Minutes of Proceedings, October 28, 1996

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

HELD

OCTOBER 28, 1996

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

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

There were present:

   Edith B. Everett, Vice Chairperson

   Satish K. Babbar
   Herman Badillo
   Jerome S. Berg
   John J. Calandra
   Michael C. Crimmins
   Ronald J. Marino

   Sandi E. Cooper, ex officio

Secretary Genevieve Mullin

Robert E. Diaz, General Counsel and Vice Chancellor for Legal Affairs

Hourig Messerlian, Executive Assistant

Chancellor W. Ann Reynolds
Deputy Chancellor Laurence F. Mucciolo
President Raymond C. Bowen
President David A. Caputo
Acting President Emilie A. Cozzi
President Ricardo R. Fernandez
President Leon M. Goldstein
President Matthew Goldstein
President Frances Degen Horowitz
President Charles C. Kidd
President Vernon Lattin
President Yolanda T. Moses
President Antonio Perez

President Allen Lee Sessoms
President Kurt R. Schmeller
President Marlene Springer
President Carolyn G. Williams
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone
Acting Vice Chancellor Anne L. Martin
Vice Chancellor Elsa Nunez
Vice Chancellor Richard F. Rothbard
Dean Stanford R. Roman, Jr.
Dean Kristin Booth Glen

The absence of Chairman Murphy, Trustee Inniss, and Trustee Mouner was excused.
A. WELCOME TO NEW TRUSTEE - IFEACHOR POTTS: Vice Chair Everett welcomed the Board's newest member, Ms. Ifeachor Potts, a student at Borough of Manhattan Community College, who was elected Chairperson of the University Student Senate on October 13, 1996, and offered congratulations on behalf of everyone present. The Board and the Chancellory look forward to working with her and her colleagues in the USS.

At this point Trustee Babbar joined the meeting.

B. ANNOUNCEMENT OF UPCOMING BOROUGH HEARING: Vice Chair Everett announced on behalf of the Board that the Manhattan Borough Hearing will be held at City Hall, in the City Council Chambers, on Wednesday, December 4, 1996, from 5:00 to 8:00 p.m. We look forward to the interaction this Hearing will provide with the communities and constituents of CUNY's Manhattan colleges, and to seeing everyone there.

C. CONDOLENCES: Vice Chair Everett expressed condolences on behalf of the Board and the University to Vice Chancellor Emma Macari on the death of her mother, Emma Espino.

D. PRESIDENTIAL HONORS: Vice Chair Everett announced that Paul LeClerc, President Emeritus of Hunter College, and current President of the New York Public Library, was inducted into the French Legion of Honor by General Gilbert Forray, Grand Chancellor of the Legion, in a ceremony held at the French Consulate on Fifth Avenue in Manhattan.

E. COLLEGE HONORS: Vice Chair Everett announced the following:

1) Baruch College's MBA program placed 12th overall - and 6th among public part-time MBA programs - among 300 programs ranked nationwide, in the latest US News and World Report. A descriptive article is in Baruch Business, a new publication produced by the School of Business at Baruch College.

2) Digital Equipment Corporation, located near Boston, maintains a highly selective fast-track minority management program which offers trainees a two-year rotation experience within its organization. Last year, out of the 29 places available, Digital selected six Baruch College graduates. Digital plans to interview twice as many Baruch graduates this year, and due to corporate management's expressed pleasure with the performance of last year's recruits, looks forward to increasing the number of recruits they select for the program.

At this point Trustees Calandra and Price joined the meeting.

F. FACULTY HONORS: Vice Chair Everett announced the following:

1) Dr. Sondra Perl, Professor of English at Lehman College and the Graduate School was recently selected as the "1996 New York State Professor of the Year" from among 40 nominees at 29 colleges in the State, by the Carnegie Foundation for the Advancement of Teaching. The Carnegie Foundation's U.S. Professors of the Year Program is one of the most prestigious awards for teaching in the academic world. The honorees, one college professor from each state and four nationally, are selected for their commitment to students and for their extraordinary dedication to undergraduate teaching. Exceptional teaching is really very valued by us here and I want to thank you for that. On behalf of the Board I want to offer congratulations.

President Fernandez stated that the College is delighted and proud of this national recognition of a member of the faculty at Lehman. He was especially impressed by the letters that some of Dr. Perl's students wrote in support of this honor, stating that she does not just enter a classroom and present the material. She enters the lives of her students and empowers them in the resonance of their own voices. The classroom is fueled by the assumption that everyone has an abundance to give and receive. Another student described the hard work of the reading and writing assignments Dr. Perl gave, noting that most evenings the class refused to end and Professor Perl was as reluctant to leave as we were. Sondra Perl has pointed out that most students do not write willingly because their memories are charged with defeat and she says, "The best way I know to enable students to become writers is to guide them through their composing processes and take what they have written and listen to it so that they too can begin to hear what is there. When students start to see that their words matter to their classmates and to the
Dr. Perl expressed thanks to the Board for inviting her and thank you for your applause. I'll be leaving right away because I will have 38 students squeezed into a room in Carmen Hall and at 6 o'clock we'll be in a literature class. This award wouldn't have happened if it hadn't been for the work of Provost Rosanne Wille at Lehman who saw the opportunity of it and said to me I think campuses also need good things to happen on them so let's try for this. One of the reasons she put the application in was that when Lehman needed to abolish its Department of Academic Skills the Provost called a meeting of faculty and asked us to rethink ways in which students who might have received remediation but might not now receive it could succeed. Faculty began to examine once again the question of the connection between literacy development and pedagogy: how can classrooms and the work of teachers support literacy development in students? I'd like to say that I think the work we did at Lehman has implications for all of the campuses. I think that the work that goes on in classrooms is generally equivalent. There is an enormous amount of investment that teachers put into working with students that is largely unpaid. And so I would ask the Board of Trustees to consider how the teaching we do at CUNY can be made more visible, whether we're at faculty seminars or beginning to think about the careful years of work that has gone into pedagogy in this campus to support the literacy development of urban students so that our constituencies and that the City of New York and the people of New York can understand how important our mission is and how powerful the work is that we do. I would say if the Carnegie award only honors my own work then we've missed an opportunity to make it a way to make visible the kind of really extraordinary work that goes on in many, many campuses and many classrooms. I'd like to leave you with that thought and say thank you.

Vice Chair Everett stated that before Dr. Perl leaves she wants to say she is convinced and so she is going to do what she can to address Dr. Perl's concerns. I want to also add something that's probably not correct to put on the table now but it's a concern of mine and that is the role of performance in class by professors and the way it's addressed at times of evaluations, that is promotion and tenure. I think we haven't been valuing that enough and I'd like to see that re-addressed at some time. I think it's critical, teaching is critical, as well as scholarship, but I think one can't eclipse the other. I thank you very much. Good luck to you.

2) Dr. Barbara R. Ginsberg, Director of the My Turn program at Kingsborough Community College, has been named as the chair-elect of the Older Adult network for the American Society on Aging.

At this point Trustee Badillo joined the meeting.

3) Nine professors at Queensborough Community College have been included in the fourth edition of Who's Who Among America's Teachers for 1996, by Educational Communications Inc., a national listing that recognizes excellence in teaching.

G. GRANTS: Vice Chairperson Everett presented for inclusion in the record the following report of Grants $100,000 or above received by the University since the last Board meeting.

THE CITY COLLEGE

a. $431,017 MEDISCIENCE to Alfano, R., IUSL, for "Mediphotonic Laboratory."

b. $341,923 US DEPT OF ED to Fisch, O., Economics, for "Information Access for Economic Development in the Harlem Empowerment Zone."

c. $285,474 NSF to Marin M., Sec. and Cont. Educ., for "The Young Scholars Discovery Program."

d. $264,930 NIH to Fishman, M., Chemistry, for "Marc Honors Undergraduate Research Training Program."
| e. | $220,000 | US DEPT OF ED to Gresham, H., Education-Administration for "CCNY UPWARD BOUND." |
| f. | $135,250 | NIH to Gunner, M., Physics, for "Electron and Proton Transfer in Reaction Centers." |
| g. | $125,000 | MALLINCKRODT MEDICAL to Alfano, R., IUSL, for "Imaging and Photophysics of Contract-Dye Agents in Turbin Media." |
| h. | $125,000 | NRC to Miller, C., Civ. Engineering, for "Hualin Soil Structure Interaction (SSI) Experiment." |
| i. | $110,418 | US DEPT OF ED to Jiggetts, J., School Services, for "Early Childhood Special Education Personnel Empowerment Program for Preparation." |

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NEW YORK CITY TECHNICAL COLLEGE
a. $100,000 NYS EDUC DEPT VATEA to Holden, R.F., for “Computer Graphics Lab for Advertising Design.”

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
a. $157,042 US DEPT OF LABOR to Murphy, C., for “Hispanic Association - Colleges and Universities.”
b. $135,572 DEPT OF HEALTH & HUMAN SERVICES to Karpel, S., for “Health Career Opportunity Program.”

BRONX COMMUNITY COLLEGE
a. $223,473 NYC/DOE to Choi, CE, for “Mosaic Youth Training.”
b. $395,000 NYCDYS to Choi, CE, for “Mosaic-Beacon Center.”
c. $322,384 NYCDOE to Self, CE, for “Project Hire.”
d. $236,564 NYCDOE to Self, CE, for “Mature Workers.”
e. $228,185 NYSDE to Leinaeng and Strieby, STW, for “VATEA - Tech Prep.”
f. $332,880 USDE to Danvers, CE, for “Upward Bound.”
g. $155,612 NIGMS/NIH to Davis, CE, for “MBRSP.”
h. $101,221 NIGMS/NIH to Davis, CE, for “MBRSP.”

KINGSBOROUGH COMMUNITY COLLEGE
a. $706,000 STATE EDUC DEPT to Fuhr, M., for “Vocational & Applied Technology Education Act Grant.”
b. $220,000 STATE EDUC DEPT/LIBERTY PARTNERSHIP to Basile, E., for “Help Retain and Successfully Graduate 7-12th Grade At-Risk Students.”

QUEENSBOROUGH COMMUNITY COLLEGE
a. $220,938 US DEPT OF ED to Parra, M., for “Project Bridge - Student Support Services Program.”
b. $198,700 NYS EDUC DEPT to Maiorana, V., for “Tech-Prep Consortium of Queens.”
c. $110,652 NATIONAL SCIENCE FOUNDATION to Mohr, B., for “Technology Instruction for the 21st Century.”

H. ORAL REPORT OF THE CHANCELLOR: Chancellor Reynolds reported on the following:

1. I, too, add my congratulations to Ifeachor Potts our newly elected Student Senate Chairperson and all eight new vice chairpersons. We look forward to working with you and your colleagues this next year.

2. I’d like to talk about student participation, and that of all members of the University community, in the Tuesday, November 5th general election. CUNY now sponsors the most comprehensive voter registration system of any higher education institution in the nation. We want to thank Barnes & Noble for providing thousands of pins, buttons, brochures, and posters for distribution throughout CUNY. Professor Sherrill is doing some more buttons about voting to go out at Hunter College trying to get out the vote now. I thank college presidents, faculty leaders, student governments, and college voter registration coordinators for their involvement in the distribution and collection of voter registration forms. I make a personal plea to everyone in this room to make sure that he or she votes and that you take lots of colleagues with you to go and vote. We urge everyone to go out early to vote and we encourage a very, very high turnout. Last week we held a student leaders forum in The Bronx at Hostos Community College and one is scheduled for tomorrow at Queens College. We have pushed in all of these forums that students do register, and they do vote and please, please let’s keep the momentum going for another about eight days now.
3. State and City budgets items have not really changed. We're in the lull period until after the election. You are shortly going to see our budget request and have it described to you. It was closely reviewed by the Committee on Fiscal Affairs earlier this month. Last week I did have a chance to visit with Mr. Brad Race, the Governor's Chief of Staff, and Senator Bruno, and managed to slip in budget comments to both of them. Much of the focus of the Division of the Budget right now has been on the implementation of Federal welfare reform and they have really not turned their attention yet fully to higher education or to really getting the Governor's budget out. We are told that it's supposed to be an early budget.

4. Deputy Chancellor Mucciolo attended the first meeting today of the Tuition Task Force established by the State. I will testify before the City Council’s Education Committee on December 9th. The City Council Committee on Land Use has approved relocation of the Sanitation garage across the street from Medgar Evers College. The full Council now has to vote on this matter which is terribly important to Medgar Evers. President Jackson is not here tonight because alas his mother suddenly died last night and he had to leave town. I do want to thank Trustee Jerry Berg who has been helping us a lot on the sanitation garage issue. It's something we've been working on for Medgar Evers for the six years that I've been here. That sanitation garage, which is on rented property, inhibits any further facilities for Medgar Evers which is one of our most crowded senior college campuses and we desperately need to get that thing moved.

5. I would note that some 175 distinguished CUNY faculty members who have won major national and international competitive awards this year will be honored by the University on November 6th, at 6:00 P.M., at the Pierpont Morgan Library, 29 East 36th Street, in Manhattan. We hope all of the Trustees will join us on that occasion. I want to thank Jack Rudin, and the May and Samuel Rudin Family Foundation for supporting this event for us this year so we could honor our outstanding faculty.

6. Speaking of outstanding faculty, Dr. Gertrude Elion, one of Hunter College’s two Nobel Laureates, and I have to mention both Nobel Laureates are females, will receive the distinguished alumnus award from the American Association of State Colleges and Universities (ASCU) on November 26th in Atlanta. There are materials about Dr. Elion in your packets. You may want to read her very interesting biography. She has achieved major breakthroughs in drug treatments for leukemia, gout, viral infections, rheumatoid arthritis, and organ transplantation. She is still a very active scientist. President David Caputo and I will be in Atlanta for the awards ceremony. President Caputo has organized an alumni reception there. And that ends my report Madam Chair.

Upon motions duly made, seconded and carried, the following resolutions were adopted:

CALENDAR NOS. 1 THROUGH 6

RESOLVED. That the University Report for October 28, 1996 (including Addendum Items) be approved, as amended as follows:

(a) ADDENDUM: Add the following:

D 20 BOROUGH OF MANHATTAN COMMUNITY COLLEGE - APPOINTMENT OF HEO SERIES PERSONNEL WITH NO PRIOR SERVICE (AFFIRMATIVE ACTION REPORT ON FILE EXCEPT ACTING AND SUBSTITUTE APPOINTMENTS) (SW INDICATES WAIVER OF SEARCH)

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NO. 2. CHANCELLOR'S REPORT: RESOLVED, That the Chancellor's Report for October 28, 1996 (including Addendum Items) be approved, as amended as follows:

(a) ADDENDUM: Add the following:

**D 6 NEW YORK CITY TECHNICAL COLLEGE - APPOINTMENT ANNUAL OTHER THAN PROFESSORIATE (AFFIRMATIVE ACTION REPORT ON FILE EXCEPT VISITING, SUBSTITUTE, AND GRAD ASSISTANT APPOINTMENTS)**

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<td>Physical and Biological Science Substitute CLT</td>
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Page 6 - D 14: THE CENTRAL OFFICE: Add "SW" at the end of the entry for Nava Lerer.

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

EXPLANATION: The University Report consists of the highlights of the personnel actions and other resolutions of a non-policy nature which require approval by the Board of Trustees.
RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Hunter College to purchase the typesetting, printing and delivery of an undergraduate viewbook. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $28,000 chargeable to FAS Code 213501439, during the fiscal year ending June 30, 1997. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: The viewbook will be utilized to attract students in our student recruitment efforts. This full color publication will enhance our image while serving the public. Communicating our message to the public in an attractive informative manner, via this full color publication, will be an essential component in our recruitment effort.

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Hunter College to purchase roof repairs to the North building. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. The contract shall not exceed a total estimated cost of $25,000 chargeable to FAS Code 217701400, during the fiscal year ending June 30, 1997. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: The roof under the cooling tower in the North building has been leaking near an electrical motor center. A building inspection was performed; repairs around a leaking roof drain were made; however, the leak has continued from various penetrations not visible. Continuing leaks into the existing electrical motor control center could result in building electrical failure. This project is a health and safety project.

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Hunter College to purchase sump pumps for the North building. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $48,000 chargeable to FAS Code 217701400, during the fiscal year ending June 30, 1997. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: Three Trench Marine pumps are old and in need of replacement. Pump failure would result in the College's inability to remove condensate, resulting in flooding in the chiller room. This condition would damage equipment and electrical controls resulting in air conditioning failure in the North building. This project is a health and safety project.

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Hunter College to purchase sewage ejector pumps for the North building. The contract shall be awarded to the lowest responsive and responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. The contract shall not exceed a total estimated cost of $28,000 chargeable to FAS Code 217701400, during the fiscal year ending June 30, 1997. The contract shall be subject to approval as to form by the University Office of General Counsel.
EXPLANATION: The Pumps are old and check valves do not hold. The pneumatic contract function poorly. Pump failure would result in flooding in the basement resulting in the college’s inability to discharge raw sewage from the North building. This project is a health and safety project.

(b) ADDENDUM: Revise the following:

Page 1- D 1: THE CITY COLLEGE: The title for the appointment of Wan Quan-Zhen is revised to read “Research Associate.”

(c) ERRATA: Revise the following:

Page 1 - THE GRADUATE SCHOOL AND UNIVERSITY CENTER: The entry is revised to read as follows: “P B-5 REVISION OF PREVIOUS ACTION TAKEN BY THE BOARD (INSTRUCTIONAL STAFF): The salary rate is revised to read “$79,277.”

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

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

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting and executive session of September 30, 1996 be approved.

REPORT ON THE 1997-98 OPERATING AND CAPITAL BUDGET REQUESTS:

Vice Chancellor Rothbard stated that the current year’s budget situation is the base upon which we’re building the budget request for 1997-98. In terms of the senior college budget the State adopted budget added back $40 million to the original recommendation of $884 million in the Executive Budget. Among the things that were provided for in the adopted budget for this current year was $5 million for funding for new faculty positions in recognition of the Board’s support and implementation of programs like Academic Program Planning, as well as base level equity. These efforts were acknowledged in the Executive Budget that came from the Governor and it supported the Board’s initiative to make faculty replenishment the number one priority of the University. The adopted budget also provided $500,000 of new money in support of the new Language Immersion Program. Similarly we did receive an increase of $3 million in State aid for the community colleges which came in the form of increases in base aid for FTE students. There was a modest increase in City funding, really a technical adjustment, of $0.5 million. Because of a combination of various things including tuition increases, financial aid cuts, home relief rules and regulations, and so forth, enrollment went down at the community colleges but the City did take that decrease into account by lowering the anticipated revenue from our student body by $6.9 million. Fortunately, the State has re-implemented what’s called maintenance of effort which requires the City of New York to sustain its support at the previous year’s level. That’s very important in a budget which has been cut time and time again at the City level. Although the City recently required all City agencies to go through an exercise to try to generate $500 million in savings, the University was not given a reduction budget as part of that for our community colleges. However, it is something we will have to keep an eye on as that is part of this process for next year. The City right now is talking about a possible cut to the community colleges of $1 1.5 million. But again, that doesn’t affect us yet.

The 1997-1998 budget request is $1.3 billion ($966 million for the senior colleges, $347 million for the community colleges). This is an overall increase of $60 million, less than 5% overall. The two major categories are mandatory cost increases for which is about 2.6% of the increase, and critical program improvements for either expanding existing programs or requesting new programs, and that represents 2.2%, for a combined increase of 4.8%. We are requesting $100 per FTE in base aid for the community colleges to fund both the mandatory and programmatic increases. This increase is the smallest in percentage terms that the University has requested since the State fully assumed responsibility for the senior colleges back in the early 1980’s. In addition because enrollment has
stabilized revenue is projected at the current level into next year although CUNY will probably be continuing on its trend of healthy growth in enrollment if some of the earlier mentioned factors do not come into play.

We are trying a different approach in the 1997-98 budget request for library book acquisitions. We are proposing something called the library approval plan which would enable our libraries to obtain up-to-date recent publications quickly and get them to the shelves quickly. It's a pilot program that is going to be evaluated by our chief librarians and if successful and if funded perhaps we can expand the program in subsequent years.

With respect to educational technology, there are a couple of items in the budget request in this area as well. One of them is rather unique and it is called the Computer Ownership Matching Program or COMP. This effort recognizes that our students, unlike many students around the country, do not live in dormitories where they have full access to computing resources which they need if they are to be educated and compete openly with students from other institutions around the country. A private/public partnership is envisioned to assist our students in obtaining personal ownership of computers that they can use at home or anywhere else where they may need them for their coursework or research and beyond. Another item is our assistive technology initiative in support of students with disabilities. For many of these students technology is a barrier. We need to identify and promulgate through the University the best practices in the area of assisted technology so that all of our students can benefit from the advantages of technology as it becomes more and more important to their coursework, their library work, and their research.

To summarize statistically the request for $966.2 million for the senior colleges is not all that much different from the base year. Since 1989-90 tuition has come to play an increasing role in the funding of the senior college budget. In the 1997-98 budget request that would decrease slightly by 2% from 43% which it is currently to 41%. Enrollment continues to be very strong at the senior colleges as indicated by the initial flash enrollment report which shows a slight increase over the 1995-96 figures. Similarly at the community colleges a modest increase has been proposed in the request for 1997-98. Perhaps a little bit more dramatic is the shifting roles between City aid and tuition in 1989-90 and 1996-97/1997-98, most particularly how tuition has become the major funding source for the community college budget. Community college enrollment, and hence revenue, continues to be strong and we expect it to remain strong. We are confident about this budget request.

Acting Vice Chancellor Ann Martin stated that the first academic initiative is the matter of hiring full time faculty in support of Board mandated Academic Program Planning (APP). The Board's 1993 Resolution on APP asked the colleges to develop plans which direct resources to academic priority areas. Since the policy was adopted, APP funding has provided for nearly 350 new faculty hires and supported a range of college programmatic priorities, including strengthening existing programs, the development of new programs and support for inter-college collaborations and consortial teaching arrangements. However, the steady erosion of CUNY's professoriate means that full time faculty hires remain the top academic priority across the University.

Full-time faculty numbers at the senior colleges have dropped below 4,000 (3976) this year, down from almost 5,200 ten years ago. At the community colleges there are presently 1,300 full time faculty; ten years ago there were over 1,700. To support Academic Program Planning, the 1997-98 Budget Request seeks funds to enable colleges to hire up to 120 new full-time faculty in priority areas identified by the colleges in their APP plans, as well as to promote program strengthening and inter-college collaboration in program offerings.

The most prominent example of inter-college collaboration at CUNY is our unique consortial model for doctoral education. Over 93% of the doctoral faculty also teach at CUNY's senior and community colleges. The doctoral consortium has enabled us to maintain national pre-eminence in graduate study despite our long-standing budgetary constraints. The 1995 National Research Council rankings placed one-third of CUNY's rated doctoral programs, nine out of twenty-six programs, in the top 20 in their fields nationally. However, budget constraints and faculty retirements since the 1982 national rankings have affected our overall national standing and the Board's 1993 APP
resolution called attention to the need for a plan for maintaining and enhancing doctoral education at CUNY. The 1997-98 Budget Request seeks funding for a two-year phase-in of resources to replenish the doctoral faculty and strengthen targeted programs with the hire of twenty-five top flight professors, OTPS research support, and additional library resources.

Another multi-campus academic priority is support for a teacher education initiative in collaboration with the Board of Education. CUNY has historically played a major role in public education by preparing thousands of teachers, counselors and administrators to work in the City's public schools. Every year, our colleges supply approximately three quarters of new teachers hired by the New York City Board of Education and our many collaborative programs enhance the educational experience of thousands of public school children. The Deans of CUNY’s teacher education programs are proposing to establish a new initiative, in collaboration with Board of Education, to improve teaching and learning in NYC public schools. Called the Common Ground Partnership, the initiative will coordinate and focus the way in which the University and the public schools collaborate to educate children and prepare future teachers. It will also address the preparation of a new cohort of school leaders by bringing to fruition a proposal for a doctoral program in education, with an urban focus on policy studies and curriculum. The University seeks a two-year phase-in of resources for this initiative, including ten faculty in K-12 teacher preparation, twelve clinical associates jointly appointed with the Board of Education, eight senior faculty for the doctoral program, a project director, and new library resources.

We are also seeking support for a number of academic support initiatives, one of which is the Language Immersion Program. The Language Immersion Program offers students with limited English proficiency who have already been admitted to CUNY the option of spending a intensive period of time learning English before formally enrolling in college courses. The Program operates twenty-five hours a week with day and evening sessions available. Participation is voluntary and does not require students to use their financial aid. The Program was begun in October 1995 with a pilot enrollment of about one hundred students at a site on 125th Street in Harlem. It has since been extended to five on-campus sites in three other boroughs: at LaGuardia and York in Queens; in Brooklyn at NYCTC and Kingsborough and in The Bronx at Bronx Community College. There are currently 665 students enrolled in these six Programs. They come from thirty-three countries, speak nineteen languages and represent seventeen CUNY campuses. Funding in the current budget request is for the costs associated with this expanded initiative.

Another undertaking to enhance student progress and strengthen academic standards involves renewal and redevelopment of the Board-mandated University Assessment Program. CUNY’s program to assess the reading, writing, and mathematics skills of incoming students has been in place without major changes for nearly twenty years. Last spring, a faculty task force completed a thorough review of our assessment program and recommended improvements to current placement tests for all incoming students. They also recommended development of a new method of midpoint assessment of baccalaureate students. Faculty have begun work on improving reading and mathematics testing, and also the initial assessment of students who speak English-as-a-Second-Language. They have also produced a prototype of a new Academic Certification Exam (ACE), for students at or near the 60th credit of coursework. The budget is requesting funding to continue the review of current placement tests and to support the piloting of this new instrument for assessing the competencies of students at the midpoint of their studies.

Last June the Board issued a resolution on cross registration and schedule coordination which has established an initiative called the Intra-CUNY Academic Mobility Project, or as it is more commonly known now ICAM, to expand educational options for all CUNY students by enhancing their ability to register for courses at other CUNY campuses. Currently, cross registration accounts for some 4,000 course enrollments annually, not including 620 CUNY BA enrollments. The ICAM project is a complex administrative and academic undertaking. It involves development of a common University-wide calendar, coordinated scheduling, a University course numbering system, on-line access to course catalogs and course schedules, and on-line registration capabilities. When fully implemented, ICAM will result in improved access to course information and more efficient and user friendly registration and cross registration procedures, using state-of-the-art technology. For 1997-98, the University is requesting funding to put into place the technological and staffing infrastructure needed to implement on-line course information, registration, and associated data bases.
Vice Chancellor Nunez stated that under the area of student support services there are three categories: child care services, counseling and advising, and graduate student financial assistance that are critical to the students in The City University of New York. One out of five CUNY students is a parent and child care plays a very critical role in their retention and graduation. The University has sixteen child care centers which serve about 2,000 students. However, there are about 10,000 students who are parents who are on a waiting list and cannot be served at the moment because there isn’t enough space. Presently all our centers are certified and they are also accredited. Our centers are not just babysitting situations. They provide substantial learning experiences for the children. This budget request asks for a total of $1.2 million ($700,000 for the senior colleges and $500,000 for the community colleges). I would like to thank the Student Senate for their strong advocacy in getting the amount increased by $400,000 in the Chancellor’s Budget Request.

The second category is counseling and advising. We have a special program at the University called the CUNYCAP (CUNY Counseling Assistantship) Program. This wonderful program allows our graduate students in master’s programs to get tuition waivers. In exchange for these waivers they counsel, advise, and tutor undergraduate students under the supervision of our faculty who are also counselors. This budget request is for $2 million for the support of 240 graduate students. This would strengthen the University’s counseling services for our students.

We presently have almost 4,000 students in the University who are enrolled in doctoral programs. About 25% of these students receive financial aid. That’s unlike the national norm where 75% of students who are enrolled in doctoral programs receive financial aid. This budget request asks for $2.0 million which would enable the University to provide financial aid for 50% of the doctoral students. This would include tuition waivers and fellowships in the first two years, teaching and research assistantships in the middle years, and dissertation support in the final years.

Vice Chancellor Macari stated that with respect to the Capital Budget, the overall rational which we have been following for the past few years has been to try to correct the problems that we have in our buildings such as safety, to preserve our assets, to fund projects that have already started to fund projects that are ready to receive the next stage of funds, programmatic new projects, projects with cost benefits, reducing leased spaces, and accommodating other projects that we need. The total Capital Budget request is for $478 million, including $456 million for major project costs authorized by the City University Construction Fund and funded through the Dormitory Authority of the State of New York bonds (for projects usually $2.5 million and over), and approximately $22 million for capital rehabilitation work funded through City/State capital appropriations (for projects usually less than $2 million and usually not for programmatic needs). Our priorities have been for projects that take care of issues dealing with fire exiting, modernizing our facilities, accessibility for the physically disabled, and an infrastructure network and telecommunications project. Projects that are specific to individual campuses are: Baruch - construction dollars for the last phase at Site B; City - funding for Phase III of the renovation of Shepard Hall which is one of our landmark buildings and it needs to be preserved, and funds for the renovation of the Great Hall which is a wonderful space and one of only three interior spaces with landmark designation in New York City; Queens - construction dollars for the renovation of the B Building, and design funds for the renovation of Powdermaker Hall for code updates, an energy efficient envelope, and air conditioning; CUNY Law - funds for renovation to create some moot courtrooms and student spaces and larger classrooms; Brooklyn - funding for the renovation of the west quad building which will replace the plaza building; John Jay - funds to design the building that will replace North Hall where most of the classrooms are: Lehman - funds for the minimum equipment required to outfit and upgrade the computer center to make it current with the newly emerging technologies, and funds for Phase II of the fire, security, and communications project; Hunter - funds to renovate and modernize science labs on the 4th and 5th floors; York - funds to build a student center. As you know, we’re trying to get the student center built through a private/public partnership and we’re hopeful it happens but in case it doesn’t happen it’s a very important project for the College so we’ve identified it in the Capital Budget Request;

On the community college side: LaGuardia - funds to renovate the ventilation systems in the labs and to upgrade them, and to make the elevators bigger to accommodate the handicapped; Hostos - construction funds for the renovation of 500 Grand Concourse; Medgar Evers - (which is a senior college but it still gets funded like a community college at 50% City and 50% State) funds for the implementation of Phase I of the Master Plan for the
construction of Academic Building I on the soon-to-be-acquired sanitation site. Trustee Berg is helping us with the acquisition of this site; Kingsborough - design and construction funds for the demolition of facilities at the Quentin Street site for the development of the Academic Village, and the replacement of their temporary facilities with the Academic Complex I.

CUNY-wide projects that we continue to request funding for are asbestos abatement and energy conservation. The Building Condition Study and technical assistance studies at the senior and community colleges have identified the energy wastage which can be solved. CUNY is striving to achieve a 20% reduction in energy usage by the year 2000 in accordance with the Governor's goal. We have already done lighting projects that have saved perhaps 5% of the energy that we should conserve. We now need to get into the fans and the bigger HVAC systems because that is where the bigger savings come from.

The Education Technology Initiative Phase III, which will establish technology research and development centers where new instructional applications can be prototyped and develop video conferencing/distance learning centers. The Information Systems Upgrading project is a new request that is needed to update our servers and information storage equipment at the Computer Center at 57th Street and the University Applications Processing Center at Kingsborough Community College.

Trustee Marino: stated that at the Fiscal Affairs Committee and the Board meeting in September we had the issue of the York College master plan. I think it was assured in both the Fiscal Affairs meeting and also at the Board meeting that the Student Center was going to be constructed from a public/private partnership to be generated by the private sector. I remain dubious that you'll get the private match in this particular geographic site.

When I got to read the capital outlay program and then, listening to Vice Chancellor Macari's comments, the first project we see for York College is the whole funding of the Student Center. I think it's a contradiction from what I was told at the Fiscal Affairs meeting and after that meeting. I would like the staff to be up front with the board of Trustees.

I have no problem with your putting that project into a queue, but this is a question of the allocation of resources, scarce as I think they are. You remember when we were doing FTE's my calculation was that it would take 114 years to get to the FTE's necessary to do the master plan. And now the first project we see after that last discussion, where there was a 15 to 1 vote, is that project. If you recall, I made the comment last time that if we put items into the capital program it's more than symbolic. It is the beginning of a process and you heighten the expectations of the administrators, the faculty, and the students by saying that there is an intention to build this facility.

I think it's important for us, especially we Trustees, to be supportive of the budget. We know we have a quick time frame to be sure that we deliver the budget to the Division of Budget on their time frame and I think it's important that we do that. But since there are so many new Trustees, and also with the former Trustees who are still here what I'd like to ask the Chair and the Chancellor, maybe by our January meeting in about 60 days, is how we, meaning the entire body of college presidents, administrators, Trustees sitting at this table, would work toward a more integrated, interdisciplinary effort in the preparation of the next budget. I sit on one committee and never really get an opportunity to listen to some of the debate at Academic Affairs or the other committees. As new policies and goals develop how do we have a dialogue among the four committees, so that if Anne Paolucci has a letter or initiative she's making we all have a sense about it because the budget is the seminal document. It's our order, per our organizational dollar, of what the programs are. I'd be happy to work with you Chancellor to come up with an idea of how we can work for the next budget.

Vice Chancellor Macari stated that the project for the Student Center is a project that has been listed in the capital budget for quite a few years since it wasn't built as part of the original master plan. As you know, we have been trying to get this project built and we are very confident that we can do it. However, that project is now being listed for the college, in case, for some reason we can't put this package together. I think the college should be able to
que this project. During the 30-day amendment period and the legislative process last year we took this project apart and presented it as that matching public/private partnership.

Chancellor Reynolds stated that the request for the student center has been in the Board of Trustees' requests for each of the last many years, so that it is very clear that the Trustees support a student center for York College. The State has really made it quite clear that they're not going to fund a student center for York College. If we were to take it out, symbolically, it would look as if the Board of Trustees no longer supported the item. Symbolically, I think, unless this Board changes, it continues to support the student center there. It is a place-holder in the budget as one of our items that we wish for. There are several items in the budget that the Board of Trustees has strongly supported. For example, the Medgar Evers project has been in the budget each year for many years when we knew we couldn't actually build the building because we couldn't get the sanitation garage. But we didn't want to take it out of the budget because it would appear it was not the will of the Board of Trustees to build more for Medgar Evers.

I'm still hopeful that for the components of the student center that have instructional roles, like a multi-purpose room where you would have meetings and teaching things, the State would see fit, especially since Governor Pataki has committed to me personally that anywhere they see a public/private partnership they are eager to be helpful, so, it is my belief that if we can get this private support coming in and some of the federal support. If the State sees that that's happening and realizes all we've done to help ourselves, that they will offer up some State dollars as part of a match. That's why that amount is still standing in the budget request because we sure won't get it if we don't ask for it. We don't have the full plan, but we will keep doing as we have been doing and giving the Board a full rundown on this project as it matures. We will take Trustee Marino's concerns, with which I fully respect and am in agreement, and we'll do a little correction to this printed budget request to make sure that point is very clear as it heads up to Albany. And I will be talking it a lot up there when I testify and so forth because I really believe the wave of the future for us on some more projects where we're trying to get things of this nature where there is a potential for private funding, I think we're going to need to do that in the State's fiscal situation. So I promise you I'll make sure that's very clear.

We've been delighted, Trustee Marino, with the Trustee time commitment. We love talking about these issues and getting Trustee input. We want to make sure your time is well used. We'll try to do so in a way that's caring about Trustee time. You're a busy man, and we'll do our best to come up with a proposal for the next budget cycle.

Trustee Cooper stated that a number of faculty have a question regarding the proposal for doctoral education. There is a draft of a doctoral report which is being responded to, and the responses are coming in. I understand it's a draft and incomplete and it is not yet policy and it hasn't been presented to the Board Committee on Academic Affairs. At the same time there is a budget request for funds for a piece of that report which has not been voted by any faculty who are at the Graduate School, and I wonder how we can justify jumping over the normal process before the faculty involved say whether or not this new proposal is worth funding at the expense of other proposals. The draft I'm referring is the one that was drawn up by provosts and presidents in the last year. That recommendation has not been voted on by any faculty committee at the Graduate School that I have been apprised of. It also talks about reconfiguring the delivery of doctoral education in accordance with that recent report that you referred to from the National Association.

Vice Chancellor Martin stated that Professor Cooper is correct. There are two different documents which are moving forward. There is a proposal, a letter of intent, for a doctorate in education which, as the Chancellor says, has been before the Graduate School Curriculum Committee, I think for about three years, that is currently in discussion between the Curriculum Committee and the posers of that program, and it will go through the normal channels at the Graduate School for curriculum approval. We would hope that it would be approved. We would hope that we will be able to get funding to assist faculty to develop it further. It takes some time for proposals to be fully developed and approved and ultimately to come back to this board for approval. So that proposal for a doctoral program will go through the normal channels.
NO. 4. COMMITTEE ON FISCAL AFFAIRS, FACILITIES, AND CONTRACT REVIEW: RESOLVED, That the following items be approved:

A. 1997-98 OPERATING BUDGET REQUEST:

RESOLVED. That the Board of Trustees of The City University of New York approve the Chancellor's 1997-98 Operating Budget Request of $1.3 billion.

EXPLANATION: The Chancellor's 1997-98 Operating Budget Request is $1.3 billion, an increase of $60.0 million, or 4.8% over the 1996-97 appropriated base. This amount represents mandatory cost increases of $32.6 million, and critical program improvements of $27.4 million.

At the senior colleges, the overall request is $966.2 million, an increase of $42.3 million, or 4.6% over the 1996-97 base of $923.9 million. The community college request is $347.3 million, an increase of $17.7 million, or 5.4% over the 1996-97 base of $329.6 million.

The 1997-98 Chancellor's Budget Request represents the level of funding required to provide appropriate classroom and support activities and services to continuing students and those that are expected to enroll next year. The proposed level also supports physical plant needs to preserve the State and City investment in campus facilities and to provide a safe and secure environment for students, faculty, and staff.

The request seeks to strike the necessary balance between the critical needs of the University and the fiscal realities confronting the State and City. It preserves the University's twin commitments to access and excellence by strengthening the instructional and physical/technological infrastructure. The request continues the implementation of the Budget Planning and Policy changes enacted by the Board of Trustees in June 1995; it also continues the Academic Program Planning process, begun in 1993, that targets additional resources for instructional staff, especially full-time faculty, to those disciplines identified by the colleges as top priorities.

The University seeks support for additional faculty positions, including those for the Doctoral Consortium, technology initiatives, library book acquisitions, and student financial assistance.

NOTE: The Operating Budget Request is on file in the Office of the Secretary of the Board.

Trustee Potts voted NO.

Statement and correspondence of Trustee Paolucci regarding the Operating Budget:

Comm. Anne Paolucci, Ph.D., Trustee
October 28, 1996

In voting "Yes" to the 1997-1998 Operating Budget Request submitted to the Board of Trustees by the Chancellor, on Monday, October 28, 1996, I wish to add the following explanation and the addenda provided:

Since I was not involved in the issues which were explored, discussed, and resolved by the Board of Trustees prior to my appointment to the Board in July 1996, I cannot cast an informed vote with respect to the 1997-1998 CUNY Budget submitted by the Chancellor. The particular issue that concerns me, "Assessments," was first introduced in April, 1976 (when the Board of Trustees approved and accepted the idea) and is reflected in the present Budget as an ongoing project. My concern is primarily with what I consider to be the "open-ended" fiscal commitment connected with "Assessment": to help disadvantaged students make the grade, "whatever it takes"—including the administering of up to three Academic Certification Examinations (ACEs), constant monitoring, tutorials, and special remediation to prepare for these exams (which can be taken a second and third time with a minimum of one semester's work in-between), and, if the student fails the ACE a third time, the possibility of an Appeal process.
I will continue to address this issue as it comes up. At this time, however, I will limit myself to the above statement and Addenda, which include 1) a copy of my letter to Chancellor Reynolds (with copy to Board Chairman James Murphy), dated October 21, 1996, and 2) a summary of some recent comments by leading educators and writers on the subject of remediation and related matters.

October 21, 1996

The Hon. W. Ann Reynolds, Chancellor
The City University of New York
535 East 80th Street
New York, NY 10021

Dear Chancellor Reynolds:

When I was interviewed in Albany by members of the NYS Senate Committee on Higher Education this past Summer, in connection with my nomination to serve on the CUNY Board of Trustees, I explained that my concerns and focus as an educator have been and will continue to be a commitment to "academic excellence and fiscal responsibility." As a Trustee, I intend to adhere to that commitment; and in that spirit, I'd like to express my concern about an issue which you addressed in your "Oral Report" (Board of Trustees Minutes of Proceedings, June 22, 1996, pp. 86-92): the "Academic Certification Examination" (ACE) and other tools for measuring and monitoring student performance.

As you described it in your "Oral Report," the challenge for the Board of Trustees is to guarantee the baccalaureate, that when people come out of CUNY with the degree we are guaranteeing, so to speak, their level of knowledge and their level of experiences and their level of achievement. [top, p. 91]

In other words, all of us involved in the process want to be absolutely sure that we can commit to the public at large that a CUNY degree is a first-rate degree, and that we can promise you that if you choose to hire this CUNY student or you admit the student to law school or to medical school, they have the critical thinking skills and the achievement level that makes us very, very proud of CUNY graduates. (bottom, p. 91)

As you went on to explain: in strictly practical terms, counting earned credits, we want to see the University "devise a procedure that has credible validation impact in terms of what our students ultimately get when they finish the one hundred and twenty credits."*

No one can seriously take issue with that sharply focused definition of what we mean by "educational excellence," or "academic literacy." The real challenge lies in how we structure the means to effect those worthy goals. Toward clarifying and ultimately improving our approach to this important aspect of CUNY's educational mandate, I would like to make the following comments:

•1. Your Report stresses that the means prescribed for attaining and maintaining "educational excellence" across the system must never constitute an absolute barrier to our students, in coming into the system or continuing through it. We are committed, you remind us, by the "open admissions mission of the University" to do all that it takes for each student, for all students, to get through to the goal. In your words: the "single most attractive thing about CUNY has always been bringing students in and saying we'll work with you and see where we go from here." (top, p. 90)

•2. The challenge indeed lies in monitoring student progress and facilitating that progress. As described, the challenge is "open-ended" and fiscally troublesome, to say the least. In your Report
you suggest that monitoring must avoid, as much as possible, weeding out students who seem to fail, that testing must not take on the appearance of "barriers" which inevitably come to be confronted "as denials of access to degree credit and to the financial aid that goes with it, now more than ever before, so that increasingly most of the students never get to that crucial certification period." [top, p. 90]

3. In this context, therefore, "open admissions" seems to mean the elimination of any absolute barriers to students "progressing" through the system, and (most serious), it means, administratively, that we must do "all that it takes" to get each and every student through to the baccalaureate goal promised.

4. One must seriously ask: A) Will "open admissions" always mean that no level of effective pre-collegiate schooling will ever be an entrance requirement? B) Will monitoring of student progress never serve to weed out those who manifestly fall short at the outset or along the way? C) Will expenses (teaching staffs, classroom facilities, special equipment, etc.) for remedial education, special programs and ESL always increase, so long as students fall behind? (It would be difficult for example, to predict how many years a student may need to achieve the baccalaureate goal and be truly competitive in the marketplace. Are we ready to provide an open-ended budget for that?)

5. Put bluntly: such a program is an open invitation to the kind of bankruptcy we courted back around 1989-1990. The capital budget increases projected for the next few years are alarming, especially since the expense of open admissions, special language training, the entire monitoring program as you describe it, cannot really be estimated clearly, for the reasons I have given.

6. The Trustees have two distinct challenges: to maintain the high educational goals that make us proud of CUNY graduates; but, at the same time, equally compelling if we are honest about it, to respect the budgetary limits established by national and state governments and municipal and regional administrators. Let me add, for myself, that even with fewer fiscal problems plaguing us, I would be very hesitant to accept a budget for programs that are "open-ended," threatening to drain other projects and programs that are part of the CUNY mission to achieve educational excellence.

7. I would suggest, by way of conclusion, that we look into the possibility of outside funding to facilitate total restructuring of educational priorities within our rich ethnic population, both in NYC and elsewhere. Dr. Vartan Gregorian, (President of Brown University), who was appointed about 2 years ago to oversee the distribution of the Annenberg $500,000,000 grant for improving our schools, might be useful as a contact. As an educational leader, he might have put teeth into the reforms you advanced back in 1991!

Our university-level public education must not be forced to take on the tasks of our grammar, junior-high, and senior-high schools as part of its own broad and demanding agenda.

Please feel free to share this letter with other members of the Board, as well as those members of your staff who are connected with this project.

Sincerely,

Anne Paolucci

Anne Paolucci

cc: The Hon. James Murphy, Chairman, Board of Trustees
SOME RECENT STATEMENTS ON REMEDIATION AND OTHER RELATED ISSUES

(The national debate on the subject and its impact on our colleges and universities should be of vital interest to all of us connected with CUNY. What follows is a small sampling of recent statements on this issue.)

*"The remedial condition [at colleges] has gotten out of line and become almost unacceptable."*

*"Critics of such courses say that colleges should not be in the business of helping unprepared students or of making up for the deficiencies of the public schools. But others say that colleges are not doing enough to provide such courses for their students." "Remedial Courses Are Widespread at American Colleges, Report Says." Lisa Guernsey in "Go to Today's Headlines," Academe Today, The Chronicle of Higher Education, Thursday, October 24, 1996.

*"The growth in the cost of remedial education at state colleges and universities is alarming. State spending for remedial instruction in mathematics, reading and writing has increased from $38.6 million in 1988-89 to $153.4 million for 1996-97." "Remedial, Paying twice for the job the public schools didn't do." in Houston Chronicle, Tuesday, July 23, 1996.

*In 1976 City labor unions did not press for salary increases, because of the fiscal crisis. (P. 18).
"In 1980, the unions led by the TWU accepted 8% and 9% raises. Again, the inflation rate was close to 18%, so that the city workers were not keeping up with the cost of living." (P. 18) "It is projected by the Comptroller's Office of the City of New York that the City can expect a surplus of approximately 80 million dollars this year. This is living proof that sound financial methods can help cities and communities operate during times of scarcity.

"But the public has to pay a price. That price is less police officers, fire personnel and fewer garbage pickups. Libraries closing earlier, museums closed some days during the week and fewer trains running in our subways. More crowded buses and less after school activities for our children and tuition for the City College." (Pp. 18-19).
"Budgeting the Big Apple, Washington, Albany and the Fiscal Management at the City of New York," Herbert R. Ryan, Esq. [First Deputy City Clerk, City of New York], paper read at a professional meeting (1983?). Traces the "economic decline of New York City leading to the fiscal crisis of 1974-1976 and the steps leading her back to economic recovery." (P. 1)

*"In 1970 a new policy called 'open admissions' was introduced at the (City University of New York (CUNY). The policy, which guaranteed a place in the CUNY system to any graduate of a New York City high school, was controversial from the start. The most frequent criticism was that open admissions would drastically lower the university's high academic standards, erode the quality of education provided, and diminish the value of a CUNY degree.

"In Changing the Odds: Open Admissions and the Life Chances of the Disadvantaged (Yale University Press, 1996), a study funded by the Foundation, David E. Lavin and David Hyllegard counter these criticisms, which have persisted for a quarter of a century, and conclude that open admissions at CUNY has been a success. In the long run, they note, the shift to open admissions at CUNY produced thousands of graduates—many of them minorities—who otherwise might never have earned a college degree." (P. 32) "Open Admissions in New York," in "Briefly Noted," in "Making the Grade: Reforming America's Schools, in The Ford Foundation Report, Summer/Fall 1996, p.32.
"From the City University of New York to the California State University System, authorities have begun reducing the number of remedial courses available to postsecondary students. Some legislatures have made it clear that they do not want to pay colleges to teach what public high schools already receive tax dollars to teach; other legislatures want community colleges to handle all remediation, to eliminate duplication of such programs at four-year institutions .... 

"The first lesson that one learns from ... transcripts is that the bulk of remediation is a traditional role of community colleges .... 

"The second lesson is that the extent of a student's need for remediation is inversely related to his or her eventual completion of a degree. Of the students in the study who had earned more than a semester of college credits by 1993, 55 per cent of those who took no remedial courses, and 47 per cent of those who took only one remedial course had earned a bachelor's. However, only 24 per cent of those who took three or more remedial courses had earned a bachelor's.

"If a student requires remediation only in writing (or needs to repeat an intermediate algebra course), four-year colleges can handle the problem quickly. They are not very efficient with more-daunting cases, and we defraud students if we pretend otherwise ...."  "The Truth About Remedial Work: It's More Complex Than Windy Rhetoric and Simple Solutions Suggest." Clifford Adelman in "Point of View," The Chronicle of Higher Education, October 4, 1996.

"America's new Information Age economy has closed the door to high-paying jobs for the ill-educated.

"Clinton's proposal to spend $2.5 billion on a nationwide effort to see that every child learns to read by third grade is a worthy endeavor. But it's also an indictment of the public schools. That 40 percent of S-year-olds cannot read as well as they should is a travesty. If a million volunteers are recruited to tutor students in reading, their efforts must be focused where they're needed most—in the troubled inner cities." "Bill's ABCs," Newsday Editorial, Newsday, Thursday, September 5, 1996.

"A faculty panel has recommended that students entering the City University of New York complete a set of college preparatory courses as tough as those New York State requires for its best high-school graduates.

"University officials say they want to put pressure on the city's public school system to prepare students better for college work. In approving their broad plan, the trustees did not specify the high-school course requirements to be met by freshmen but gave the chancellor until January 1992 to draw up a list.

"In anticipation of this, Dr. Reynolds several months ago charged the University Faculty Senate with preparing a preliminary set of 'expectations' to be met by university freshmen. A Copy of the proposals of the Senate's Advisory Committee on the College Preparatory Curriculum was obtained by The New York Times ....

"(University Requirements) The committee calls for students entering the university to have taken four years of college-preparatory English, four years of social studies, three years of mathematics, two years of laboratory sciences, two years of a foreign language and one of visual and performing arts.

"New York State high-school students now earning a Regents' endorsed diploma must complete four years of college-preparatory English, four years of social studies, three years of foreign language, two years of sciences, two years of mathematics and one year of art and music.


"Hundreds of parents of learning disabled children in New York City are placing them in private schools and successfully applying to have the public school system pay the annual cost of $20,000 to $60,000 a child." p. 35.
Chancellor Reynolds response to Trustee Anne Paolucci:

November 1, 1996

The Honorable Anne A. Paolucci
Member, Board of Trustees
The City University of New York
535 East 80th Street
New York, NY 10021

Dear Trustee Paolucci:

Thank you for your thoughtful letter of October 21, 1996, reflecting on your commitment, as a new Trustee, to "academic excellence and fiscal responsibility."

Clearly, we all face challenges inherent in pursuing those goals. As you know, CUNY is an institution which serves one of the most educationally, financially, and socially diverse student populations in the country. In addition, we are dealing with the residue of years of declining support for higher education. Just this week the Chronicle of Higher Education reported that "New York's colleges have had an especially difficult decade; the State's higher education appropriation has grown a mere 4% in 10 years." In the past two years alone the inflation adjusted decline in State support to higher education has been 15% for New York in general, 18% for CUNY. The Chronicle notes that the only state in which colleges have fared worse over the last decade is Alaska.

In this context, the issues you raise are critical ones for they lie at the heart of work which the Board, the administration, and the colleges do in order to ensure that our programs and policies continue to advance the University's historic and statutory mission of access and excellence. I would, therefore, like to respond in several ways to the points you raise, first by providing some background information here on several major initiatives which the Board has put in place over the past few years with respect to these issues, and second, by arranging for Acting Vice Chancellor for Academic Affairs, Dr. Martin, to organize further briefing sessions for you, so that you can explore these issues and policies in greater depth.

Admission and Placement

It is important to differentiate between CUNY's two major admissions policies. Consistent with State law, open admissions within The City University of New York is a policy limited to only the six community colleges. Open admissions does not ensure a student's entrance into CUNY's senior colleges if in fact that student is not prepared, based on objective criteria, for the baccalaureate programs offered by the college of his or her choice. Community colleges across the nation, incidentally, have open admissions policies, requiring a high school degree or its equivalent. At CUNY, the seven senior colleges that only offer bachelor's degree programs all have higher standards for admission. These standards include such factors as a high school grade point average above 80 and a specified number of college preparatory courses taken in high school from which the College Admissions Average is calculated.
Please note that with respect to this pattern of sorting students among colleges, CUNY is comparable to state university systems around the country. Interestingly, CUNY is actually more selective in its admission policies than some Big Ten universities. CUNY is also comparable to other large public institutions in locating the majority of remedial work for students at the associate degree level. Currently, the Freshman Skills Assessment Tests in reading, writing, and mathematics function effectively to identify incoming students who are in need of remediation. Testing of students for initial placement into appropriate course levels is nearly universal in public institutions.

Remediation and ESL

In June, 1995, the Board, concerned with budget constraints, moved to put into place policies aimed at strengthening the cost-effectiveness of CUNY's remedial programs while at the same time reaffirming our academic standards, particularly in relation to baccalaureate programs.

Your attention is called to Resolutions #15, 16 and 20 of the University Budget Planning and Policy Options in the section on "Remediation, ESL, and the Role of Colleges," which called for a reduction in remedial programming at the senior colleges:

15. It shall be University policy that, beginning in Fall 1996, students will be admitted to baccalaureate degree programs only if the remedial and ESL instruction they are evaluated as needing can be accomplished typically through a sequence of courses in each area that can be completed within two semesters. The Chancellor may approve alternative criteria proposed by a college based upon a demonstrated relationship between the level of student academic preparation and student success at that institution. Colleges may offer additional basic skills or ESL instruction through their adult and continuing education programs.

16. It shall be University policy that, following a review of its mission, resources and student performance, and after consultation with college governance, a senior college president may propose as an admissions criterion that a student will be admitted to its baccalaureate degree program only if the remedial courses needed in one or more basic skills area or ESL can be accomplished typically through one semester courses. The Chancellor may approve such a criterion after receiving the President's recommendation along with the view of the appropriate campus governance body.

20. The University and the colleges should establish specific admissions criteria and procedures to select from the pool of Special Programs-eligible students those that would most benefit from and most likely succeed in the various campus programs.

As a result of these resolutions, students with poor academic preparation are obliged to begin their studies at the community colleges. One of the enclosures in this package, "Discussion of Resolutions on Remediation and ESL," elaborates on the Resolutions and discusses the response to these Resolutions that was expected from the colleges. The changes brought about by these Resolutions are very important to the expressed intention of the University to respond to the fiscal challenge while insisting on stronger academic performance in the early years of college.

Moreover, our progress standards ensure that our commitment to remediation is not open-ended. Board Resolution #17 affirms this through tougher standards recently enacted to limit the extent to which students can repeat remedial and ESL courses:

17. It shall be University policy that senior college students not be permitted to repeat a remedial or ESL course after receiving either no credit or a failing grade twice previously in that course. In rare circumstances, a president may grant an exception to this policy.

Our standards with respect to progress toward a degree are stauncher than at many other comparable institutions. They are more rigorous than required by financial aid guidelines.
Additionally, to generate fiscal savings while responding to the needs of ESL students, the Board has approved the exploration of new approaches to improving the efficiency and cost-effectiveness of ESL and basic skills programs. Resolutions #18 and 19 set this agenda:

18. Prefreshmen institutes at the senior and community colleges should be expanded and offered throughout the academic year. The University should explore with the Board of Education ways of enriching pre-collegiate and GED programs for those students who currently enter the University substantially underprepared for college-level programs.

19. Targeted ESL and basic skills immersion programs should be implemented at the senior and community colleges, including programs offered through adult and continuing education. ESL students should be placed in mainstream courses as soon as it is appropriate. The University should review policies and practices in this regard. The University should explore with SUNY ways of using Educational Opportunity Centers at senior and community college campuses to provide remedial education for those students who currently enter the University substantially underprepared for college-level programs.

In one example of such an alternative approach, Vice Chancellor Nunez and colleagues established the CUNY Language Immersion Program. This program provides an opportunity for limited English-speaking students to spend an intensive period of time improving their English skills before formally enrolling in college courses, thereby better preparing them for actual college-level study and preserving financial aid eligibility. The Program operates 25 hours a week, in day or evening sessions. The instructional format combines state-of-the-art applications of technology with more traditional language teaching approaches. Upon completion of the Immersion Program students begin the appropriate academic coursework at the college to which they have been admitted. The program began as a pilot in October, 1995, at a location in Harlem and moved to the NYS Office Building in the late spring. Four additional sites were opened on CUNY campuses this past summer, two each in Queens and Brooklyn and a sixth site opened at Bronx Community College this fall. As reported in the Governor's 1996-97 Budget, "This program ... holds great promise as a cost-efficient means of enhancing the prospects of success for many CUNY students...." The New York Times and the Daily News also reported favorably, noting that through the Language Immersion Institutes the University better prepares ESL students for actual college level study while preserving financial aid (articles are enclosed).

Pre-Collegiate Preparation of Students

Other initiatives which have been in place for several years are also helping us respond to the concerns you have appropriately raised. One of these is the College Preparatory Initiative (CPI), which I enjoyed speaking with you about at the lengthy briefing session we held with you, Trustee Berg, Chair of CAPPRI, and Vice Chancellors Anne Martin and Elsa Nunez on October 28th. In this major initiative, begun in 1991, CUNY has been working collaboratively with the NYC Board of Education toward improving K-12 education. The primary goal of CPI is to increase the number of high school academic core courses taken by students coming to the University. CPI is being phased in gradually in order to allow time for students and schools to incorporate these expectations into the high school course of study. By the year 2000 the following 18 academic units will be expected of all entering students: 4 units of English; 4 units of Social Studies; 3 units of Math; 2 units of Foreign Language; 2 units of Lab Science; 1 unit of Visual or Performing Arts. I know I need not point out to you the potential fiscal savings in having students be well-prepared to pursue college level work upon entry to CUNY. At the same time, however, I want to remind you that over 90% of all colleges offer some kind of remedial programs, including even the most highly regarded. In this context, the enclosed article (Chronicle of Higher Education, November 1, 1996), which indicates that "more than three-quarters of America's colleges offer remedial courses," will be of interest. On a personal note, I must say I shall always remember the fine physics graduate student who tutored me in remedial trigonometry as a college freshman in Kansas in the Fall of 1954.

I am enclosing a substantial amount of material on CPI, as requested, to brief you fully on its history and help you see its impact on our incoming freshmen. As the New York Times reported (December 10, 1995) the first group of freshmen subject to these new standards "is academically the best prepared in two decades, according to their school transcripts and the results of entrance examinations." The effects of the phase-in are being monitored.
carefully to evaluate its impact on the entering student body and in fact a very important mid-point evaluation will be presented to the Board in the spring. I might add that the creation of CPI helped spur other educational reform efforts in the NYC public schools culminating, in 1993, with the Board of Education's approval of the Curriculum Frameworks, which require a rigorous academic program for all public school students.

Assessment and Certification

Turning to the issue of the assessment of student progress and performance, which lies at the heart of your letter, I know you are aware of the steps we are taking to revisit and significantly strengthen the University's testing program. Vice Chancellors Martin and Nunez recently discussed with you our work on this important front. As you have probably been made aware, since 1978 CUNY has used the same battery of tests (FSAT) to determine initial course placement, exit from remediation, and 60th-credit certification. Recommendations from "The Report on the Freshman Year" (1992) led to a faculty review of the policy of using tests for multiple purposes and to a recommendation for the development of a new measure for mid-college certification. After considerable discussion and review, the University has begun to develop possible alternatives to the present certification testing program. As you learned in the briefing with Vice Chancellors Martin and Nunez, a series of pilot tests are underway using a new Academic Certification Exam. This improvement of our assessment program, and the Board policies which inform it, will indeed ensure that students who cannot meet our standards are not permitted to progress to graduation but will do so, in a way which is fair, based on sound educational grounds, and legally defensible. The review we have undertaken of our testing program and our determination to improve it underscores the goal of academic excellence which we pursue within CUNY - a goal that has been vigorously supported by CUNY's Board of Trustees.

Fiscal Responsibility

I hope the explanations above clarify the rationale behind some of CUNY's policies and initiatives, particularly our efforts to raise academic standards while confronting the challenges faced by a large public, urban university in a time of constrained fiscal resources. It is equally important, however, to speak to your concern regarding fiscal responsibility, and the need to ensure that we continue to carry on the core activities of the college, or as you describe them the "projects and programs that are part of the CUNY mission to achieve educational excellence."

In point of fact, we do not make an open-ended fiscal commitment to those who come to CUNY. Indeed, at our community colleges, the students pay the highest tuition of any system in the country, twice the national average. The students at our senior colleges now pay $3,200 a year, more than the national average. In addition, our students, who are the poorest in the nation, pay student fees which vary from campus to campus and are established through local college referenda and governance processes, subject to Board approval.

Over the years at The City University, the burden of paying for the costs of remediation, as well as other educational and support costs, has shifted onto the students themselves. In 1989-90, for example, senior college students contributed only 19% of the entire operating budget in the form of tuition. Today, that figure is 43%. Similarly at the community colleges, the share of funding represented by tuition has grown from 21% to 43%.

The cost of remediation has remained relatively stable; it continues to constitute about 20% of the community college instructional portion of the budget and 9% at the senior colleges (about $20 million at each). As a portion of the entire budget, remediation costs are 6% at the community colleges and 2% at the senior colleges.

Far from representing an unending cycle, efficient remediation can offer students the opportunity to raise skills to the level at which they can perform in college level courses. Students need to succeed in remediation and move on in order to accumulate sufficient credits and progress towards the degree or they risk losing financial aid eligibility.

Finally, it should be noted that the State does not fund remediation as a distinct undertaking. At the senior colleges, funding changes at CUNY and SUNY have been similar over the years even though CUNY has a significantly
greater remedial need. At the community colleges, funding is identical at CUNY and SUNY, again despite not only the greater need at CUNY but our tremendous enrollment increases (while SUNY enrollments are down). The State, therefore, spends no more money on CUNY as a consequence of remediation than it would if there were none and the City spends $50 million less on the community colleges than it did seven years ago.

Academic and Fiscal Planning

Academic Program Planning is a comprehensive process that cuts across lines both fiscal and academic in accordance with Board policy. Indeed we are especially grateful for Governor Pataki’s endorsement of this ongoing process, which was initiated by the Board of Trustees and has been most significant for the University during these fiscally austere times. The Governor’s 1996-97 Budget included the following statements:

"The University’s Academic Program Planning initiative encourages CUNY campuses to sharpen their missions and improve resource utilization through program consolidation, and enhanced system integration."

"The Chancellor and the Board of Trustees of the City University of New York have taken decisive action during the past several years to improve academic program quality and strengthen the planning and management functions of the University."

A great deal of time has been spent by the Vice Chancellor for Academic Affairs, working with the colleges, on Academic Program Planning in an effort to protect the availability and excellence of CUNY’s academic programs in a time of severe budgetary constraints. Many examples of outstanding leadership have emerged during this process, on presidential, administrative, and faculty levels throughout the system, demonstrating once again the talents and resourcefulness of our community.

You may wish to discuss the process with Acting Vice Chancellor Martin to learn more about how it has proceeded and what the outcomes have been, as APP has laid the groundwork for development of a strong linkage between academic and budget planning.

External Funding Possibilities

I appreciate your suggestion that we look toward outside funding as we go forward in our mission. CUNY is in fact quite active in seeking outside funding as evidenced in the enclosed annual report of the Research Foundation and the chart which shows our ongoing science, math, and related initiatives. As I indicated at our meeting on Monday, the Annenberg grant unfortunately deals with K-12 only and has been assigned to that sector. We have been fortunate, however, to have received, over the last ten years, approximately $3.5 million in grants from the Diamond Foundation for various educational initiatives. These include our New Visions Program, which encourages the development of multi-disciplinary curriculum; the Puerto Rican Latin Educational Round Table; a minority health care internship program; "Pipeline Grants" to 11 of our colleges, the American Social History Project; funding for the Center for African Studies; and others, in all, 34 different programs. Mr. and Mrs. Miles Fiterman donated an entire building to CUNY to add needed educational space to BMCC. In addition, recently the Humana Foundation committed $2 million to support our graduate students. We are always searching for outside funding and for grant proposals to which to respond, and would be glad to brief you on our activities in this area at your convenience.

As you can see, I have taken to heart your concerns. You have identified a number of significant issues that go to the heart of CUNY as the nation's premier public, urban University. I am appreciative of the fact that you have embraced your role as CUNY Trustee with such enthusiasm. As a scholar, you have a particular sense of the importance of ensuring the quality of the CUNY degree, while as a teacher, you understand the importance of keeping the needs of our students at the forefront of our endeavors. I look forward to working shoulder to shoulder with you and your fellow Trustees to continue to meet the challenges involved. You will find the best forums for reviewing these issues are Board committee meetings.
November 1, 1996

Dear Chancellor Reynolds:

Thank you for your thorough response to my letter of Oct. 21. The case you make, once again, is overwhelming in its mastery of the many-faceted and detailed arguments. I must think more about it.

In responding here, I should, perhaps, call attention to the sort of thing that stops my reading in the flow of your case. On p. 5 (top paragraph) of your response of Nov. 1, you say:

This improvement of our assessment program and the Board Policies which inform it will indeed ensure that students who cannot meet our standards are not permitted to progress to graduation but will do so, in a way which is fair, based on sound educational grounds, and legally defensible.

That sentence is divided in two by a sort of anacoluthon, starting with "but will do so..." To that point, it seems emphatically clear that you are saying that "students who cannot meet our standards" will "not be permitted to progress to graduation." And yet, "but will do so" seems, grammatically and rhetorically to refer back to "progress to graduation" rather than to "not permitted." Invoking "fairness, sound educational grounds, legally defensible," you seem to be saying that students not permitted to progress nevertheless "will do so."

Your repeated reminders that "open admissions... is... limited to only the community colleges," that, in fact, "students with poor academic preparation are obliged to begin their studies at the community colleges" (bottom p. 2) seems to be contradicted by the statement, on p. 3, that "prefreshmen institutes" exist at both the senior and the community colleges; and it is argued that the work of such prefreshmen institutes needs to be expanded. There is a need, we are told, at both senior and community college...
campuses to improve "ways of enriching pre-collegiate and GED programs for those students who currently enter the University substantially underprepared for college-level programs."

The ideal and the reality at CUNY tend to be confounded under the weight of detailed advocacy.

Thank you again for giving this serious matter the attention it deserves.

Sincerely,

Anne Paolucci

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B. 1997-98 CAPITAL BUDGET REQUEST:

RESOLVED, That the Board approve a 1997-98 Capital Budget Request for approximately $478 million, including approximately $456 million for major project costs authorized by the City University Construction Fund and funded through the Dormitory Authority of the State of New York bonds, and approximately $22 million for capital rehabilitation work funded through City/State capital appropriations; and be it further

RESOLVED, That the Master Plan for the University be and is hereby amended as necessary to provide for the capital proposal.

EXPLANATION: The FY 1997-98 to FY 2001-02 Capital Program addresses the major new construction, rehabilitation and capital equipment needs of The City University. The program continues to focus on critical health, safety, code compliance and facility rehabilitation projects, expansion and modernization of facilities to accommodate enrollment growth by providing instructional, faculty, and student support spaces. Projects to upgrade and modernize CUNY facilities to support the needs of CUNY academic programs identified in campus master plans are also proposed.

Major projects that have been or will be completed this year (FY 96-97) total over $338 million and include:

- Baruch College - Acquisition and Design for Site B (AD $45,754,000)
- Baruch College - Design for School of Public Policy (137 East 22nd Street) (D $500,000)
- Brooklyn College - Infrastructure Improvement (DC $45,520,000)
- Brooklyn College - Design for Library Rehabilitation and Extension (D $8,185,000)
- City College - Shepard Hall Exterior Restoration Phase II (DC $28,528,000)
- Graduate School and University Center - Acquire & Remodel B. Altman Bldg. Phase I (ADC $81,400,000)
- Hostos Community College - Savoy Manor (DCE $11,600,000)
- LaGuardia Community College - Acquisition for Center 3 (A $28,800,000)
- Lehman College - Boiler Plant Renovation (DC $7,000,000)
- Lehman College - Consolidated Computer Center Carman Hall (DC $10,800,000)
- Lehman College - Power Plant (DC $18,100,000)
- Lehman College - Fire, Security, Communication (DC $10,800,000)
- Medgar Evers College - Site Acquisition Sanitation Property (A $5,600,000)
- Queens College - Utilities/Infrastructure (DC $21,000,000)
- Queens College-B Building Rehabilitation (D $198,000)
- Queens College - Powdermaker Hall Renovation (D $2,718,000)
- College of Staten Island - Performing and Creative Arts Center, Sports and Recreation Facilities (DCE $50,000,000)
Minutes of Proceedings, October 28, 1996

Campus Physical Master Plan Amendments which are in preparation or about to be started during FY 1996-97 include:

- City College
- Hunter College
- Lehman College
- New York City Technical College
- Queens College
- Queensborough Community College

Campus Physical Master Plan Amendments which were recently completed during FY 1995-96, which also led to major capital projects, include:

- Bronx Community College
- LaGuardia Community College
- Medgar Evers College
- York College

In addition, the following major projects are in the design or design/construction stage and portions of their future costs are part of the FY 1997-98 proposed request:

- Baruch College - Site B (C $104,400,000)
- Hostos Community College - 500 Grand Concourse (D $8,764,000)
- Kingsborough Community College - Academic Village/Academic Complex I (D $1,500,000)
- CUNY Wide Seniors - Condition Assessment Phase III (DC $108,395,000)
- CUNY Wide Seniors - Energy Conservation, Phase II (D $10,992,000)
- CUNY Wide Seniors - Educational Technology Initiative (E $6,000,000)
- CUNY Wide Seniors - Science & Technology Equipment (E $15,000,000)
- CUNY Wide Community Colleges - Condition Assessment (DC $9,285,000)
- CUNY Wide Community Colleges - Energy Conservation (D $300,000)

In continuing response to the results of CUNY’s comprehensive Building Condition Assessment Program, the proposed FY 1997-98 Capital Budget request is focused on urgently needed health and safety projects, rehabilitation and modernization of facilities for programmatic initiatives and for enrollment growth and accessibility for people with disabilities and energy conservation, and continued funding for the next stage of previously approved and partially funded projects.

NOTE: The Capital Budget Request is on file in the Office of the Secretary of the Board.

C. UNIVERSITY CONTRACTING OFFICE - PURCHASE OF LIBRARY BOOKS:

RESOLVED, That the Board of Trustees of The City University of New York authorize the University Contracting Office to purchase shelf ready books from Coutts Library Services, Incorporated under existing State of New York Contract Number P002313, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $1,000,000 chargeable to the appropriate college FAS code, during the fiscal year ending June 30, 1997.

EXPLANATION: CUNY college libraries achieve purchasing discounts based on their utilization of different contracts and book acquisition volume. An advisory committee of technical services librarians reviewed the offerings of nine companies holding State of New York contracts. Coutts Library Services has offered the deepest across the board discount, totaling sixteen percent (16%), based on an anticipated University-wide volume of 20,000 books. Coutts
Library Services will process books that are catalogued by the Library of Congress at a total cost to CUNY of $3.69 per book. The services will include creation of a machine-readable catalog record that will be loaded into CUNY's, provision of shelf list cards, spine labels, bar-code labels, and security strips. The current estimated cost of processing a book at CUNY is $20.

D. BRONX COMMUNITY COLLEGE - CONSTRUCTION OF STUDENT CLUB OFFICES:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Bronx Community College for the construction of student club offices in Room 311 of the Gould Student Center. The contract shall be awarded to the lowest responsible bidder after public advertisement and sealed bidding by the College pursuant to law and University regulations. The contract shall not exceed a total estimated cost of $125,000 chargeable to City Capital Budget, Project No. BXO38-996, budget line HNCO02. The contract shall be subject to approval as to form by the University Office of General Counsel; and be it further

RESOLVED, That the Director of the City Office of Management and Budget be requested to approve the funding necessary to award this contract.

EXPLANATION: This project will move the student club offices from their current location in Loew Hall to the third floor of the Gould Student Center. The vacated space in Loew Hall will be used to consolidate the College Discovery Program and provide tutorial and administrative space.

E. QUEENS COLLEGE - RENOVATION OF "B" BUILDING: Item tabled.

Trustee Babbar noted that he had requested information regarding the architect and engineering fees for this renovation project. He had also requested copies of the standard bidding documents used for these projects and a description of the selection process but had not yet received anything.

Chancellor Reynolds responded that she would personally see to it that this information would be sent in the mail tomorrow and apologized for the delay in responding to his request.

ADDED ITEM

F. AGREEMENTS ETC., WITH THE CITY UNIVERSITY CONSTRUCTION FUND AND DORMITORY AUTHORITY OF THE STATE OF NEW YORK:

RESOLVED: That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute and deliver, Supplemental Agreement S, dated October 28, 1996 ("Supplemental Agreement S"), among the Dormitory Authority of the State of New York, the City University Construction Fund and The City University of New York (formerly known as the Board of Higher Education in the City of New York), relating to the Agreement of Lease, dated as of June 12, 1967 among the Dormitory Authority of the State of New York, the City University Construction Fund and the Board of Higher Education in the City of New York (predecessor to The City University), providing for the leasing by the Construction Fund from the Dormitory Authority of facilities for the use of The City University and the financing by the Dormitory Authority of such facilities, by the issuance of bonds and notes pursuant to the Dormitory Authority of the State of New York Revenue Bond Resolution Adopted June 12, 1967 (City University Issue); and be it further

RESOLVED: That the Chairperson or the Vice Chairperson of the Board of Trustees is hereby authorized to make such amendments to Supplemental Agreement S as he or she shall deem appropriate or necessary in accordance with the advice of General Counsel to the Board of Trustees, and that the signature of the Secretary of the Board on Supplemental Agreement S, as so amended, shall be conclusive evidence of the approval by the Board of Trustees of such amendment.
EXPLANATION: This Resolution provides for the withdrawal of the former Hillside Jewish Community Center from the 1967 Agreement of Lease under which the Center was acquired by the Dormitory Authority for the benefit of The City University in 1975. The Hillside Center is located several blocks from the main College campus of York College in Jamaica, Queens. The College has relocated all of its former functions to the main Campus.

In an effort to alleviate high school overcrowding, the New York City Board of Education, through the School Construction Authority (the "SCA"), wants to acquire and renovate the Hillside Center. After consultation with the University, the Dormitory Authority has requested that the Center be withdrawn from the 1967 Agreement of Lease so that the Dormitory Authority may consummate the sale of the Hillside Center to the SCA.

At this point Trustee Badillo left the meeting.

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

A. BARUCH COLLEGE - M.S. IN FINANCE:

RESOLVED, That the program in Finance leading to the Master of Science degree to be offered at Baruch College be approved, effective February 1997, subject to financial ability.

EXPLANATION: The proposed program opens the door to excellent career opportunities in today's business world. The program is intended to meet the growing demand by currently employed executives who would like to improve their technical and financial skills and advance their knowledge of financial products and the financial environment. Students who complete this program will be well positioned to stay in the vanguard of financial analysts who are capable of understanding and utilizing the sophisticated analytical tools which are the underpinnings of the contemporary financial world.

The M.S. in Finance will replace the existing M.S. in Quantitative Economics as the pathway for those students who wish to pursue graduate business education in the field of finance and investments. Because of structural shifts in the labor markets, the M.S. in Quantitative Economics is no longer in demand.

TRUSTEE MARINO stated that he thinks the MS in Finance is an excellent step for the University to take, especially with the importance of finance in New York City, and also because the Securities Exchange Commission has really heightened their oversight of the finance industry. I think this movement towards a higher level of knowledge and actual degree-granting by Baruch would be a really good step.

B. CITY COLLEGE - THE INSTITUTE FOR BIOMEDICAL ENGINEERING:

RESOLVED, That an institute be established under the title "Institute for Biomedical Engineering" with City College as lead institution, involving the City College School of Engineering, the CUNY Medical School, Hospital for Joint Diseases Orthopedic Institute, the New York University School of Medicine Hospital for Special Surgery, and the Cornell University Medical College, in accordance with the Policy Guidelines on Research Centers and Institutes set forth by the Board of Trustees February, 1995, effective November 1, 1996.

EXPLANATION: An informal entity entitled the center for biomedical engineering now exists supported by a start-up grant of $750,000 from the Whitaker Foundation, the largest foundation in the United States whose primary mission is biomedical engineering. The need for such an institute is long-standing since there is no diversified training program in biomedical engineering in the downstate New York region. In making the award to CUNY, the Whitaker Foundation anticipated that City College would institutionalize the Institute for Biomedical Engineering when the award expires in 1996.

DEPUTY CHANCELLOR MUCCIOLO, in responding to Trustee Rios' question regarding funding for institutes, stated that there is not a requirement that institutes be entirely self-funding. There's an expectation that there be some level of grant activity depending on the nature of the institute. The Board approved guidelines on centers and
institutes a couple of years ago so they do not become self-funding after a period of time necessarily. Some may be, but some are not. There is a review process so that when you check in three or five years there's an opportunity to assess the institute.

**NO. 6. HONORARY DEGREES: RESOLVED,** That the following honorary degrees, approved by the appropriate faculty body and recommended by the Chancellor, be presented at the commencement exercises as specified:

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<th>COLLEGE</th>
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<td>BARUCH COLLEGE</td>
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<td>William Newman</td>
<td>Doctor of Laws</td>
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<td>(To be awarded at the June 1997 Undergraduate Commencement)</td>
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<td>HUNTER COLLEGE</td>
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<td>Mercedes Lopez Deiz</td>
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<td>Kurt Masur</td>
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<td>(To be awarded at the January 1997 Commencement)</td>
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<td>QUEENS COLLEGE</td>
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<td>Joseph Machlis</td>
<td>Doctor of Humane Letters</td>
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<td>(To be awarded at the December 1996 Commencement)</td>
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Chancellor Reynolds, in responding to Trustee Babbar's question regarding the process for nominating recipients for honorary degrees, stated that the campuses have a process for selecting individuals they would like to speak at commencement or receive an honorary degree and this information on potential nominees is sent to us because only the Board of Trustees can really authorize the awarding of an honorary degree.

Upon motions duly made, seconded and carried, the Public Meeting was adjourned at 6:01 PM.

SECRETARY GENEVIEVE MULLIN

(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.)