

MINUTES OF THE THREE HUNDRED AND THIRTIETH PLENARY SESSION  
OF THE UNIVERSITY FACULTY SENATE  
OF THE CITY UNIVERSITY OF NEW YORK

September 25, 2007

The meeting was called to order by UFS Chair Philipp at 6:45 p.m. in Room 9206/07 at the Graduate School and University Center. 86 voting members of 118 were present.

**Baruch:** Present – Albright, Dumas, Hill, Martell, Pollard, Vora and Wine. Alternates Aubry and Thomas. Vacancies – 1. Absent – Brandwein, Freedman, and Martell. **BMCC:** Present – Friedman, Kalogeropoulos, Martinez-Lopez, Niyazov, Persaud, Rani, Vozick. Absent – Roy. **Bronx CC:** Present – Alozie, Durante, and Skinner. Vacancies—2. **Brooklyn:** Present – Antoniello, Bell, Duboys, Jacobson, Shapiro, Tobey, and Viscusi. Absent – Cherukupalli, Rodman, and Shortell. **CCNY:** Present – Crain, Daghli, Khalil, Raj, and Sank. Vacancies – 1. Absent – Habib, and Lascar. **CSI:** Present – Batson, Cooper, Foleno, Klibaner, Levine, Petratos, and Alternate Stearns. Absent – Jayatilleke and Yousef. **CUNY Law School:** Present –Lung, and Alternate Ashar. Absent – Farago. **Graduate School:** Present – Baumrin, Nolan, and Orenstein. Absent – Cross, Lennon, and Matthews-Salazar. **Hostos CC:** Present – August, Pimentel, and Alternate Sharma. Vacancies - 1. Absent – Bernardini. **Hunter:** Present –Palanda. Vacancies – 3. Absent – Friedman, Kaye, Krishnamachari, McCormick, Splitter, St. Hill, and Wimberly. **John Jay:** Present – Chaffie, Kaplowitz, Kubic, and Alternates Friedland. Absent – Crossman, Dunham, King-Toler, and Romero. **Kingsborough CC:** Present – Barnhart, Hume, O’Malley, Ruoff, Stubin, and Wood. **LaGuardia CC:** Present – Beaky, Lerman, Mettler, Rushing, Shean, and Alternates Kurzyna, and Sokolski. Absent – Davidson. **Lehman:** Present – Aronowitz, Marianetti, Mineka, and Philipp. Absent – Jervis, and Kolb. **Medgar Evers:** Present – Barker, Hastick, Hope, and Stewart. **NYCCT:** Present – Cermele, Horelick, Hounion, and Paynayotakis. Absent – Karthikeyan, and Richardson. **Queens:** Present – Bird, Moore, and Savage. Vacancies – 2. Absent – Brody, Gonzalez, Habib, and Zevin. **Queensborough CC:** Present – Barbanel, Iconis, Jacobowitz, Pecorino, Wein, and Alternate Gatto. Vacancies – 1. **York:** Present –Lewis, and Alternate Tewfik. Absent – Cockery, Divale, and Rosenthal.

Professor Miraglia (QCC) attended.

The Honorable Philip Berry, Executive Vice Chancellor Botman, and Vice Chancellor Schaffer attended.

**Governance Leaders present:** Anderson (BMCC), Baurmin (GS), Cooper (CSI), Feinerman (Lehman), Kaplowitz (John Jay), Levine (CSI), Mettler (LaGuardia), Pecorino (QCC), Raj (CCNY), Savage (Queens), Tobey (Brooklyn), Woytowich (NYCCT) and Young (Hunter) attended. Parliamentarian Baumrin, 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 the 329<sup>th</sup> Plenary: Minutes were approved as distributed.
- III. Reports (Recorded in Reports & Deliberations)
  - A. Chair.
  - B. Representatives to Board Committees.

- IV. Guest – Honorable Philip Berry, Vice Chair, CUNY Board of Trustees: The presentation and questions are recorded in the Reports & Deliberations.
- V. New Business:
- A. Approval of UFS Standing Committee Roster: Approved and appended to Minutes.
- B. Resolution on Faculty Hiring: Adopted as proposed, unanimously by voice vote.

#### Resolution on Faculty Hiring

Whereas, the CUNY Bylaws in §9.7 clearly state that department and college P & B committees have the fundamental responsibility for faculty appointments (see reverse for text of this Bylaw), and

Whereas, faculty appointments and reappointments include Adjuncts, and

Whereas, the Council of Presidents is deliberating on the role of P & Bs and department chairs in appointing adjuncts,

Therefore, Be It Resolved, that the Faculty Senate affirms the plain meaning of the Bylaws and insists that this right and responsibility of P & Bs not be compromised.

*CUNY Board of Trustees Bylaws Section 9.7. APPOINTMENTS. a. Recommendations for appointments in a department shall be initiated (1) by the department or (2) to a professorial title by the president pursuant to his/her responsibilities in accordance with section 11.4. of these bylaws. The president may recommend that such appointee be designated as department chairperson. Such recommendation by the president for appointment and designation as department chairperson may be made either at the time of election of department chairperson or at such other time as the educational interests of the college may require. Before recommending such appointment or designation, the president shall confer with the members of the department and with the college committee on faculty personnel and budget. b. All appointments, reappointments, and reappointments with tenure to a department, except as above specified, shall be recommended to the college committee on faculty personnel and budget by the chairperson of the department after consultation with the president in accordance with the vote of the majority of the members of the department's committee on appointments, or departmental committee on personnel and budget, save that a minority of any committee on appointments or departmental committee on personnel and budget shall have power to submit a minority recommendation to the college committee on faculty personnel and budget.*

- C. Resolution on Faculty Power to Set Admission Standards.: Adopted as proposed, with 1 opposed, 1 abstention. (The full discussion is recorded in the Reports and Deliberations.

#### Resolution on Faculty Power to Set Admissions Standards

Whereas, the CUNY Bylaws in §8.6 clearly grant to the faculty of the University the right to set admissions standards (see reverse for text for this Bylaw), and

Whereas, CUNY has prospectively announced system-wide changes in SAT and Compass cut-off scores that would affect admissions/placement,

Therefore, Be It Resolved, that the University Faculty Senate affirms the right of college senates and faculty councils to set admission standards in accordance with each college's governance plan.

*Section 8.6. DUTIES OF FACULTY.*

*The faculty shall meet at least once in each semester, or oftener, upon call by the president, or by petition of ten per cent of its members. The faculty shall be responsible, subject to guidelines, if any, as established by the board, for the formulation of policy relating to the admission and retention of students including health and scholarship standards therefor, student attendance including leaves of absence, curriculum, awarding of college credit, granting of degrees. It shall make its own bylaws, consistent with these bylaws, and conduct the educational affairs customarily cared for by a college faculty. The president shall preside at its meetings, or in his/her absence, the dean of faculty or a dean designated by the president.*

Professor Harris-Hastick of Medgar Evers College announced the death of Dr. Mary Umolu who had served for many years as a Senator and on the Executive Committee. The plenary observed a moment of silence. Professor Pecorino request that formal condolences be sent to Dr. Umolu's family on behalf of the Senate.

There being no further business, the meeting was adjourned at 8:00 p.m.

Respectfully submitted,

Bill Phipps  
Executive Director

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III. Reports:

**A. Chair:** Chair Manfred Philipp - First of all, I'd like to welcome you back from the summer. I hope you had a good and productive summer, productive in a scholarly sense as well as in a personal sense. We just had a nice meeting for the newly elected senators, some of whom have served in the past, and ran by some of the functions of the Senate and how we interact with the administration, with colleges, the public at large, and we did mention the State in terms of the Governor's Commission on Higher Education. So at this point, I'd like to recognize our guests, Executive Vice Chancellor Botman is here, the Vice Chair of the Board of Trustees, Phil Berry, is here, and Vice Chancellor Schaffer is here. So at this point I'd like to turn it over to the Honorable Philip Berry, Vice Chair of the Board of Trustees. Welcome.

IV. Guest - Honorable Philip Berry, Vice Chair, CUNY Board of Trustees: **Honorable Philip Berry** - Good evening. Thank you very much. I'm really glad to be here. I don't have any prepared remarks, so what that leaves me with is just an opportunity to share with you who I am, how I got here, why am I here, and what do I plan on contributing? So what I'd like to do is just to share a little bit of that with you for a little while, so that way you have some type of insight into this individual standing before you. In addition to being the Vice Chair of the Board of Trustees, I'm also the chairperson of the Construction Fund. Now many of you are aware of the Construction Fund because hopefully we're building facilities and labs and situations that help to provide the type of environment that is conducive to your goals and objectives, and also to the learning which all of you are contributing to. So that's another role that I have.

But let me go back to the beginning just to give you some insight. I grew up in Brooklyn, New York, and I started my own journey in Brooklyn. I have Brooklyn in the house here! I went to Manhattan Community College -- there's Manhattan Community in the house. Let me just say something about Manhattan Community, because when I went to Manhattan Community, I majored in business administration, and the feeling that I have for the role of community colleges in this University, in this city, and this society is very strong. I feel very passionate about that role because - all of our colleges have a role - but certainly for me, it started out there in the university system. There are a number of things that I learned there, not only in the classrooms, but outside of the classrooms. I started there in '68, so all of us are, we're the same, all of us have gray in one place or another and so all of us understand how those times formed an impression upon me and contributed to the type of person that I am. After I went to Manhattan Community College, I went to Queens College. I know that there are some people here from Queens College. I graduated in '73 I didn't know if I would see somebody in this group that contributed to my learning and my experience, who helped to form my intellect - and indeed, I have -- Dean Savage. So if there's anything that I say that you don't like...don't talk to me about it, talk to him about it afterwards, and if there's something that I say that you do like, then talk to Dean Savage, because I found him to be a very excellent professor and an individual who was a mentor, who was very involved in my learning experience. He is typical of the type of faculty that I came to love and respect in this University. More so than my education at Columbia and Xavier University, I just feel that there is something, *a je ne sais quoi*, you know, that the professors and the faculty have here. Something which is very different that we add, and it's that little spice that really helps to make things work a little bit better. That's important. That was important to me. I know it's important, I know it's important to you, and it's something that really makes this a great place to be. After I finished, I went to Columbia, I went into the world of work, working first at The Urban League, where I was directing an Urban League up in Westchester, New York, and then also after that went to Cincinnati, Ohio. I worked eight years at Procter & Gamble, in various functions, really putting together my business background where I picked up my MBA, up at Xavier University. There are also a lot of the things that I learned

from the whole social side, the social-cultural side, putting that together in a way that formed the type of profession that I'm in right now, which has to do with global workplace initiatives and human capital development, and contributing to the human side of corporations. So that's the contribution that I'm making. So I learned some of that here. When I came to Colgate-Palmolive, I've been here for 17 years in fact, and I've worked in all different parts of the organization, but I've found other ways to contribute, which were really the sign of the times as I saw them. What I did was I got very involved in the global area. So I was Vice President of Human Resources for Central Europe, Russia, Romania, Poland, and what was Czechoslovakia at that particular time. This is right in 1991 when The Wall came down in '89 -- historian Sandi Cooper will get me on the historical facts, on that particular piece, I think it was '89. I was involved in helping to open up full-fledged businesses in those parts of the world. I'm going to talk about that a little bit. I also was involved in Africa, you know, Zim-Zam, that's what we called Zimbabwe and Zambia, and also South Africa, Senegal, Cote d'Ivoire, Gabon, all of us know the places, Kenya, all those places. I had some very interesting experiences there also involving helping to start up business there. Then also in the Middle East in Saudi Arabia and in Egypt, Dubai, and some of those places. And then I also lived overseas for a while. I lived in Paris for three years and what happened is that all of those experiences really helped to form the way I look at the world. One of the things that I feel very strongly about is that as we look at the world right now in 2007, competition is increasing and it's not just - we're not just dealing with individuals who happen to be within the borders of the United States. The fact that business is going global means that you and every one of the students that we have are competing on a global level. It means that the relevance of your contribution has to be benchmarked with individuals around the world. You're not just benchmarking with people in Brooklyn or the Bronx or wherever. We have to be able to understand exactly how people are thinking in all sectors of the world. When I came back to the United States the one thing that I wanted to do based on some of those experiences, was to get involved in education. I wanted to contribute and give back in an educational arena. That is one of the reasons why I got involved with the Panel on Education Policy, where Bloomberg appointed me to deal with

that, that's the old Board of Ed. I also wanted to get involved in CUNY. That is where I wanted to make my mark, because I feel that this institution is right on the cusp of something good. I feel that this institution and the people within it are really the ones that are forming the minds and creating the intellect that is going to drive not only the economy in New York, not only the economy within the United States, but also the economy throughout the world. So that's the role that we play. And each and every one of you - I know the work that all of you have done, I know the work that some of you are contemplating, and I really am very proud, in fact, to be here in this room speaking with you at this time and working with you on a number of the projects that you have. I just want to really congratulate each and every one of you for the labor that you contribute in all of the work. Because it goes over and beyond. We know that, it goes over and beyond. It goes over and beyond in the classroom, it goes over and beyond outside of the classroom. I want to personally applaud each and every one of you for that work, and also for the people that you represent.

There are three things that I would say are critical - one, of course, has to do with competing and preparing people to operate within the world. That's one piece. The other piece has to do with innovation, innovating in a number of different ways. So we talk about the decade of the scientist. There's no question why we are involved right now in the decade of the sciences, because that's extremely important. That is where it's at. That is going to be the arena that is going to formulate how we are going to operate in the future in this particular country and also around the world. I feel that the City University is making a great contribution to that mind-set, we are making a contribution in terms of the type of minds and the type of bodies that will be there to help in this particular way. I feel very good about that. The other thing that is important to me when I look at innovation has to do with the extreme type of creative relationships that are being developed, public-private partnerships that are taking place. For example, when I was just at the Board of Trustees meeting, we were talking about the fact that we are really going to hit our fund raising goal of - two billion dollars. What I like about that is not the money -- the money is just a testament to the

fact that individuals who went here, who went to these different institutions are giving back to the institutions that got them to where they are. That's what's important about that. So we need to continue to keep those types of relationships going. The Chancellor and the Vice Chancellors should really be congratulated for a lot of their leadership in this, but not only them, the presidents of the colleges, the number of you who are involved in some of the different foundations that we have, operating and trying to get more contributions to each of the colleges, to a lot of the programs that we have. I think that this is a very good thing, and I really applaud those particular efforts. There are a number of other things. I don't want to take a lot of time, and maybe you might have a few things to ask me, and that's okay too. But the important thing to me is that we are working together in the decade of the sciences. We are working together to increase diversity throughout the system. Do you know that since 1999, we have increased our standards, but also we have increased our diversity within the system. So, by that specifically, I'm talking about the student populations even though as I look at some of the census data we see that within the broader New York area that there's actually a leveling off of some aspects of diversity, specifically, from the African-American populations who are moving now to the southern parts of the United States. That's the trend. But yet, I've seen an increase, I have seen an increase in the number of students that are still here, even from the standpoint of African-Americans, Hispanics, and Asians, and also women. So I think that this is very good because it shows you, shows me, as I look at the data, that there is something that is happening within New York, that we're still able to keep the vibrancy that is important to us, at the same time that we are increasing the type of standards that help individuals to compete in the global arena, because that's what we're talking about. So those are just a few things that I just wanted to share. I didn't really watch my time here. I'm sorry about that. But I really thank you for this opportunity. This will not be the last opportunity. I've been working with a number of you on different committees, and I've enjoyed the interactions. I like the spice that comes from that. And we'll continue to talk and we'll continue to grow. I will continue to grow in this position. I really appreciate and like to feel that I'm open to feedback and information, because any time you become a closed system from the standpoint - just talking physics - when you're a closed system, you

don't get any inputs, and therefore you're not going to get any outputs into the world. So I want to make sure that I'm an open system, that my boundaries are permeable, that I'm able to receive information, and also that I'm able to give, that I'm going to seek it, go find it, and hopefully all of us can align. We will not agree all of the time. What's important to me though is that we have some type of discussions. I will always try to align my behavior with my words, and I know you will too, and we'll work together in this journey. It's going to be a wonderful journey. I for one am glad to be along with you. Thank you very much for this time.

**Chair Philipp** - What we generally do is we ask people to come to microphone, identify themselves and their college for the record, so that that's recorded. Not to give speeches, but to ask simple questions.

**Professor William Crain** (Psychology Department, City College) - At City College, since 1999, we've suffered an 11 point drop in the percentage of African-Americans in our student body. But I want to ask you, I hear all the time about our job is to prepare students to compete in the global economy of the 21st century and so on, and to push them in the sciences. I don't see myself doing that. I see myself as developing the full potentials of all my students. And if they don't want to be part of the sciences, they want to go into the arts, the liberal arts, I develop their potentials. I'm not preparing them to compete; I'm trying to improve their imagination and their thinking, and so forth. As far as I'm concerned, if some students in Yugoslavia are producing great artists and great psychologists, great. I don't see us in this big, competitive struggle. Now where's the question in that? You asked for a different perspective, and you want to be permeable. So there you are. I don't see our role as preparing for the workforce or competing. I see it as developing each person as an individual. / Vice Chair Berry - Okay, thank you. I appreciate that.

**Professor Lawrence Rushing** (Social Sciences Department, LaGuardia Community College) - I'd like to speak to you about the diversity and the issue that you're concerned

about. I'm also concerned about that as well as a lot of people. Around the time that you joined the board approximately a year ago, there was an article in *The New York Times* about the reduction of black students, of African-American students at some of the so-called top tier colleges such as City College that Bill Crain just mentioned. We're talking about thousands of students. We're talking about Baruch College, with a reduction of African-American students by one-third. We're talking about Hunter College, with a reduction of black students of about 20%. We're talking about fewer African-American students there. I don't see how we're going to achieve the objectives that you talk about if we don't have a diverse student body at all levels -- not just at the community colleges, which they seem to say here at CUNY is okay, as long as there are black students here someplace. But black students have as much right as any other students to be at any unit that they should be at. It's certainly ironical that the very students who spearheaded or helped to spearhead the open enrolment at this institution in the late '60s are the ones now being pushed out of the university. So this is unconscionable, and frankly, I think it's racist. I would hope that you would address this issue as a new member of the Board of Trustees, and not be intimidated by the other members of the Board of Trustees and people including the Chancellor who rationalize this situation. So I hope that you will join in addressing it and doing something about it and reporting on turning this around. [Applause] / Vice Chair Berry - Thank you very much. First of all, let me address one point. I'm not intimidated by anybody. Just so that we know that, just so that we're clear. / Professor Rushing - I'm glad that you're on the board. / Vice Chair Berry - The other point is that I take very importantly the goal of increasing diversity. I took that goal in place when I was a student. I'm certainly going to take that into account now. I'll take a look at LaGuardia specifically. I've seen some different numbers. I don't think it's only at - when I look at the trend line, I see a few different things in terms of a trend line. So we need to dig into the data, and that's something that I'm continually doing. So I appreciate that insight. / Professor Rushing - I'm glad that you're going to do it. Please, would you make the data available to everybody, so we could see and a breakdown of what's going on at this university? That would be helpful. / Vice Chair Berry - I don't see why that data couldn't be made public. It's public information. I don't see why

that shouldn't be made available. / Professor Rushing - Okay, well, let's have it here then. Okay? Present it to us here at the UFS. I haven't seen it. / Vice Chair Berry - Within each of the university units that data should be made available. So I don't see any problem with it. That's the other thing I wanted to talk about - I know you were talking about an article in *The Times*, but are your suppositions based upon data that you've seen or just a feeling? / Rushing - I'll give you a copy of the article if you want to see it. / Vice Chair Berry - But I'm not talking about that, I'm talking specifically about LaGuardia. You talked about LaGuardia. / Professor Rushing - I'm from LaGuardia. I've talked about Hunter, I talked about Baruch, and I talked about City College. I've talked about those institutions. I'm not talking about every institution at CUNY. I think we have to look within CUNY at specific institutions because different things are going on at different institutions, you see? If we just look at the overall statistics, that covers up what's going on at these separate institutions.

**Professor Philip Pecorino** (Social Sciences Department, Queensborough Community College) - Good evening. I'm from Queensborough Community College. I'm also chair of the governing body there. And I'd like to extend an invitation for you to join us, perhaps before the end of this academic year, at Queensborough, if your schedule permits it. I'll follow up. I have a different sort of question, though. Diversity is something this University has as a high value. It's about governance. You seem to be your own person and sitting over there, I didn't think you're easily intimidated by anything. Maybe you'll answer as your own person, as Vice Chair of the Board of Trustees. We're here as elected representatives of the faculty. We're here believing that we have a role to play. We also believe in what we've come to know as shared governance. The Board, some 35 years ago, called for, received, and approved local governance plans, where it, under the authority given by this state, granted the governing bodies the authority to send proposals to the Board for the Board's review and enactment into policy or improvement of the local policy. / Vice Chair Berry - Isn't it that the local governance bodies, the Faculty Senates at each college, send it to the presidents of each of their colleges? / Professor Pecorino - They have the power to communicate directly with the Board. / Vice Chair Berry - But also you do it with the presidents. /

Professor Pecorino - Sure, right. The presidents can demur, or - / Vice Chair Berry - I just wanted to be sure that I understood. / Professor Pecorino - But the item ends up on the Board's agenda. I'm a little sometimes dismayed when I'm at Board meetings to see that the Board doesn't appear to give in-depth consideration to many of the items that are there, no matter what route they arrived. So hopefully your time on the Board will mark a change where the items get more serious consideration before the actual start of the meeting and you look deeper into things. But my question is, how do you see the role of the faculty vis-à-vis the local governance bodies and the Board of Trustees in the setting of policies that operate this University? / Vice Chair Berry - Well, as I understand the policy the way it is already drafted is that each college has a Faculty Body, and the president of each of those colleges, relates recommendations to the Board of Trustees in terms of different items, whether it's admissions or programs. And also we have different committees. / Professor Pecorino - You said the word admissions, which happens to be of local and recent conversation. But traditionally, the faculty of the university had a role in their expression of their best academic judgments on questions such as who teaches, what's taught, how it's taught, and to whom it's taught. It's not by accident that the Board's bylaws recognize these sorts of roles and decision making and even other documents with the State Ed department. The Supreme Court has kind of referenced this in her decisions about what constitutes academic freedom. But as far as I'm picking up from you, you think that it should continue on to be that way, that faculty have a role to play expressing their academic judgments and sending through the process recommendations to the board. / Vice Chair Berry - Yes, I don't see any difference from the way that it's already written down in the statutes. / Professor Pecorino - Sometimes something comes between the Board of Trustees and the local governing bodies. I hope that you won't allow that to happen. You'll continue that path. / Vice Chair Berry - We also have different committees and I know that there are some faculty who are also on each of those committees. On the committees where there's a more full expression of thought. It doesn't happen as much at the Board meeting itself, but I know that when I have been involved on different committees that I've seen a full expression of issues there. I haven't seen that curtailed in any way, at least in the ones that

I've been in so far. / Professor Pecorino - Keep a sharp eye. / Vice Chair Berry - I will, and I appreciate the feedback. Thank you.

**Professor Mike Vozick** (Science Department, Borough of Manhattan Community College)

- I'm a science educator at Borough of Manhattan Community College, which I represent, and also at York College. You know, the slogan of BMCC on the subways is "Start Here, Go Anywhere." Hey, you've really done it. So I congratulate you on that. I want to make a brief comment and then ask a different question. The brief comment is that you're involved in facilities concerns, and I just want to make a brief comment that to do the kind of job that we want to see this university do we've got to see major, major changes in facilities. Not just little changes. End of comment. The question I did want to ask you - / Vice Chair Berry - I do want to come back to that one. / Professor Vozick - Please, anything you want to say on it. But I wanted to ask an even more fundamental question. It's not the way I usually express myself, but I think it's relevant here. In the corporate world, which you've expressed yourself as deeply involved with and so on, there's been rediscoveries in the last decade or two about the importance of independence of the boards of directors of corporations, in general when corporations have in-grown boards of directors that that can lead to various kinds of problems. You're on the board of directors of more than a billion dollar independent authority, and I'd really like to hear your best thoughts on the independence of the Trustees, how you think that can be best achieved, what you think the importance of that is, whether there is room for debate and differences in public on the Board of Trustees, the whole set of questions of the democratic process as it applies to the leadership of this institution. / Vice Chair Berry - As you know the Trustees are appointed, some by the senate, some from the Governor, and also from the Mayor, and I haven't seen in any of the meetings that I've been in -- and it's not so much at the Board meetings itself, but in any of the committee meetings -- I have not seen any Trustees not speaking independently, not speaking their mind. I just haven't seen that. / Professor Vozick - This can be a very contentious subject, and I don't want to be contentious with you at all. But I think there's been a lot of concern expressed in many parts of the University about the autonomy of the Board of Trustees and whether it

really exists in any form or shape. / Vice Chair Berry - I don't know. / Professor Vozick - Or whether the board is in fact operating on behalf of other forces, or not really acting autonomously. / Vice Chair Berry - I take what you're saying, I just haven't felt that. I haven't felt that. / Professor Vozick - I'll leave that for you to consider. But I'm interested in what you have to say about facilities. / Vice Chair Berry - I agree with you that we have a lot of work to do with facilities. I've seen a lot of work done, and I think now with the capital plan approved and what we're looking at over the next few years, I think we're going to see a tremendous improvement in some things. But I was wondering if there was something specific that you were thinking about that I could pay some attention to? I think with the new Vice Chancellor Weinshall that you're going to see a lot more proactivity on some fronts also. / Professor Vozick - I'll just make two sentences. One is that at BMCC we're operating in a building designed for 8,500 with 20,000 people in it. But I don't think BMCC is the only college with major problems. And at York College, where I work, there's a danger of the whole building floating away because of the aquifer rising in the basement. That's also an extremely serious issue. These are the two that I'm most intimately aware of, but I believe that if I was on any other campus... / Vice Chair Berry - As a matter of fact, I was just at York last week. That particular piece wasn't brought to my attention. One of the things that I have done when I've been out at some of the different colleges is to ask questions about the facilities and just say what are some of the burning issues there. So I'll take another look at that particular piece. But it wasn't brought to my attention at all. So I appreciate that.

**Professor Emily Anderson** (Social Science Department, Borough of Manhattan Community College) - I just wanted to mention that I think it's important to really move quickly on the situation at BMCC because enrollment is a big, big issue. And we're really pretty much enrollment-driven. And the numbers of BMCC continue to 20,000, 22,000. So with all deliberate speed, we need to address the issue of space at BMCC because that's personally what I'm concerned about. / Vice Chair Berry - Is there something that's in the strategic plan? Can you be more specific about that? / Professor Anderson - While there

were delays on replacing the Fiterman Building, which is - / Vice Chair Berry - That was hung up in a lot of issues. / Professor Anderson - A lot of issues. Meanwhile, we were working in rented space, and it took quite a lot of approvals to get rented space. The rented space is inadequate. So how do we quickly get more space while the wheels are going to turn in order to get Fiterman up and running again. I think it's critical to do that. We're still in trailers. So students are still thinking, you know, 9/11 happened how many years ago? But we're still living with that. / Vice Chair Berry - I know that there have been some delays with, you know, the regulatory agencies on a number of those fronts. Are you informed regularly of the progress that we are making and what the holdups are along the way? Because I think it would be important for you at least to understand what's happening in the process. / Professor Anderson - In some vague way, not in detail. / Vice Chair Berry - It's not like somebody's just sitting on stuff -- that I know as a fact. That I know as a fact. Maybe this is in line with some of the other comments that are brought up where you and the faculty need to understand a little bit more what type of things are going on. So this way you don't feel like you're in a vacuum from the standpoint of information. / Professor Anderson - I also wanted to address some of your comments about diversity and innovation. I think that it is possible to have diversity and to also have excellence. / Vice Chair Berry - Without a doubt. / Professor Anderson - I think that those two things are not separate issues. So I think that's where the innovation piece comes in. How do we help students, no matter where they start, to be able to move forward and to be competitive in this global economy that you spoke so eloquently about. Now, there's a program called ASAP that has been put in place and it's designed to provide all kinds of wonderful support systems to students at community colleges so that they can be successful and move forward. I think that it's a wonderful program, but I think that it's just sort of the tip of the iceberg. What are some of the other kinds of thoughts that you guys at the Board have in terms of how you can provide those kinds of supports or similar kinds of supports to all of those students who have the potential to be able to be successful but they don't have what's needed to move them forward from community college to senior college and beyond. I know that the Mayor's office provided some funding for this and there was talk about trying to link it to

the work world. I think there needs to be the next step. In other words, it's kind of vague how that linkage is going to happen. Do you have any ideas about that? / Vice Chair Berry - I'm going to talk about that. I know that we have had record number increases in our College Now program. So there are a number of things that are taking place. I have personally been in discussions with the Mayor's office around getting those increases, and that's where we did get some of the increases that we did get.

**Vice Chancellor Selma Botman** - I think all of the senators know about the ASAP program at the community colleges. It's 20 million dollars provided by the Mayor's Commission on Economic Opportunity. We are hoping that some of the practices that are in place in the ASAP program can be transferred to the general population. If we can demonstrate that we can be successful - and success in this case means graduation in three years - 50% graduation in three years, 75% graduation in four years. If we can demonstrate success in this program, we believe that Mayor Bloomberg, or others in the administration will commit additional funds to our community colleges. It's not only a funding issue; we're hoping that we learn something. We'll track the students, we'll track the academic support services, we'll track the counseling services, the job placement, learn something, and apply it to the regular programs.

**Professor Anderson** - So we're suggesting that we're going to take best practices, if you will, from this program, and then fund it for the rest of the population, which would be a big - that would be wonderful. That's important. That's the way it should be. / Vice Chancellor Botman - If I could just say one more thing about this. What I think is so important about ASAP is that it puts a spotlight in the most positive way on community colleges in the CUNY system. This is very important because sometimes the community colleges have expressed a feeling of not getting the attention that they would like. So here's a way that we are really attending to the needs of community college students.

**Professor Vasilios Petratos** (Political Science, Economics & Philosophy Department, College of Staten Island - Welcome. It's nice to have you here and know that somebody's listening. At least one more person is listening, let me put it that way. Since I'm here from Staten Island, let me remind you also, if you're making notes, please make those notes also, that the infrastructure there is in bad shape. It's not a question of getting a new building to expand the number of square feet that we have, and so on, it's that what we have was constructed 15 years ago, was done badly, and now it's deteriorating to the point of almost no use whatsoever. Now, let me go back to the other things that were mentioned by Bill Crain and our colleague from Staten Island, and I can echo them almost to the last scintilla of what they said. But I want to add to that also and give you another perspective. You will hear cries for excellence. We want to excel here, excel here. How about our definition of excellence? My definition of excellence is that we serve the children of the people of New York in the best way that we can, which is a different way of saying what Bill Crain said before. This is our commitment. Our salary comes from the taxpayers and we owe it to them. We have to serve their children. It may be a good idea to have the school or a program within programs - you hear about those also. That may be a good idea to have a school that will investigate the Mount Olympus and try to find out the residences of the ancient Greek gods. The residence does not exist. It's much better if we have a good course in political science to prepare them for law school. It's much better to have a course in sociology so we can all understand racial, religious, and other relationships in the city. It's better to have a good course in economics so they can understand what's going on in the economy. Become better people, and also inform citizens, and so on and so forth. So be careful when you hear the cries of excellence. There may be something wrong there. In fact, those cries of excellence in my view have already begun in a very serious way, to create - I want you to think about that, would you? - to create separate and unequal. I repeat it - separate and unequal. That's what they've been creating. You've got to be careful about that, because that's what you're going to be hearing constantly. But you do, in the Chancellery, this is the only thing that you're going to be hearing - separate and unequal is actually where they're leading to. Programs within programs, schools and programs within schools, and we

have a plethora of those things, and we're forgetting what is our basic commitment and to whom. Okay? So it's nice to have you there, and please listen carefully to those cries. / Vice Chair Berry - I thank you for that. [Applause]. One of the things that you bring to mind - and I like your definition in terms of preparing the children or the students of New York, or something - I might be paraphrasing, if not exactly, but the gist of it, I really appreciate. Let me say this just so that there is no confusion in terms of where I come from. Just because I believe very strongly that we need to prepare people in the sciences and in mathematics does not mean that we shouldn't be putting emphasis on all of the other things that are extremely important, like mythology, like history, like the arts. As a matter of fact, when I was in Europe, one of the things that I really enjoyed about it was just like being in a veritable art gallery. The whole city was like that. I believe that people who were not well-rounded in that way, if you just focus on the math side, you know, and you're not thinking holistically and really using both sides of your brain, then you're not a complete citizen. I believe in that very strongly. Sometimes we happen to be between Scylla and Charbydis when we're working and doing things, but I think we can move clearly and get this boat moving in the right direction.

**Professor Petratos** - ... two or three of the subjects. Please do not confuse it. I'm going to make a contrast between the Mount Olympus climb and then the other subjects. I went to City College, 1958. I don't remember a single African-American student in my classes. Not one. Then I started teaching at Staten Island Community College, and I'm very happy that I started there and I continued from there. So the experiences may be always like that. But that's the story. /Vice Chair Berry - And if I could just say one other thing. Diversity to me also is not just African American. When I think diversity I think global diversity. I think of Hispanics and Asians. When I think Hispanics, I'm not just talking about one particular group. I think about it from the detail, from Chile or from the Republica Dominicana or Mexico, something like that. There's diversity in all of that. There's diversity of languages, diversity in terms of where we come from. So I just want to be clear that my concept of diversity is not just - just because I happen to be African American, that that's the only place

that I'm focused on. That's not where I'm coming from. But I thank you for your comments. Thank you very much.

**Professor Wilbert Hope** (Chemistry, Medgar Evers College) - I'd like to tap into your international experience a little bit and find out if you have evolved a way to deal with our poor neighbors, like the Caribbeans, in terms of science and technology? I say that reflecting that, granted New York City's in trouble, sometimes they hire teachers from, from these countries, and I wonder about the education system there. So I'm wondering if at some point in time if we're going to get a policy for how we deal with our neighbors, our poor neighbors, in terms of science and technology, education, and so on. I'm just wondering. / Vice Chair Berry; When you say our "poor neighbors," what do you mean? Help me a little bit there. / Professor Hope - You have Guyana, you have - these are all neighbors. These are on the American continent, but they might be South America, they might be in the Caribbean islands. You might have, for instance, New York City would hire teachers from Guyana, but might not worry about the breakdown of the education system there. Eventually those same people arrive in our system here. So I want to get if in your international travel you have come up with some idea of how we should deal. / Vice Chair Berry - Certainly, because I've been to Georgetown, Guyana, and I've been to a number of those places. In fact, I grew up a few blocks from Medgar Evers. I remember when Medgar Evers wasn't there. Also when I was a student, I was also one who was advocating for the construction of that particular college. My sister went to school there. So I know a lot of things that happened there, and I always felt that Medgar Evers is doing a lot to deal with those particular communities. I support, as is always the case, from the standpoint of innovation, any type of innovative projects, and I'd be willing to enter into any dialogs that would help to address the point that you're talking about. Thank you.

**Professor Diane Sank** (Anthropology, City College)- I think this is very important that we get this interaction. I want to speak about an issue that's of concern to faculty at City College and I think it may affect other units of CUNY also. It seems to be some sort of a disconnect

or contradiction between what the CUNY bylaws state and what is actually operating at the college in terms of the thinking and actions of the administrators. What I'm talking about specifically is the fact that in the bylaws it says that when a person comes up for reappointment or tenure that they should be judged by - and I think also in this order - teaching, research, and service. At City College, some very high level administrators have informed us that as far as they're concerned they're judging the faculty in terms of reappointment and tenure by research. When you question them about what happened to teaching and service they said, well, they're either not that important or you really can't judge people in those areas. This is very disconcerting because City College, and many of the other units, are basically undergraduate units. Last meeting we had a report - and I'm sorry I don't remember her name - by a wonderful person who gave a history of how research is becoming more and more the prime goal of colleges within CUNY even, as teaching becomes less and less important. I don't know if it has any relationship to the fact that City College has the lowest retention rate and graduation rate. / Vice Chair Berry - Out of all of the schools? Within the City University System? The lowest retention? / Professor Sank - Very distressing, yes. The administration says they don't know why, but you know, if more emphasis was put on teaching, undergraduate teaching, which is where a major number of students are, perhaps more facilities or / Vice Chair Berry - I'm going to be visiting City College I think within two weeks or so. Maybe I can look into this to try to get a better understanding of the issues that you're bringing up. / Professor Sank - That's beautiful of you to mention that because we have been visited. I think Vice Chancellor Botman visited us and we asked, well, were the faculty involved in that? We were told by the administration, it was a last minute thing, we just pulled together a few faculty. If you do come to City College, I would really hope and urge that you meet with some of our governance bodies, the Faculty Council Executive Committee, the Faculty Senate Executive Committee. / Vice Chair Berry - That's a lot. That's all day. I don't know if I could do all that in a first visit. What I have done when I have gone to the colleges, I've spoken with the administrators and the students. I always want to see some students, but you pick priorities and you see me. / Professor Sank - The PSC, he says. But the faculty. / Vice chair Berry - I'll deal with faculty and their role as

faculty. / Professor Sank - But I'd like you to explore that situation. / Vice Chair Berry - Yes, I want to try to understand that more. I'm not sure I understand the complexity of the issue here.

**Vice Chancellor Botman** - I think it's a false dichotomy to separate teaching and research. The faculty that I've talked to at City College who prize research, also fundamentally care about their students. I co-taught a course last semester with the City College faculty who is a serious researcher. The classroom is very important to City University professors and to City College professors. And I think many professors would argue that to be a first-rate teacher, you have to continue doing research. So that dichotomy should not be set up. / Professor Sank - I think you've misinterpreted what I've said. I don't doubt that the excellent researchers are also dedicated teachers. But what we're talking about is the administration sending out a message that we're more interested in bringing in researchers with lots of money and funding than we are in judging people on the basis of their teaching. It's the administration. It's not the teachers or the professors that we're talking about; it's the administration's attitude. It's been expressed in documents to faculty on reappointment that you're getting reappointed, great, but, you know, your funding is a little weak. They're not supposed to be judged only in one area. Faculty, on reappointment and tenure, are supposed to be judged in research, teaching, and service. At City College we seem to get the attitude that research is the first, second, and third thing. / Vice Chair Berry - You said that there's some documentation to that particular fact? I'd love to see it. / Professor Sank - I will send you that. Absolutely. / Vice Chair Berry - Because I see all three of them as being important. I don't see one versus the other one. / Professor Sank - Absolutely. Thank you very much.

**Professor Sandi Cooper** - (Department of History, College of Staten Island) - Small factoid. I graduated from City College in 1957, and if you take a look at the pictures in the year book, you will see there were black students in the graduating class. I met them at the 10th, the 20th, the 25th and 50th reunion, which was this June. So it was not a place that was devoid. Alright, that was then. I would just go back to the question that was asked originally

by Phil on the issue of the role of the faculty and the relationship with governance, the Board of Trustees. I hope you are aware of the fact that this body, which represents faculty from all the undergraduate and graduate campuses, also has a role, according to the bylaws, and that is to participate in the discussion and review of the university-wide programs. / Vice Chair Berry - That's my understanding. / Professor Cooper - That was mine until quite recently, is what I'll leave it at. / Vice Chair Berry - Sandi, we talked a little bit about that. Because that is my understanding of the role also. So, I thank you. I think maybe leave it there. Thank you very much.

### III. **Reports:** (cont.)

A. Chair: (cont.) **Chair Philipp** - At this time I'd like to go to my report. At the outset, I'd like to say that you have a written report, and I don't want to repeat that slavishly. I'd like to point out though that one of the documents we handed out, I had tried to get confirmed by David Crook who keeps the numbers, and I haven't gotten that confirmation yet, and that's the document you have on the faculty ranks. So I'd like you to hold that until next time, because I was hoping to get that confirmed, and I have not yet. You have that passed out, so I'd like to actually withdraw that until next time. That's understood? I've had some indication that the way we interpret that may be not the way it should be.

Having said that, you see in the first paragraph of the report that the Board of Trustees passed the policy on research misconduct. The interesting part of that was that the Board committee was presented that policy, moments before the meeting of the Board committee. So without any deliberation, we passed it, without any discussion or deliberation. I think that's a milestone. It's very unusual for that to happen. We had discussed it with Vice Chancellor Schaeffer at quite some length. But the committee didn't choose to spend any time on it.

The admissions criteria, the criteria that had been announced, those criteria were announced in the press. Some press articles announced them as *fait accompli*. There were some voices that

say that these are subject to college senates. Of course, personally, I think they are the province of the college senates and we have a resolution on the floor underlining that.

The Governor's Commission on Higher Education: as you know, there is no representative or member of a faculty governance group from either SUNY or CUNY on that commission, there is no member of any adjunct faculty, but there is a student. There are a couple of faculty members appointed by the administration who are quite reliable friends of the administration, I would say. There is no member of a faculty from any community college whatsoever. I spoke to the faculty member from SUNY who was completely unknown as an individual to the SUNY governance body. The person from CUNY is very well known to us, he also serves on the governing board of the School of Professional Studies. So because we were essentially shut out, both CUNY and SUNY governance, we made our voices known to the Governor's office, and to various other places. The result was that we had an extensive conversation with a senior advisor to the Governor, Lloyd Constantine. So not the entire Executive Committee could be there, but I went there with our Vice Chair, Lenore Beaky, and for historical perspective, our former chair, Sandi Cooper. We had a very interesting and extensive discussion. Touching on SUNY and CUNY, one of the things that Mr. Constantine said was that the Governor had the impression that CUNY was run more effectively than SUNY and he thought that the CUNY model might very well be applied to SUNY. I think it's fair to say that Lenore and I did not exactly support that notion. So neither did Sandi, thank you. And the other thing that's important to relate here is that the senior advisor is going to be visiting each CUNY campus. The Governor's Commission already met on the City College campus to the exclusion of the public and the faculty. Mr. Constantine has visited most of the SUNY campuses already and has not, in general, met with faculty governance groups. He has met with the administration, there was a call for students, and the administrations at some of the campuses picked some desirable faculty members for him to meet. But the elected representatives did not, in general, meet. Naturally, we suggested that he meet on CUNY campuses with members of the Council of Faculty Governance Leaders, who are the elected members of the college councils and the

college senates. I think he accepted that suggestion. Now, in terms of what the Commission is working on, it's our understanding that one of their heavy points is on TAP. I think a lot of people are interested in part-time TAP or more part-time TAP for students, and we touched on that topic. There was some indication, not necessarily for this conversation that the privates, who are heavily represented on the Commission, are interested in getting more TAP for the private colleges and universities, in particular for use of TAP in dormitories, which they have much more than we do. It's clear that they will get something out of this Commission. At the same time, it seems to be clear that the Chancellery will get the Commission to endorse the CUNY Compact, which implies tuition increases without concomitant reductions in state support. But that's just an impression. We will have to see what the Commission comes up with. There is going to be an interim report of the Commission so that the Governor can do the budget. In December, in a final report of the Commission, later on in the year, in the next year, that would be more complete. There will be a public hearing, probably in Buffalo or Syracuse, or one of the upstate cities, at the end of the Commission's process. But that would be after the Commission's report is issued. So the Governor's choice to keep faculty governance groups out of this Commission is particularly important.

The natural science doctoral programs, which are University-wide, mainly of course at the senior colleges, but also at some of the community colleges -- that restructuring is continuing. The Chancellery is elbowing the college presidents to come up with more money for the science doctoral students. The campus senates at Hunter and City have declared their desire to have the programs, the joint degree programs with them. But at the same time, the Chancellery does not wish for those campus senates to have any role in curriculum or admissions. That's my understanding from a conversation with an official this morning. So it's not clear what they will get out of this except the name on the diploma. A new dean at the Graduate Center has given the Executive Officers a whole list of things that the Chancellor would like to do, and the critique has been harsh. I don't have to go into this list. That's not appropriate for here. You can find out if you wish, from me. But at every point in

the proposal, there's been a harsh critique. So it's not clear how this is going to go. So it's an important problem and an important issue.

The CUNY Academy's Higher Education Seminar is noted. I'd like to just refer you to the written version, because if I say it orally, it would probably go for some time.

The construction of the CUNY Advanced Science Research Center, which is a CUNY-wide facility, and takes construction money from other CUNY campuses, has been stopped. It never got started, actually. Also, but this is only a local affair, the City College, the replacement building for Marshak Hall has not been started either. But I'm reporting on the ASRC. There is a dispute between the University and the New York Structural Biology Center. The Structural Biology Center houses some of the world's best equipment for molecular imaging and molecular structure determination and that equipment cannot stand vibration. Some of the equipment cannot even withstand the vibrations from a beam of light, let alone from a building coming up next door with rivets going into the building and jackhammers going into the schist, the hardest common rock available. So Structural Biology Center took action under its lease arrangements with the University to stop the construction. The lease arrangement said that the University is not allowed to do anything to interfere with the operation of the Structural Biology Center. The University retaliated by attempting to use eminent domain so as to eliminate this clause from the lease arrangement. That didn't happen either, and so they are still at loggerheads.

The next item is the item on the new faculty, which I will re-present next time. I believe it's correct, but I want to be really sure about something like that.

You have in this packet a graph, a table, that was handed out yesterday at the full meeting of the CUNY Board. It shows data on freshman enrollment growth by race and ethnicity and I think it sheds some light on some of the discussion that Larry Rushing and Bill Crain presented earlier to the Board Vice Chair Berry. And if you look at that table, you'll see that

in all categories, admission rates have been increasing. Some have been increasing more than others. At the senior colleges, you'll notice that the overall increase is 36.6%, which for blacks -- and I think these don't say African-Americans because some of them are immigrants -- for blacks, it's 15.5%, which is half the overall increase. Now, it's a mathematical, reasonable supposition that this will mean eventually a lower proportion of minority students in the senior colleges, such as City and others. The same goes even to a larger degree for American-Indian and native Alaskan populations, which, of course, as you see from the table, are quite small. So the percentages are a little less significant, but nonetheless real, because it does comprise the entire set of students. It's different at the community colleges where black students maintain their role and, in fact, increase slightly. We see losses among the American-Indian community, Native Americans, and significant relative losses among the white population. Of course, everybody's increasing. Some are just increasing more than others. So that's what makes the Chancellor say that everybody's going up, but in fact the proportions are quite different, and that will make the complexion of our University and its colleges quite different in the future.

V. New Business:

**C. Resolution on Faculty Power to Set Admissions Standards:** [The text of the resolution is printed in the Minutes section of this document, see page 3.]

**Chair Philipp** -That resolution is prompted by the actions of the Chancellery over the summer. In May, Vice Chancellor Botman sent a letter to the college presidents announcing changes in admissions standards. That letter was not copied to the University Faculty Senate, although it had resulted from discussions with the Mathematics Discipline Council, which had advocated those changes. After I objected to the lack of information and consultation, we were kept in the loop for the rest of the summer on these changes, but the changes themselves were not subject to any variation, except on one point: the original date for the inception of these changes was supposed to be October 2007. The Chancellor discovered that this was a typographical error, and this is now October 2008, which does of course give the campus senates the time and ability to discuss and weigh in, and pass motions on these

changes. Now, the proposal from Vice Chancellor Botman split the University - the senior colleges, this affects the senior colleges, not the community colleges, split the senior colleges into two groups. One is the so-called tier one colleges group: City, Hunter, Queens, and Brooklyn. And the tier two colleges are Lehman, York, and the comprehensive colleges such as Staten Island, Medgar, and so forth. The tier two colleges get a lower admissions cut, and the tier one colleges get a higher admissions cut. In conversation with the Chancellor and other people, it's the belief of the Chancellor that changing this cut-off for the tier two colleges would result in losses to admissions. They could not be higher for those colleges without losing admits. But for those tier one colleges, the Chancellor clearly wants them to admit more selectively from the overall population. Now, this has various spillover effects, of course, to the community colleges, which are already overfilled, as we've heard tonight from Borough of Manhattan Community College. At the same time, however, these things were reported as facts that would be taken without further ado, and in the letters from Vice Chancellor Botman they were described that way, even though in some conversations it was said that of course the senates still had their voice. It's clear that the senates still have their voice if they want to change these things upwards. Is that clear? You'll have a voice in changing them downwards if they feel that that's appropriate. Now, I have no personal opinion about these things because I'd not like to express a personal opinion on the validity of this or that cut point because that depends on getting access to a lot of data on what the student population is like coming in. However, at the same time, it's clear that those decisions should be made by the campus senates, in my view.

**Professor Cooper** - Do you have any idea if anybody who proposed these changes has done an examination of the high school graduation pool and its possibilities for fulfilling this, even at the tier one, in terms of the numbers available? Forget all the other diversity issues, just for the moment. / Chair Philipp - We have heard informally that this examination has been done and the pool for New York City is unfortunately quite restricted and quite limited, and if the cut points were raised significantly beyond what they've proposed, there would be real

problems in getting those students. But I only have it informally and it's certainly not in writing

**Professor Alfred Levine** (Department of Engineering Science and Physics, College of Staten Island) - My colleagues from Staten Island are aware that I have advocated tough standards for both graduation and admissions to Staten Island for years. I believe Staten Island's standard for admission to the Baccalaureate program should be at least as strong as any of the other senior colleges. But I am absolutely opposed to a cut score. The selective schools I'm familiar with, places like Princeton, have many students whose math SAT is below 510. CUNY applicants, just like applicants to every other school, have strengths and weaknesses that cannot be judged on the basis of one number. Selective colleges base their admissions on a wide variety of scores, of success in high school, of success in non-academic areas. The decisions are not made by a robot at a processing center. They are made by a committee of human beings who evaluate interviews, evaluate the merits of the individual being considered. At a minimum, I urge every campus to develop committees where faculty set the rules that will evaluate student applicants and not leave it to a University Processing Center.

**Chair Philipp** - Thank you. I'd like to mention that seven years ago, the University Faculty Senate negotiated with the Chancellery the existence of the committees of the kind that Professor Levine mentions. These are admissions review committees that are supposed to exist on every campus consisting of faculty that have the task of examining cases that fall below whatever cut point or index exists and have the power to admit those students. I have sent a message over to some of the - a written message - to the faculty governance leaders with a copy of the memorandum from Vice Chancellor Mirrer. She was the predecessor of Executive Vice Chancellor Botman. And so that understanding still stands as far as the UFS is concerned. I have apprized Vice Chancellor Botman of this memorandum in case her office had forgotten its existence. She did not know, by the way, and her response is that she

did not know if these committees really existed on the campuses. But I think they should exist, no matter what happens with the cut-off scores.

**Professor Michael Barnhart** (Department of History, Philosophy, and Political Science, Kingsborough Community College) - You know, I was listening to Al's remarks and it seems to me that we're maybe in danger of mixing issues, especially given the way the resolution is worded. I mean, you were addressing the issue of cut points and things like that. I think the resolution that's in front of us doesn't really deal with that. It really deals with procedure and who makes the decision and that sort of thing. I'm about to say something that will probably be unpopular, but that's okay. Before I say it, let me say that I do believe that this decision should be made by the various faculty senates, college councils and so on. But I think it's more in the nature of wisdom than it is as a matter of right. If you look, actually, on the back, section 8.6, the duties of the faculty, the second sentence reads "the faculty shall be responsible, subject to guidelines, if any, as established by the board for the formulation of policy relating to the admission and retention of students," blah, blah, blah. It's subject to guidelines. That's a very dicey thing to interpret. So I don't think it's that clear that in fact, that other bodies in the Universities don't have some role. Certainly the Board, and furthermore, if you look at the sections of the bylaws that deal with the powers of the Chancellor and therefore of his various deputies, of course, because he can delegate them, he or she does have also a role, in terms of determining the overall policies that guide the institution. I don't remember the exact wording. So I think it's not quite clear exactly whether or not the Executive Vice Chancellor can call for this. I think, though, that it's very unwise for the Chancellor to try to ram it down the throat of the faculty, and it certainly will not improve relationships across the University and between the University and the Central Administration, the Central Office. So my proposal would be essentially to perhaps delete the first whereas, or reword it in some manner to suggest that it has been the understanding that the faculty have a very important role in this. Then in the resolve, maybe not so much affirm the right of the college senates as to affirm the wisdom of having the college senates and faculty councils set admissions standards. / Chair Philipp - Excellent suggestion. If

that's a motion to amend, then I would need a second, of course. / Professor Kaplowitz - Second. / Chair Philipp - Second, okay. On the motion to amend, this motion that in the first whereas the CUNY bylaws, I think his wording was -- / Professor Barnhart - you might want to say "clearly grant to the faculty of the University an important role in setting admissions standards." And for the resolved: "Affirms the wisdom of having college senates and faculty councils set admissions standards in accordance with each college's governance plan." / Chair Philipp - Okay, that's been moved and seconded. I'd like to open that to a discussion.

**Professor Karen Kaplowitz** (English Department, John Jay College) - Thank you. I think the suggestion to remove the first whereas clause makes sense because of the language about subject to guidelines as established by the Board. I'd like to suggest that Michael's recommendation for the resolved be amended because if a college charter exists with language without the faculty's role, or the college council's role in setting admission standards, as it says here, in accordance with each college's governance plan, if that governance plan does have such language, that governance plan has been approved by the Board of Trustees and therefore trumps the bylaws. So if we take out the first whereas and simply have the second whereas and this resolved as it's written, it would be appropriate. / Professor Barnhart - Yes, but then we'd have to qualify it in terms of whether a college governance plan .... - / Professor Kaplowitz - It says "affirms the right of college senates and faculty councils to set admissions standards in accordance with each college's governance plan." Then it's up to each college that doesn't have language to get language in there. But the colleges that do have language, like Staten Island, and others, are empowered in that sense. / Chair Philipp - Karen, there's a problem here. It's now so muddled that I don't think anybody will know what we're voting on. And so I don't know where we should go with this. I know, she seconded it, but now you're speaking against it. / Professor Kaplowitz - Well, I'm participating in the discussion. I'm not allowed to do that? I apologize, I apologize. / Chair Philipp - Okay, I'm not quite sure where this goes. It's been moved and seconded. After that, it gets so muddled that we can't discuss this. Okay. I will call the

question on the amendment. All in favor of the amendment - all in favor of this amendment, please say Aye All opposed? Any abstentions? I think it's the sense of the body that this amendment is rejected.

**Professor Pecorino** - I actually with agree with Mike about our role, and I stand up here to say that. We have traditionally had a role in the development of the program, setting standards for it, sequences of courses, pre- and co-requisites, all of which is to say we have traditionally played that role as faculty across this country have played, in determining what's taught, to whom it's taught. In the previous resolution there was enough that we have now taken a position against, to remove us from the decision as to who teaches. I'm standing here to point this out as clearly as I can. Last spring I stood for election to the executive committee saying that I would be vigilant, perhaps excessively so, concerning matters of academic freedom. Little did I know that in a few short months, it happened over the summer, we would see the Vice Chancellor of Legal Affairs issuing statements and comments that are directly, not just challenging, but dismissing the faculty role in some of the key areas that are usually associated with our expression of academic freedom. So I think it's really important that we go on the record affirming quite clearly and directly in the communication to the Board of Trustees, and I'm assuming our resolution will go directly to them, individually and not through the Secretary who failed to communicate previously to members of the Board communications addressed to them. We should go on the record saying that we affirm that it is our role to do these things as you once indicated in your bylaws, which are not accidentally written. They follow the State Education Department and they follow federal court rulings. We have this role to play and we must keep reaffirming that it is our role.

**George Shapiro** (Mathematics Department, Brooklyn College) - [Inaudible] / Chair Philipp - Professor Shapiro is a member of the Math Discipline Council; I'd like to point out, and has personal knowledge of this. The Chancellery, as he correctly points out, has, in the past, done this. That does not mean that they have the right to do this necessarily.

**Professor Crain** - The faculty committees that you talked about that are set up and that the administrations really don't want are looking over the students on the border lines and have the power to accept them. That is with respect, at least, to my understanding at City, with respect to this index. We can look at students 10% below or something like that. The index is based on regression analysis of grades, standardized test scores, credits taken, and so on. So we have some flexibility there. But my understanding is we have no flexibility with respect to the cut off scores. Those are mandated on the standardized test. But they can't pass all three skills tests, we can't let them in. It would be good if we could. / Chair Philipp - I'll show you a copy of the memo. / Professor Crain - I'd love to see that. We keep referring to 8.6, but 8.8 actually reaffirms the role of the councils and the senates. And that's where the debate and discussion needs to be. I just want to say quickly that the most recent Botman memo says the presidents will consult with the discipline councils and the senates and councils to make sure that the changes are in accord with the local missions. What's likely to happen there is they'll consult, they'll get some vote, and the presidents will make the decisions. So we have to be very vigorous. Thank you for this resolution. It's a fine resolution. It's timely, and it'll serve its purpose for now. So I fully support it. / Chair Philipp - Thank you very much. I can call the question.