **Committee on Academic Policy Programs and Research** on June 6<sup>th</sup>. It was also discussed at the **Public Hearing** on June 20<sup>th</sup>, where a large majority of those who spoke, including faculty, staff, and students, were strongly in favor of the resolution. It is time for **CUNY** to break with its long history of putting barriers in front of transfer students' graduation goals. It is time for **CUNY** to respect all of its faculty, and to ask them to work together, across campuses, for the betterment of all **CUNY** students. It is time for there to be clear, faculty-defined, high-standard, efficient educational pathways for the **CUNY** undergraduate body. It is time to vote in favor of this resolution.

In response to **Trustee Foster's** question, "What are the financial aid implications for students with this new system in place?," **Executive Vice Chancellor and University Provost Alexandra Logue** responded that there are a number of financial aid implications. Currently students because of the current way that credit is not given or given

only for electives, when students transfer, students have to retake courses or take courses, additional courses which can send them over 120 credits in some cases when they graduate. When they have to retake courses, the one example of the financial aid funding that will not cover that is VESID, which is the funding that our disabled students receive; and, when they go over 120 credits, TAP will not pay for that. With this new system students should not have to retake courses and we will have a decreased number of students taking courses over 120 so financial aid will cover more of their courses and students will have to pay less out of pocket.

**Statement of Trustee Jeffrey Wiesenfeld:**

Many of us, probably all of the Trustees have received varying amounts of communications from members of the **University Faculty Senate**, individual faculty, and students. This, at least in my twelve years on the Board, is the most seminal issue that we have had since 1999 when you had a bifurcation which limited remediation before advancement to the senior colleges. There has been a lot of extremely diligent work on this, and it is clear that the requisite work has been put into this. We have all been following it, we have seen the details, we have seen the back and forth, we have seen the modifications and really tonight we are asked to vote on one of probably the most important single vote since remediation was properly situated in 1999.

**Statement of UFS Chair and Trustee Sandi Cooper:**

I am speaking on behalf of the **University Faculty Senate**. Though I have no doubt that you will endorse this proposal unanimously and that vote will be followed by noisy, even raucous, approval from its supporters—many of whom are thrilled to see the **CUNY** faculty spanked and rebuffed in public—I am obliged to point out the following: One, you are voting for a veritable coup in public higher education. You have moved to an administrative office in the chancellery, not staffed by teaching faculty, a thousand year-old authority of university faculty to determine curricula in higher education. This is step one towards the creation of a high school system. Were we medical doctors, I doubt if the trustees of the hospital would tell us what steps to take before a surgical procedure. This process in this resolution implies huge disrespect for the professionals you have hired and tenured.

Two, faculty do not object to the creation of an all **CUNY** Curriculum Committee at all. But as on our campuses where curricular groups are elected by faculty, not appointed by presidents or provosts that is the similar proposal the senate has made. It has not been accepted, asking us to recommend a dozen names and then picking a group from that. Central Office trumps college governance charters and the historic practice. Three, we have had standing discipline councils across **CUNY** for years—some livelier and more active than others. This means faculty from all the undergraduate colleges are speaking with each other. Their central role in shaping what constitutes general education should be driving this process, not cherry-picked groups of students, administrators and friendly faculty. Four, some members of this Chancellery have turned this into a circus by organizing student groups to applaud policies that they think will put faculty in their place and make life easier.

I point out, yes, there is a transfer problem, although in the last student experience survey run by the central administration, only 30% of students in 2006 complained that they had problems transferring. It is not apparently as ubiquitous as we have been led to believe. This transfer problem is not to be solved by eliminating the kind of education that prepares people to cope with the world where they are likely to be fired in two to four years from the first job they trained for, nor is it the outcome of a slippery transfer policy likely to help any student who does poorly at the transfer for lack of preparation. This is a major issue for us, and why we believe in discipline councils. Nor is the degree to be of any value if students in the same college do not have the same equal preparation. This can also only come from faculty and discipline councils talking to each other.

The faculty did not object to a centrally-coordinated policy to improve transfer, but it vigorously rejects a methodology that is cumbersome, unworkable and essentially insulting. It tells us, we do not know how to pick our own peers. To those who think that we have avoided this problem in the **UFS**, I suggest you check the historic records. The **University Faculty Senate** has worked on this issue since the mid 90's with very little support and produced a general education statement a decade ago. This was a vote taken by the **University Faculty Senate** representing every college, undergraduate and graduate about what constitutes general education. I have trouble wasting time reinventing the wheel. Thank you.

**Statement of Trustee Valerie Lancaster Beal:**

I would just like to thank **Executive Vice Chancellor and University Provost Alexandra Logue** for the really yeoman's task of taking this on. When I go to campuses, without exception, the number one comment I hear from students is their concern about the transfer and not being able to graduate on time plus running out of money because they cannot. I think this is an affirmation of the faculty that I am confident that with the administration will be able to work out a program that addresses the needs of the students which we have heard about since I have been on this Board for seven years and that I think the resolution calls for us to review this annually to make sure that it is working. So quite contrary to some of the language that has been used, I view this as an affirmation of the faculty and their willingness and their essential point in making this work effectively for the students, because I think that is really what we are about here. Congratulations to the faculty, who I am sure will continue to work on this and to the administration, but most important congratulations to the students, because like **Trustee Wiesenfeld**, I think that this is probably one of the most monumental events that I have heard discussed since my tenure here. I strongly support it.

**Statement of Trustee Peter S. Pantaleo:**

I just have a few comments. The issues addressed in this resolution are critical to our students, as well as, for us to discharge our mandate to operate as an integrated University. The importance of the topic is such that, I will confess to being disappointed that we are not asked to vote to approve a consensus that was used by the stakeholders. Nevertheless, I have reviewed the materials and I do not think the differences, frankly, are all that great. I want to first thank the administration for the abundance of information and facts and thank the **University Faculty Senate**. I have read virtually everything that they have produced on this subject, their website, their resolution, I have receive as all the Trustees have letters from faculty members, all of which I found to varying degrees very helpful.

I understand the issues that we are asked to consider today. I must confess I do not understand the heat surrounding the rhetoric that surround these issues. The elements opposing the resolution or the arguments that are opposing it could be broken down into broad categories. The first is the assertion that has been repeated fairly consistently that this is going to diminish the gains that have been made in academic quality. A subset of this argument is to point out that some of our students are, in fact, not as adequately prepared for higher education as some, as virtually anyone might hope to see. Nevertheless the argument about a diminishment of academic excellence has been repeated constantly, but proven not once. An articulated fear, no matter how well articulated does not become a fact. A fact is something that is supported by empirical evidence and having reviewed virtually every document produced in this debate, I could find nothing that supports the argument that this move is going to reduce academic quality one bit.

The second argument is that the faculty was somehow in this process disrespected. Consultation is what is called for in our Bylaws and in the State Education Law. Consultation is not permission and it is not a veto, it is the ability to provide meaningful, appropriate and well thought out ideas on a problem. I would also congratulate the faculty because I believe they have done that. Contrary to spanking the faculty, the element of being an adult in the discussion quite frankly is understanding, when your point of view is not accepted by the majority, but respecting the fact that you were indeed consulted pursuant to long standing academic practices and policies.

The third argument that is put forth is that this will do great violence and this process has done violence to the concept of shared governance. Comments I made a moment ago about the faculty's participation, I think, frankly, puts a lie to that argument. Shared governance is exactly that. However, this Board is charged with the responsibility to make the final decision. Some do not want to accept that fact and that is what we are going to have to do today whether we agree with the proposal or not. Now the final argument—the transfer and general education—are two different issues that we should address separately. The fact is, I believe the case has been compellingly made that in this University those two issues are intertwined and cannot be separated and, therefore, have to be dealt with together.

So the final argument is, let us just take our time and talk about it. Well, if any topic has been talked about over a period of time it certainly this one. Talking about and asking for more time is quite candidly a very good technique when someone is trying to resist or a group is trying to resist change, because by continued discussion you absolutely guarantee the maintenance of the status quo. We are going to be disrupting the status quo with this

resolution. I discussed briefly one of the arguments that the Board does not have the authority. I hope no one is laboring under that allusion. We do have that authority.

What are we agreeing about basically, because I have heard from faculty who are in favor of this resolution, we all agree it takes 120 credits to graduate. We all agree that there are basic general education requirements that are absolutely essential for a well-rounded educated individual. I do not want to make light of this, but I must say that over 120 credits a four credit difference between the parties does not strike me as the ability to have someone be well educated or not well educated. I just do not see it. I am glad that everyone seems to agree that the current transfer system is flawed and that we are going to fix it.

The **University Faculty Senate** proposal according to the proposal I have seen is 30 general education credits plus 16 of the sort of college core credits as opposed to the University's, which is 36 plus 6, 42 versus 44. I do not say it is a much to do about nothing, but I will say it is much to do about very little, four credits over a hundred and twenty credits. The **University Faculty Senate** and other groups maintain that in that four credit difference lies a serious and material threat to quality education. This is supported by evidence almost exclusively of an anecdotal nature. Depending on the field of the speaker, mathematician will complain about the numeracy ability or student being enumerate. Historians comment upon the lack of historical knowledge of some of our students. Literature professors talk about cultural literacy and difficulties and challenges some of our students and the foreign language faculty worries about the linguistic ability of our graduates.

The role of general education is to insure that those basic building blocks are part of the foundation of the students' education. I do not believe that the proposal we are being asked to approve today in any way diminishes that. The disagreement comes from the basic question of how much and who gets to decide and that seems to be the major dispute. Students at **CUNY** are a special group. Those of us who are privileged to serve on this Board almost universally have articulated a varying number of reasons why we are proud and pleased to be on the Board, but one reason that is absolutely overwhelming is the belief in the **CUNY** mission and the belief of access to education for all New Yorkers.

Contrary to what has been asserted, I can only speak for myself as a Trustee, but I suspect I speak for others, we have respect for the opinion of the faculty. I consider the opinion of the faculty over and above virtually all other opinions and facts that I have been given in this issue. The arguments, however, for the resolution are compelling. Let me just point out that we were provided with information regarding 23 major state universities. At **CUNY**, the average of the senior college is 51.3 credits for general education or 42.7%. That is 12% over the average. Even after this resolution, the proposal will be for 42 credits, which will still be 5.1 credits over the average of large public institutions. Still more than others, but nevertheless it is something that is an improvement, if you, will over some issues that need an improvement to allow us to solve some very significant problems.

I do not think there is any empirical data that supports that there will be diminishment of the quality of the education of the **CUNY** graduate. Finally, this vote today in my view takes on several different colors. One of the colors is that of consumer protection. I was on this committee when we voted for a tuition increase and we had very boisterous demonstration about a couple of hundred dollars. If someone is required due to bureaucratic inertia or artificial obstacles put in their way to retake courses that expense makes the tuition increase pale by comparison. This is not just an education issue, this is an economic issue. Making students retake courses that they do not need to retake and meet requirements to graduate that are artificially imposed and yes, in some cases have strong institutional bias on the part of some faculty, is simply not appropriate. Because of that, I will vote yes, and my fellow Trustees vote yes on resolution 5.M.

**Statement of Trustee USS Chair and Trustee Cory Provost:**

I just want to second everything **Trustee Pantaleo** said. The rest of my comments will be showcased in my vote.

**Statement of Vice Chairperson Philip Berry:**

Yes, I also agree with **Trustee Pantaleo's** statement and I would like to add just something personal, a different reflection. I graduated, I went to **Borough of Manhattan Community College** from 1968 to 1971 and then I transferred over to **Queens College** after that. I wish that this transfer policy was in place at that time. I am just so

thankful that all of these years afterwards, we have someone who not only has the courage to address this, our **Executive Vice Chancellor and University Provost Alexandra Logue** and also our Chancellor, but also is bringing about a decision in a way which I really feel is very collaborative. It is not done by academic fear, it is not just a chancellery thing, this is how it ought to occur, but the decision was made based on consultation with all of the parties, faculty, students, Trustees, everyone had input and even the way that is going to be executed will include all of those views.

It is because of that input that I really strongly support this resolution. I think it is the right thing to do. I feel that Martin Luther King once said that wait means never, so we cannot wait. If we do not do it now when will we do it? When will we consider something like this. This is an issue that we bravely must take on now. I feel that it really is being done in the right way because it is seeking the input of all of the parties. And sure there are some pieces that individuals will want a little bit more of or a little bit less of, but frankly I feel that from a competitive standpoint this puts us in the top tier of all colleges, public universities within the system, within the United States in terms of looking at this issue. I applaud the effort taken by our Executive Vice Chancellor and I also vote strongly in favor of this very custom oriented, and by custom it is something that is keeping in mind the needs of the students. That is why we are here, that is what this is about and that is what this addresses.

**Statement of President Lisa Staiano-Coico:**

I too am very strongly in favor of this resolution. I have been listening to a lot of the discussion today and I want to bring it back to students. Our students do not just want an easy education. Our students want the most rigorous education that they can get and they was not that rigor because they know that when they graduate from the **CUNY** system they are going to be competing side by side with students with Ivy League degrees, other kinds of advantages that they have not had growing up. I really need to make that statement, because when people make statements like students want the easy way out, that is absolutely not true.

I meet on a monthly basis with students in an open session in the student cafeteria. It is noisy but an awful lot of fun and the number one complaint I get every month is the transfer issue. There are seniors in their spring semester that say to me I think I am graduating, but I am not sure if all my credits transferred and so I may still be around. We cannot be doing that. Our competitors in New York City and elsewhere in fact accept our students transfer credits. They let them continue their progression toward a degree, they get their degrees and then high end financial firms accept them, law schools accept them, medical school accept them and they accept them with the same rigor and we disadvantage our students. It really is very frustrating.

As some of the Trustees have spoken about, they blow through their financial aid, our students are working two and three jobs trying to get their degrees, they cannot get through because of a lot of bureaucratic issues with transfer credits and having to repeat courses. They then tell us, I am going to have to stop out, which often means drop out because once they stop out and they get jobs other priorities take over their lives and they cannot come back. When they have dropped out of the system, which has been a fantastic system, they end up with debt they cannot repay, and they end up frustrated and rejected. Their dream of a college education has evaporated and they end up only with the high school diploma that they started out with, which means when they get out on the other end, they still end up in jobs that will only accept a high school diploma and this is just patently unfair.

I talk to faculty a lot, we have a lot of vigorous conversations about student success, because it is one of my priorities, and I think the faculty I speak with all want our students to succeed. They want our students to graduate in a timely fashion. They want a transparent system that is not very obscure and very difficult to interpret. We all want our students to succeed. I am very confident that our community college faculty and senior colleges will work collaboratively side by side to ensure that a rigorous, outstanding system will be created that will become a national model. I am very confident in our faculty. We have a wonderful faculty here at **CUNY**. With regard to where you start out—I talk about my personal experience—I must admit that I did meet my husband because he missed out one credit because of transfer and advising problems. So my husband of 33 years was a great thing that came out of that, but I do not recommend that that is how you do it, honestly!

But the truth of the matter is, my husband is an internationally renowned immunologist. He is the Associate Vice President for Research of the Health Sciences Campus at Temple University, which is a huge school with 39,000

undergraduates and seventeen schools of colleges. We both graduated from **Brooklyn College** and **President Gould** you have a fabulous college and we would not have gone and we would not have done our degree without a **CUNY** degree and **Brooklyn College** was the place we went because we are both Brooklynites. He lived two or three blocks away from the college and I came because that was where my dad really wanted me to go to school. We have been so successful and I dare anybody to figure out which one of us went to **Kingsborough Community College**. It is not where you start out, it is how fast you mature, it is where you end up and what you do with that. Our students have great drive, they have great passion and they deserve this resolution. Thank you.

**Statement of President Felix V. Matos Rodriguez:**

Just two brief statements in support of the resolution. The first one is that I am delighted that in our community at **Hostos Community College**, I can say that among students, faculty and staff there is solid support for this resolution. I am very proud that our student government leadership is very active within their own governance process in making sure that their voice was heard on how they feel about the importance of this resolution moving forward. We have seen our faculty participate, not just at the **Public Hearing** last week but in many of the other mechanisms that were described by **Executive Vice Chancellor and University Provost Alexandra Logue** in terms of their participation and also another voice that seldom gets looked upon, which is the staff. They are very supportive, because they are the ones that in many cases, deal with many of the issues that the students face when they are trying to get a transfer, figure out how to transfer, and being advised on how to transfer.

I have no doubt that the resolution will clearly—when it becomes policy and we work out through all the committee work—create a much better seamless transfer policy that the discussions that we will have will strengthen our general education framework at the system, and we will be able to listen to the many good things that many of our campuses have been doing individually around general education and sometimes do not have a common space for you to come and be shared as a result of the work that we do. We are going to strengthen the system-wide general education and what we have in each of our campuses, and we are very proud at **Hostos Community College** at what we have done, for example, has got the attention and awards from AACU.

And then finally one of the elements, and I know that when you embrace change that is so vast as the one this resolution will set in motion, there is always concern about how things are going to play out. I look at the model of what we have been able to do, for example, with the dual degree programs as an example of some of the good ways in which the University works together. There you have the students having a clear seamless path and I have seen how it works when our students come to **Hostos Community College** and they are going to be two years with us, but they know that they are going to be well received over at **City College** in the engineering program, how excited they are to be able to work together with the students at **John Jay College** in forensic science and other dual degree programs that we have. I have seen how that works. But the other side of that too is when faculty come together to work on these matters it also generates a lot of very positive energy on our campus and on the system. I have seen the faculty at **City College** work with the faculty at **John Jay College**.

This past year we have been working with **Lehman College** in a nursing dual degree program. What we have been able to learn from their faculty, what they learn from our faculty, all that results in benefits for the students and it also advances other areas. It is not just the students. Some of my faculty have been able to find research opportunities and lab space in other campuses as a result of the discussions that happen when you integrate, the faculty system in a much more cohesive way. So we have many models within **CUNY** of the many good things that we do when we put our heads together and we work as a system and I have no doubt that at the end of this process we are going to be able to come up with a much more solid system with students that move more efficiently through the system and something that is going to extend to the entire University operation and the individual campuses too, so I am very supportive of the resolution.

**Statement of President William P. Kelly:**

I too wish to speak in favor of this resolution. We have heard a good deal of discussion over the last several weeks about the beneficial consequences of general education reform for the easy transfer within the University, discussion as well about the opportunity that such reform would present students to explore more broadly the upper level elective offerings of the college. Those are critical concerns of course, but I would like to note, briefly call the Board's attention as well to the likely enrichment of the general education curriculum which will result from this resolution.

Implicit in the resolution is a call to the colleges and to their faculty to design new courses that both meet the new rubrics of general education and speak to the particular strengths and ambitions of the colleges, an opportunity in other words to reflect on learning goals, the intent of general education and to think quite consciously de novo about what students require.

For some, this will extend very fruitful conversations that are already in vitally place at the colleges, for others present an opportunity to generate a set of new courses designed to enhance the academic experience of our students. Many of the faculty members with whom I have spoken about this possibility are genuinely excited, not simply about deciding which course in the current curriculum might fit under which rubric, but rethinking the ways in which general education is designed. We are excited too that in this process the conversation goes both ways across the community colleges and the senior colleges to design standards, courses, approaches, understanding objectives that will raise quality of these courses across this integrated University.

Finally, since we are in the mood this evening to share personal experiences, I would say that when I arrived at **Queens College** in the fall of 1976, I was told in the very first meeting I had with the chair that I was being assigned to the transfer committee and my task at that time, was to work out ways in which students from **Queensborough Community College** could, in fact, move to **Queens College**, however, to make certain that that move was difficult. I was shocked by this and had a conversation with the dean some weeks later, and he said, well we must uphold standards you know and the University needs to address this as a system and I am sure they will in 1977. Let me quote and support **Executive Vice Chancellor and University Provost Alexandra Logue's** sense that the time has come, the time has come to pass this resolution.

**Statement of President Antonio Perez:**

I really truly believe that this leadership of the central office will make this a true reality of choice for our students. For too many years, we have been sending our students to other institutions who made it more flexible for them to accept their credits. It has really been an unfortunate number of years that we have had to endure this and I just want to congratulate this Board in moving forward to ensure that the motto of start here, go anywhere becomes a reality and that **CUNY** schools become that choice for our students.

**Statement of Trustee Kathleen Pesile:**

As one of the students who transferred from the Staten Island Community College to **Baruch College**, I was fortunate that all my credits were accepted, because I had appropriate academic advisement each semester. For the past twenty years I have advised students and I have been horrified by the hit or miss advisement policies and the process that involved a total number of credits that were accumulated before a student could receive a Bachelor's degree at any of our senior colleges. I have collaborated with faculty as well as administrators regarding this resolution and I firmly believe that we are on the right track as advocates to ensure that our students are served well with the least amount of frustration and encourage them to complete their degrees with pride in a reasonable timeframe. So I really focus on the approval of this resolution.

**Statement of UFS Chair and Trustee Sandi Cooper:**

I want to thank **Trustee Pantaleo** for his serious consideration and I would just like to add some facts—the concern about standards and the four credit issue. The current general education in the senior colleges runs from 40 to 60 credits depending on the college and the program. This cut back—this recommendation from the senate for 46, thirty plus sixteen—was an effort to compromise and to meet the complaint. That is not something we really believed. I just want to make it clear that it was a compromise suggestion, which was not accepted. With regard to other colleges around the country, yes, they have fewer general education credits, but they have most of them including the SUNY four-year colleges, preserved the right of the campus to establish its graduation requirements. And that is not clear at all in this proposal.

SUNY, not Plattsburg, but Rockport, which I am familiar with, for example, where they worked out general education transfer with the community colleges in their area and their county, were never told by the SUNY trustees that they could not establish their own graduation requirements. That might have made a big difference. Yes, there is heat because for the most part on more than one occasion off the record a number of people leading this campaign kept telling me that the senior colleges are going to have to "stuff it." They are fighting words and not very polite, since I do

not usually, unless forced back to the Bronx, speak that way. Finally, yes, you have the authority. I would point out—as I have previously—that the textbooks used to say that the Papacy built the Vatican or that Louis XIV built Versailles but the construction was actually done by workers—masons, carpenters, painters, water bucket carriers and a variety of folks who made bricks and mortar. I would like to see the members of the **Board of Trustees** teach these 23,000 courses.

**Statement of Executive Vice Chancellor and University Provost Alexandra Logue:**

I will just speak to the part on the number of credits at different universities. The charts that we have presented and that are up on the Pathways website in terms of the analyses that were done for other universities and for all the colleges at **CUNY**, everything, all the principles by which the number of credits required for general education were the same for every single college. So if there was a requirement for all students to do something, whether it was called general education or whether it was called a graduation requirement, whatever it was called, that was included in the count both for **CUNY** and for other universities. Every single institution was analyzed in the exact same way.

**Statement of Chairperson Benno Schmidt:**

All right, we have had a vigorous debate. I think we are probably ready for the question. Let me just express my strong support for this momentous resolution. When I did the **CUNY** report in 1999, I said this was one of the most important policy changes that **CUNY** needed to do to become a coherent unified University in which students can navigate across campuses. I think this resolution has been a model of collegial discussion. I think **Executive Vice Chancellor and University Provost Alexandra Logue** deserves everyone's thanks for weeks and weeks of hard work on this.

I think this will raise academic standards. I agree with **President William Kelly**. I also think that this sends a very strong message that there are no second class students at **CUNY** and there are no second class campuses. We are one University and our students deserve to be students who are attending one University. It connotes no disrespect for the faculty to say that the faculty needs to exercise its powers of the curriculum, its control over academic standards, the content of the curriculum in ways that create a coherent University experience for our students. That is, I would think, a minimal responsibility of the Trustees to ensure. So I will support this resolution with the greatest enthusiasm indeed—I think the greatest enthusiasm since I made the nomination of **Matthew Goldstein** to be the Chancellor of **CUNY**. I think that this represents tremendous progress and vision toward our goal of being a coherent University where the whole is greater than the sum of the parts.

**Statement of Trustee Wellington Chen:**

In the summer of 1973, while going to the **City College** School of Architecture, I decided to shorten my trip and go to **Queens College** to take a four-credit course in sociology. Guess what, those four credits are still sitting at **Queens College**.

**Statement of Executive Vice Chancellor and University Provost Alexandra Logue:**

This is indeed a historic moment for **CUNY** and I would like to take a minute to acknowledge some of the great many people who made this moment possible for the passage of resolution 5.M. First, I want to thank the great many faculty and staff who productively shared their experiences and knowledge with us, helping to modify and shape a resolution that would best help students and the University. These are very complex issues and it takes many intelligent and experienced people to effectively look at all of the angles involved.

The staff in the Central Office of Academic Affairs were particular dedicated to the project, and a great many people there worked tirelessly, beginning with Associate University Provost, Dr. Julia Wrigley, whose report on transfer at **CUNY** last October opened the **CUNY**-wide discussion of the issues. The presidents also were outstanding in their leadership on the issues related to this resolution, and I want to particularly mention the Academic Affairs Committee of the Council of Presidents, led by **President Russell Hotzler**, whose views and insight and experience greatly and positively informed the work.

Members of the Chancellor's cabinet also provided their expertise and leadership, with virtually every one of them being involved at some point, because major **CUNY**-wide academic issues such as those related to the resolution touch on virtually every area of the University. The members of the Chancellor's cabinet were always ready to assist

in every way possible. The unified support of the Trustees, led with distinction by **Chairperson Benno Schmidt**, was also critical to this resolution. If there is one matter that unites our Trustees it is their deep caring for our students, and they showed that care repeatedly during this past year's discussion of transfer issues.

That brings me to **Chancellor Matthew Goldstein**. His leadership has always been legendary and that legend continues with the passage of this resolution. From when he first became Chancellor in 1999, and even before, he saw the challenges for our transfer students as causing huge problems and he wanted to fix these problems. He has led and shaped this resolution all along the way, and his conviction and determination have been an inspiration to us all.

Last, I must mention our students, led by **University Student Senate Chair and Trustee Cory Provost**. Many students are or were in the audience today. Your support of this resolution has been spectacular. You have, at all stages, conducted yourselves with the utmost intelligence and professionalism. You have, in many cases, sacrificed huge amounts of your time to help make a difference that will benefit, not you yourself, but will benefit the many tens of thousands of **CUNY** students who will come after you. You are a shining example of what this University is all about. We are all so proud that you are our students, and that someday you will represent **CUNY** as **CUNY** alumni. Thank you, everyone.

**Report of Academic Policy, Programs and Research Committee Chair Wellington Chen:**

There were two informational items. One, the School of Law has established the Center on Urban Environmental Reform, which will produce scholarly research about urban environmental justice and participatory democracy. The Center will then convert that research into policy tools useful to planners, policymakers, and advocates, including grassroots community-groups. Two, **Dr. Logue** gave an enrollment report, stating that we are up in fall 2011 freshmen admissions by almost 6% but most of that increase is at the comprehensive and community colleges. The senior colleges are flat overall. Community colleges are way ahead of last year in transfer admissions by a total of 54%.

**Statement of Chairperson Benno Schmidt:**

Before we move on, I just want to express on behalf of all my fellow Board members our thanks to you, **Executive Vice Chancellor and University Provost Alexandra Logue** for your shepherding of this project and I know I speak for the Chancellor in saying that your leadership on this has been just exemplary.

**N. HONORARY DEGREES:** RESOLVED, That the following honorary degrees, approved by the appropriate faculty body, the college president and recommended by the Chancellor, be presented at the commencement exercise as specified:

<b>COLLEGE</b>	<b>DEGREE</b>
<b>MEDGAR EVERS COLLEGE</b>	
Lowell Fitzgerald Hawthorne	Doctor of Letters
Luiz Inacio Lula Da Silva	Doctor of Humane Letters
(To be conferred at the annual convocation ceremony on September 26, 2011)	

**NO. 10. RESOLUTION OF APPRECIATION - CAROLYN G. WILLIAMS:**

WHEREAS, Dr. Carolyn Grubbs Williams was named the fourth President of Bronx Community College in June 1996 by the Board of Trustees; and

WHEREAS, Dr. Carolyn Williams has served The City University of New York in outstanding fashion as Chair or member of numerous committees of the Council of Presidents, and represented the Council of Presidents on Standing Committees of the Board of Trustees during her tenure at the helm of Bronx Community College; and

WHEREAS, Dr. Carolyn Williams has helped steward two of the greatest architectural treasures and historic landmark buildings in the CUNY system—the Hall of Fame for Great Americans, and the Gould Memorial Library—while working at the same time to improve existing Bronx Community College facilities or, where needed, create new ones in order for the College to best serve the needs of its students and faculty—such as the new Children's Center building designed to provide daycare for the children of faculty, students, and staff; and

WHEREAS, Dr. Carolyn Williams has been instrumental in the planning and development for the new North Instructional Building and Library—the first brand-new building erected on the Bronx Community College campus in 30 years, which will open by Fall 2012; and

WHEREAS, Dr. Carolyn Williams is known for her expertise in designing programs to help community college students continue their post-secondary education, and has led initiatives such as the Ford Foundation Urban Transfer Opportunity Program, the United Negro College Fund Transfer Opportunity Program and the National Center for Educational Alliances; and

WHEREAS, Dr. Carolyn Williams serves on a number of national boards including the National Advisory Committee on Instructional Quality and Integrity, the American Association of Community Colleges, and the Commission on Global Education, among many others; and

WHEREAS, upon retirement after fifteen years of dedicated leadership at the helm of Bronx Community College, Dr. Carolyn Williams will be designated consistent with Board policy as President Emerita of Bronx Community College; now therefore be it

RESOLVED, That the Board of Trustees of The City University of New York expresses its heartfelt appreciation to President Emerita Carolyn Grubbs Williams for her exemplary dedication and distinguished service as President of Bronx Community College.

**Statement of President Carolyn Williams:**

I am very happy with the success that we have made over the past fifteen years and this has indeed been an amazing and most gratifying opportunity and the capstone of my career. I thank all of you, Board members, members of the chancellor and my fellow presidents. I especially thank **Chairperson Benno Schmidt** and **Chancellor Matthew Goldstein** for their support and their encouragement. To **Senior Vice Chancellor and Secretary Jay Hershenson** and **Vice Chancellor Iris Weinshall**, thank you for the special attention to the college, which has helped us reach many milestones. Over the years, I have worked with all the members of the Board as well as the COPs committee. I thank you for friendship and support and appreciate all that we have accomplished together.

This has been a wonderful, rewarding, and fulfilling experience and I am certain that the college will continue to provide the highest quality of support for our students. I am especially gratified to leave the legacy of a collegial campus culture with strong faculty teachers and state-of-the-art facilities. Originally I was attracted to the college because of its illustrious path and future promise. I am most gratified to have had the opportunity to position the college solidly for the success in the 21<sup>st</sup> Century and to have had the pleasure and privilege of knowing and working with all of you. I hope our paths will continue to cross as we continue to work for our students. I thank you, very much, for this opportunity.

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

**A. BRONX COMMUNITY COLLEGE - NAMING OF THE CAROLYN G. WILLIAMS READING ROOM:**

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the “Carolyn G. Williams Reading Room” in the Library of the new North Instructional Building at Bronx Community College.

EXPLANATION: Under the leadership and guidance of Dr. Williams during the nearly fifteen years of her presidency, extraordinary and transformational advancements have been made to Bronx Community College. Therefore, in deepest appreciation, the University will dedicate a space located in the library of the new North Instructional Building, which is scheduled to open in Fall 2012, to be known as the “Carolyn G. Williams Reading Room.”

**B. DISTINGUISHED PROFESSORS:** RESOLVED, That the following be designated Distinguished Professor in the department, and the college, and for the period indicated, with compensation of \$28,594 per annum in addition to their regular academic salaries, subject to financial ability:

COLLEGE	NAME	DEPARTMENT	EFFECTIVE
Graduate School and University Center	Paul Attewell	Sociology	September 1, 2011
Graduate School and University Center	Peter Godfrey-Smith	Philosophy	September 1, 2011
Graduate School and University Center	David Sorkin	History	September 1, 2011
Hunter College	Peter Kwong	Urban Affairs and Planning	September 1, 2011
City College	V. Parameswaran Nair	Physics	September 1, 2011

**Statement of President William Kelly:**

It is a great pleasure to introduce you today to Prof. David Sorkin. Prof. Sorkin comes to **The Graduate Center** from the University of Wisconsin, Madison, where he was the Frances and Laurence Weinstein Professor of Jewish Studies and Professor of History. Prior to his service at Madison, Prof. Sorkin held faculty positions at Oxford and at Brown and visiting appointments at the Scuola Superiore in Pisa and the Ecole des Hautes Etudes in Paris. Prof. Sorkin is one of the nation's most eminent scholars of modern Jewish and European intellectual history. He has been awarded more than twenty prestigious fellowships from among other institutions, the Guggenheim Foundation, the National Endowment for the Humanities, All Souls College, Oxford, the Swedish Collegium for Advanced Study, the Max Planck Institute in Gottigen, and the British Academy.

Prof. Sorkin has published four seminal books, with a fifth on the way. Each deals with the “big questions” of Jewish history: emancipation, assimilation and secularization. One of those “big questions,” and a unifying thread throughout his scholarship—concerns the relationship of Jewish history and European history more generally, and thus, the very nature of Jewish history as a distinct field. Across his extraordinarily productive career, Prof. Sorkin has been interested in comparing and integrating Jewish and other European histories in innovative and mutually enriching ways.

His first book, *The Transformation of German Jewry, 1780-1840*, engaged the then reigning interpretations of German-Jewish assimilation. Through a careful reconstruction of the socio-cultural experiences of German Jewry, Prof. Sorkin arrived at a remarkable conclusion: that the very attempt by German Jews to integrate fully as Germans accelerated their increasing particularization. The force of that thesis was immediately and deeply felt. As one of our evaluators noted, *The Transformation of German Jewry* “is one of the most influential books in German Jewish history written in the past quarter century...the point from which all studies of modern Jewish history must begin.”

In his second book, *Moses Mendelssohn and the Religious Enlightenment*, Prof. Sorkin reads Mendelssohn as both a leading figure of the Jewish Enlightenment and one of the most influential German philosophers of the age. Recovering Mendelssohn's Hebrew-language writings and reintegrating them with his German work, Sorkin demonstrates not only how deeply embedded Mendelssohn was in the religious and theoretical discourses of his day, but also how important Hebrew scholarship was to Mendelssohn's larger intellectual project; how indebted he was to

both the European Enlightenment and to the Medieval Jewish Andalusian tradition.

Prof. Sorkin's magnum opus and most recent religious book, *The Religious Enlightenment: Protestants, Jews, and Catholics from London to Vienna*, was published by Princeton University Press in 2008. Calling on a vast reservoir of erudition, Sorkin argues that contrary to the reigning historical narrative, the mainstream of Enlightenment thought was not anti-religious, but rather committed to reconciling reason with revelation. Calling this moderate mainstream of 18th century thought the "religious enlightenment," Prof. Sorkin shows that it was not only compatible with religious belief but conducive to it. In short, he suggests that the Enlightenment created modernity not by repudiating religious belief but by reformulating it. I'd note too that Prof. Sorkin has published dozens of essays and reviews, served on every important board in his field, and has edited a number of significant volumes, including *The Oxford Handbook of Jewish Studies* which won the National Jewish Book Award.

I will conclude by citing the responses of some of the country's most distinguished scholars whom we asked for their assessment of Prof. Sorkin's work. John Efron, Koret Chair in Jewish History at Berkeley called him "one of the world's leading scholars of modern Jewish history." Michael Stanislawski, Nathan J. Miller Professor of Jewish History at Columbia, describe Prof. Sorkin "as one of the top historians of modern Jewry in the world." Prof. Mary Gluck of Brown University told us that "David Sorkin is unquestionably among the finest historians of his generation." Lynn Hunt, Eugen Weber Professor of Modern European History at UCLA calls Prof. Sorkin "one of the most highly respected historians of 18<sup>th</sup> century European intellectual history. The quality of his work, the international recognition of that work, and his level of productivity make him an obvious candidate for any important chair in Jewish or European history. You are fortunate indeed to have him in your ranks."

We at **The Graduate Center** concur wholeheartedly with Prof. Hunt's assessment. We are proud and delighted to welcome David Sorkin to **The City University of New York**. We count it a great privilege to be his colleagues. Thank you, very much.

**Statement of Professor David Sorkin:**

Thank you, **President Kelly** for that elegant comprehensive and humbling summary. It is an honor for me to be associated with the **CUNY** system and **The Graduate Center** in particular and a privilege to join the cadre of notable faculty members who maintain the vibrant intellectual life for which **The Graduate Center** is known.

**Statement of President Lisa Staiano-Coico:**

I will be brief because it is truly a privilege, but if I try to explain Prof. Nair's high energy physics, it would not be an easy task today. It is such a great pleasure and I truly have great pride in presenting Prof. V. Parameswaran Nair to join the ranks of distinguished university professors of **The City University of New York**. VP as he is known in our circles at **City College** has achieved an amazingly high level of success and prominence for his theoretical work in high energy physics. His work is repeatedly praised by all who review his works, those who have reviewed his CVs as seminal, ground breaking, original, creative, imaginative and influential and way ahead of its time. His works have had broad influence on the field and he is internationally well-known and highly respected as a high energy physicist. He is also an amazingly humble man. He has been a wonderful chair of our physics department in the past and he is beloved by students so he is truly that all around scholar, educator, the type of faculty member that we love to have at **City College** and at **CUNY**.

**Statement of Professor V. Parameswaran Nair:**

I would like to thank **Chancellor Goldstein**, **President Lisa Staiano-Coico**, and the **Board of Trustees** for this honor. I have been fortunate to be in the department where my colleagues have been consistently encouraging and supportive of my work for many years. I want to thank them and I want to thank the chairman of the departments Marilyn Gunner and the deans of science Ruth Stalk and Dan Lennox. I consider myself lucky to be in a profession where I can indulge in my two passions, research and teaching physics. My own research has focused on the numerical structure of the forces between sub particles, their collisions and how they build up. Physics, which is the foundational bedrock for all the sciences is today at a stage where we can seek detailed answers to the very deep and fundamentals questions on the very small to the scale of the cosmos. So it is very gratifying to be a part, even a small part of this enterprise. I should say that it is equally gratifying to see my students eyes light up. **City College of The City University of New York** is a great place to go and I hope to continue in a way worthy of your honor you

have given me. Thank you, very much.

**Statement Executive Vice Chancellor and University Provost Alexandra Logue:**

With great pride and enthusiasm I present Prof. Peter Kwong as **CUNY Distinguished Professor**. Prof. Kwong has gained an international reputation as an outstanding scholar, a prize-winning producer of documentary films, a celebrated journalist, and an inspiring leader within the Chinese American community. In each of his many fields of endeavor, he has achieved the highest standards of excellence and should take his rightful place alongside the University's most distinguished faculty.

An internationally respected public intellectual, Peter Kwong has received numerous awards and honors for his scholarly books, documentary films, and articles in important media outlets. His 2009 documentary film, *China's Unnatural Disaster: The Tears of Sichuan Province*, was nominated for a 2010 Academy Award in the category of Best Documentary (Short Subject). His 2005 book, *Chinese America, The Untold Story of America's Oldest New Community* was very well-reviewed and received the distinguished service award from the Shanghai Tiffin Club. His 1998 book, *Forbidden Workers: Chinese Illegal Immigrants and American Labor* also received rave reviews in the press, and was selected as one of the ten best non-fiction books of the year by Barnes and Noble. The 1980 documentary film, *Third Avenue: Only the Strong Survive*, for which Professor Kwong served as a production and academic consultant, received an Emmy Award. He was twice nominated for Pulitzer Prizes for particularly influential investigative articles published in *The Village Voice*.

Peter Kwong has served as the producer or primary academic advisor for twenty-one documentary films, and has published over 70 articles in the mass media. As a journalist, he has regularly written for *The Nation* and *The Village Voice*, and in the past ten years his articles have been syndicated and published in hundreds of newspapers throughout North America. The high quality of his books, book chapters, peer-reviewed articles, films, and newspaper articles have combined to enhance his stature as a leading public intellectual who seeks to make a difference in ordinary people's lives. He has become a speaker and commentator in high demand, giving keynote and invited lectures throughout the world, and being interviewed regularly by major news organizations which is the BBC and CNN.

A dynamic and effective teacher, Peter Kwong has inspired hundreds of students at **Hunter College** since 1993. He has been an influential mentor and has helped create a generation of younger scholars in the field of Asian American Studies. Students, like people everywhere, are moved by his intellect and scholarship but also his passion and advocacy for human rights.

Peter Kwong's eminent external reviewers—including professors, journalists, and public figures—are unanimous in their praise of his varied and extraordinary accomplishments. They identify him as a founding father of Asian American Studies and an icon in the field, even as his impact has extended well beyond Asian American, immigration, and ethnic studies. He is an invaluable asset to **Hunter College** and **The City University of New York**. I wholeheartedly concur with these recommendations and commend Peter Kwong to you for appointment as **CUNY Distinguished Professor**.

**Statement of Professor Peter Kwong:**

I would like to thank **Executive Vice Chancellor and University Provost Logue** for giving me an exaggerated compliment on behalf of **President Raab**. I would like to thank the University for granting me this honor. I would also like to express that the University choose to honor somebody like me, a public intellectual, that shows the University commitment not only to scholarship but also to social conscious activities and community involvement. Finally, I just want to say, what a wonderful thing it is to be teaching at **Hunter College**. I like my colleagues, my students, as well as all the administrators. Thank you, very much.

**C. BARUCH COLLEGE - NAMING OF THE VALENTÍN LIZANA Y PARRAGUÉ CHAIR IN BLACK AND HISPANIC STUDIES:**

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Valentín Lizana y Parragué Chair in Black and Hispanic Studies at the George and Mildred Weissman School of Arts and Sciences at Baruch College.

EXPLANATION: Hedwig Feit is an adjunct lecturer in the department of Black and Hispanic Studies at Baruch College. Her late husband was Charles Feit, a Baruch alumnus of the Class of 1948 and a founding member of the Baruch College Fund. In the 1980s, Mr. and Mrs. Feit created the Feit Seminar program at the College. In recent years, Mrs. Feit also established the Myrna Chase Freshman Seminar Program and the Paul Andre Feit Lecture Series in Latin American Studies at Baruch. Mrs. Feit received her BA/MA degree from the Universidad de Chile. She has been teaching for 40 years.

Mrs. Feit has pledged to eventually endow the Chair for \$2.5 million and in the interim, has pledged to fund the Chair with \$125,000 annually for a minimum of five years. The gift will assist the George and Mildred Weissman School of Arts and Sciences in recruiting an outstanding senior faculty member for the department of Black and Hispanic Studies. The Chair will be named in memory of her grandfather.

**D. HUNTER COLLEGE - NAMING OF THE DOROTHY KRYGER MACAULAY HONORS SUITE:**

RESOLVED, That the Board of Trustees of the City University of New York approve the naming of the Dorothy Kryger Macaulay Honors Suite at Hunter College.

EXPLANATION: Dorothy Kryger has contributed \$300,000 to the Hunter College Foundation, Inc. to create the Dorothy Kryger Macaulay Honors Suite at the Hunter College main campus library. This gift is in addition to a previous gift of \$75,000 to support the Macaulay Honors program at Hunter.

Dorothy Kryger graduated from Hunter with a B.A. in business in 1945. She has worked as a teacher, guidance counselor and editor for the New York City Department of Education. She is an active philanthropist and donates regularly to health and hospital related charities.

The Dorothy Kryger Macaulay Honors Suite will be a central location at Hunter for Macaulay Honors students to convene with other Macaulay Honors students, meet with academic advisors and complete group projects. The Suite will be located on the 7<sup>th</sup> floor of the library and will be outfitted with offices for academic advisors and a large meeting space with dividers to allow the space to be used for both small and large gatherings of Macaulay Honors students. The Suite will be equipped with wireless internet access, which will allow students to use laptops issued by the Macaulay Honors College.

**E. HUNTER COLLEGE - NAMING OF THE BARBARA LANG STUDY COMMONS:**

RESOLVED, That the Board of Trustees of the City University of New York approve the naming of the Barbara Lang Study Commons at Hunter College.

EXPLANATION: The Eugene M. Lang Foundation has made a gift of \$100,000 to The Hunter College Foundation, Inc. to create the Barbara Lang Study Commons in the Hunter College main campus library, in honor of Eugene Lang's sister, Barbara Lang.

The Eugene M. Lang Foundation has contributed more than \$400,000 in support of Hunter College. After a successful business career in manufacturing, Eugene Lang established The Eugene M. Lang Foundation and increasingly devoted himself to philanthropy, mainly in education. He is founder and chairman of both the "I Have a Dream" Foundation and Project Pericles, an organization that promotes preparation for participatory citizenship as an essential part of higher education. Mr. Lang was designated a "Point of Light" by President George Bush in 1990 and

was awarded the Presidential Medal of Freedom by President Bill Clinton in September 1996. Mr. Lang received the honorary degree of Doctor of Humane Letters from Hunter College in 1990.

Barbara Lang, Hunter College Class of 1957, has been a member of the Board of Directors of The Scholarship and Welfare Fund of the Alumni Association of Hunter College, Inc. for over twenty years. The Barbara Lang Study Commons will be located on the main entry floor of the Hunter College Library and will address the growing need of students for communal spaces for study groups, meetings and group projects. The area will also provide comfortable seating and tables for students to use laptops, with conveniently located power outlets and wireless internet access.

**F. HUNTER COLLEGE - NAMING OF THE SIDNEY MILLER STUDENT LOUNGE:**

RESOLVED, That the Board of Trustees of the City University of New York approve the naming of the Sidney Miller Student Lounge on the 7th floor of the West Building at Hunter College.

EXPLANATION: In January 2011, Sidney Miller pledged \$100,000 to The Hunter College Foundation, Inc. to renovate, re-purpose and maintain an area on the 7<sup>th</sup> floor of Hunter West as a student lounge. The College has constructed the lounge, including installation of computer equipment and new furniture to facilitate individual and group learning and student collaboration. The space will be named "The Sidney Miller Student Lounge."

Mr. Miller is an alumnus of Hunter College, Class of 1957, and has served as a member of The Hunter College Foundation since 1999. Mr. Miller has participated on a number of committees of the Foundation Board; he is former Chair of the Finance Committee (1999-2009) and remains a member of that committee. He was inducted into the Hunter College Hall of Fame in 1999.

The Sidney Miller Student Lounge will provide critical space for student work outside the classroom and help foster a culture of peer support and teamwork. The College recommends naming the space in recognition of Sidney Miller's generosity and commitment to the Hunter College community.

**G. HUNTER COLLEGE - NAMING OF THE TIRSCHWELL GILDER INFORMATION COMMONS:**

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Tirschwell Gilder Information Commons at Hunter College.

EXPLANATION: Richard Gilder has contributed \$1,000,000 to the Hunter College Foundation, Inc. to create the Tirschwell Gilder Information Commons in the Hunter College main campus library. The gift is named after both Mr. Gilder and his sister, Peggy Tirschwell, who has been an administrator at Hunter College for over nine years and at The City University of New York for more than 19 years.

Mr. Gilder founded his own firm, now known as Gilder Gagnon Howe & Co., LLC. In 1994, he founded the Gilder Lehrman Institute of American History, which houses one of the largest and most important private collections of American historical documents in existence. He is Chairman of the Executive Committee of The New-York Historical Society and serves on the Executive Board of the Omohundro Institute of Early American History and Culture. He is a trustee of the Morgan Library & Museum, the American Museum of Natural History, the Central Park Conservancy, and the Thomas Jefferson Foundation. In 2005, together with Lewis Lehrman, Mr. Gilder received the National Humanities Medal for their work promoting the study of American history.

The Tirschwell Gilder Information Commons will bring state-of-the-art internet and research technology and support to the Hunter College Library. Located near the Library's main entrance, the Commons will feature computer kiosks, interactive work centers, a "Genius Bar" and adjacent student study areas.

**H. HUNTER COLLEGE - NAMING OF THE THOMAS HUNTER PROFESSOR:**

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of The Thomas Hunter Professor at Hunter College.

EXPLANATION: Thomas Hunter, the founder of Hunter College, was a tireless advocate for educational reform. His progressive vision elevated teacher education and expanded educational opportunities for the working class and particularly for women.

The purpose of the Thomas Hunter Professor position will be to recognize exceptional scholarship and leadership. Private funds will be available each year to provide a salary supplement; help fund research, equipment and supplies; and/or otherwise support the Thomas Hunter Professor at Hunter College.

The College recommends that the first Thomas Hunter Professor be Professor Joseph P. Viteritti, Chair of the Department of Urban Affairs & Planning and Director of the Public Policy Program at Roosevelt House. Professor Viteritti is an expert in education policy, state & local governance, and public law. He has published ten books and more than 100 essays in social science journals, law reviews, and popular media. Professor Viteritti also has an extensive record of public service. He received both his B.A. and his M.A. in Political Science from Hunter College and his Ph.D. from the CUNY Graduate School and University Center.

#### **I. JOHN JAY COLLEGE OF CRIMINAL JUSTICE - AMENDMENT TO THE GOVERNANCE PLAN:**

RESOLVED, That the proposed amendment to the John Jay Charter of Governance be adopted, effective July 1, 2011.

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
CHARTER OF GOVERNANCE  
Approved by the CUNY Board of Trustees on June 23, 2008**

#### **ARTICLE I**

##### **SECTION 1. Powers**

The College Council shall be the primary governing body of John Jay College of Criminal Justice. It shall have authority to establish College policy on all matters except those specifically reserved by the Education Law or by the Bylaws of the Board of Trustees of The City University of New York to the President or to other officials of John Jay College or of The City University of New York, or to the CUNY Board of Trustees.

##### **SECTION 2. Representation**

The College Council of John Jay College of Criminal Justice shall be a representative body with members of the faculty, higher education officers, students and administration.

##### **SECTION 3. Allocation of Members and Qualifications for Membership**

Membership in the College Council is fixed at 69 and shall be allocated as follows:

a. Faculty:

The faculty is allotted 42 representatives.

- i. For purposes of this Charter, the "faculty" consists of those serving full-time in the titles of Distinguished Professor, Professor, Associate Professor, Assistant Professor, Instructor and Lecturer, except those serving in visiting or substitute titles and those on retirement leave.
- ii. For purposes of this Charter, the "adjunct faculty" consists of those serving part-time in the ranks of Professor, Associate Professor, Assistant Professor, Instructor and Lecturer.
- iii. Each academic department shall have one (1) elected representative, who shall be a full-time member of the faculty as defined in Article I, Section 3.a.i.
- iv. The remaining faculty seats shall be allotted according to any method duly adopted by the Faculty Senate. The Faculty Senate may allot up to two (2) seats to adjunct faculty as defined in Article I, Section 3.a.ii.
- v. The Faculty Senate shall allot up to eight (8) alternate faculty representatives by a method duly adopted by the Faculty Senate. An alternate may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent faculty representative.

**b. Higher Education Officers:**

The higher education officers are allotted five (5) representatives.

- i. Each full-time higher education officer is eligible for election to the College Council. These representatives shall be elected by the Higher Education Officers Council.
- ii. The Higher Education Officers Council shall also elect up to one (1) alternate representative. An alternate may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent higher education officer representative.

**c. Students:**

The student body is allotted 14 representatives.

- i. These representatives shall be the four (4) Executive Officers of the Student Council, one (1) at-large student representative, two (2) graduate student representatives, two (2) senior class representatives, two (2) junior class representatives, two (2) sophomore class representatives and one (1) freshman representative.
- ii. The graduate student representatives and the senior, junior and sophomore class representatives shall be the two (2) Student Council representatives from each category who receive the highest number of popular votes in the Student Council election. The freshman representative shall be designated according to a method duly adopted by the Student Council.
- iii. The student body shall also elect up to two (2) alternate student representatives. An alternate may vote, make motions and be counted as part of the College Council's quorum only during the absence of a permanent student representative.
- iv. Each student is eligible for election or appointment to the College Council if matriculated in a degree or credit-bearing certificate program at the College, and if the student meets the following qualifications:
  - a. Full-time undergraduate students must carry a minimum of 12 credit hours and must have a minimum cumulative grade point average of 2.5 to serve on the College Council as an undergraduate class representative, executive officer, at-large representative or alternate.
  - b. Part-time undergraduate students must carry a minimum of six (6) credit hours and must have a minimum cumulative grade point average of 2.5 to serve on the College Council as an undergraduate class representative, executive officer, at-large representative or alternate.
  - c. Graduate students must carry a minimum of three (3) credit hours and must have a minimum cumulative grade point average of 3.0 to serve on the College Council as a graduate student representative, executive officer, at-large representative or alternate.
  - d. To serve each semester, a student must have completed and earned passing grades in at least 50% of the credits for which she or he registered the prior semester, but in no event fewer than three (3) credits.
  - e. Any student member of the College Council whose grade point average and/or course load falls below the minimum levels set forth above during his or her term of office must resign his or her seat on the College Council.

**d. Administration:**

The administration is allotted eight (8) representatives. These representatives are the President, Provost and Senior Vice President for Academic Affairs, Senior Vice President for Finance and Administration, Vice President for Student Development, Vice President for Enrollment Management, Dean of Graduate Studies, Dean of Undergraduate Studies, and Dean of Research, or equivalent positions and functions as determined by the President.

**e. Dual Membership:**

No person shall simultaneously hold more than one (1) membership on the College Council.

**SECTION 4. Qualifications for Voting****a. Faculty:**

Each full-time member of the faculty, as defined in Article I, Section 3.a.i, shall be allowed one (1) vote in the departmental election for the College Council representative of his or her department.

b. Higher Education Officers:

Each full-time higher education officer shall be allowed one (1) vote in the election for the College Council members representing this constituency.

c. Students:

Each full-time or part-time student matriculated in a credit-bearing degree or certificate program at the College at the time of an election for student representatives of the College Council may vote in such an election.

**SECTION 5. Elections**

a. Time and Place:

Elections to the College Council shall be held annually in the spring semester, the time and place to be designated by the Executive Committee.

b. Nominations and Voting:

Unless otherwise set forth in the Charter and/or its Bylaws, each constituency eligible to elect members to the College Council shall determine its own method of nominating candidates and electing representatives, subject to approval of the College Council.

c. General:

Except as set forth in this Charter and its Bylaws, each election unit shall be the judge of the qualifications of candidates from its constituency. The President shall appoint an election dispute committee where no other formal method of resolution exists.

d. Vacancies:

When a vacancy on the College Council occurs, as determined by the Executive Committee, the Executive Committee shall notify the constituency. If 30 days after notification the constituency fails to elect a representative, the Executive Committee shall appoint a representative from the affected constituency. A member serving to fill a vacancy shall serve only to complete the regular term of the member he or she has replaced.

e. Dual Voting:

No person shall participate in more than one constituency election for College Council representatives.

f. Recall:

Upon notification to the affected member of the College Council, the Executive Committee can place a recall vote on the College Council agenda.

**SECTION 6. Term of Office**

Each elected representative to the College Council shall serve for a term of one (1) year. The regular term of office shall begin on June 1 following the spring elections.

**SECTION 7. Officers of the College Council**

The President, or in his or her absence the Provost and Senior Vice President for Academic Affairs, shall be the presiding officer of the College Council. The President shall nominate a Secretary for election by the College Council. Other officers may be elected by the College Council at its discretion.

**SECTION 8. Meetings**

a. Regular and Special Meetings:

The College Council shall hold regular meetings at least once a month during the academic year. More frequent meetings may be called by decision of a majority of College Council members, at the call of the President, or at the call of the Executive Committee. Subject to the provisions of state law, College Council meetings are open to the public. All College faculty, staff and students may speak at College Council meetings. Unless otherwise indicated in this Charter, or required by law, Roberts Rules of Order shall govern the conduct of College Council meetings.

b. Agenda:

The Faculty Senate, the Council of Chairs, the Higher Education Officer Council, the Student Council and any member of the college community may propose items for the College Council agenda which shall be prepared by the Executive Committee. Proposals shall be delivered in writing to the Secretary of the College Council no fewer than 10 work days preceding the meeting at which they are to be introduced. The Secretary shall make the agenda available to members of the College Council at least five (5) work days in advance of each meeting and shall make the agenda available to all members of the College community in advance of each meeting.

c. Quorum:

A quorum of regular and special meetings consists of a majority of the whole number of members of the College Council. For purposes of this provision the words "whole number" shall be construed to mean the total number which the College Council would have were there no vacancies. No business at a College Council meeting may take place absent a quorum.

**SECTION 9. College Council Committees**

The College Council may establish standing committees at its discretion. Committee membership is set forth in the Bylaws. Committee members need not be members of the College Council, unless so stipulated in the Charter and/or the Bylaws. Subject to the provisions of state law, College Council committee meetings are open to the public. The following standing committees are created:

a. Executive Committee:

There shall be an Executive Committee which shall be the College Council's Agenda Committee. It shall have the power to call the College Council into extraordinary session, and shall have only such powers, functions, and duties as the College Council may delegate to it to exercise during periods when the College Council is not in session.

b. Committee on Undergraduate Curriculum and Academic Standards:

There shall be a Committee on Undergraduate Curriculum and Academic Standards which shall consider all matters relating to the undergraduate curriculum of the College and make recommendations to the College Council on such matters as: proposed programs; additions, deletions and modifications of courses and existing programs; distribution; core requirements; basic skills; academic standards; and, policies pertaining to student recruitment and admissions.

c. Committee on Student Interests:

There shall be a Committee on Student Interests which shall be concerned with matters of student life including but not limited to student organizations, student housing, extracurricular activities, and student concerns at the College.

d. Judicial Committee:

As set forth in Article XV of the Bylaws of the CUNY Board of Trustees, there shall be a Judicial Committee which shall have primary jurisdiction in all matters of student discipline not handled administratively. The committee shall abide by the procedures required by Article XV of the Bylaws of the CUNY Board of Trustees.

e. Committee on Faculty Personnel:

There shall be a Committee on Faculty Personnel which shall review from the departments and other appropriate units of the College all recommendations for appointments to the instructional staff in the following ranks: Distinguished Professor, Professor, Associate Professor, Assistant Professor, Instructor, Distinguished Lecturer, Lecturer, Chief College Laboratory Technician, Senior College Laboratory Technician, and College Laboratory Technician, and make recommendations to the President. It shall also receive from departmental Personnel and Budget Committees recommendations for promotions and reappointments with or without tenure, together with compensation, in the aforementioned ranks of the instructional staff and shall recommend to the President actions on these matters. It may also recommend to the President special salary increments. The President shall consider such recommendations in making his or her recommendations on such matters to the CUNY Board of Trustees.

Policy recommendations of the committee shall be made to the College Council for action. Recommendations with respect to appointments, promotions, and other matters specified in the paragraph above, shall be reported to the President and shall not be considered by the College Council except at the discretion of the President. The

Committee shall receive and consider petitions and appeals from appropriate members of the instructional staff with respect to matters of status and compensation, and shall present its recommendations to the President. Further appeals shall follow CUNY procedures.

f. Budget and Planning Committee:

There shall be a Budget and Planning Committee which shall be responsible for reviewing budget information, making recommendations on the financial and budgetary matters of the College, and providing guidance on comprehensive and strategic planning for the College.

- i. There shall be a Financial Planning Subcommittee of the Budget and Planning Committee which shall meet on a periodic basis in the development of the College's Annual Financial Plan.
- ii. There shall be a Strategic Planning Subcommittee of the Budget and Planning Committee which shall provide guidance to the President on comprehensive and strategic planning including development of major planning documents and accreditation studies, related process and outcome assessment and space planning.

The President, or his designee, shall make quarterly financial reports to the Budget and Planning Committee.

g. Committee on Graduate Studies:

There shall be a Committee on Graduate Studies which shall be responsible for establishing general policy for the graduate programs, subject to review by the College Council. It shall have primary responsibility for admission, curriculum, degree requirements, course and standing matters, periodic evaluation of the graduate programs and for other areas of immediate and long-range importance to the quality and growth of graduate study. The committee shall also be responsible for advising on all matters relating to graduate student honors, prizes, scholarships and awards.

h. Committee on Student Evaluation of the Faculty:

There shall be a Committee on Student Evaluation of the Faculty which shall be responsible for a continuous review of faculty evaluation procedures; review of the design of the survey instrument; recommendations for the terms under which the instrument will be used; and for the development of guidelines which shall be submitted to the College Council for review. The Provost and Senior Vice President for Academic Affairs shall designate staff for the committee.

i. Provost Advisory Council:

There shall be a Provost Advisory Council which shall provide a formal means for the Provost to consult with faculty leadership on matters of joint concern such as budget, faculty recruitment and development, and personnel policies and practices.

j. Council of Undergraduate Program Coordinators:

There shall be a Council of Undergraduate Program Coordinators which shall provide a formal means to represent the concerns of those responsible for undergraduate majors and shall provide a formal means for reviewing matters of concern such as program review and revision, staffing, curriculum development and the scheduling of courses.

k. Committee on Honors, Prizes and Awards:

There shall be a Committee on Honors, Prizes and Awards which shall make recommendations to the College Council for undergraduate student recipients.

l. Special Committees:

The College Council may establish special committees, and the membership thereof, at its discretion.

## ARTICLE II DEPARTMENTS

### SECTION I. Departments

Each department shall have control of its own educational policies consistent with the provisions of the College Council, the Bylaws of the CUNY Board of Trustees and the New York State Education Law. Each member of the full-time faculty, as defined in Article I, Section 3.a.i, shall be allowed one (1) vote in all College and departmental elections. Except as specified in this Charter and the Bylaws and policies of the CUNY Board of Trustees, the organization and functioning of the department shall be determined by its members.

In order to exist as a departmental entity, a discipline is required to have a minimum of seven (7) full-time members of the faculty, as defined in Article I, Section 3.a.i, and be approved by the College Council and the CUNY Board of Trustees except that the disciplines of African-American Studies, Physical Education and Latin American/Latina/o Studies shall be exempt from this requirement and shall be established as departments. Any discipline not exempt from this requirement which has fewer than the required number of faculty members may petition the College Council to establish a separate department and may do so upon a two-thirds affirmative vote of Council members present and voting at a regular College Council meeting, as long as there are at least an absolute majority of affirmative votes.

The Interdisciplinary Studies Program shall be treated as a department for purposes of representation by its full-time faculty on the College Council and on College Council committees and on other College bodies. The Interdisciplinary Studies Program shall annually elect a Curriculum Committee and a Committee on Student Grade Appeals and shall establish bylaws for submission to and approval by the College Council Executive Committee.

The President, in consultation with the Faculty Senate and the Council of Chairs, shall establish a process of faculty and student consultation for consideration of proposals to restructure, create, merge, consolidate, split and/or reorganize academic departments. Proposals shall be submitted to the College Council for consideration and vote. The College Council shall forward its recommendation to the President, who shall make an independent recommendation with respect to the proposal and forward the proposal of the College Council and his or her recommendation to the Chancellor and the CUNY Board of Trustees.

### SECTION 2. Departmental Chairpersons

The chairperson of each department shall be the chief executive officer. He or she must hold professorial rank, and shall be elected by secret ballot for a term of three (3) years by an absolute majority of all voting members of the full-time faculty of the department, as defined in Article I, Section 3.a.i, subject to the approval of the President and the CUNY Board of Trustees. Elections shall be held in May of the year in which the chairperson's term expires. The new chairperson shall take office as of July 1 of the year in which he or she is elected.

### SECTION 3. Departmental Bylaws

Each academic department shall adopt bylaws, which shall be subject to review and approval by the Executive Committee.

### SECTION 4. Departmental Committee on Faculty Personnel and Budget

Each department shall establish a Committee on Faculty Personnel and Budget which shall be chaired by the chairperson of the department. In addition, the full-time faculty of the department, as defined in Article I, Section 3.a.i, shall elect four (4) full-time members of the faculty, as defined in Article I, Section 3.a.i, each of whom shall serve for one year. At least four (4) of the committee members shall be tenured. If the department has fewer than four (4) tenured faculty members, the committee shall be established as set forth in Article 9.1 of the Bylaws of the CUNY Board of Trustees.

### SECTION 5. Departmental Committee on Student Grade Appeals

Each department shall elect a Committee on Student Grade Appeals consisting of full-time members of the faculty, as defined in Article I, Section 3.a.i.

**SECTION 6. Departmental Curriculum Committee**

Each department shall elect a Curriculum Committee consisting of full-time members of the faculty, as defined in Article I, Section 3.a.i.

**SECTION 7. Students**

Each department is instructed to provide for systematic student input on curricular and personnel matters and to report to the College Council its arrangements for such input.

**ARTICLE III  
GRADUATE PROGRAMS****SECTION 1. Faculty**

Graduate program faculties shall consist of those members of the faculty who pursue an active research or creative agenda or have appropriate professional experience and meet other requirements as established in program bylaws, and who have been nominated by the members of the faculty of the Committee on Graduate Studies, subject to approval by the Provost and Senior Vice President for Academic Affairs. Such program bylaws shall be adopted by the faculty of the program to which membership would apply and be reviewed and approved by the Committee on Graduate Studies and the Executive Committee.

**SECTION 2. Program Directors**

Program Directors shall be nominated and elected by vote of the full-time members of the faculty of each program, as defined in Article I, Section 3.a.i, to a three-year term of office, subject to approval by the Provost and Senior Vice President for Academic Affairs. Program Directors shall be evaluated annually by the Dean of Graduate Studies, based on criteria established in consultation with the members of the faculty of the Committee on Graduate Studies. Program Directors can be removed by the President for cause.

**ARTICLE IV  
CONSTITUENCY BODIES****SECTION 1. Meetings**

The entire membership of the instructional staff, which consists of faculty and higher education officers, shall be convened at least once each semester during the regular academic year by the President to hear and discuss important issues affecting the College. Other meetings of the instructional staff may be called by the President or by petition of any ten members of the instructional staff.

**SECTION 2. The Faculty Senate**

The Faculty Senate consists of elected representatives of the faculty. The Faculty Senate provides a formal means of representing faculty concerns to the administration of the College and CUNY and provides a forum for faculty to deliberate about academic and educational policies and other matters. The Faculty Senate concerns itself with matters of teaching, scholarship, research and any and all other matters related to faculty concerns as part of the educational mission of the College. The Faculty Senate shall establish its own charter. The Faculty Senate and the President shall meet at least once each semester during the regular academic year to discuss issues of mutual concern.

**SECTION 3. The Council of Chairs**

The Council of Chairs consists of the chairpersons of all academic departments, whether elected or appointed. The Council of Chairs provides a formal means to represent departmental faculty concerns to the administration of the College and CUNY and provides a democratic forum for deliberation and interdepartmental coordination concerning such matters. The Council of Chairs shall invite the Provost for regular periodic meetings. The Council will also meet at least once a semester with the President to discuss issues of mutual concern. The Council of Chairs shall establish its own charter.

**SECTION 4. Higher Education Officers Council**

The Higher Education Officers Council consists of all those employed in the higher education officer series at the College. The Higher Education Officers Council seeks to improve the quality of life and professionalism of its members, to strengthen the institution, to advance quality education, and to enhance the delivery of services. The Higher Education Officers Council shall establish its own charter.

**SECTION 5. Student Council**

**The Student Council consists of the elected representatives of the student body. The Student Council has as its purpose the broadening of educational opportunities for students; the facilitation of voluntary activities on campus; and the representation of student interests at the College.** The Student Council shall establish its own charter.

**SECTION 6. Students**

The student body shall be kept informed of important issues affecting the College and the College Council by the administration through the student newspaper and through other channels of communication that the students may organize.

**ARTICLE V  
BYLAWS AND AMENDMENTS**

**SECTION 1. Bylaws**

The College Council shall adopt bylaws to define and regulate the details of its organization and procedures.

**SECTION 2. Amendments**

- i. This Charter may be amended by a two-thirds vote of members of the College Council present and voting at a regular meeting of the College Council as long as at least an absolute majority of the membership votes in favor of the amendments. Any amendment to the Charter to be made by action of the College Council shall be proposed and discussed at a regular meeting of the College Council and shall be voted on at the next regular meeting of the College Council.
- ii. This Charter may also be amended by a referendum of no less than a two-thirds affirmative vote of 30% of full-time members of the instructional staff who shall vote in such referendum. A proposal to amend the Charter by referendum may be initiated by a petition containing the signatures of 50 members of the instructional staff or 10% of the qualified voters of either the instructional staff or the student body, whichever number is smaller.
- iii. An amendment shall become effective upon approval by the Board of Trustees.

EXPLANATION: The proposed amendment to the John Jay Charter of Governance memorializes John Jay's longstanding procedure for promotion of a faculty member to full professor. The proposed amendment was adopted by the Faculty Senate on December 10, 2010 and is recommended by the College President. Under the amendment, departmental Personnel & Budget ("P & B") Committees will be empowered to vote on the merits of promotion to full professor of candidates in their department. The results of departmental P & B Committee votes will be forwarded to the Review Committee of the College Faculty Personnel Committee and then to the full membership of the Faculty Personnel Committee. Without this amendment, John Jay would be bound to follow a different procedure in the University's Bylaws, which do not provide for recommendations by a candidate's department. The Bylaws do permit different procedures at CUNY's colleges, but those procedures must be included in College governance plans and approved by the Board of Trustees.

**J. BROOKLYN COLLEGE - AMENDMENTS TO THE GOVERNANCE PLAN:**

RESOLVED, That the proposed amendments to the Governance Plan of Brooklyn College be adopted, effective July 1, 2011.

**Brooklyn College Governance Plan**  
(With proposed amendments incorporated in the text on pages 1-2, 6-8)

**Article I. The Policy Council**

A. The membership of the Policy Council shall consist of an equal number of administrators, faculty and students:

1. Members of the Administration to be designated as follows:
  - a. the President of Brooklyn College who shall chair the Policy Council;
  - b. Additional members of the administration selected by the President from among the following: vice presidents, assistant vice presidents, deans.
  - c. Any additional members needed to bring the total members of the Administration to 10, which shall be the minimum. These members are to be selected in a manner determined by the members of the administration designated in 1(b) above with the approval of Policy Council.
2. Members of the faculty are to be chosen as follows:
  - a. one representative of the Steering Committee of Faculty Council;
  - b. one representative of the Liaison Committee of the Council on Administrative Policy;
  - c. Faculty members at large (except administrators with a title of assistant dean or above) to bring the total number of faculty representatives to the same number as members of the Administration, to be elected biennially in May, to serve in the following two academic years, in a manner to be determined by Faculty Council with the approval of Policy Council.

Faculty members at large may be reelected.

3. Students are to be chosen as follows:
    - a. the three presidents of the three student government bodies;
    - b. Additional students to bring the total number of student representatives to the same number as administrators, to be selected annually in a manner determined by the Student Governments with the approval of Policy Council.
  4. Should the number of members of the Administration, as determined in section 1, change during the biennial period commencing with the faculty election, the following procedures shall be followed;
    - a. If the number increases, an equal increase in the membership of faculty and students shall be effected, by the selection process indicated in 2.c. and 3.b.;
    - b. If the number decreases, the additional members to bring the Administration membership to the same level as that of the faculty and students shall be selected in a manner determined by the Administrators designated in 1(a)-(b) above with the approval of Policy Council.
  5.
    - a. If one of the members designated in paragraph 1. a or b above shall be unable to serve for an entire semester or for the balance of a semester, a replacement shall be selected in the manner used in paragraph 4.b.
    - b. If one of the student government presidents shall be unable to serve for an entire semester or for the balance of a semester, a replacement shall be selected by the student government presidents.
  6. Each constituency (administrators, faculty, and students) shall choose three alternates to serve with voice and vote at any meeting in the absence of their respective members.
- B. The Policy Council shall meet at least three times a semester, and more frequently if necessary. Special meetings may be called by the President or by the Executive Committee and shall be called at the request of any eight members of the Policy Council.

- C. The functions of Policy Council shall be as follows:
1. Recognizing the legislative authority of Faculty Council in matters of curriculum and degree requirements, of the Student Governments in matters of student affairs, of the Council on Administrative Policy and the Promotions and Tenure Committee on matters of personnel, the Policy Council may make recommendations in all areas of the operation of the college to the President.
  2. The Policy Council shall serve as a forum for discussing issues and problems of general college concern; shall advise the President both in response to his/her requests for counsel and upon its own initiative; shall provide through its existence a formal body for each constituent group to express its viewpoint and to communicate with other elements of the college community; and shall submit recommendations for action as appropriate to the Faculty Council, to the Council on Administrative Policy, and to the student governments.
  3. The Policy Council shall be responsible for approving any and all new governance proposals and assuring that they meet standards of the Trustees of The City University of New York and standards of Brooklyn College. The Policy Council shall determine that the proposals provide a role for students, faculty, and administrators. The Policy Council shall also monitor the functions of individual legislative and administrative bodies to assure that no constituent body exceeds its jurisdiction.
  4. a. The Policy Council shall establish standing committees which shall be responsible for continuing study of and reporting on college policy. These shall include, but not be limited to:
    1. An Executive Committee
    2. A Nominating Committee
    3. A Budget Committee
    4. A College and Community Committee
    5. A Campus Facilities Committee
    6. A Long Range Planning Committee
    7. A Committee on College Governance
  - b. The Policy Council shall also have the authority to appoint and charge ad hoc committees as it sees fit.
  - c. In the case of both standing committees and ad hoc committees, the Policy Council may draw students, faculty, or administrators including members of the support staff from the college community at large. In addition to the college's constituencies represented on the Policy Council, there are other groups which should be consulted, such as community people and alumni.
  - d. With regard to goals, priorities, policy guidelines, budget and the overall direction of the college, the President shall work closely with the appropriate Policy Council committees.
  - e. The Policy Council shall prepare its own bylaws consistent with this governance plan and the Bylaws of the Board of Trustees of The City University of New York.

## Article II. The Faculty

- A. The faculty shall consist of all persons having faculty rank or status. It shall conduct the educational affairs customarily cared for by a college faculty. It shall make its own bylaws consistent with this governance plan and Bylaws of the Board of Trustees of The City University of New York. It shall meet at least once each semester, or more often, at the call of the President or by petition of ten percent of its members, and shall be responsible for the formulation of policy relating to the admission and retention of students, including health and scholarship standards; student attendance, including leaves of absence; curriculum; awarding of college credit; granting of degrees. Meetings of the Faculty shall be chaired by the President.
- B. The Faculty Council shall be the legislative body of the Faculty and shall have all the responsibilities of a faculty, as exercised heretofore under the Bylaws and Policy Statements of the Board of Trustees of The City University of New York subject only to the review of the Faculty.
- C. 1. The Faculty Council shall consist of all of the following, a) through d):
- a. all department chairpersons.

- b. an additional delegate of faculty rank or faculty status from each department elected, or reelected, for a term of three years by department members of faculty rank or faculty status. Departments shall elect an alternate delegate to serve with voice and vote at any meeting in the absence of the department delegate.
  - c. delegates-at-large of faculty rank or faculty status, equal to the number of instructional departments, elected in a manner determined by Faculty Council. Delegates at-large shall be elected for a term of three years and may be reelected.
  - d. a maximum of five directors of programs in academic areas which meet criteria established by Faculty Council for this purpose and/or are individually designated by Faculty Council.
- 2. The President, the vice presidents, the assistant vice president(s), full deans, director of student records and business manager may attend Faculty Council meetings with voice, but without vote. At each meeting, the President may present a report to Faculty Council.
  - 3. Fifty percent of the voting members of Faculty Council shall constitute a quorum unless the faculty shall adopt a bylaw requiring a larger number.
- D. The Faculty Council shall function through a system of standing and ad hoc committees consisting of faculty and student members as designated in each committee charge. There shall be a Steering Committee whose composition and charge are determined by the Faculty Council Bylaws. The Steering Committee shall meet regularly with the President to apprise him/her of the agenda of each Faculty Council meeting and to discuss any matters of interest to the Faculty. With regard to goals, priorities, policy guidelines, budget, and the overall direction of the college, the President shall work closely with the appropriate Faculty Council committees.
  - E. The Faculty Council shall prepare its own bylaws consistent with this governance plan and the Bylaws of the Board of Trustees of The City University of New York.

### Article III. Departments

- A. The chairperson of each department shall be elected in accordance with the Bylaws of the Board of Trustees of The City University of New York, Section 9.1(b), from among professors, associate professors, and assistant professors by all members of the department with faculty rank or faculty status for a term of three years. He/she shall be the executive officer of the department, shall carry out the department's policies, and shall perform the duties of the chairperson in accordance with Bylaw Section 9.3. Each department, subject to the approval of Faculty Council, shall have control of the educational policies of the department through the vote of all members of faculty rank or faculty status.

In all departmental elections an affirmative vote shall be determined by satisfaction of the following:

- 1. There must be an affirmative vote of a majority of those present and eligible to vote at a duly constituted election meeting of the Department, a quorum being present;
  - 2. a quorum shall be defined as a majority of the adjusted membership of the Department;
  - 3. the adjusted membership of the Department shall be defined as the whole membership of the Department eligible to vote, less those on leaves of absence, those in full-time administrative positions outside the Department, and those without assignment within the Department for a continuous period of two years prior to the election.
  - 4. Members of any Brooklyn College Personnel Committee shall not be eligible to vote on their own candidacies, and for purposes of such a candidacy the whole number of voting members of the committee shall exclude the candidate.
- B. The department appointments committee in accordance with Bylaw Sec. 9.1(e) shall consist of the chairperson and four members of faculty rank elected by the department members of faculty rank or faculty status for a term of three years. The chairperson of the department shall be the chairperson of the committee. The committee shall be responsible for all recommendations of appointments, reappointments, leaves and tenure. It shall take into consideration student evaluations of professional performance in all matters of reappointment and tenure.

- C. The curriculum committee shall consist of faculty members and of students who are majors in the department. It shall consider and make recommendations concerning curricular proposals for department action; department action will be transmitted to the appropriate graduate or undergraduate Committee on Curriculum and Degree Requirements of Faculty Council.
- D. Promotion recommendations shall be made in accordance with Section 9.8 of the Bylaws of the Board of Trustees of The City University of New York. Student evaluations of professional performance shall be taken into consideration.
- E. Such other committees (standing and ad hoc) shall be created as the department shall decide. All committees shall keep minutes of their proceedings in conformity with Robert's Rules of Order, latest revised edition.

#### **Article IV. The Council on Administrative Policy**

- A. The Council on Administrative Policy (CAP) shall consist of the vice presidents, the assistant vice presidents, the deans, the chairpersons of departments, and such non-voting members as the President may designate. The Council on Administrative Policy shall be chaired by the President and shall meet at least once a month or more often, at the call of the President or an individual member.

It shall discuss issues of importance to the college and its educational mission and make recommendations to the President. The President shall present to CAP, in timely fashion, any significant plans of the administration in the areas of general Educational Policy, Planning, Priorities, Personnel and Budget for discussion and advice. It shall establish, in conformity with the Bylaws of the Board of Trustees and the Governance Plan of Brooklyn College, standards and policies concerning Personnel. It furthermore shall serve as a principal means of communication between the President and the operating departments of the college.

- B. There shall be a Liaison Committee of CAP consisting of five chairpersons, one from each of the five schools (i.e. Business; Education; Humanities and Social Sciences; Natural and Behavioral Sciences; Visual, Media, and Performing Arts), to be elected annually. Only chairpersons shall vote in this election. The Liaison Committee shall serve as the chairpersons' advisory group to the President. Acting as a conduit of information between the President and the chairpersons, it shall meet regularly with the President to discuss and consult on issues of importance to the college including but not limited to Policy, Planning, Priorities and Budget, as these issues are being formulated and developed by the Administration. It shall help develop, with the President, the agenda for the CAP meeting.
- C. Department appointments committees will present their recommendations for appointment and reappointment without tenure to the Council on Administrative Policy. The President will preside. Only department chairpersons will be eligible to vote on appointments and reappointments. The full academic deans, who will participate in the discussions of the Council on Administrative Policy in matters of appointments and reappointments without tenure, will also be advisory to the President in such matters. The President will make his/her final recommendation to the Board of Trustees.
- D. Members of any Brooklyn College Personnel Committee shall not be eligible to vote on their own candidacies, and for purposes of such a candidacy the whole number of voting members of the committee shall exclude the candidate.

#### **Article V. Committee on Promotion and Tenure**

- A. A College-wide Promotion and Tenure Committee will be composed of all department chairpersons. The chairperson of the Liaison Committee of the Council on Administrative Policy will serve as chairperson of the College Promotion and Tenure Committee.
- B. Subsidiary School Promotion and Tenure Review Committees will be established as described below. The promotion and tenure decisions will take place on four levels:
  1. *Level One: Departmental Review.* The appointments committee votes on tenure, including CLTs in academic departments. The appointments committee votes on reappointment of lecturers with the

certificate of continuous employment (CCE). Full professors, associates, and the chair vote on promotion to associate. Full professors and the chair vote on promotion to full. Tenured faculty will vote on promotion of CLTs to the ranks of Senior College Laboratory Technician and Chief College Laboratory Technician. Where there are fewer than five eligible voters in a department, additional committee members (bringing the total to five) are to be drawn from the appointments committee in order of rank, then seniority in rank, then time at college. As a supplement to the standard curriculum vitae, a candidate is to provide a personal statement that encompasses her or his major accomplishments and contributions in research, teaching, and service. Department recommendations on promotion and tenure shall be submitted to the appropriate School Promotion and Tenure Review Committee at level two.

2. *Level Two: School Review.* There will be five School Promotion and Tenure Review Committees: Humanities and Social Sciences; Natural and Behavioral Sciences; Visual, Media and Performing Arts; Education; and Business. Each School Promotion and Tenure Review Committee will consist of one tenured associate or full professor (not chair) per department in that School. Where there are fewer than five departments in the school additional committee members will be elected to bring the committee total to five. These additional members will be nominated and elected from the faculty of the school. No more than two members of the same department may serve. Each School Promotion and Tenure Review Committee will consider all promotion and tenure/CCE candidates within its school. The Dean will convene each school review committee but not have a vote. Selection of committee members to three-year terms to be voted on (one person one vote) in each department in conjunction with triennial elections. Interviews of candidates and chairs will take place at level two. Content of interview to be limited to clarification and explanation of written record. A member of each school review committee (not the Dean) will report that committee's recommendations to the third level.
3. *Level three: College-wide Promotion and Tenure Committee.* The College-wide Promotion and Tenure committee, described above, reviews the recommendations of the School Promotion and Tenure Review Committees. Then the recommendations of the College Promotion and Tenure Committee, together with the recommendations of the School Promotion and Tenure Review Committees, will be forwarded to the President.
4. *Level Four:* The President considers the recommendations of all committees and renders her or his decision on whether or not a candidate will be recommended positively to the University's Board of Trustees.
5. Subcommittees of the full College Promotion and Tenure Committee will be appointed when there are candidates in the following categories:
  - a. A subcommittee on tenure for College Laboratory Technicians in non-academic Departments which shall consist of three tenured faculty members elected by, but not from, the College Promotion and Tenure Committee, and two administrators appointed by the President.
  - b. A subcommittee on promotion for College Laboratory Technicians in non-academic Departments which shall consist of three tenured faculty members elected by, but not from, the College Promotion and Tenure Committee, and two administrators appointed by the President. This subcommittee will consider promotions to the ranks of Senior College Laboratory Technician and Chief College Laboratory Technician in non-academic departments.
  - c. A subcommittee on tenure for persons in the Registrar series which shall consist of three chairpersons elected by the College Promotion and Tenure Committee and two administrators appointed by the President.
6. The subcommittees named in paragraph 5 will report their recommendations to the College Promotion and Tenure Committee, after which the recommendations of the College Promotion and Tenure Committee, together with the recommendations of the subcommittees, will be forwarded to the President.
7. Members of any Brooklyn College Personnel Committee shall not be eligible to vote on their own candidacies, and for purposes of such a candidacy the whole number of voting members of the committee shall exclude the candidate.

- C. The President will meet with the appropriate college personnel committee or committees to discuss any case for which he/she requires additional information before making his/her final recommendation to the Board of Trustees.

#### **Article VI. Student Government**

- A. There shall be three student government associations at the college: the CLAS student government organization representing students in the day session; the SGS student government organization representing undergraduate students in the evening session, and the graduate student organization representing graduate students. Each body shall be governed by its own constitution, subject to the provisions of this Governance Plan and the Bylaws and policies of the Board of Trustees.
- B. These organizations shall have authority in areas relevant to student extra-curricular activities at the college. Their powers shall include:
1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend or revoke any charter or other authorization for cause after hearing on notice.
  2. The power to delegate responsibility for the effective implementation of its regulatory functions to any officer or committee which it may appoint. Any aggrieved student or group whose charter or other authorization has been refused, suspended or revoked may appeal such adverse action by such officer or committee or student government to the duly elected student government. On appeal an aggrieved student or group shall be entitled to a hearing following the due process procedures as set forth in Section 15.3 of the Bylaws of the Board of Trustees. Following such hearing the duly elected student government shall have the authority to set aside, decrease or confirm the adverse action.
- C. The Student Governments shall, in a manner that they determine, appoint all student members to Faculty Council committees.
- D. The Student Governments shall have the power to allocate the Student Government fee in accordance with the Board Bylaws. Each student and government organization shall be responsible for the full disclosure to its constituents of all financial information with respect to student government fees.
- E. Each of the Student Governments shall have the right and power to make recommendations to the President, Faculty Council, Policy Council, and to any other agent, department, committee, or organization of the college and/or City University of New York.
- F.
1. There shall be a Council of Student Governments.
  2. The Council shall consist of the Presidents of the Student Governments.
  3. They shall meet on a monthly basis to discuss and formulate policy on student matters, set goals and priorities.
  4. They shall meet with the college President to discuss college-wide matters affecting the college community.
  5. The Chairpersonship of the Council shall rotate on a monthly basis.
  6. The Council may appoint resource members as it sees fit.

#### **Article VII. Amendment**

Amendments to this Governance Plan may be initiated (a) by any constituent body or (b) by the Policy Council itself, provided such amendment does not alter the powers held by another constituent body without the consent of that body. All amendments must be approved by the Policy Council and by the President for submission to the Board of Trustees.

EXPLANATION: The proposed amendments to the Governance Plan reflect the reorganization of Brooklyn College into five schools: Humanities and Social Sciences; Natural and Behavioral Sciences; Visual, Media and Performing Arts, Education, and Business. These amendments were approved by the Brooklyn College Policy Council on March 10, 2011 and are recommended by the College President.

The Council on Administrative Policy ("CAP") is the College's governance body charged with approving certain personnel actions as defined in Article IV of the Governance Plan. Article V of the Plan defines the composition and functions of the College Committee on Promotion and Tenure ("P&T Committee"), which is a subsidiary of the CAP. Under the current Governance Plan, departmental recommendations on promotion and tenure are submitted to the appropriate Divisional Review Committee on Promotion and Tenure (Arts, Humanities, Sciences, or Social Sciences). Under the amended Governance Plan, the divisional review committees will be replaced by review committees for each of the five schools. Each of the school review committees will be convened by its school's Dean, who will serve without vote. Each school review committee will review all of the candidates for promotion and tenure/CCE recommended by departments in that school and will forward the recommendations to the P & T Committee. The P & T Committee, in turn, will review the school review committee recommendations and then forward its recommendations to the College President.

**K. BROOKLYN COLLEGE - NAMING OF THE MADELON LEVENTHAL RAND '64 CHAIR IN LITERATURE:**

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Madelon Leventhal Rand '64 Chair in Literature at Brooklyn College.

EXPLANATION: Madelon Leventhal Rand, a 1964 alumna of Brooklyn College with a baccalaureate degree in English, has dedicated much of her life to inspiring students with the love of literature, first as a teacher in the New York City public school system and, from 1998 to 2009, as a lecturer in English at Brooklyn College. Since 1994, she has served on the Board of Trustees of the Brooklyn College Foundation, including active membership in the Student Life Committee, participation in the Magner Center Leadership Forums, and service as Secretary of the Board. For her outstanding teaching, loyal service, and exceptional support of her alma mater, Brooklyn College awarded Madelon Rand the Presidential Medal at the Baccalaureate Commencement in May 2010.

To commemorate Ms. Rand's dedication to Brooklyn College, as well as her lifelong devotion to the study of literature, Lawrence A. Rand, Ms. Rand's husband, pledged \$1.5 million in 2010 to the Brooklyn College Foundation to establish a visiting professorship, the Madelon Leventhal Rand '64 Chair in Literature. This endowed chair will be housed in the English Department and used to attract first-rate scholars or practitioners in the field of Literature to teach graduate courses in the M.A. program in English and in the M.F.A. program in Creative Writing.

**L. CITY COLLEGE - NAMING OF THE J. MAX BOND, JR. ARCHITECTURAL CENTER:**

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the "J. Max Bond, Jr. Architectural Center" located at Room 002 of the Spitzer School of Architecture at The City College of New York.

EXPLANATION: J. Max Bond Jr., who served as Dean of the City College School of Architecture from 1985-1992, passed away on February 18, 2009. In recognition of Mr. Bond's significant contributions to the City College and CUNY, Chancellor Matthew Goldstein committed two new faculty and administrative lines in support of the creation of the J. Max Bond Jr. Center. In acknowledgment of this important allocation, the College requests that Room 002 of the Spitzer School of Architecture at City College be named "The J. Max Bond, Jr. Architectural Center."

J. Max Bond Jr. was a nationally prominent African-American architect based in New York. He was educated at Harvard University, where he earned both his bachelor's and master's degrees. In 1970, he founded Bond Ryder Associates, which was responsible for many prestigious buildings including Harlem's Arthur Schomburg Center for Research in Black Culture. In 1990 Bond Ryder Associates merged with another firm to create Davis Brody Bond Associates. Mr. Bond became a partner at the newly-combined firm. At the time of his death, Mr. Bond was responsible for designing the museum component of the National September 11 Memorial Museum.

**Statement of Vice Chairperson Philip Alfonso Berry:**

I would like the record to state also that Max Bond, Jr. was an eminent African American architect.

**M. QUEENS COLLEGE - NAMING OF THE CAROLE AND NORMAN BARHAM SCHOLARSHIP FUND AND STUDY LOUNGE:**

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of the Carole and Norman Barham Family Scholarship Fund, and the study area located on the fourth floor of the Summit Residence as the Carole and Norman Barham Study Lounge.

EXPLANATION: In November 2009, Carole A. Barham and Norman Barham pledged \$250,000 to the Queens College Foundation to establish an endowment fund to provide scholarships for students housed in the new residence facility, known as the Summit. Mr. Barham, former Vice Chairman of Marsh and McLennan, has been a long time supporter of Queens College and a member of the Queens College Foundation since 1999. His wife Carole is also a graduate of the College. In recognition of the gift, the College requests the naming of the scholarship fund and the fourth floor study lounge in honor of the Barhams.

**N. QUEENS COLLEGE - NAMING OF THE HAGEDORN PROFESSORSHIP IN POVERTY AND AFFLUENCE:**

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of a professorship as "The Hagedorn Professorship in Poverty and Affluence."

EXPLANATION: On March 18, 2011, The Horace and Amy Hagedorn Fund at The New York Community Trust pledged \$1,000,000 to the Queens College Foundation to support an endowed professorship in poverty and affluence, along with scholarships and stipends for students majoring in Urban Studies. The College therefore recommends the naming of this professorship as "The Hagedorn Professorship in Poverty and Affluence" in honor of Horace and Amy Hagedorn.

Horace Hagedorn was a successful businessman who owned the Miracle-Gro Company and with his wife Amy established the Horace and Amy Hagedorn Fund at the New York Community Trust. Amy Hagedorn grew up in Queens and received a Master's Degree in Education from Queens College, and spent over 20 years as an early childhood teacher. Upon Mr. Hagedorn's retirement, both turned their energies to philanthropic activities, becoming leading philanthropists on Long Island. Since its establishment in 1993, the Hagedorn Fund has supported hundreds of organizations on Long Island and nationwide. After Mr. Hagedorn's death in 2005, a family foundation, The Hagedorn Foundation, was established under the leadership of Amy Hagedorn.

**O. QUEENS COLLEGE - NAMING OF THE VIRGINIA FRESE PALMER PROFESSORSHIP:**

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of a professorship in Speech, Language and Hearing as "The Virginia Frese Palmer Professorship in Speech, Language and Hearing."

EXPLANATION: In June 2009 a \$1,000,000 gift was received by the Queens College Foundation from the estate of Virginia Frese Palmer to establish The Virginia Frese Palmer Professorship in Speech, Language and Hearing. Virginia Frese Palmer enrolled at Queens College in 1938, at the age of 15. She graduated in 1942 and went on to have a remarkable career as a speech therapist and philanthropist. She was a generous and loyal supporter of the College, and was especially supportive of the Speech and Hearing Clinic and the Women and Work Program. Over the years, Ms. Palmer donated more than \$14 million to Queens College.

Additional funds provided by Ms. Palmer's estate will be used to fund presidential priorities and to support the Women and Work and Women's Studies Programs. The College therefore recommends the naming of this professorship in honor of Virginia Frese Palmer.

**P. QUEENS COLLEGE - NAMING OF THE BEATRICE SCHACHER-MYERS SCHOLARSHIP FUND:**

RESOLVED, That the Board of Trustees of The City University of New York approve the naming of a scholarship fund for the benefit of the Aaron Copland School of Music as "The Beatrice Schacher-Myers Scholarship Fund for the Aaron Copland School of Music."

**EXPLANATION:** Beatrice Schacher-Myers, a resident of Forest Hills who died in January 2011, designated the Music School at Queens College as a beneficiary in her will. Queens College Foundation received \$1,547,817 for the College's Aaron Copland School of Music from the estate of Ms. Schacher-Myers. The funds will be used to establish a scholarship fund for students majoring in music. The College therefore recommends the naming of this Scholarship Fund in memory of Beatrice Schacher-Myers.

**NO. 7. COMMITTEE ON FACILITIES PLANNING AND MANAGEMENT:** RESOLVED, That the following items be approved:

**A. BROOKLYN COLLEGE - GIFT FROM THE BROOKLYN COLLEGE FOUNDATION:**

RESOLVED, That the Board of Trustees of The City University of New York, on behalf of Brooklyn College, accept a gift of \$10,800,000, and any future contributions on the same terms, from the Brooklyn College Foundation, for costs associated with construction and related services for the construction phase of a Performing Arts Center; and be it further

RESOLVED, That the General Counsel be authorized to sign any documents to effectuate the gifts.

**EXPLANATION:** The Brooklyn College Foundation ("Foundation") is a not-for-profit corporation organized for the sole purpose of aiding and promoting the educational and charitable purposes and lawful activities of the College, including raising funds for the construction of new buildings on campus. The City University Construction Fund shall be used to administer the donation of \$10,800,000 from privately-raised capital campaign funds for construction and related services for the construction phase of a new performing arts center. The Center will expand existing performing arts programs of the College and provide state-of-the-art facilities. It is expected that the new facility will include a theater, set design work shops, classrooms, rehearsal space, offices, and other functions.

**B. BOROUGH OF MANHATTAN COMMUNITY COLLEGE – BUILDING-WIDE HVAC AND CONTROLS PROJECT (PlaNYC):**

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Genesys Engineering PC to provide professional services as required for the design of the Building-Wide HVAC and Controls Project at the Borough of Manhattan Community College (BMCC); 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 contract with the selected contractor for such services.

**EXPLANATION:** The BMCC main campus building located at 199 Chambers Street, Manhattan, is a seven-story building that was completed in 1983. The Borough of Manhattan Community College has seen the largest increase in student population of all CUNY community colleges. The 199 Chambers Street building now houses three times the FTEs for which it was originally designed. The HVAC systems originally constructed in the 1980s have never been upgraded or improved. The proposed HVAC project, while reducing energy costs on the order of \$1 million annually, will also replace aging equipment and significantly improve the learning environment for faculty and students. The project will implement the recommendations of a report prepared as part of the PlaNYC initiative.

Funding for the project will be matching PlaNYC and State funds. Upon completion of design, DASNY will bid the work for construction, and a new resolution requesting approval for the construction will be submitted.

**C. CUNY SCHOOL OF PROFESSIONAL STUDIES - NEW LEASE AT 132 W. 31<sup>st</sup> STREET, NEW YORK, NY:**

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Council to execute a new fifteen-year lease, for approximately 79,000 rentable square feet of space, at 132 West 31<sup>st</sup> Street, New York, New York, on behalf of the CUNY School of Professional Studies. The lease shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: The proposed new leased site at 132 West 31<sup>st</sup> Street will house the CUNY School of Professional Studies (SPS). SPS currently operates out of scattered Facilities in Manhattan. The new site will allow SPS to operate out of one centrally located facility that will provide adequate space for all of its academic and administrative needs.

The main terms of the proposed lease are as follows:

Term: Fifteen years to start upon completion of landlord's work.

Area: Up to 79,000/RSF of space on three contiguous floors

Annual Base Rent:

First Five-Year Period: Not to exceed: \$3,002,000 (\$38.00/RSF) per annum.

Second Five-Year Period: Not to exceed: \$3,239,000 (\$41.00/RSF) per annum.

Third Five-Year Period: Not to exceed: \$3,634,000 (\$46.00/RSF).

Expansion Rights: The University will have the Right of First Offer at its then escalated rent on an additional 80,000/RSF of space on three other floors (and part of the Ground Floor).

In lieu of operating escalations, the base rent will escalate at 2.5% per annum. The Landlord will construct the space to the College's specifications and contribute up to \$50/RSF to the work cost. The Landlord will provide certain services to the space including base cleaning and maintenance of the building's mechanical, electrical and plumbing systems. The Landlord will also be responsible for tenant's exclusive HVAC maintenance contract, fire alarm maintenance, exclusive tenant elevator maintenance and certain other repair responsibilities for the University's offices. The University will pay its own electric costs and reimburse the landlord for proportional increases in applicable real estate taxes.

This resolution was originally approved by this Board on June 28, 2010 (Cal. No. 6.G). The new resolution increases the rentable area and the base rent schedule and also provides for additional landlord obligations under the lease.

#### **D. THE CITY UNIVERSITY OF NEW YORK - NEW LEASE AT 137 EAST 25<sup>th</sup> STREET, NEW YORK, NY:**

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to execute a ten-year lease, on behalf of the University, for approximately 7,700 square feet of office space at 137 East 25<sup>th</sup> Street, New York, N.Y. The lease shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: The University has leased 37,975 square feet of office space, on four floors, at 137 East 25<sup>th</sup> Street on behalf of Baruch College since 2001. The College will continue to lease this space until its relocation to a new leased facility located at 104 East 25<sup>th</sup> Street, estimated to in Fall 2011. Under the proposed new lease, the College would retain one floor – 7,700 square feet of space – for a new ten-year period to start upon completion of certain University-requested landlord work. The College will house a new public policy research group on this floor.

The base annual rent is under the new lease is not expected to exceed \$308,000 (\$40.00/SF) for the first five years, and \$338,800 (\$44.00/SF) for the last five-years. The lease has a 2.5% per annum additional rent escalation and a charge back for real estate taxes above the base year. Electric will be directly metered to the utility. The landlord will be responsible for building mechanical systems.

#### **E. THE CITY UNIVERSITY OF NEW YORK - SALE OF COOPERATIVE APARTMENT AT 135 EASTERN PARKWAY, BROOKLYN:**

RESOLVED, That the Board of Trustees of The City University of New York requests that the Research Foundation of the City University of New York execute a Contract of Sale and related documents to effect said sale of cooperative apartment Unit 2F, located at 135 Eastern Parkway in Brooklyn. If necessary, the General Counsel is also authorized to sign any documents related to the sale. The Contract of Sale and related documents shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: The subject apartment was originally acquired by the Research Foundation on behalf of The City University of New York as a residence for the President of Medgar Evers College. The apartment is no longer used as a presidential residence and was put up for sale by the Research Foundation on behalf of the University. After extensive marketing, the University has accepted the highest offer for the apartment – a price of \$925,000.00

**F. THE CITY UNIVERSITY OF NEW YORK - LEASE EXTENSION AT 620 ISHAM STREET (aka 108 COOPER STREET), NEW YORK, NY, FOR “CUNY IN THE HEIGHTS”:**

RESOLVED, That the Board of Trustees of The City University of New York authorize the General Counsel to execute a lease extension estimated to be for a six-month period, on behalf of the University, for approximately 9,184 net square feet of space comprising 16 classrooms and ancillary space at 620 Isham Street (aka 108 Cooper Street), New York, New York. The lease shall be subject to approval as to form by the University Office of the General Counsel.

EXPLANATION: The University is currently on a short-term lease agreement for the space at 620 Isham Street (aka 108 Cooper Street), in the Washington Heights section of Manhattan. The current lease will expire on June 30, 2011. At this site, known as “CUNY in the Heights”, the University offers general educational programs to the residents of north Manhattan. The programs at this location are under the joint administration of Hostos Community College and the Borough of Manhattan Community College. The lease extension will extend the University's occupancy through December 31, 2011. The current annual rent is \$293,888.00 (\$32/SF). The rent for the six month extension term will be at a cost not expected to exceed \$312,256.00 (\$34/SF). Landlord will maintain the exterior and structure of the premises and provide heat and electricity.

**G. HUNTER COLLEGE - CONSTRUCTION FUNDING BY THE HUNTER COLLEGE FOUNDATION, INC.:**

RESOLVED, That the Board of Trustees of The City University of New York authorizes the City University Construction Fund (“the Fund”) to accept construction funding from the Foundation of all of the funds, presently in the amount of \$2,200,000, and any future contributions on the same terms, necessary to cover all of the costs associated with the construction and related services in the renovation of the 3<sup>rd</sup> Floor of the Wexler Library at Hunter College.

EXPLANATION: The Hunter College Foundation, Inc. is organized for the purpose of aiding and promoting the educational and charitable purposes and lawful activities of the College, including raising funds for the construction of new buildings on campus.

The Fund, on behalf of The City University of New York and at the request of Hunter College, intends to reconstruct the 3<sup>rd</sup> floor of the Wexler Library at Hunter College's 68<sup>th</sup> Street Campus' East Building, and plans to use only grants from the Foundation to pay for the construction and related services. This is the first phase of a multi phased project to reconstruct the Library which the College is currently raising private funds to finance. The Foundation has retained an architect for the design, which whom the Fund's staff will work in the administration of the construction contracts.

The Wexler Library at Hunter's 68th Street campus consists of approximately 156,000 square feet distributed over nine floors, and serves more than 20,000 students and faculty. Originally designed to accommodate 9,000 students, it was constructed more than 30 years ago and does not meet the academic needs of today. The third floor, which was selected by the College as the first phase for renovation, serves as the sole entry point and main circulation area, but also currently houses a number of back office operations and archives. It is inefficient, crowded, and uninviting. The intent of this project is to transform this main floor into a state-of-the-art learning commons and information center that serves our students and faculty, as well as provide much needed student space for reading, studying, and collaborating.

**H. HUNTER COLLEGE - WEILL CORNELL MEDICAL COLLEGE AGREEMENT:**

RESOLVED, That the Board of Trustees of The City University of New York authorize The City University of New York (“CUNY”) and request the City University Construction Fund (“the Fund”) to enter into a Letter of Intent (“LOI”)

with Cornell University ("Cornell"), Weill Cornell Medical College ("WCMC"), or an affiliate of Cornell or WCMC (a "Cornell Affiliate") for the acquisition, development, construction, fit-out, equipping and furnishing of a commercial condominium unit ("CUNY's Unit") in a condominium (the "Condominium") to be formed at 413 East 69<sup>th</sup> Street, New York, New York (the "Property") for Hunter College's medical research programs, and authorize the General Counsel to execute the LOI. The agreement shall be subject to approval by the University Office of the General Counsel.

**EXPLANATION:** The Fund intends to purchase CUNY's Unit in the new Medical Research Building ("MRB") that Cornell is constructing at the Property. CUNY's Unit in the Condominium will be the fourth floor of the MRB, which is a standard laboratory floor designed for life sciences research; it is approximately 21,000 gross square feet. In addition to occupancy of its laboratory floor, Hunter scientists will have access to core research and conference facilities in the MRB, including the vivarium, on the same basis as Weill Cornell scientists. The total amount of space attributable to CUNY's Unit, including the laboratory floor, vivarium and other common elements, is approximately 37,000 gross square feet.

The Fund will contract with Cornell to include the fit-out of the laboratory floor for its occupancy. It is anticipated that the design, fit-out, and quality of the CUNY lab floor will be virtually the same as other WCMC floors in the MRB.

The price of the condominium unit (including the fit-out) to be purchased by The Fund will be \$65 million based on an independent appraisal commissioned for CUNY by Grubb & Ellis Consulting Services Company. CUNY will also pay for its proportionate share of ongoing Condominium related common area expenses of the MRB.

The LOI is a non-binding agreement. A final Purchase and Sale Agreement and Condominium Documents will be brought to the Board in the fall for approval.

**NO. 8. COMMITTEE ON STUDENT AFFAIRS AND SPECIAL PROGRAMS:** RESOLVED, That the following items be approved:

**A. THE COLLEGE OF STATEN ISLAND - STUDENT ACTIVITY FEE INCREASE:**

RESOLVED, That the student activity fee paid by students at the College of Staten Island be increased from \$74.00 to \$99.00 per semester for full-time students and from \$48.00 to \$63.00 per semester for part-time students, effective fall 2011, in accordance with the following schedule:

<b>EARMARKING</b>	<b>ALLOCATING BODY</b>	<b>CURRENT FEE F.T./P.T.</b>	<b>PROPOSED FEE F.T./P.T.</b>
Sports and Recreation	College Association	17.45/12.25	0/0
Athletics	College Association	0/0	27.00/17.00
Intramurals/Recreation	College Association	0/0	2.00/2.00
Student Government	Student Govt.	11.90/3.80	15.00/10.00
Clubs and Organization	Student Govt.	2.25/2.25	3.50/2.75
Publications	Publications Board	2.25/2.25	3.50/2.75
Association	College Association	13.30/6.00	13.00/6.00
Child Care	College Association	7.75/7.70	11.50/5.50
Campus Activities Board	Coll. Assn./Stdtd.Govt.	6.35/3.25	8.00/5.00
Radio Station	Coll. Assn./Stdtd.Govt.	4.90/2.65	6.00/3.00
Health and Wellness	Association	3.00/3.00	4.65/4.15
NYPIRG	NYPIRG	4.00/4.00	4.00/4.00
University Student Senate	USS	<u>0.85</u> <u>0.85</u>	<u>0.85</u> / <u>0.85</u>
Total Student Activity Fee		\$74.00/\$48.00	\$99.00/\$63.00

The Summer session fee shall be the part-time student activity fee.

**EXPLANATION:** The student activity fee schedule represents an increase of \$25.00 in the full-time and \$15.00 in the part-time student activity fees paid by students at the College of Staten Island.

This resolution eliminates the earmarking for Sports and Recreation and replaces it with two new earmarkings for Athletics and Intramurals/Recreation. It also changes earmarkings to most other entities. The Campus Activities Board replaces the Program Development Committee. A 2001 resolution changed the allocating body for Publications from Student Government to the Publications Board.

A student activity fee referendum was held in accordance with University bylaw section 16.12 in conjunction with student government elections held April 3-8, 2011. The vote on the referendum was 340 in favor and 268 opposed, with 4.5% of the eligible students voting. The college president strongly supports this fee increase which was last increased in 1999.

Both the College Association and Student Government must approve the budgets for Campus Activities and the Radio Station.

The earmarkings set forth in the resolution may only be changed by further Board action.

The student activity fee allocated by NYPIRG is refundable, in accordance with procedures subject to the approval of the college president.

**B. BARUCH COLLEGE - STUDENT ACTIVITY FEE INCREASE - UNDERGRADUATE STUDENTS:**

RESOLVED, That the student activity fees paid by undergraduate students at Baruch College be increased from \$95.00 to \$125.00 for full-time students and from \$55.00 to \$85.00 for part-time students, for the purposes of a Student Center Building Fund, effective the Fall 2011 semester, in accordance with the following schedule:

*FALL / SPRING*

<b>EARMARKING</b>	<b>ALLOCATING BODY</b>	<b>CURRENT FEE (FT/PT)</b>	<b>PROPOSED FEE (FT/PT)</b>
Student Center	College Association	25.00/13.00	25.00/13.00
Student Building Fund	College Association	0/0	30.00/30.00
Athletics	College Association	16.00/8.00	16.00/8.00
Media [Communications]	College Association	7.00/2.00	7.00/2.00
Clubs & Organizations	Student Government	12.00/6.15	12.00/6.15
Student Government	Student Government	6.15/4.00	6.15/4.00
Programming Board	Student Government	7.00/5.00	7.00/5.00
Child Care Center	College Association	9.00/4.00	9.00/4.00
Health Care Center	College Association	12.00/12.00	12.00/12.00
University Student Senate	USS	<u>0.85/0.85</u>	<u>0.85/0.85</u>
Total Student Activity Fees		\$95.00/\$55.00	\$125.00/\$85.00

and be it further

RESOLVED, That the summer session student activity fee paid by undergraduate students be increased from \$49.85 to \$79.85, for the purposes of a Student Center Building Fund, effective Summer 2012 in accordance with the following schedule:

## SUMMER

EARMARKING	ALLOCATING BODY	CURRENT FEE	PROPOSED FEE
Student Center	College Association	12.00	12.00
Student Building Fund	College Association	0/0	30.00
Athletics	College Association	6.50	6.50
Media [Communications]	College Association	2.00	2.00
Clubs & Organizations	Student Government	5.00	5.00
Student Government	Student Government	3.50	3.50
Programming Board	Student Government	4.00	4.00
Child Care Center	College Association	4.00	4.00
Health Care Center	College Association	12.00	12.00
University Student Senate	USS	<u>0.85</u>	<u>0.85</u>
Total Summer Student Activity Fees		\$49.85	\$79.85

and be it further

RESOLVED, That Funds collected will be allocated to a secure investment to be determined by the College Association at its Fall 2011 Annual Meeting and that in the event that in five (5) years time, the acquisition of such a facility has not made satisfactory progress as determined by the allocating body, the fee shall be discontinued and all funds accumulated shall be administered by the Baruch College Association, Inc.

**EXPLANATION:** The proposed student activity schedules represent an increase of \$30.00 in the full-time, part-time, and summer session student activity fees paid by undergraduate students. This fee will create a student center building fund to support the acquisition of a new Baruch College Student Building, as part of the contiguous neighborhood campus and will be designated for student use only.

A special referendum was held in accordance with Board Bylaw section 16.12 (c) on December 8-10, 2010. The vote on the referendum was 1,155 in favor and 219 opposed, with 11% of the eligible students voting on the referendum. The college president strongly supports this initiative and believes that the students have made an extraordinary gesture to address the future needs of the Baruch College student body.

This referendum is a student-driven initiative designed to address the serious space shortages at the college needed to run a top-rate extracurricular program. This fee will generate approximately \$1,029,000 annually from the undergraduate student activity fee. The college plans to supplement student activity fees with philanthropy and interest on the fund. The Graduate Student Assembly leadership expressed support of this proposal and their expectation to initiate a graduate student activity fee referendum in the fall.

On June 28, 2010 (Cal. 7.A.), the Board approved an increase in the fall 2010 Baruch College undergraduate student activity fee. That item also included an increase in the undergraduate summer session student activity fee from \$37.00 to \$49.00 to be effective Summer 2011. This previously adopted increase has been incorporated into the current Summer Session fee schedule. The Student Building Fund will be an additional fee.

The Student Building Fund fee will be allocated by a committee within the Baruch College Association, Inc., consisting of the Undergraduate Student Government President, three (3) elected undergraduate student representatives, two (2) faculty members, and three (3) designees of the Chair of the Baruch College Association, Inc.

In the event that in five (5) years time, the acquisition of such a facility has not made satisfactory progress as determined by the allocating committee, the fee shall be discontinued and all funds accumulated shall be administered by the Baruch College Association, Inc.

The earmarkings to the allocating bodies as set forth in the resolutions may only be changed by further Board action.

**NO. 9. EXECUTIVE COMMITTEE:** Notice of Action Taken (May 9, 2011), for informational purposes:

**A. THE CITY UNIVERSITY OF NEW YORK – HONORARY DEGREE:**

RESOLVED, That the Executive Committee of the Board of Trustees hereby approves the award of an honorary degree of Doctor of Letters by the John Jay College of Criminal Justice to Tony Kushner.

EXPLANATION: At the meeting of the Board of Trustees on May 2, 2011, the Board of Trustees approved the award of certain honorary degrees and tabled the award of an honorary degree to Mr. Kushner. Since that meeting the Chancellery has conducted a thorough review of the public record concerning Mr. Kushner, and the Chancellor and Chairperson strongly endorse the award of an honorary degree to him based on his extraordinary artistic and professional accomplishments. It is appropriate for the Executive Committee to act on this matter because the next regularly scheduled meeting of the Board of Trustees will not take place until after the John Jay College commencement.

**Upon motion duly made, seconded and carried, the meeting was adjourned at 7:06 P.M.**

**SECRETARY AND SENIOR VICE CHANCELLOR JAY HERSHENSON**

**(This is a detailed summary of the Board of Trustees' meeting. The tapes of the meeting are available in the Office of the Secretary of the Board for a period of three years.)**



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

HELD

JUNE 27, 2011

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

The Executive Session was called to order at 7:07 P.M.

There were present:

Benno Schmidt, Chairperson  
Philip Alfonso Berry, Vice Chairperson

Valerie Lancaster Beal  
Wellington Z. Chen  
Rita DiMartino  
Judah Gribetz

Peter S. Pantaleo  
Kathleen M. Pesile  
Charles A. Shorter  
Jeffrey S. Wiesenfeld

Cory Provost, ex officio

Sandi E. Cooper, ex officio (non-voting)

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

Chancellor Matthew Goldstein  
EVC and University Provost Alexandra Logue  
Executive Vice Chancellor and C.O.O. Allan H. Dobrin  
Vice Chancellor Frank D. Sánchez  
Vice Chancellor Pamela Silverblatt  
Vice Chancellor Gloriana Waters  
Associate Vice Chancellor Matthew Sapienza  
Senior University Dean Robert Ptachik

The absence of Trustees Freida D. Foster, Joseph J. Lhota, Hugo M. Morales, Carol A. Robles-Roman, and Sam A. Sutton was excused.

The Board went into Executive Session to discuss personnel matters.

Upon motion duly made, seconded and carried, the Executive Session was adjourned at 7:14 P.M.

SECRETARY AND SENIOR VICE CHANCELLOR JAY HERSHENSON

