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**Minutes of
The Lehman College Senate Meeting
Wednesday, September 5, 2012
Senate Meeting**

Senators Present: Ahmed, S.; Amend, A.; Arredondo, G.; Bamshad, M.; Banoum, B.; Bayne, G.; Becker, S.; Boone, R.; Brannigan, O.; Calvet, L.; Carey, R.; Carrellas, P.; Choudhary, A.; Clark, V.; Deas, M.; Delacruz, J.; Delevan, C.; Dellapina, M.; Dobson, C.; Fayne, H.; Felíz, O.; Fernández, R.; Frimpong, R.; Gálvez, A.; Genao, D.; Greenberg, J.; Gross, C.; Haghighat, E.; Harcourt-Smith, W.; Hattori, T.; Hurley, D.; Huyhn, M.; Jacobson, B.; Jafari, M.; Jervis, J.; Lora, J.; Magdaleno, J.; Marianetti, M.; Markens, S.; Mazza, C.; Morones, L.; Morrobel-Sosa, A.; Nadeem, S.; Obaro-Best, O.; O'Hanlon, T.; Olivencia, M.; Ortíz, N.; Pettipiece, D.; Pollard, R.; Prince, P.; Rambarran, R.; Rice, A.; Rivera-McCutchen, R.; Rubio, S.; Sailor, K.; Schlesinger, K.; Schwartz, G.; Tal, M.; Tananbaum, D.; Townsend, J.; Troy, R.; Valentine, R.; Waring, E.; Washington, E.; Wilder, E.; Williams-Gray, B.; Zucchetto, V.

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Senators Absent: Ametam, F.; Bergmann, R.; Buckley, M.; Farrell, R.; Feinerman, R.; Francis, A.; Georges, A.; Gerry, C.; Holloway, J.; Kayaalp, O.; Machado, E.; Martín, O.; Matthews, E.; Moran, G.; O'Connor, N.; Onyedum, J.; Ortíz, N.; Rachlin, J.; Williams-Wallen, D.;

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The meeting was called to order by President Ricardo R. Fernández at 3:40 p.m.

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A motion was made and seconded to adopt the minutes of the Senate meeting of May 2, 2012.

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The minutes were approved unanimously.

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Announcements and Communications—

- 35 a. 1. President Ricardo R. Fernández welcomed the Senate to the first meeting of the 2012-2013
36 academic year, especially the new student senators. He introduced the new members of the
37 administration: Provost Anny Morrobel-Sosa, Dean of Arts and Humanities Deirdre Pettipiece
38 and Acting Dean of Natural and Social Sciences Stefan Becker.

39 2. He announced the upcoming formal dedication of the Science Facility on October 12.
40 Guests will include elected officials, senior administrators from CUNY; as well as community
41 partners such as the New York Botanical Garden, Bronx Zoo and Wave Hill, among others.
42 The event will include demonstrations and speeches. This is exciting since several science
43 departments will be able to work in close proximity in a first-class facility to provide research,
44 teaching and service to the college.

45 3. President Fernández also stated that this summer, Lehman promoted several science-related
46 activities. Students from the Bronx and Hostos Community Colleges spent eight weeks on
47 campus under Lehman faculty supervision while conducting research. These STEM (Science,
48 Technology, Engineering and Mathematics) scholars produced posters highlighting their
49 research. The posters will be exhibited during the dedication of the Science Facility.

50 4. Women and Science, spearheaded by Prof. Liesl Jones, is another initiative under way.
51 Last May, faculty and staff, was invited to take part in a major international science fair
52 sponsored by INTEL. A team, including individuals from the K-12 system, Prof. Liesl Jones
53 and Vice President Ronald Bergmann, attended this fair. As result of contacts made, INTEL
54 provided a planning grant to develop a science fair for the Bronx. The president believes that
55 the construction of the new science building will lead to having a real pipeline between the
56 community colleges and the K-12 system; beginning at the middle school level, into the high
57 schools, into the community colleges and finally into Lehman. Most of the science majors
58 who graduate begin their education at Lehman; yet, over 60% of our new students are
59 transfers. We are not getting many students to major in the STEM disciplines, which is
60 something we need to change and Lehman is in a position to assist. In this sense, Lehman has
61 once more led the way in a significant way in the university.

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63 **b. Student Legislative Assembly—**

64 1. Mr. Michael Olivencia, chair of the Student Legislative Assembly, presented the report.
65 See Attachment I.

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70 REPORTS OF THE STANDING COMMITTEES

71 c. **Graduate Studies—**

72 1. Prof. Janet DeSimone presented proposals from the Department of Earth, Environmental
73 and Geospatial Sciences; and from the Office of Graduate Studies. The reports were moved,
74 seconded and approved.

75 2. The next meeting of the Graduate Studies Committee is on September 12 at 11 a.m. in
76 Carman B33.

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78 d. **Governance Committee—**

79 1. Professor Duane Tananbaum reminded the Senate about procedures: signing in for purposes
80 of the quorum, seating assignments for senators and visitors.

81 2. Prof. Tananbaum presented a slate of student nominees to the Senate Standing Committees:

82 for the **Committee on Governance**: Mr. Michael Olivencia, Ms. Dellaniris Genao, Mr.

83 Oswald Felíz, Mr. Oliver Brannigan, and Mr. Joshua George. **Committee on Admissions,**

84 **Evaluation, and Academic Standards**: Ms. Sandra Vergudo. **Undergraduate Curriculum**

85 **Committee**: Mr. Oswald Felíz. **Committee on Graduate Studies**: Ms. Julissa Lora.

86 **Committee on Academic Freedom Committee**: Mr. Jeffrey Townsend, Ms. Dellaniris Genao

87 and Mr. Syed Ahmed. **Committee on Library, Technology, and Telecommunications**

88 **Committee**: Ms. Julissa Lora. **Committee on Campus Life and Facilities Committee**: Mr.

89 Anthony Rambarran, Mr. Orevaoghene Obaro-Best and Mr. Michael Tal. Tanaka Nyemba,

90 **Committee on Budget and Long-Range Planning Committee**: Ms. Genesis Moran. The

91 slate of nominees was approved by acclamation.

92 3. Next, Prof. Tananbaum requested nominations for membership in the Governance

93 Committee for the next two years. Professors Rosalind Carey and Manfred Philipp were

94 nominated. Although Prof. Philipp is on Fellowship Leave, he had indicated his willingness

95 to serve. With no additional nominations from the floor, Professors Carey and Philipp were

96 elected by acclamation.

97 4. The Governance Committee will meet immediately following the Senate meeting to

98 determine the date of the Committee's next meeting.

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101 e. **Committee on Admissions, Evaluations and Academic Standards—**

102 Prof. Anne Rice stated that there was no report and that the date of the next meeting of the
103 Committee is still to be determined.

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105 f. **Undergraduate Curriculum—**

106 1. Prof. Jacobson presented proposals from the Department of Anthropology; from the
107 Department of Biological Sciences; from the Department of History; from the Department of
108 Languages and Literatures; from the Department of Latin American and Puerto Rican Studies;
109 from the McCaulay Honors College; from the Department of Middle and High School
110 Education; from the Department of Music; from the Department of Philosophy; Department
111 of Sociology; from the Department of Social Work (a 12-credit Interdisciplinary minor on
112 Aging;) and from the Department of Speech-Language-Hearing Sciences. Discussion
113 followed and the proposals were moved and approved.

114 2. The Undergraduate Curriculum Committee meeting will take place on September 19 at 1
115 p.m. in Carman 263.

116 3. Floor rights were granted to Associate Provost Robert Whittaker to discuss Pathways. The
117 Undergraduate Curriculum Committee and the General Education ad hoc group met
118 throughout the spring and part of the summer. The result of these meetings was the
119 identification of 112 courses which meet the requirements of the Flexible Core. 100 of these
120 courses already exist. For the Standard Core, 8-10 new courses are being proposed, which are
121 being created by departments and which will meet the Pathways requirement. Upon the
122 recommendation of the Undergraduate Committee this fall, the courses will be presented to
123 the Senate. After submission to the Undergraduate Curriculum Committee, the courses will
124 also be submitted to the CUNY Common Core Curriculum Review Committee (CCCRC). 52
125 Flexible Core courses have been submitted to CCCRC, but none of the Standard Core, as they
126 have not yet been created. The College Option portion of the Pathways structure contains
127 language courses. There have been modifications to some degree to the beginning language
128 courses for the lower part of this College Option. Those students meeting the language
129 proficiency level will not need to take language courses. The Undergraduate Curriculum and
130 Ad Hoc committees will suggest a series of alternate courses from existing courses from the
131 General Education curriculum. Finally, the upper 6 credits of the College Option, which will

132 be required courses for all students, represent the current LEH300-LEH301 courses and these
133 are being revised. The Senate will be involved in the process of creating all new Gen Ed
134 courses. The target date for this new Pathways structure to be available to students is fall
135 2013.

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137 President Fernández requested an order change in the agenda to allow Prof. Peter
138 Alexanderson to present the University Faculty Senate report.

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140 **g. University Faculty Senate Report—**

141 1. Prof. Peter Alexanderson stated that he will be presenting the University Faculty Senate
142 report on behalf of Prof. Manfred Philipp while he is on leave this academic year. He stated
143 that the first plenary meeting took place on September 4. Prof. Terrence Martell, of Baruch
144 College, is the new University Faculty Senate chair as of July 1st. This past summer the
145 University Faculty Senate worked on Pathways with the various committees and sub-
146 committees. There is still a great deal to be worked out.

147 2. Prof. Alexanderson announced that the Professional Staff Congress and City University of
148 New York are cosponsoring a conference on October 12 from 9 a.m. to 1 p.m. at the Graduate
149 Center. Also, the CUNY Academy of Humanities and Sciences will host a symposium on
150 “Genocide, Justice and Human Rights” on September 7 at the Graduate Center, room C-197.

151 3. Prof. Alexanderson also reported that University Faculty Senate Chair Martell updated the
152 University Faculty Senate on the status of the two Pathways civil suits. The first, focusing on
153 substance, the transfer of credits process, is in process and the decision is pending. The
154 second, focusing on

155 civil procedures, particularly violation of the Open Meetings Law, is still pending.

156 4. Prof. Alexanderson then presented CUNY documents. First, the “Central Goals and
157 Projects for 2012-2013” from CUNY Academic Affairs. He encouraged all to review and
158 take back to their departments. Second, “The Dedicated Sick Leave Program Administrative
159 Procedures” from CUNY Benefits Office. Although it is not a new document, he encouraged
160 the faculty and staff to review this policy. See Attachment II.

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163 **h. Academic Freedom—**

164 1. Prof. Robert Valentine stated that there is no report and that the next meeting will take
165 place in a few weeks.

166 **i. Library, Technology and Communications—**

167 1. Prof. James Carney stated that there is no report. He added that he is stepping down as the
168 Library, Technology and Communications Committee chair to engage in a new position as
169 Academic Director of the Online Baccalaureate Communication Cultural Program. Prof.
170 Carney encouraged student membership in the Committee and thanked all those who
171 supported him during his tenure as Committee chair.

172

173 **j. Campus Life and Facilities—**

174 1. Prof. Deborah Sanders stated that there is no report and that the next Committee meeting
175 will take place in a few weeks.

176

177 **k. Budget and Long Range Planning—**

178 1. Prof. Hai-Ping Cheng presented the report. See Attachment III.

179 2. The next Committee meeting is on October 3 at 3:30 p.m. in Shuster 336.

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181 **Old Business—None.**

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183 **New Business—** President Fernández nominated Prof. Duane Tananbaum as the person who
184 would preside in his absence (chair pro temp.) With no additional nominations from the floor,
185 Prof. Tananbaum was elected chair pro temp by acclamation.

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187 **ADJOURNMENT**

188 President Fernández adjourned the meeting at 4:34 p.m.

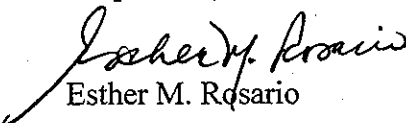
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Respectfully submitted,


Esther M. Rqsario

Attachment I

Student Legislative Assembly Report-September 5, 2012

Good afternoon President Fernandez, VPs Bergman, Clark, Dellapina, Magdeleno, Troy, Deans Pettipiece, Fayne, Becker, Jafari, and Holloway, esteemed faculty and administration, I welcome you all.

I would like to take a moment to give a special welcome to our new Provost and Senior VP for Student Affairs Anny Morrobel-Sosa. We are privileged to have you, and look forward to working with you as we support the goal of enriching both academics and extracurricular activities at Lehman College. On behalf of the Student Legislative Assembly we wish you the best.

My name is Michael Olivencia, the Vice-President for Legislative Affairs on the Student Government Association. This being my senior year and my third year serving in the SGA, I can proudly say that I believe this year's SGA has the most talented, driven and unified members out of all my years.

Currently we have 17 members, including myself. We will be conducting special elections and we hope to fill in the rest of those seats at that time.

The SLA has come up with two objectives to work toward this year academic year. First we want to extend library hours. Of the senior colleges, Lehman falls among the second or third least in hours of operation. Trailing right behind us is Bronx Community College, a junior college that has 4.15 less hours than we do. We must have higher standards.

I firmly believe there is a direct relationship between library hours and that academic performance of our students. There are three reasons that lead me to this conclusion.

The first being a recent conversation I had with a Nursing student who explained to me that the program has become even more competitive. Students with higher GPAs and greater qualifications are filling up the limited, coveted spots.

Moreover, with the economy the way it is many exceptional students are deciding to attend CUNY colleges that offer a high-quality education that is affordable, as many of you witnessed of CUNY admissions in 2009 to present.

Finally, the greatly awaited addition of the new science building will attract a greater array of students who expect to match their academic ambitions with resources that will facilitate their goals. The library is one of the most important resources we offer. I know that partnering with library administration and faculty, the SLA and the College Senate can meet this need.

Our last objective is to meet with the LTT committee and various administrators in various departments in order to assist in the improvement of incorporating CUNY First into our college system. There have been many difficulties faced by students concerning Financial Aid and Bursar, among other issues. We hope to help and make this system work better in this network.

The Student Legislative Assembly is talented and eager to accomplish its goals. We hope to develop positive relationships with you (the College Senate) as we set out to accomplish our goals together.

Thank you.

UNIVERSITY FACULTY SENATE REPORT 9.5.12

ATTACHMENT II

GOALS

Below, you will find a chart explaining the central goals and projects of the Office of Academic Affairs for 2012-2013.

We welcome feedback on our Office's work. Please direct your comments to Erika Dreifus, OAA Director of Communications.

PMP Goals	PMP Objectives	OAA Goals	Success Indicators	Team Members
Raise Academic Quality, Improve Student Success	1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix	1.1. Accelerated Study in Associate Programs (ASAP)	Scale the program to serve more students (over 4,000 students in 2014). Continue to identify essential program elements found to be most beneficial for adoption across CUNY. Continue to serve current and incoming fall 2012 students, emphasizing expedited completion of developmental coursework and rigorous program evaluation.	*Mogulescu, Linderman, Wilks, Wrigley
		1.2 Work with NYC DOE through Graduate NYC! to increase the number of students who meet proficiency standards upon entry and to increase graduation rates at CUNY	Implement curricular units aligned to the Common Core State Standards developed collaboratively by CUNY and DOE faculty. Launch an Internet-based portal, NYC College Line, to provide detailed information and resources on college access and support services for NYC students, families, and professionals. Develop and launch an Innovation Fund to support promising programs that enhance high school students' college completion rates. Secure additional external funding to support the initiative.	*Mogulescu, Conrad, Mack, Steering Committee
		1.3 Expand CUNY Start accelerated developmental education programs	Continue to expand CUNY Start in FY13, allowing it to grow from serving 1,250 in FY12 to at least 1,850 students. Conduct an initial evaluation, comparing performance of participating students to similar students taking regular college remedial	*Mogulescu, Duitch, Oppenheim, Simon

			coursework, both in terms of success in completing remediation and success in progress toward degree completion. Plan for longer term evaluation, and for further significant expansion in FY14. Consider requiring CUNY Start for certain students.	
		1.4 Establish curricular profiles for the colleges and also create a system for "closing the loop" on academic program reviews	CUNY colleges typically establish more than 50 new academic programs a year and revise the registration of more than 300 other programs. To provide a context for reviews of proposed programs, curricular profiles of the colleges will be charted and the success rates of new programs in relation to their projected enrollment targets will be assessed.	*Wrigley, Croke, Crook, Sukhanova, Norz, Wilks, Zoe
		1.5 To align CUNY's nursing programs with professional trends, increase the University's capacity to enroll and graduate students at the baccalaureate level	Increase the CUNY-wide percentage of BS to AAS nursing graduates. Develop AAS/BS dual degree programs in nursing. Develop online RN-BS program at SPS.	*Ebenstein, Mogulescu, Wrigley
		1.6 Based on a recent assessment of CUNY Nursing Programs, design and implement a University-wide nursing faculty development initiative	Nursing faculty will participate in a series of workshops, seminars, and online courses in areas such as simulation, informatics, and inter-professional education. Using assessments/evaluations, observe improvements in knowledge and competencies.	*Ebenstein, Wrigley
		1.7 Enhance SEEK/CD student academic performance outcomes	Establish SEEK/CD Program Assessment Committee that will include directors, counselors, and academic support coordinators. Establish baseline student performance on selected measures; identify and implement best practices for universal adoption; and develop learning outcomes for each practice.	*Williams, Ast, Haldane, Kingston (directors, counselors, academic support coordinators)
		1.8 Increase online and hybrid courses in	Ensure that there is an appropriate and accurate	*Otte, Corrente,

		CUNY	metric for measuring the percentage of instructional (student) FTEs offered partially or totally online. Extend the University-wide training workshops for online and hybrid instructors. Oversee and follow up on the Hybrid Initiative. Foster the offering of more online courses and online degrees. Create and launch an online general education core curriculum.	Mogulescu, Zoe
		1.9 Improve and enhance quality of teacher preparation programs and align those programs with current national professional goals and standards	Enhance clinically-rich teacher preparation. Integrate Common Core State Standards into our teacher preparation programs. Enhance and increase CUNY partnership relations related to teacher preparation to improve teacher preparation.	*Lucariello, Ko
2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship, and creative activity	2.1 In keeping with the framework of the Decade of Science, enhance research innovation, commercialization and economic development.	Increased tech commercialization efforts, establish CUNY Hub for innovation and entrepreneurship, and help form and support start-up companies.	*Small, Blaho, Dagan (Budget/ Finance)	
	2.2 Create mechanisms to support increased collaborative research projects both within CUNY and with external partners.	Increased submission of collaborative cross-campus external grant proposals	*Small, Caplan,	
	2.3 Enhance research, including by graduate students and undergraduates.	Increased number of relevant grant applications and research publications. Institutionalize undergraduate research across CUNY.	*Small, Caplan,	
	2.4 In keeping with the framework of the Decade of Science, take next steps on ASRC	Identify potential directors of five areas. Continue seminar series. Build up fund-raising campaign.	*Small, d'Ambrosio (Development, Facilities)	
	2.5 Strengthen research compliance oversight & support.	Continue to strengthen CUNY IRBs. Roll out export control plan and training. Enhance responsible conduct of research training.	*Small, Lada	

		2.6 Faculty professional development in connection with NYS Regents Reform Agenda (teacher education)	Develop and promote University faculty (Ed School and Arts & Sciences) professional development on enhanced clinical skills, data-driven instruction, and college readiness. Implement activities related to MOU with SED.	*Lucariello, Ko, Maruca
3. Ensure that all students receive a quality general education and effective instruction	3.1 Improve SEEK/CD academic support and counseling service delivery.	Finalize revision of SEEK Guidelines. Pilot Retain early alert system and configure applications to support SEEK/CD initiatives; assess effectiveness. Promulgate new Special Programs transfer policy.	*Williams, Ast, Kingston, Sanchez	
	3.2 Increase student success in math	Repeat math faculty awards each spring. Continue to disseminate results of funded math projects. Increase awareness/usage of math pedagogical techniques and resources. Assess results of math online tutoring. Identify additional methods of enhancing student success in math and effect, where possible.	*Logue, Crook, Kendrick, Lucariello, Watanabe	
	3.3 Develop guidelines for assessing general education outcomes	In extensive consultation with the campuses, draft CUNY-wide general guidelines for assessing the learning outcomes established for the 30-credit common core. Adopt University-wide, general guidelines	*Wilks, Croke (CUE Committee, Assessment Council)	
	3.4 Improve accountability of CUE-funded academic support services	Refine CUE funding model and reporting system to support programs with demonstrated effectiveness in improving student success. Implement evaluation strategies for key CUE-funded programs, including immersion, academic support services, first-year programs, and WAC. Focus particularly on immersion programs, to identify/expand effective models and to increase student participation.	*Wilks, Croke, Williams, Wrigley (CUE Committee, Immersion Coordinators, WAC Coordinators)	
	3.5 Pilot cross-campus CTL seminars designed	Conduct faculty development seminars that explore key	**Wilks (CTL Directors)	

		to bridge the gap between cognitive research and instructional practice	aspects of learning and the research that supports them using existing meetings/conferences as much as possible. Faculty will implement new teaching strategies the following semester. Develop a model that can be replicated and expanded to help faculty address complex learning issues through applied cognitive research. Increase distribution and use of Lucariello/Watanabe booklet.	
		3.6 Increase student success in reading and writing	Establish a study group to evaluate the effectiveness of CUNY's approach to developmental reading. Analyze student outcomes based on different curricular and pedagogical models with particular attention to reading as a stand-alone course vs. in combination with writing, reading course sequences, and reading in relation to ESL. Review the current basic reading assessment, particularly in relation to readiness for reading tasks required in introductory and general education courses. Recommend University actions based on findings.	*Wilks, OAA reps TBD, faculty and campus administrators TBD.
4. Increase retention and graduation rates and ensure students make timely progress toward degree completion		4.1 Increase participation in summer and winter immersion	Develop annual report on number and percentage of eligible new and continuing students who enroll in and successfully exit remediation. Develop more sophisticated research approach to identify immersion models that are particularly effective for targeted groups of students.	*Wilks, Bauer, Croke, Ko, (Immersion Directors)
		4.2 Remediation progress policy	Number and percentage of eligible students with remedial needs pursuing remediation continuously until complete, focusing on academic year remediation (with data to be integrated with immersion data). Establish CUNY-wide policy. Enforce with registration stops	*Wrigley, Croke, Crook, Ptachik, Wilks

		<p>4.3 Implementation of College Focus</p> <p>4.4 Employ high school grades for remediation placement</p> <p>4.5 Conduct math remediation experiment (Spencer grant)</p> <p>4.6 Student success research and development fund</p> <p>4.7 Implement Retain early alert system to identify students early in the semester who are at risk for failure.</p> <p>4.8 Establish call</p>	<p>Pilot program in which high school students who are not college-ready receive special instruction to become college-ready before graduation, with a summer program for rising seniors and an academic-year program for seniors. Provide College Now courses from the CUNY Common Core for students who are determined to be college ready if they complete College Focus successfully</p> <p>Determine feasibility of using high school grades, in addition to COMPASS test scores, for placing students into or out of remediation. Execute pilot test of new placement algorithm and observe improved placement accuracy (increased student success).</p> <p>Complete pilot, assess results, and revise procedures as needed. Plan to conduct full experiment in fall 2013. Pilot successfully completed by December 2012; results assessed and procedures revised by March 2013; full experiment first steps under way starting March 2013.</p> <p>Create a "Student Success Research and Development Fund" within the OAA lump sums to provide funding to the colleges to pilot, test, and evaluate student success initiatives that would be rigorously tested using random assignment trials or other appropriate means of evaluation.</p> <p>By September 15, 2012, 20% of the 19 undergraduate campuses will be using Retain, and by December 2012 this number will increase to 47%. During the fall of 2012, launch a pilot of Retain's Early Alert function on at least one campus.</p> <p>Identify special populations</p>	<p>*Hofmann, Crook, Lucariello, Wilks, Wrigley</p> <p>*Crook, Moy, Norton, Pondish, Uber</p> <p>*Logue, Watanabe, Kapp, Maruca</p> <p>*Maruca, Crook, Chellman, Littman, Lucariello, Watanabe, Wilks, Wrigley, Zoe</p> <p>*Sanchez, Alvarez, Crook, Dalpes</p> <p>*Sanchez,</p>
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		center(s) available to campuses.	(veterans, students with disabilities, international students) to launch, by September 2012, an early contact pilot program. Assess impact of pilot on student retention and satisfaction by February 2013.	Alvarez, Dalpes, DiTommaso, Williams
Enhance Financial And Management Effectiveness	5. Improve post-graduate outcomes	5.1 Begin to increase retention of CUNY graduates in the teaching profession in NYC high-need schools.	Analyze teacher performance data (obtained from the NYCDOE) on CUNY graduates and engage in program revisions based on results. Enhance teacher preparation related to clinical skills.	*Lucariello, Crook, Chellman, Sloan
	6. Improve quality of student academic support services	6.1 Enhance academic advising	Building on the work of the 2011-12 Advisement Study Group, develop recommendations for improving academic advisement CUNY-wide.	*Wilks, Sanchez, Linderman
		6.2 Best practices in student affairs	Establish list of best practices in student affairs that should be in place at every campus regardless of the campus's resources, institution type, or campus organization. Establish expectations regarding these practices, determine their prevalence, and take action to ensure their presence on every campus.	*Sanchez, Beck, Dalpes, Wilks
		6.3 Student Affairs assessment/effectiveness plan	Develop and implement a quality indicator system across the Division of Student Affairs functional units.	*Sanchez, Beck, Dalpes
7. Increase or maintain access and enrollment; facilitate movement of eligible students to and among CUNY campuses	7.1 Complete Board-mandated steps for the second year of the Pathways (Transfer) Project	Ensure at least 50% of courses submitted to CCCRC by 9/30/12, and 100% by December 2012. Ensure Fall 2013 courses ready for registration by March 2013 and that students register. Ensure all software and systems ready. Provide training for advisors and others. Implement communication plan. Count numbers of students who opt in and out.	*Logue, Baker, Croke, Crook, Dreifus, Kapp, Ptachik, Wrigley	
	7.2 Incentivize students to register for an	Align tuition and fee structures with increased	*Ptachik, Murphy	

	<p>average of 30 credits or more in each academic year.</p> <p>7.3 Implement CUNY CareerPATH (\$20M US Department of Labor-funded program to support adult students in career advancement and successful transition into college)</p> <p>7.4 Develop a framework for evaluating and implementing recommendations of the CUNY Jobs Task Force</p>	<p>credit accumulation. Analyze data and adjust advising structures. Implement an intervention specifically for students entering 3rd semester.</p> <p>In partnership with Kingsborough Community College, support program implementation and build capacity to serve adult students at eight participating colleges (six community colleges, CSI, and NYCCT). Support student transitions into career advancement and degree programs using occupationally-focused training and education programs, skill-building for college-level academic work, robust support services, and stronger connections between academic departments and other college offices.</p> <p>Use findings of CUNY Jobs Task Force to develop plan for building CUNY's capacity to align CUNY's degree, certificate, and other workforce preparation programs to the workplace competencies valued by employers across multiple sectors.</p>	<p>(Budget & Finance)</p> <p>*Mogulescu, Duitch, Richardson, Spaulding (Labrador)</p> <p>*Mogulescu, Duitch, Richardson, Spaulding</p>
8. Increase revenues and decrease expenses	8.1 Continue to serve the City of New York through projects and partnerships with City and State agencies, and generate external funds to support these efforts.	Amount and renewal of external funding. City and state satisfaction with projects. Number of people served.	*Mogulescu and other members of his staff
9. Improve administrative services	9.1 Increase effectiveness of CUNY's libraries	Continue to evaluate move to vendor hosted support for mission critical library systems. Work with CIS to ensure that hardware and network infrastructure is adequate for the needs of CUNY's libraries and for the needs of CUNY's students, faculty and staff. Work to integrate information literacy across the CUNY curriculum, develop information literacy	*Kendrick, Bryan, Clark (CIS, Council of Chief Librarians, Library Committees)

			<p>support materials including assessment tools, and sponsor information literacy related professional development activities. Determine Phase 2 plans for the DOE/CUNY Library Collaborative and align with Graduate NYC project. Work with colleagues in procurement and legal offices to rationalize procurement processes. Advocate for role in statewide efforts towards procurement reform, either directly or collectively via the New York State Higher Education Initiative. Assist UFS with development of institutional repository.</p>	
		9.2 Develop and implement productivity measures for CUNY colleges.	<p>Review existing productivity measures that have been developed in the U.S., determine if one (or more) of those or a new one(s) should be used at CUNY, and pilot test that measure(s) with at least one college.</p>	*Littman, Chellman, Kendrick, Maruca
		9.3 Effect Academic Affairs Sections of CUNY First	<p>Work with CUNYfirst technical team and subject matter experts to implement campus solutions module in as many CUNY colleges as can benefit.</p>	*Ptachik, Crook(CIS, Deputy COO)
		9.4 Modernize admissions data systems	<p>Through the CUNYfirst project or other means, implement system to modernize admissions data systems including customer relations management, on-line intelligent application, decision engine, and student data-base components.</p>	*Ptachik, (CIS)
		9.5 Increase effective administrative oversight of SEEK/CD	<p>Refine SEEK/CD funding model to better align program size and effectiveness with available NYS (SEEK) and campus resources. Building on success of Baruch SEEK UMLA, develop and pilot new recruitment/admission model to address precipitous decline in URM's, particularly blacks, at selective colleges.</p>	*Williams, Ast, Haldane, Kingston, Maruca, Murphy (Abata)

		<p>9.6 With CIS, continue to develop the decision support infrastructure at CUNY</p>	<p>Continue development of business intelligence functionality integrating legacy and CUNY First data. Expand the ability to produce analyses and reports based on daily-refreshed data from both sources. On the statewide P-20 data warehouse project, continue to meet the evolving specification for raw data extracts from CUNY's data, as well as build the additional structures needed to meet the analytical needs of the state. Make daily updated reports on enrollment available to users at the central office and the campus. Enable policy analysts using the P-20 data warehouse to track students through grades K-12 into CUNY and report on academic outcomes.</p>	<p>*Crook, Chellman, Littman, and CIS</p>
		<p>9.7 As part of the Graduate NYC! Initiative, complete construction of a data warehouse containing DOE and CUNY data</p>	<p>Complete the design of the data warehouse. Populate key tables. Design reports. Support the data needs of the Graduate NYC! Project. Enable data analysts at the NYCDOE and CUNY OIRA to track students from grades 9-12 to CUNY and to prepare accountability reports and analyses supporting policy decisions of the two organizations</p>	<p>*Crook (with Kurzweil and Paladino of the NYCDOE), Chellman, Littman</p>

December 1, 2010

THE CITY UNIVERSITY OF NEW YORK

The Dedicated Sick Leave Program Administrative Procedures

I. Program Description

The Dedicated Sick Leave Program enables individuals who are employed full-time on an annual salary basis to donate sick leave and/or annual leave for use as sick leave by a seriously ill or injured eligible employee who has been designated by the donor. Eligible recipients may receive up to one-hundred and twenty (120) days or six (6) months of paid sick leave, whichever is greater, in any one (1) program year (September 1 – August 31), inclusive of the annual leave period for teaching faculty. Donated leave may be approved in increments not exceeding two (2) months. The Dedicated Sick Leave Program permits donations of annual leave and/or sick leave across campuses and across titles.

Guidance:

- *The term "sick leave" as used in this policy is understood to include "temporary disability leave" (the terminology used in the PSC/CUNY collective bargaining agreement).*
- *The Colleges should advise employees of the availability of the program and the procedures for participation by posting appropriate notice on college bulletin boards and including it on college websites and in written materials relating to employee benefits.*

II. Criteria For Recipient Eligibility

1. An employee must be in a full-time title employed on an annual salary basis and have at least two (2) years of continuous full-time service with the University. Those employed in substitute titles with no underlying regular annual appointment are not eligible to receive donated leave.

Guidance:

- *Full-time members of the classified, instructional, classified managerial, executive compensation and non-represented staff, including those employed at the Educational Opportunity Centers, are eligible. Employees in skilled trade titles represented by District Council 37 (Laborer, Locksmith and High Pressure Plant Tender) and those represented by Teamsters Local 237 (Maintenance Worker, Cement Mason, Roofer and Plasterer) are also eligible; all other skilled trade employees and employees represented by IATSE, Local One are presently excluded.*
 - *Service from different titles may be aggregated to meet the two years of continuous full-time service requirement.*
 - *Periods of paid leave count as service. Specified periods of unpaid leave bridge service. See Section II, paragraph 6.b below. In the event of a break in service, use rehire date for determining eligibility.*
2. An employee's illness or injury must not be job-related and must require an absence of at least thirty (30) continuous working days. Absence due to illness or injury must be supported by medical documentation acceptable to the recipient's college. The recipient's college will determine whether requests by eligible employees to receive dedicated sick leave will be approved, based solely upon the nature and severity of the illness or injury. Employees whose requests have been denied may appeal in writing to CUNY's Appeals Panel, as set forth in Section VI., paragraph 2 herein.

Guidance:

- *Consistent with the City policy, upon which the University's Program is based, Dedicated Sick Leave is permitted only for a serious illness or injury requiring an absence of at least thirty (30) consecutive work days. Typically the flu, a broken arm, or a normal pregnancy would not be considered to be a serious illness or injury under the terms of the Dedicated Sick Leave Program. The College Office of Human Resources must consult with the Vice Chancellor for Labor Relations or her designee in determining whether an employee's condition qualifies for the dedicated sick leave benefit. (See Section VI, paragraph 2 below.)*
- *Documentation must be in writing and on letterhead from a physician authorized to practice medicine or surgery by the state in which the doctor practices. Written documentation from other approved healthcare practitioners may be accepted where appropriate.*

- *Medical records relating to an employee's participation in the Dedicated Sick Leave Program must be maintained by the College's Office of Human Resources in a confidential medical file separate from the employee's personnel file.*
 - *An illness or injury that is job related would be covered under Workers' Compensation, not this Program.*
3. All annual leave, sick leave, compensatory time balances, and sick leave advancements, to the extent applicable, must have been exhausted.
 4. Dedicated sick leave may not be used to supplement or supplant income benefits under any applicable collectively-bargained or union-provided short-term or long-term disability program. If the employee has already received income benefits under any applicable union provided short-term or long-term disability program, those benefits must be reimbursed.

Guidance:

- *For PSC-represented employees, if an employee's illness or injury is expected to last more than six consecutive months, the long-term disability provisions of section 16.5 of the PSC/CUNY collective bargaining agreement would apply in lieu of this Program.*
 - *For classified staff employees, the College's Office of Human Resources is responsible for notifying the Union when an employee who is receiving union-provided disability benefits has been approved to receive dedicated sick leave. It is up to the Union to seek reimbursement of supplemental income benefits received. (Union Benefits Fund contact information can be obtained from the University Benefits Office.)*
5. The number of hours that comprise a day for the recipient is determined by the title of the recipient.
 6. (a) The time that an employee is on a paid parental leave, paid Family and Medical Leave Act ("FMLA") leave, paid Fellowship leave, or any other applicable paid leave will count towards service in calculating whether the employee has met the two (2) years of full-time continuous CUNY service required for recipient eligibility.

(b) The time that an employee is on an unpaid child care leave, unpaid Family and Medical Leave Act ("FMLA") leave, or on a Scholar Incentive Award leave will serve to bridge service which immediately precedes and follows such leave in calculating whether the employee has met the two (2) years of full-time continuous CUNY service required for recipient eligibility.

6. A prospective recipient's College may deny his/her request to use dedicated sick leave if he/she is on a disciplinary suspension.

III. Criteria For Donating Dedicated Leave

An employee who wishes to donate annual leave and/or sick leave to a specific individual must meet the following criteria:

1. The employee must be in a full-time title, employed on an annual salary basis.

Guidance:

- *Although not employed on an annual salary basis, the University would not preclude an otherwise eligible substitute instructional staff employee from donating leave.*
2. Donations must be made in increments of one (1) day, with a minimum donation of one (1) day of annual leave or sick leave. The number of hours that comprise a day for the donor is determined by the title of the donor.
 3. Employees with fewer than five (5) years of full-time continuous CUNY service may donate only annual leave. There is no minimum length of service required to donate annual leave and no cap on the amount that may be donated. Employees with five (5) or more years of full-time continuous CUNY service may donate annual leave (without limitation) and/or sick leave up to ten (10) sick leave days per program year. In order to donate sick leave, an employee must maintain a sick leave balance of at least twenty-four (24) days.
 4. (a) The time that an employee is on a paid parental leave, paid Family and Medical Leave Act ("FMLA") leave, paid Fellowship leave or any other applicable paid leave will count towards service in calculating whether the employee has met the five (5) years of full-time continuous CUNY service required for donating dedicated sick leave.

(b) The time that an employee is on an unpaid child care leave, unpaid Family and Medical Leave Act ("FMLA") leave, or on a Scholar Incentive Award leave will serve to bridge service which immediately precedes and follows such leave in calculating whether the employee has met the five (5) years of full-time continuous CUNY service required for donating dedicated sick leave.

IV. Program Requirements

1. There is no enrollment period. Donations are made on an "as-needed" basis.
2. All dedicated leave is irrevocable.

Guidance:

- *All dedicated leave is irrevocable unless the recipient is deemed to be ineligible to receive the donation, in which case the leave will be credited back to the donor. Otherwise, days which remain unused by the recipient after one year will be forwarded to the Catastrophic Sick Leave Bank. (See Section IV, paragraph 5 below.)*
3. All dedicated leave is to run concurrently with FMLA leave, i.e., a recipient's use of dedicated sick leave shall be counted towards his/her FMLA leave entitlement as though he/she were using his/her own sick leave.
 4. The number of dedicated sick leave days will be extended by any CUNY observed holiday contained in a recipient employee's collective bargaining agreement or CUNY policy that is observed during the period of the recipient employee's approved dedicated leave.
 5. If the number of days dedicated is more than the number of days actually used by the recipient, the unused days will be transferred by the recipient's College Office of Human Resources, via notice to the University Benefits Office, to the Catastrophic Sick Leave Bank after one (1) year elapses from the date of the recipient's return to work. (The transfer of such leave shall not, however, qualify a donor for participation in the Catastrophic Sick Leave Bank.) In the event of a medically documented recurrence of the original illness or injury during this one (1) year period, the recipient will be permitted, upon approval of his/her respective College Human Resources Office, to utilize the unused balance, provided that all other leave balances have been exhausted.
 6. Each day of leave donated will be debited from the donor's leave balance as one (1) full day; however, each day of sick leave donated will be credited to the recipient as one-half (1/2) day. Each day of annual leave donated will be credited to the recipient as one (1) full day.

Guidance:

- *For example, the time and leave record of a custodial assistant who donates a sick leave day to a HEO will be debited for eight hours while the recipient HEO's time and leave record will be credited for three and one-half hours, i.e., 50 % of a seven hour day; a seven*

hour annual leave day donated by a HEO will be converted to an eight hour day for a recipient who works an eight hour day.

7. Dedicated sick leave will be granted to the recipient retroactive to the first day of absence without pay. A recipient utilizing dedicated sick leave is deemed to be in active pay status as though the employee were using his/her own sick leave. Annual leave and sick leave will therefore be accrued while using dedicated sick leave, as otherwise appropriate, but will not be credited until the employee returns to work.

Guidance:

- *As with any paid leave, the period of dedicated sick leave counts as service for purposes of health benefits, salary increases, pension contributions, and as creditable service towards the attainment of tenure, a Certificate of Continuous Employment, a Certificate of Continual Administrative Service and Fellowship Leave.*
 - *In the case where a probationary classified staff employee with an underlying permanent position is eligible for dedicated sick leave, the period the employee is on dedicated sick leave shall result in the extension of the employee's probationary period by the equivalent number of days, that are in excess of the employee's total sick and annual leave days earned during the probationary year. (See Section IV, subsection 5.4.1 of CUNY Rules and Regulations.)*
8. A determination regarding a prospective recipient's eligibility should be made, and his/her consent should be obtained, before efforts are made to secure donations of leave. Every reasonable effort will be made to maintain confidentiality of employee medical information and the identity of donors.

Guidance:

- *To avoid undue pressure on subordinates or colleagues to donate leave, recipients should not solicit leave donations directly from other employees; the College Human Resources Office will be responsible for securing potential leave donations for eligible employees. Potential donors should be advised that the College Human Resources Office will not reveal the identity of individual donors to the recipient.*

V. Procedures For Donating Dedicated Sick Leave

1. An employee who wishes to donate annual leave and/or sick leave to a designated employee must complete Form No. [DSL to Donate 001_2010], "Application to Dedicate Sick Leave," and return it to his/her

respective College Office of Human Resources as soon as possible. The application shall include an attestation by the donor that he/she understands that the decision to donate sick leave and/or annual leave to another employee is irrevocable and that the donated leave will not be returned to the donor, unless the intended recipient is deemed ineligible to receive the dedicated leave. The donor's attestation shall also provide that the donor has not been coerced and is not receiving any benefit, express or implied, in return for the donated sick leave and/or annual leave. The donor's identity is confidential and may not be released to the recipient by the college.

Guidance:

- *The College Office of Human Resources should counsel employees concerning the potential impact upon the employee's Travia or terminal leave benefit when an employee seeks to donate sick leave. If as a result of a donation of sick leave or otherwise, an instructional staff member has fewer than 160 sick leave days at the time of retirement, he/she will not be eligible for the full five months of Travia Leave prior to the effective date of retirement. Similarly, if as a result of a donation of sick leave or otherwise, a classified staff member has fewer than 240 days of sick leave, he/she will not be eligible for the full 120 days of terminal leave upon retirement.*
2. The following steps are to be taken when the employee dedicating leave and the employee receiving leave are employed in the same CUNY college:

Upon receipt of an application to dedicate leave, the College Office of Human Resources must review the application, determine the accuracy of all the statements in accordance with college personnel and payroll records, and complete the appropriate section. The application must be returned to the applicant with the disposition within five (5) working days of receipt. If the employee is deemed eligible to donate leave, and the recipient has been approved to receive donated leave in accordance with Section II above, then the College Office of Human Resources shall make the appropriate adjustments in time and leave records and shall notify the donor and the recipient, respectively, of the number of days to be debited or credited and when such debit or credit will occur. In the event the recipient is determined to be ineligible to receive donated leave, the College Office of Human Resources will so notify the intended donor.

Guidance:

- *The College Office of Human Resources will document the respective debit and credit of the dedicated leave on the DSL Excel Monthly Report spreadsheet for the donor and recipient.*

3. The following steps are to be taken when the employee dedicating leave and the employee receiving leave are employed in different CUNY colleges:

Upon receipt of an application to donate dedicated leave, the donor's College Office of Human Resources must review the application, determine the accuracy of all the statements in accordance with college personnel and payroll records, and complete the appropriate section. The application must be returned to the applicant with the disposition within five (5) working days of receipt. If the employee is deemed eligible to donate leave then the donor's College Office of Human Resources shall send a copy of the approved application to the Office of Human Resources of the recipient's college within two (2) working days of the approval. The recipient's college must notify the donor's college whether the recipient has been approved to receive dedicated sick leave. If approved, the donor's Office of Human Resources will make the appropriate adjustment in the time and leave records to debit the donor's leave balances and notify him/her of the number of days to be debited and when such debit will occur. In the event the recipient is determined to be ineligible, the donor's Office of Human Resources will so notify the intended donor.

Guidance:

- *The donor and recipient College Office of Human Resources will document the respective debit or credit for the dedicated leave on the DSL Excel Monthly Report spreadsheet for the donor or recipient.*

VI. Procedures For Receiving Dedicated Sick Leave

1. The employee must complete Form No. [DSL to Receive 002_2010], "Application to Receive Sick Leave," include medical documentation, and forward the application to his/her College Office of Human Resources. The application will include a release by the intended recipient permitting the College Office of Human Resources or a physician retained by the College to seek clarification or additional information from the employee's physician concerning the medical documentation submitted by the intended recipient. The release shall also provide that the employee shall submit to an examination by a physician retained by the College if deemed necessary. Where practicable, applications should be submitted when the employee has been absent for twenty (20) continuous working days and anticipates being absent in excess of thirty (30) continuous working days, and will not have sufficient leave to cover the projected period of his/her absence.

Guidance:

- *An employee must request dedicated sick leave in writing, using CUNY's authorized leave Form No. DSL-2-2010. "Application to Receive Sick Leave". If an employee is unable to complete the application, the College Office of Human Resources may accept an application filled out by a family member or other individual on the employee's behalf, as appropriate. Oral requests must be followed up with a written application and medical documentation.*
2. The College Office of Human Resources must review the application, determine the accuracy of all statements in accordance with college personnel and payroll records, and complete the appropriate section. All discrepancies must be resolved with the employee before a determination is made, based solely upon the nature and severity of the illness or injury as indicated by the medical documentation. The College Office of Human Resources shall consult with the Vice Chancellor for Labor Relations or designee, prior to rendering a determination as to whether the applicant's condition qualifies for this benefit. Dedicated Sick Leave approvals will be made in increments not to exceed two (2) months. Employees needing more than two (2) months of Dedicated Sick Leave will be required to submit additional medical documentation for each subsequent two (2) month period, up to a maximum of one-hundred and twenty (120) days or six (6) months of paid leave, whichever is greater. The application of an employee who has been granted or denied approval to receive leave should be returned to the applicant with the disposition within five (5) working days of receipt by the College Office of Human Resources, to the extent feasible. The College Office of Human Resources must inform an employee whose request has been denied that denial of the request may be appealed in writing to CUNY's Appeals Panel, in care of the University Benefits Office, 535 East 80th Street, New York, New York 10075, within fifteen (15) working days of the employee's receipt of the denial. The CUNY Appeals Panel will be constituted as follows:
- a) For classified staff, the appeals panel shall consist of the Vice Chancellor for Human Resources Management, the Vice Chancellor for Labor Relations, or their respective designees, and a classified staff union representative;
 - b) For instructional staff, the appeals panel shall consist of the Vice Chancellor for Human Resources Management, the Vice Chancellor for Labor Relations, or their respective designees, and a PSC union representative;
 - c) For classified managerial staff, executive compensation staff, and other non-represented employees, appeals shall be decided by the Vice Chancellor for Human Resources Management or designee;

All decisions issued by CUNY's Appeals Panel shall be final and shall not be subject to any further appeal by way of employee collective bargaining agreement or otherwise.

Guidance:

- *The types of discrepancies to be resolved by the College Human Resources Office prior to consulting with the Vice Chancellor for Labor Relations might include questions regarding incomplete documentation or leave balances.*
 - *Consultation by the College Office of Human Resources with the Vice Chancellor for Labor Relations, or her designee, should take place by telephone.*
3. Following approval of an eligible employee's application to receive sick leave from the Dedicated Sick Leave Program, the College Office of Human Resources will match the application to any approved request(s) to dedicate leave to the employee that have been forwarded to the recipient's college. If the employee is to receive dedicated leave, the College Office of Human Resources shall make the appropriate adjustments in his/her time and leave records and shall inform him/her of the number of days to be credited and when such credit will occur.

Guidance:

- *The College Office of Human Resources will record the credited leave on the DSL Excel Monthly Report spreadsheet for the recipient.*

Attachment III

Report of Special Meeting of Lehman College Joint committee of Senate and FP&B Long-Range Plan and Budget June 27, 2012

Persons in attendance:

Flavia Bacarella	Haiping Cheng	Vincent Clark
Dimitra Karabali	Manfred Philipp	Lourdes Perez
		Bethania Ortega

The special meeting was called to order at 1:24pm by Chair Haiping Cheng in Library Room 213 on Wednesday, June 27, 2012

The budget for the next academic year was discussed at this special meeting. VP Clark presented and discussed the part of CUNY budget that affects Lehman the most. One major change is that Lehman and all other CUNY Colleges, will have a separate budget for energy consumption. Lehman will be able to keep any savings that we can achieve in the next academic year, and be responsible for any overspending.

The base budget for the College is expected to be the same as last year. The detailed budget has not been completed at this time. It should be ready in the next 2-3 weeks.

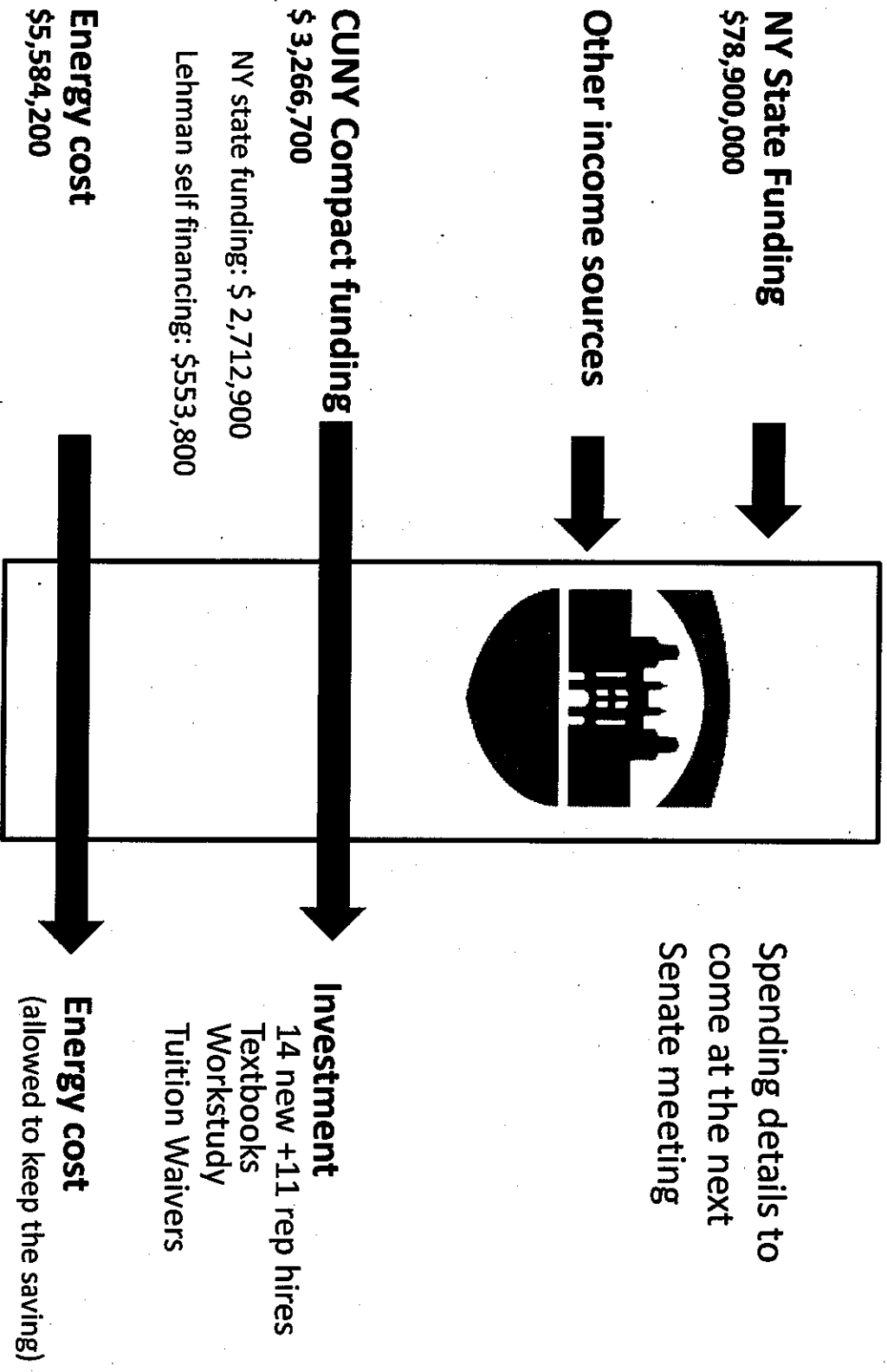
The draft budget for FY2013 Compact Allocation was discussed extensively. Funding has been allocated for a total of 14 new faculty lines in addition to a number of replacement lines. Funding has been allocated to purchase new reserve textbooks for library, to supplement Workstudy program, and to provide tuition waivers. Plans are being developed for the remaining 30% of the FY2013 Compact Allocation.

The committee adjourned at 2.30 PM

Sept 5, 2012

Lehman Budget Committee Report

Based on June 27, 2012 committee meeting



Next meeting: Oct. 3, 2012, 3:30pm, S-336