

MINUTES OF THE THREE HUNDRED AND FORTY-FIFTH PLENARY SESSION  
OF THE UNIVERSITY FACULTY SENATE  
OF THE CITY UNIVERSITY OF NEW YORK  
September 22, 2009

The meeting was called to order by UFS Chair Philipp at 6:30 p.m. in Room 9204/5/6 at the Graduate Center. Seventy six of 124 voting members were present.

**Baruch:** Present – Hill, Martell, Remler, Wine, and Wymbs. Absent – Bazzoni, Ellis, Myers, and Nematollahy. **BMCC:** Present – Conway, d’Erizans, Friedman, Genis, Martinez-Lopez, Persaud, Soto, and Voziack. Absent – Kalogeropoulos. **Bronx CC:** Present – Ismail. Absent – Bandar, Prabhu, and Skinner. **Brooklyn:** Present – Bell, Cirasella, Dexter, Massood, Shapiro, and Alternate Tobey. Absent – Bank-Munoz, Duboys, Magliozzo, Morrill, Shortell, Viscusi. **CCNY:** Present – Crain, Lascar, Raj, Rinard, and Watkins. Absent – Khanbilvardi, Kiely, and Sank. **CSI:** Present – Cooper, Klibaner, Talarico, Yousef, Zimmerman, and Alternate Petratos. Absent – Batson and Levine. **CUNY Law School:** Present – Rossein. Absent – Bach and Yanez. **Graduate School:** Present – Aguirre-Molina, Baumrin, Philipp, and Alternate Vora. Absent – Lennon, Nolan, and Weinstein. **Hostos CC:** Present – August and Pimentel. Absent – Bernardini. **Hunter:** Present – DeMeo, Spark, and Strayer. Absent – Ancona, Grossman, Guzzetta, Kaye, Kuhn-Osius, Palanda, and Simon. **John Jay:** Present – Browne-Marshall, Chaffie, Kaplowitz, Katz, Kubic, and Tovar. Absent – Crossman, Dunham, and King-Toler. **Kingsborough CC:** Present – Arliss, Barnhart, Hume, Wood, and Alternate Stubin. Absent – Ruoff and Sarinsky. **LaGuardia CC:** Present – Beaky, Kurzyna, Lerman, and Shean. Absent – Davidson and Mettler. **Lehman:** Present – Jervis and Alternate Carey. Absent – Hellmann, Marianetti, Maybee, and Mineka. **Medgar Evers:** Present – Alternate Belcon. Absent – Barker, Cuffee, Stewart and Withers. **NYCCT:** Present – Cermele, Hounion, Panayotakis, and Alternate Gelman. Absent – Horelick, Richardson, and Woytowich. **Queens:** Present – Brody, Gonzalez, Moore, and Zevin. Absent – Bird and Savage. **Queensborough CC:** Present – Barbanel, Pecorino, Tai, Volchok, and Alternates Borrachero and Kuszai. Absent – Sweetnam. **York:** Present – Baron, Lewis, and Mawyer. Absent – Corkery.

Professor Stearns (CSI), Chair of the UFS Academic Freedom Committee, also attended.

**Governance Leaders present:** Carey (Lehman), Cooper (CSI), Hume (KCC), Kaplowitz (John Jay), Martell (Baruch), Mawyer (York), Parides (NYCCT), Raj (CCNY), Tai (QCC), Tobey (Brooklyn), and Young (Hunter) attended. Executive Director Phipps, Administrative Assistant Pasela, and Secretary Blanchard were also present.

- I. Approval of the Agenda: The agenda was adopted as proposed.
- II. Approval of the Minutes of May 5, 2009: Minutes were approved as distributed.
- III. Reports (Recorded in Reports & Deliberations)
  - A. Chair
  - B. Chancellor Matthew Goldstein
  - C. Executive Vice Chancellor Logue on Enrollment
  - D. CUNY Trustee Honorable Frieda Foster-Tolbert
  - E. Representatives to Board of Trustee Committees
- IV. Approval of Committee Slate - The slate was approved as amended.

There being no further business, the meeting was adjourned at 8:25 p.m.

Respectfully submitted,

William Phipps  
Executive Director

REPORTS AND DELIBERATIONS  
OF THE 345th PLENARY SESSION  
OF THE UNIVERSITY FACULTY SENATE  
OF THE CITY UNIVERSITY OF NEW YORK

September 22, 2009

**Chair Manfred Philipp** – Today we have a lot on the agenda. Can I have a motion to approve the agenda? Second? All in favor? That is passed. A motion to approve the minutes? Second? That is done. The first item on the agenda is my report, and I'm going to relinquish that report for the moment, but I will do it orally later on. The Chancellor is here, along with Vice Chancellor Logue who will speak on enrollment. Finally, one of the members of our Board of Trustees is here, Freida Foster-Tolbert, who serves on the Committee on Academic Policy and the Committee on Student Affairs and Special Programs. We welcome all three. Let's start off with a report by the Chancellor.

**Chancellor Goldstein** – It's good to be here. I hope you had a restful and productive summer. This is going to be an interesting year in New York State, and each day it becomes more interesting. It's almost like Brownian Motion -- one really can't predict one moment to the next where you are going to be next with any degree of certainty. We have been very much involved in a lot of these political discussions quietly, and our voices are really heard, and I think it's a great tribute to all of us at the University that the University is perceived in a very different way than it was just a short time ago. People now very legitimately and honestly are seeking the advice of the University through its vast array of intellectual resources and experience, so that our relationships, not only with the Executive Chamber but also with the Senate and the Assembly, are very strong and deep. I think people legitimately and honestly think of the University in very positive ways, and I think that's a tribute to everyone in the room and throughout the University, and I'm very pleased to report that. I think it's an unbiased assessment of where we've been and where we have the capacity to go.

I'm going to be somewhat brief because I know you have a lengthy agenda, and some of you may have some questions that I'd be anxious to field. Let me just mention a few things. We are involved in three searches now for three senior executives at the University. We have an opportunity to recruit a new Vice Chancellor for University Affairs, Garrie Moore, who has officiated over that important office in an exemplary manner. He indicated to me a couple of months ago that both he and his wife really are reflecting on a stage in their lives to do things that they have deferred for a long time, and for them it's a spiritual calling – his words – and they are both people deeply devoted to their faith, and they want to develop opportunities for young people who are going astray, and using his vast experience both here at CUNY and time he spent in North Carolina to really do that. I will miss him because I think he really did a very special job, and expanded the scope of that office in a significant way. I will be recommending one week from today to the Trustees an interim appointment, and we will work with that individual, and have a national search. Marcia Keisz, the president of York College, will chair the search, and we have a very strong committee and I'm deeply comfortable with the fact that we will get somebody of stature to fill Garrie Moore's shoes. We have initiated the search for the next president of Baruch College. Stan Altman, who probably is familiar to many of you, accepted my invitation to serve in an interim capacity, and he's doing an absolutely extraordinary job, and Baruch continues to be a great force in this University. Peter Pantaleo, who is a Trustee of the University, was asked by me to chair the search. We've had our first meeting, and the pool of candidates already has developed into a very impressive group of women and men, so I'm very emboldened by those early moves and hope to recommend a permanent appointment some time

in the next several months to lead Baruch in its next phase. Gregory Williams, who has served with distinction for eight years at City College has had an opportunity to get back to the Midwest where he hails from. He's going to assume the position of president at the University of Cincinnati on November 1. We've made an offer, and it has been accepted, and I'll bring a recommendation for an interim president on Tuesday of next week, as well. We are going to have a busy Board meeting. I've asked Charlie Shorter, who is a member of our Board, to chair the search, and he has graciously accepted to do so. City College is in a very different place today than it was a few years ago, with enormous investments that we have made, including a billion dollars in science capital projects alone, which will transform that institution in very significant ways. The hiring of faculty, as those of you who are at City College know, has been truly exemplary, and I am confident that we will attract a true star to City College. I want to thank the people of this body for chatting with me about possible interims, and I took those recommendations seriously, and we will be moving ahead on Tuesday of next week. That's something that is obviously going to take a lot of my time because I sit in on all of these interviews. I'm a fly on the wall – I try not to be intrusive unless people ask me to respond with something others might be uncomfortable responding to, but I will be involved in a significant way especially with the two presidential vacancies that we have.

We have a call letter from Bob Megna, who is Director of the Budget up in Albany. Obviously, this State is having difficulties, which are only going to get worse. They won't get better for some time. In my conversations with some of the leaders of the major public universities around the United States, well, the terrain out there is not pretty. It is particularly very severe in California, Florida, Arizona, and some of the big Midwest universities, where they have had to make draconian cuts to their system that I think will reverberate for many years in the future. Again, it's a sad commentary that public higher education continues to be battered across the United States, and in part it is what I've shared with you but what you know yourselves, that state legislators and governors know that universities have a capacity to generate revenue. That's not something that we like to do, especially if that revenue is around tuition, but it is a serious issue that has not abated. The good news, for us at least, is that we haven't seen that level of trauma, and as we continue to be aggressive in hiring faculty, and again we will be very aggressive this, we will have opportunities to entice, recruit, and hopefully appoint some very able scholar/teachers from across the United States who look at being in New York as a desirable place to continue their professional lives. We will certainly keep you informed of those developments. We will have a fairly aggressive – and it's crazy for me to say this because we're so out of sync with respect to just about every other public university that I am closely in contact with – out of sync in that we will have a fairly aggressive recruitment effort this year, in part because we've managed our financial affairs, I think, well.

The notion of developing strategies around the Compact idea has really helped us make investments that we were not able to make before, and we have a very robust – and I would say too robust for my liking – increase in enrollment across the University, some of our campuses growing at a pace that I find somewhat problematic. And Lexa will talk more about this. This is an area I feel deeply connected to in that while there is a moral imperative to keep our doors open, especially at our community colleges, keeping them open means a commitment to provide an academic experience to our students that we feel comfortable with. If we don't feel we can give students that kind of experience, we really need to take pause and reflect on what we are doing. This discussion that Lexa will share with you later this evening I think is going to be a very serious discussion with very, very important and driving voices from the faculty that have to be very much a part of this serious discussion. Given that we do have revenue associated with this big enrollment increase, we're going to be returning a lot of that revenue for investments in our campuses, and we will again have another iteration of what I hope will be a very successful

recruitment season for faculty and for other critical appointments, especially around academic support services.

We will keep you abreast of that. I think all of you are familiar that we were very early in starting a national discussion about community colleges. I've had discussion with Secretary Arnie Duncan about this, very serious discussions with Mayor Bloomberg, and members of the State Legislature. The need for additional seats for our community college students I think is critical, but at the same time we need to keep our students enrolled, and we need to do everything in our power to graduate students. Graduation rates, as we know, across the United States in our community colleges is much lower than we would like, so we have a lot of work to do. It's wonderful to see the Secretary of Education and President Obama talking about community colleges in ways that we have never seen in this country before, and in this City to get the Mayor finally. I thank Mayor Bloomberg for listening to me on many occasions about the need for him to take community college education seriously and hopefully making the kinds of investments that will serve as a tipping point from where we have been before. We continue to work very closely with the State Education Department, especially with Merryl Tisch who is the Chancellor of the system, Jim Tallon, who is Vice Chairman, and certainly with David Steiner who is one of our own, a former dean of education at Hunter. I think David was a very good choice, and we worked very closely with David as he was going through the process, and with Merryl and others. David is a true intellectual. He operates at a very high level of deep thinking about issues in education, and he is starting to surround himself with some very able people who are very fine managers. So I'm hopeful that the next Commissioner will be able to get things done in this State that will benefit the students who study in this State. I have a meeting tomorrow with Chancellor Tisch and other members of the Regents, David, Nancy Zempfer, the new Chancellor at SUNY, to talk about Race to the Top. This is a \$4.5 billion program promulgated by the Obama Administration through the Department of Education. It's going to require that both CUNY and SUNY operate with SED in ways that will enable us to garner some of those funds, which obviously are quite substantial. We look forward to working with them to see if we can help shape the application, which will be due in two iterations, one in December and one early next year, to get some of that funding for work that would be appropriate for both CUNY and SUNY. So we are busy. There's a lot going on in the University. You are busy. It's wonderful to see all of you. I'll take a few questions, and then I'll leave you with the other speakers who are addressing you this evening.

**Professor Bill Crain** - I'm anxious to talk about enrollment, but we'll do that next. Last spring, the University Faculty Senate adopted unanimously a resolution voicing support for the part-time student. We saw trends that required us to put forward that resolution. The University is putting a large emphasis on the full-time student. I think these graduation rates are unrealistic for a part-time student – we have 4-year graduation rates, and 6-year graduation rates, but if a student goes half-time, then an 8-year graduate rate is a reasonable one. Part-time attendance is a great tradition of opportunity at City College. When I came, the Evening Division was really encouraged and we were proud of it. It's often the lower income student, who is struggling with family responsibilities, and so forth. So I would ask you to take a look at whether we can't extend our measure to an 8-year graduation rate at the senior colleges, and make a suitable adjustment at the community colleges. The main arguments against this is that the *U.S. News & World Report* uses a 6-year graduation rate and we'll lose our ranking, but I don't think the *Report* should be taking priority over our mission and direction. **Chancellor Goldstein** – Bill, thank you for the question. At a previous incarnation in my professional life, I designed the rankings for *Business Week*, and I can tell you – and there's no hubris here – that I understand rankings inside and out, having designed a lot of these and worked on some of the thinking for *U.S. News & World Report*. I am not persuaded by anything on a policy level of what happens in *U.S. News & World Report*. Sure, it's nice to see your ranking go up, but I think with part-time

students it's absurd to use the same metric as we do for full-time students. I think I'm more concerned about financial aid for part-time students, which is something that will continue to be a high priority for us as we get into the budget season. So, I don't disagree with anything that you've said, but I think it's around money a lot for these students, and if we can find some way to provide financial assistance to them, I think that's a good thing.

**Professor Ed Volchok** – Given your call for more technology in the classroom, what is the University going to do to encourage faculty to put more courses fully or partially online?

**Chancellor Goldstein** – That's a great question. I don't want to rain on Lexa's parade on this, but when you look at the burnishing of the University's reputation, and you embed that in an economy that is very anemic at best, you're going to be confronted with a wave of students that are going to be coming through our door, and we need to be responsive to them. That's the only way we can maintain our level of academic values, which to me is where we should start because if we compromise our values and standards we are not going to be doing the right thing for the students, and that's what I really care about. So with a physical plant that is going to be static for a while, with an enrollment surge that I don't think is going to be temporary though hopefully not at these levels, we're going to need to find ways of delivering instruction in modalities that we have not really done to any great extent. Remember, we only have two degree programs in modalities other than the 19<sup>th</sup> Century modality! I think using technology in creative and innovative ways is one way to address the issue, so I'm very much supportive. One of the things you will see in our Budget Request, which we are in the stages of putting together, is going to be a large discussion, and money behind that discussion, about educational technology. It's an important area for us to finally look at more seriously and start making those investments, and getting our faculty to help us think through the ways we can deliver this instruction but at the level we insist upon to maintain the reputation of the University.

**Professor Dahlia Remler** – I wanted to make a point relevant to the issue of part-time students, particularly the financial aid eligibility. I sometimes have students who have weak backgrounds -- among my graduate students a weak background both undergraduate and high school. They are determined to do well, and I want to maintain the highest standards, and I tell students they need to work really hard in this course and don't take as many courses this time. But they come back and say they can't or they will lose their financial aid. I think it's important to remember that if for whatever reasons of background students have to catch up in certain ways, we need to maintain our standards and the best way to do that often is to have students take fewer courses and go more slowly. **Chancellor Goldstein** – For many of our students that's an appropriate strategy.

**Professor Vasilios Petratos** – We received the allocation of lines from your office. My college was allocated 11 new lines, and the stipulation is that 80% of those have to be at the lecturer or instructor level. This certainly goes quite contrary to what we've been talking about in this room about moving the University along research-wise and teacher-wise. There are minor differences – instructor leads to no type of tenure while lecturer can lead to a Certificate of Continuous Employment. But the important thing is that 80% of the new lines, according to what we have been told, have to be of that type and not the professorial ranks. We are miles back from where we used to be. **Chancellor Goldstein** – You have to look at the scale factor here. We're talking about a very small number of positions relative to the amount of faculty that we hire in the University. When I had the privilege of talking with the Executive Committee last week, I made the point, and I feel very strongly about this, that we are not all the same. We need fabulous teachers, we need fabulous teacher/scholars, and we need people who are extraordinary researchers and that's what their major focus is. I see no contradiction of looking to incrementally bring in people to the University, treat them as equals as I think they should be, celebrate their work as great teachers but think of the activities largely as teaching faculty. This

is something you see throughout the United States at the most elite universities and all the way through the food chain. So for me, it is totally consistent with trying to get the best fit for the people, what their interest is, and to give the students the best opportunity. It's a very small subvention of support relative to the hundreds of tenure-track faculty that we use each year at this University. **Professor Petratos** – What is the number of those positions, if you recall? And, you're talking about extraordinarily low costs, about 40-50% of what the professorial ranks would cost. **Chancellor Goldstein** – Certainly if you're going to hire a very prominent researcher who is in very high demand, you're going to have to address market conditions if you want to make that type of investment. And, you'll have to pay accordingly. That's what we will continue to do, and that's what we should do. Chair Philipp – It's my understanding that this is limited to these 200 hires. **Chancellor Goldstein** – Yes, I don't see this as a continuing phenomenon. This is really just that certain campuses wanted to see this, and I think it's a good thing. It will always be a very small fraction of the amount of tenure-track faculty that we hire in the University.

**Professor Anne Friedman** - I have total, complete respect for the instructor/lecturer lines. I come from a department that has always had a cadre of that group of faculty who are primarily focused on teaching. I'm just wondering if you know about this because it's something that was so glaring to us at the community college when this directive came out. As you know I'm sure, the number of Ph.D. faculty at the community colleges has soared, and in most of the departments I call – not to be denigrating – “the academic side of the house,” the liberal arts, the math, the sciences, the English, the Humanities, and so forth, we have not been hiring any faculty who cannot complete the doctorate within a five year period. So they are hired as instructors but they are told that there is no CCE at the end of this five year period; you either finish your advanced degree and go onto the tenure-bearing professorial line, or that's it. And we have had the experience, certainly in my college, of faculty who might have needed another year or so to finish their degree, and they have been fired at the community colleges. I don't know if you're aware of this but it really stands out for those of us at the community colleges when know N% of the hires have to be instructor/lecturer. **Chancellor Goldstein** – It's 80% of a very small number. So you're saying at BMCC, if you don't complete your Ph.D. independent of the rank you're hired after X number of years, you are let go? **Professor Friedman** – Yes, in a good number of disciplines. We talk about Study with the Best, and I'm wondering if there is a contradiction between what's primarily best for the college, the students, and so forth in the fields, and this new directive. But if it's only a small amount, and it's only for this year? **Chancellor Goldstein** – We will see for next year, but I don't see this as a program that is going to have legs that will take us to further years. It probably will continue to be the expectation that we will continue to hire instructors and lecturers, and it won't be a special program, and it will always be a very small percentage of the faculty that we hire, which I think is appropriate. Anne, let me take your sincere question and expand it very briefly. It's something I talked about at the Executive Committee, and I feel very strongly about this. I remember, not just at CUNY but at other universities I've been associated with, there were very fine people who were highly valued, marvelous teachers who inspired students, who loved their work, but they just didn't have the academic background, even if they had a Ph.D., they were not trained or engaged or did not have the intellectual background to really do significant research. So what the system did was force these people to do research which was mediocre at best, that did nothing to expand the boundaries of knowledge. **Professor Friedman** – That's quite a statement. **Chancellor Goldstein** – I'm trying to have an honest discussion with you. We all know this. It's not in any way a black mark on the individuals. They were great teachers. It's what they wanted to do. So the end result of this was we forced people to do research when they really didn't have the capacity to do good research, and as a result they were pulled away from the thing they loved and did well, and from which the students benefited. We are not all the same. We should not be hierarchical. I celebrate a great teacher, and I celebrate a great researcher. If they can do both of

those things, that's wonderful. That's what we all aspire to. The fact is, the world doesn't work that way. I would like to have a discussion at this University and talk about this. It's not about damning somebody, or creating a hierarchy that I'm better or smarter than you. I think this is something that needs serious discussion at the University. **Professor Friedman** – So these are CCE lines, right? These people are going for the Certificate of Continuing Employment, the equivalent of tenure if they earn it? **Chancellor Goldstein** – I think the rule is if you're hired as a Lecturer, you get a CCE, which is essentially a tenure appointment. You are protected by that, and that is always the case with a Lecturer. I don't know if that's the case with an Instructor? No? It's not? OK. Professor Petratos – But you have a great disparity in salaries. Call them anything you want, but put them in the same ranks. That would be fair.

**Professor Phil Pecorino** – I welcome the remarks you made and hope that the conversation will result in actions. It would be great if we could arrive at the point that we would see some glorious graduate of our institution on the side of a bus or on a subway advertisement saying Professor So-and-So inspired me to go on, and that professor was a great teacher. Second, with regard to educational technology, it would be great if the message could filter down that those great teachers that are being asked to invest, and as studies show, a couple of hundred hours to mount a fully online course, would be accredited with the equivalent of, not a major publication, but a respectable publication. **Chancellor Goldstein** – Let's do it.

**Professor Lenore Beaky** – I'd like to introduce to you our Trustee who is in attendance today, and that is Freida Foster-Tolbert. There is a biography of her in your packet. She was appointed by Gov. Pataki in June of 2006 as a Trustee of the CUNY Board. She serves as a commissioner for the New York State Workers Compensation Board, and she also serves on the Harlem Community Development Corporation's Board of Directors, and she has a BMCC connection. She has worked as the Community Services Coordinator at BMCC and also as the New York City Human Resources Administration Liaison and Recruiter for BMCC's College Opportunity to Prepare for Employment Program. A life-long Harlem resident, she has a BA from Hofstra, and an MS from the University of Wisconsin. She is now the Vice Chair of the Committee on Student Affairs and Special Programs, and we serve together on the Committee on Academic Policy, Program, and Research, and perhaps she will talk about some of the more interesting curricular innovations that have come across our desk in the last couple of years.

**Trustee Foster-Tolbert** – Good evening. I actually felt I should come and introduce myself. I've never been in front of you all before, so I just want to give you a little bit of background about myself, and it's not going to be very long. First, thank you for the invitation to be here. I understand it's a very lively group. Although I've served on the Board since June 2006, my involvement with CUNY began many years ago at BMCC as the coordinator for the COPE program, which was very new at that time. It was only my second job out of college, but joining that team really opened my eyes to a lot of the different challenges that CUNY students face. Although I went to Hofstra, I was no stranger to adversity, but the students from the COPE program taught me what it really meant to be perseverant and what it means to fight the odds. Often in economically-challenged families, children are told that education is so important because it is the one thing that cannot be taken away. Then they are charged to get as much of it as possible. I am no different. Like so many, I, too, come from humble beginnings, and upon entering first grade I was taught that in this household, young lady, education is a privilege and an honor, and it is to be respected. Right along with voting, by the way. I had a job and that was to attend, excel, and complete my education until I was able to take care of myself. So this is my charge, and I had a very bossy big sister to ensure that I stayed with that program. The program was completed, and as a result my commitment to education increased tenfold over the years. During my undergraduate and graduate studies, I was an active staffer active in many of the campuses' activities, the Office of Residence Life, both a residence assistant, a hall director,

director of diversity initiatives, advisor to countless student organizations and leader of many others. None of it seemed like work at all. It actually seems that school work was getting in the way of my extracurricular activities. But, I finished, and this experience was also what fueled my passion for education, and my desire to serve on the Board of Trustees. Despite my occasional wandering off into the areas of political service and private sector nonsense, it has remained the focus of what I hold near and dear. As a CUNY trustee, I've brought with me my great dedication, and my belief in the importance of public higher education for the improvement of people's lives. But my principal interest is the student, and as a result I chose to serve on the standing committee for CAPPR as well as the Student Affairs Committee. I strongly identify with the mission of this University, and its particular role in uplifting students and preparing them for what lies ahead. CUNY offers many non-traditional as well as traditional students an opportunity to achieve their goals. Collegiate preparation of future students and job preparation for existing students is also very important to me. I strongly favor programs that service and services that help students succeed and those that prepare them to compete. Finally, during my service in Gov. Pataki's administration as well as on the CUNY Board, I'm very pleased to see how popular CUNY has become. When we go to the luncheons up in Albany during the caucuses and the many meetings, it's amazing to me how many are so eager to say "I went to CUNY!" I also see partnerships with the Board of Elections, to the Department of Education, and countless community-based organizations that are all hopping at the bit to a part of what I think is CUNY's greatest growth. So I hope that these initiatives are here to stay. I know that in these challenging times, there is no telling how many of them will survive, and I also know that without you and the Chancellor's vision, and the students, none of it would have been possible. Hopefully we will continue to have lofty goals of teaching our students how to fight the odds and to excel in the face of great adversity. Thank you.

**Professor Stefan Baumrin** – Over the last five or six years, one of the issues that has surfaced within the faculty and within the University has been the possibility of per-credit TAP. I have not heard this addressed by any member of the Board of Trustees as an initiative that the Board might take under its wing. I wonder if you have any ideas about that? Trustee Foster-Tolbert - It hasn't come to my attention yet, which leads me to believe that it is still being discussed among CUNY staff. Chair Philipp – It's an issue close to our hearts. **Professor Baumrin** – We're in favor of it because students TAP out too soon, and they can't finish their degrees. Whereas if they were doing per-credit TAP, they could spread out their degree program and wind up being TAP-eligible all the way until they graduate. **Chair Philipp** – And as we heard in the previous discussion, some students are compelled by full-time TAP requirements to take more courses than they really ought to, given their personal situation in life, their family obligations, and their ability to study. So they don't do as well as they could if TAP regulations were a little more appropriate. Trustee Foster-Tolbert – When I was at BMCC, that was quite a problem because our students were receiving public assistance. That was in the whole Giuliani era, where they had to work and maintain a certain amount of hours, and it was a mess. On top of all that, they had to have a certain number of credits in order to get the financial aid to go to school in the first place so it really was a conundrum. I completely understand the issue, but that conversation hasn't reached the Trustees as yet. I'll look for it though.

**Professor Pecorino** – Over the last decade under the stewardship of our Chancellor, we've seen the image of the University improved considerably. We've also seen him move us all towards a more integrated University, and institute with the appointment of a whole series of presidents a different style of management for this institution. In the midst of that, we perceive that our role as faculty in governance and decision-making over academics, admissions, etc., has changed in the eyes of the administration. As a member of the Board of Trustees, how do you see the role of the faculty in the shaping of this University and its operations? Trustee Foster-Tolbert – I think the role of the faculty is integral to the shaping of the University, but I think the management

style of any organization over years is going to change. It's a cyclical thing, in my opinion. The way it was managed 15 or 20 years ago, I think we might all agree, might not be the best way either. So I think it takes a long time to get an institution as large as CUNY to a place where the majority is happy with the way in which it is taken care of, so to speak. I think it has improved quite a bit over the past 15 or 20 years, and I think it has a long way to go as well. But I think that the work that all the faculty, and students, and Board, puts in now will only make it that much better in the next five years, and it's a slow process and unfortunately many of us might not be around to see the benefits of that, but everything we do is going towards that. **Professor Pecorino** – Would you prefer the collaborative or collegial approach rather than reducing us to mere employees? **Trustee Foster-Tolbert** - Well, of course when you say it like that!

**Professor Mike Vozick** – Glad to see you here. I've been teaching 14 years at BMCC in the Science Department as an adjunct. Right now I'm also teaching at Hostos Community College. Before I taught at BMCC, I worked at City College in community education programs and continuing education programs, mainly in the Harlem community. So I'm bringing a certain perspective or awareness to this question. Some struggle to see how we're seen, not just how we see, if I can put it that way. We are entering into a time of very troubled waters from this perspective, right? The need for higher education, judged by the people who are applying for it, is going up. But the space is limited, and the closure dates of our community colleges, which are our open admissions, are moved up and it's harder and harder to get in late now. I'm not against that in principle, but it cuts back on open admissions, and it has got to have an effect on who is and who isn't admitted. I don't have to make a long speech to you to make you know what we're talking about here. The people of some communities are going to find it harder to get access to public higher education, right? So the question is, how much are the Trustees and the leadership of the institution – and I don't want to fault them, I think they're trying to stay ahead of the game – thinking about how can we keep open admissions under these circumstances? How can we provide for those students coming in who will be told you can't come something that brings them closer to CUNY, rather than just pushing them away? **Trustee Foster-Tolbert** – That's a question for a long discussion, but in a nutshell I think all we can do is reach out to those communities in a massive communicative effort to make sure they are aware of all of the deadlines and requirements and changes that are so rapidly happening in an institution that may have been so prominent a choice in the past. I think while we're doing that, we work on the issues that are right here at hand like the overcrowding, and the fact for instance that some labs at Bronx Community College that took 24 students now have to take 48. It's not just our problem. It's all over the nation, but we want to accommodate as many as we possibly can, and I think that is exactly why Lexa is so rigorously working on making sure that as long as we can service the education-focused mind, whether it is within our brick and mortars or online, we will do as much as we can. But, as the Chancellor said, at what point does the quality of services that we offer deteriorate in the face of our trying to be so accommodating. It's an issue. There's no answer to it, but it only speculations that we can continue to offer until hopefully we do come up with an answer. **Professor Vozick** – A lot of people, not just me, are looking to you and a few others on the Trustees, even without realizing that, to provide leadership so that becomes the practice and not just the hope. **Trustee Foster-Tolbert** - We will look for the discussion. Thank you.

**Chair Philipp** – Next I'd like to ask Executive Vice Chancellor for Academic Affairs Lexa Logue to come to the podium to the admissions trends.

**EVC Lexa Logue** – Thank you and good evening. Welcome to a new academic year. It's always exciting to be in September. There is much going on with enrollment, as you've been hearing pieces of. I'll try to go through some of the elements of it with you, and then answer questions. The summer went pretty well. We had a 2% increase in both headcounts and FTE, Full Time Equivalents, meaning how many full-time students would it take to get as many

students in classes as you have if they were all going full-time, which of course they aren't. So generally our FTEs are lower than our headcount. That was a nice summer growth rate. This fall is a little different. This fall the headcount is up 6%, and the FTEs are up 8.1%. That is a very, very large number. I tend, myself, to focus on FTEs instead of headcount, because one of my main concerns is how much faculty we need, and how much teaching power you need is expressed by the FTEs, not the headcount although that is important for other things. I should say about this increase of 8.1% in FTEs – it is true that we have more full-time students this fall than we did last fall, but a majority of the FTE increase is actually due to increased retention. More students are staying, and also there is some indication in the data, though it is very early for fall data, that students are on average taking more credits than they were last fall. This is a good thing in the sense that student success and increased retention and graduate rates are associated with more credits being taken. That seems to be a good trend. And, we have hit, as you have probably heard, a new record at CUNY this fall for the total number of students in credit-bearing classes. The flash enrollment, the initial enrollment we get, was 259,000. We think when we get the Form A enrollment, which is the more final statement of our fall enrollment that we will have very soon, it will be more like 260,000. That is a new record for the number of students at CUNY. It beats the previous record that was set in the early 70s when tuition was free. When tuition was instituted back in the 70s, enrollment took a big drop. But we are now at the highest point ever. We are concerned though. It's great that there is a lot more tuition coming in because of all of these students. That's a good thing, but we're concerned that the University is not going to be able to absorb this large of an increase all at once. We don't want the educational environment to suffer because of this. So we've been concerned, are we hiring enough full-time faculty, are we hiring enough student support personnel to appropriately work with this many students that we currently have? It is the case that from the data we have at the senior colleges, just about all of them, there is a large increase in the average SAT score for the new freshmen. So that's good for the senior colleges. And at almost every college, including the community colleges, for the new freshmen the average GPA is higher. Now what we don't know is whether this means they are going to be passing the skills test better, or is this just because they are giving higher grades in high school these days? We will be looking at that.

There is huge variability at the campuses in terms of how much of an increase they have had this fall. In the senior colleges, the change ranges from -.9% to +9.5% in FTEs. At the comprehensives, the change is from 7.7% to 15.8%, and at the community colleges it ranges from 2.0% to 26.8% increase in FTEs compared with last fall. There is a fairly large number of colleges that have an increase above 10% in FTEs this fall. Now, we are very concerned about these increases, as I keep saying. We feel at the system-level that it is not responsible for us to admit students when we cannot provide an excellent education for them. So we are going to be continuing to look at the data and looking at quality indicators, such as the percentage of instruction taught by full-time faculty and how that may have changed this fall. We do know that given the increase in FTEs the University would have had to have hired an extra almost 600 more net increase in full-time faculty this fall to keep the ratios basically the same. We don't think that has happened! An 8% increase in FTEs is an enormous amount because it's on a huge base, so we're talking about very big absolute numbers. We are meeting now with most of the colleges individually to talk about their particular situations, to talk about spring admissions and fall 2010 admissions, and how we're going to handle this. Because of this huge increase this fall, some of the colleges that traditionally have always had room and space are not so much that way anymore. Some of the colleges are telling us, we just don't physically have any more room. In addition some of the colleges are saying to us, we are hiring as fast as we can. But faculty do the majority of the work involved in hiring, and it's a very time consuming effort and there are many classes to teach also, and other things to do. It's just very stressful on faculty and on departments. We are talking about various strategies that campuses might use to slow things down a little bit for the spring, which is the springboard, if you will, for the fall. So if campuses

are high in the spring, they are going to be even higher in the fall. That's the way it works, and also we're retaining more. So we're talking about different strategies. For instance, we readmit a lot of student every semester, many thousands. Some of them left the University with 0.5 GPAs. Some campuses may want to look closely at these readmits and only admit ones with indications that they are really ready to do the work now, that there's been a change. We might want to look at transfer policies because a lot of these admissions are people transferring around. There are things we can look at, but we are in a touchy situation. We are trying to get more room on some of the campuses. We are looking at technology very hard. There is some recent research that has come out that we haven't looked at in details yet, but it seems to suggest that student learning is actually maximized in hybrid courses – not courses that are totally online or totally face to face, but are a combination. Doing more of that could help with some of our space problems. But we've still got our people problem. The most important thing for education, I believe, is the faculty, above everything else. So we need to keep hiring more faculty. You're going to see that will keep being our top priority. That's basically the outlines of the situation.

**Professor Glenn Lewis** – One of the problems that seems to be rising in all this, and I don't know how much of this comes to your office, is one of the support considerations for teaching that are really lagging behind. Yes, when you look at the space situation, you need space for classrooms, but you also need space for offices, for the new technology. We started with smart classrooms now in my journalism program. All classes are taught that way. But you need IT support, and you need much more consistent IT support. And you need training. We're training our people on the job while they're teaching their classes, which is not the way to do it. The office space – we're talking about new full-time hires, but we don't have any place to put them. All of our adjuncts are piled into one room that looks like a corral. This seems to be a phase that we should be able to handle comfortably, but these are morale things that make people want to do that extra work that's going to make a better quality situation. So what do we do to improve these situations? Also, it seems to me there has to be better communication about maximizing space on campus. York College, for instance, for the past 15 years has been trying to get a building built on the largest site still available for a senior college on any campus, and we're overcrowded and nobody is building a building. So what do we do to coordinate the effort here to consider the support materials necessary, and not just the hardline items? **EVC Logue** – We are meeting with the individual colleges. We are trying to emphasize to the colleges, and we're watching over the space situation. There are data concerning every campus about how tight the space is. We know it's a problem. We know it's much worse this fall. We are building more than has ever been built in CUNY's history as a system. But that doesn't mean there are not huge needs on individual campuses. For example, a number of our campuses have high schools on the campus. In fact, sometimes it's lower than a high school. We're trying to get those schools moved off the campuses, which will then free up a lot of space. **Professor Lewis** – We appreciate our high school at York, but people look around and say we don't have classroom space but we have a whole building for a high school. **EVC Logue** – We're also looking at continuing ed operations. Maybe this is not the time to do as much of that as was done in the past.

**Professor Crain** – I understand all the difficulties people are struggling with. To me, it's very important to maintain our mission and keep our top priority in mind, which is to provide an opportunity for all people who want a first-rate college education to get that opportunity, and this particularly includes people of color, poor people, and working class people who've been disenfranchised. I think we have to do everything we can to maintain that mission. If we compromise that mission, if we start closing students out, we will find our morale is a problem in a more insidious way than struggling with space and so on. To me, I don't believe part-time vs. full-time, or adjunct vs. full-time are correct indicators of quality. The instruction in my experience of almost 40 years by adjunct faculty is basically excellent. They provide at City

College excellent instruction. My solution is, if you need to and you've got the space, which we do at City College, don't shut down the enrollment, which the administration is close to doing, and has not consulted the faculty really, but hire the adjuncts. I say hire them. Go for your mission first. **EVC Logue** – Our mission is very dear to us, and we're not going to abandon our mission. We will do everything possible to maintain open access for students. In terms of adjuncts, there's no question that most adjuncts just like most full-time faculty are wonderful teachers. That's not the issue. It's the full-time faculty who develop the curriculum generally, and who are around and participate in student clubs, and do a variety of things that are important. So you want the balance. **Chair Philipp** – Does your office keep a spreadsheet on the proportion of courses taught by adjuncts in each department of the University? **EVC Logue** – We have it by college, not department.

**Professor Sandi Cooper** – Last year, my campus also participated in this hiring frenzy, which wrecked any plans I had of writing a paragraph. All through this, we kept being told we have to get rid of all substitutes and put in full-time people. That apparently came from 80<sup>th</sup> Street. I'm not at all persuaded that our crystal balls about continuing enrollment are going to work. If the economy turns around, we're probably going to go back to some stasis that we had before. We will then find ourselves, as we did in the 70s, with a significant faculty and low enrollment, at least at some campuses. I'm just wondering what is this allergy to substitute faculty? We can take a very good adjunct that we have and give him a two-year job. If they've been in your department and they're devoted to it, it's a decent thing to do. But we were absolutely appalled that this was akin to consorting with the Devil. **EVC Logue** – The substitutes are very useful under some circumstances, but they are limited to a two-year appointment. So if you have a lot of substitutes, there will be continual turnover, which is not necessarily a great thing. We want people to stay for a long time. **Professor Cooper** – They also provide flexibility. **EVC Logue** – They are very good to have in many situations.

**Professor Felipe Pimentel** – This semester at Hostos is the worst ever for class size. Instead of just hiring more adjuncts, I think it's time to have 100 new conversion lines. Tomorrow we can have 100 new Lecturers in conversion lines. **EVC Logue** – A campus has that option.

**Professor Vozick** – Congratulations on your appointment and on how you're handling the work you're doing as far as I can see. We're getting a tiny little groundswell for adjuncts here. I may be the only adjunct standing in the room. What's important is as the University faces this challenge, which we frame in slightly different ways, I'm asking whether you are thinking about amplifying your strategic thinking about adjuncts. I appreciate everything you're saying, and I understand the reasons for it – there are union reasons about the subs, and there's a lot going on here. But I believe deeply that the integration of adjuncts into the faculty at a lot of different levels and in a lot of different ways is salutary for the University. It's a good idea on its own merits. Are you thinking about framing a strategy for the fact that you have this long-term faculty called adjuncts, with all kinds of constrictions on it, and you have this new problem that you're facing that you've outlined very well...I'll leave it there. **EVC Logue** – If I could express it more generally, I'm concerned because we seem to be living semester to semester with this enrollment business. Every semester, we worry one semester ahead, maybe two. It's very hard to predict; who would have predicted the past year? We need to be thinking in general where the University is going, and how we're structured. Right now, the enrollment pressure is mostly on the community colleges. What does that mean for the future of the University? We need to be thinking about how all these pieces fit together and how they should fit together 10 years from now. Do we want to grow more at the community colleges level? Should we be leaving the size of the senior colleges the same? What about the role of the Graduate Center and how that fits into all of this? All these questions are very important, and I'd like to see us do more along these lines.

**Professor Michael Barnhart** - I was privileged to see you speak before the Enrollment Management Council on the 16<sup>th</sup>. It was very interesting, and I was heartened to hear that one of your quality indicators was the ratio of part-time to full-time faculty. I'm actually a little bit surprised, having been in this body about 12 years, to hear people asking for more adjuncts, actually, after we've fought for 70/30, but I guess you live to see everything. Anyway, I want to address a different matter, which came up at the Council during the college reports. It seemed to be clear that colleges do things very differently when they review standards governing things like readmission, transfer, freshmen requirements, and so forth. Some seem to go through faculty governance, but only Lehman seems to do it thoroughly. Some of these decisions are taken at a managerial level or administrative level or in admissions, but it seemed to involve very little faculty input. I was concerned about this. To me, yes, the ratio of full-time to part-time is an important quality indicator, but I think another quality issue is the nature of the students coming in, and that's why amongst the duties of the faculty is some sort of input and consultation in regard to admission standards. I was alarmed a little that as a faculty member at Kingsborough, I had no idea what the standards were governing readmission at Kingsborough. I don't know that there's been any faculty input on that. I'd want to throw that out as something the University needs to take up systematically, especially if we want to protect the future quality of the University as a whole. **EVC Logue** – This goes back to the question asked of the Trustee who was here, and my own view is that the faculty role is extremely important because the full-time tenured and tenure-track faculty tend to be around for a very long time. Administrators tend to come and go, and don't necessarily have the same interests as people here for a long period of time. So the faculty has a very important role of play.

**Professor Jack Zevin** – I only get up when I'm experiencing serious cognitive dissonance. After a speech by Chancellor Goldstein, I get a warm glow about the University. The only problem is that when I wake up I find it's not some place I'm living in. I don't hear any plan for faculty hiring, and I'd like to know if there is one. The way our provost at Queens College solved the problem very cleverly is that over the summer he raised class size on us. I'm now privileged, after being here a very long time, to teach the largest classes since at least the last recession. Part of what is going on, I think, is that the University is taking advantage of the recession, quite logically, to raise class size, increase admission, and keep the faculty where they are at. This is called efficiency. Are there plans for hiring full-time line faculty, not Instructors or high school teachers? **EVC Logue** – First of all, some campuses love that whole initiative, and others did not. I do not think we will see an initiative again like what happened this summer. Generally, it's up to the campus to hire the kind of faculty they wish to hire. Hiring full-time faculty remains pretty much our number one priority. You're going to see, when we make our Budget Request for the fiscal year 2011, getting money and hiring more full-time faculty again as the top priority. It's also one of the primary indicators that each campus is judged on in the annual accountability system that we have. It's very, very important to us. I can tell you that campuses that don't keep up with hiring full-time faculty do face consequences for that.

**Professor Zevin** – I'm an education professor, and I just went through the grueling process of filing our NCATE report. One of the standards is full-time/part-time ratio, and I have nothing against Instructors, but, having been the chair of my department, I know that Instructors can suddenly become ambitious and decide they want their Ph.D. and they get it and want to be line faculty, and if the door is closed to them they become quite obstreperous as citizens in the department. So can the Instructor lines be converted? **EVC Logue** – Yes. It's up to the department or campus.

**Professor Terrence Martell** – Given the substantial increase at the community colleges, I'm hoping you can provide significant resources so that the quality of instruction maintains and gets better. I am concerned, particularly in the mathematics area, that if we don't maintain that

quality and don't have the resources at the community colleges, then given our articulation agreements, we're just setting up our students to fail when they come to the senior colleges. We will use up their TAP, they will be frustrated and disappointed. **EVC Logue** – I'm glad you brought up Math, one of my favorite areas. Let me say the community colleges did well last year, and they'll do well this year because of the extra students and extra money that's coming in. They are well-protected from any financial buffeting. In terms of math, we are deeply concerned about math across the whole system because there are more students who start a math course and do not complete the course with a satisfactory grade than in any other discipline. It is the biggest block to our students' success of anything. It's a problem for succeeding at Baruch, and it's a problem all across the system. We've been working with the Math Discipline Council closely on this. What can we do to help our students do better? We believe that the math faculty by and large want the students to pass; it's not a matter of not wanting at all. We know that students are coming in very poorly prepared, so for that part there's an initiative that's been going on for about six months with the Department of Education that is finally doing some things to help the line curriculum and to change curriculum. They are doing very specific and good things. But in addition, we thought somebody must know the best ways to teach math at different levels. There must be research on this. If you know me at all, I'm interested in research. We looked and it was unbelievable. It was ephemeral. People would say it's over there, and we'd go look, and it would evaporate. There were practically no well-designed studies in the post-secondary area. We don't think our students are the same as K-12 students; we need stuff that applies to our students. So, we said we're going to take a different tack. We don't have the research, so let's make the research. We issued an RFP to every single math faculty member, asking them to submit a short 2-page letter of intent to ask for money to do a research project. It had to be for something that would increase student learning in scalable ways, and that somebody else could use, not just one particular teacher that somebody else could use. We got 33 letters of intent, most of them with many co-PIs on them. There are close to 100 faculty involved in these submissions. We were ecstatic about that. A couple of weeks ago we held a workshop for all the people who had submitted these letters of intent. We had seven people there from the central office who have expertise in research design to work with small groups of faculty to help them tweak their designs a little bit to turn them into what we call experimental designs or quasi-experimental designs. The full proposals are now due in October. In November we'll be announcing awards. We're expecting to fund a lot of these. Also, the workshops enabled faculty from different campuses to meet each other. We put them together in groups where they had proposed similar kinds of ideas, and, as I understand, a bunch of them have been communicating with each other. We're going to be also encouraging some of the people to do externally funded proposals, but we ourselves are going to fund a lot of them. Our hope is that a lot of them are going to be successful, and that we will actually be the center of math research for the entire country, if not the world.

**Professor Emily Tai** – I'm chair of the steering committee for the academic senate at Queensborough Community College. I guess this is one of those statements that wants to be an interrogative, but isn't sure. What I was really thinking about was as a source of data for how enrollment is impacting our student, if you would be willing to look at what gets generated by committees within university and college governance structures. I know on my own campus, we have 18 committees of the Academic Senate that deal with all kinds of things like student activities, curriculum, admissions, everything. And on most of those committees we have student representation. It was dormant for a while, but one of my little projects has been bringing students back on those committees, and we've been quite successful. So if you look at these kinds of governance systems, you can get a nice cross section, not just of what's going on on campuses because of the impact of enrollment, but how perhaps different constituencies within the campus – administration, faculty, and students – are reacting to it differently. So I would urge you to think about this, or have you thought about it, I guess, is the question? **EVC**

**Logue** – Have I thought about listening to what governance structures are saying about what is happening? As much as I can, yes. It's very difficult with 23 campuses to figure this out. But we do want very much to hear from the people who are experiencing this. That's one of the reasons it's good for me to be here tonight.

**Professor Baumrin** – I want to crystallize what Professor Tai just said, and what Professor Barnhart said. Yes, at the Budget Advisory Committee in the fall we predicted this impact in detail. I really think it would be a good idea for the central administration to put together a faculty Thought Committee to do thinking independent of the various vice chancellery constituencies, and provostial constituencies. I saw a committee put together by 80<sup>th</sup> Street on a subject I won't discuss for the moment and there were 50 administrators and no faculty. That's OK, but it isn't necessarily ideal. I would have thought, on the enrollment management issue, it should have been a faculty committee that thought this through. On the question of eliciting from the campuses the various kinds of reactions, it shouldn't be so formal that the message never gets through. **EVC Logue** – I think it's particularly difficult at 80<sup>th</sup> Street because we don't have faculty or student there. One thing I wanted to mention – last year I came and presented about the goals for the Office of Academic Affairs. I just wanted to say that we have up on our website the year-end report on each goal if you want to look and see what happened with each goal, and we also have a new goals chart for this year. I encourage everybody to go and see what we are doing, and we'll take all the help we can get.

**Chair Philipp** – I don't think I'll have time to say much about my own report. You have it in written form, and it's fairly comprehensive. You certainly can ask me questions at any point by email, or subsequent fora. There are some things I'd like to do, before we close this meeting. One is to introduce the new Faculty Governance Leaders. Some of them may have left. Emily Tai is certainly here. And Peter Parides and Don Hume. Could you come up for a moment? I'm pleased to present them these medallions that say Faculty Governance Leaders for CUNY, and they are to be worn in academic regalia at convocations and commencements. They may not be as large as college presidents', but I think they are equally impressive!

The next item is to welcome new senators and alternates. If you could just stand up when we call your name. [The list is read.]

I'd like to ask the members of the Executive Committee to stand up. These people I sometimes give less privileges to than other people because they have an extra chance to speak to the Chancellor and various Vice Chancellors at the Executive Committee meetings themselves. So if you see me preferring other people to them in questions and other things, there's a reason. But, on the other hand, they are a resource and they are very vocal people. You can consult with them, and you should get to know them if you have an issue. I'd also like to introduce Bill Phipps, the executive director of the UFS, and Stasia Pasela and Vernice Blanchard of the UFS office.

At this point, I'd like to have a motion to approve the committee slate, as amended by an addendum which is on the back table. We're moving on both of these. All in favor? Thank you. With that, I would like to solicit questions.

We have some important issues. I'd like you to look at those in my report. The UFS Executive Committee is considering actions for future meetings. I outline those in that report.

**Professor Baumrin** – I'd like you to give us the update on H1N1, please.

**Chair Philipp** -- Before a recent Board committee meeting, I wrote Board Chair Benno Schmidt, asking him if it were not important that the Board of Trustees be informed, and therefore the larger community, of the University's preparations for H1N1 flu, and also the seasonal influenza, and he agreed that this was important. Then Allan Dobrin, at the meeting of the Board Faculty, Staff, and Administration Committee a few days later gave a report. Basically the colleges are supposed to publicize suggestions on what people who think they are infected ought to do. The colleges in the main will not be giving H1N1 vaccinations. Some colleges, but not all, are providing a location for seasonal flu shots. My own college is, for instance, at Lehman. In the main, it's limited to this kind of publicity. VC Dobrin characterized the H1N1 outbreak as perhaps of less importance than the seasonal outbreaks, and I don't know if that is something I would necessarily agree with, or even if I have an opinion on that. But that's where the University stands. That's in great contrast to other institutions who have taken a much stronger, proactive, and aggressive stance at maintaining the health of their faculty and making sure the faculty stay in the classroom and remain healthy. I did urge that vaccinations of course should not be required, but should be made available to the faculty for the obvious reason that we are exposed, and it's important that we not get ill. However, this is not in general what the University is doing. OK? So that's my report on H1N1. Would anyone else would like me to amplify on any other subject? OK. Then thank you very much. With that, we have a motion to adjourn.