

1 **Minutes of**  
2 **The Lehman College Senate Meeting**  
3 **Wednesday, March 5, 2008**

4  
5 **Senators Present:** Afrani, D.; Albelda, V.; Alborn, T.; Bailey, M.; Bamshad, M.; Banoum, B.;  
6 Bempah, G.; Bonastia, C.; Boone, R.; Brown, K.; Bryant, S.; Buckley, M.;  
7 Bullaro, G.; Calvet, L.; Carey, R.; Chowdhury, N.; Decker, C.; DiPaolo, M.;  
8 Efthymious, J.; Em, C.; Esteves, C.; Ezeh, S.; Feinerman, R.; Fernández, R.;  
9 Folsom, C.; Georges, C.; Gottlieb, M.; Graulau, J.; Haghighat, E.; Happaney,  
10 K.; Harushimana, I.; Holloway, J.; Hurley, D.; Jacobson, B.; Jafari, M.;  
11 Jeremias, J.; Jervis, J.; Jones, L.; Joseph, R.; Kleiman, S.; Kulagina, K.;  
12 Kunstler, R.; Lertzundi, P.; Levitt, J.; Lopez, M.; Magdaleno, J.; Marianetti,  
13 M.; Maybee, J.; Mazza, C.; McNaughton, C.; Merzel, C.; Mineka, J.; Munch,  
14 J.; Niedt, P.; O’Hanlon, T.; Ornstein, S.; Pant, H.; Papazian, M.;  
15 Philipp, M.; Pierre, K.; Polirstok, S.; Prohaska, V.; Qian, G.; Ramos, R.;  
16 Reid, A.; Rice, A.; Rotolo, R.; Sailor, K.; Salamandra, C.; Santiago, M.;  
17 Seiger, L.; Simmons, J.; Tananbaum, D.; Tegeder, D.; Tilley, J.; Totti, X.;  
18 Tramontano, W.; Troy, R.; Verdejo, V.; Vitiello, A.; Voge, S.; Watson-  
19 Turner, S.; Weiner, A.; Wheeler, D.; Whittaker, R.; Wilder, E.; Worby, K.;  
20 Xia, Z.; Zucchetto, V.; Zwiren, M.

21  
22 **Senators Absent:** Amaechi, C.; Barnes, C.; Bodden, L.; Collado, M.; Daci, H.; Dauben, J.;  
23 DeRoo, Z.; Dixon, S.; Enweronye-Okiro, P.; Figueroa, J.; Fiol-Matta, L.;  
24 Fleitas, J.; Fletcher, D.; Ganjian, I.; Garanin, D.; Gbenga, A.; Gonzalez, M.;  
25 Hirad, A.; Hsueh, T.; Kouyate, M.; Lacson, J.; Lopez, R.; Myrie, D.; Negron,  
26 V.; Nnaji, C.; Palaj, M.; Paull, M.; Perry-Ryder, G.; Phillip, B.; Rose, J.;  
27 Salvatore, R.; Silverman, H.; Swinton, S.; Tabachnikov, A.; Tabing, M.;  
28 Taveras, F.; Trimboli, S.; Zuss, M.

29  
30 The meeting was called to order by President Ricardo R. Fernández at  
31 2:10 p.m.

32 **Minutes Adopted**

33 A motion was made and seconded to adopt the minutes of the Senate  
34 meeting of February 6, 2008. The minutes were unanimously approved with  
35 the correction that Prof. Carmen Esteves was present.  
36

37 **Announcements and Communication**

38  
39 **a. President Ricardo R. Fernández-**

40 1. President Fernández recounted his trip to Albany to speak to legislators, particularly with  
41 reference to the CUNY Compact. The reaction was “very cordial.” In a visit with members of  
42 the NYS Assembly, discussion continued on a number of issues. The Governor, in his budget,  
43 included some “very significant items.” It did not include, not surprisingly, the subject of tuition  
44 since this is an election year, and it did not include the “investment” part of the Compact, that is,  
45 money to hire more faculty and staff and to provide additional student support services. He shared  
46 with the delegation a chart that shows how tuition at CUNY has increased from 1991 through  
47 2007—some 16 years. His point was that we have seen spikes in tuition followed by a series of  
48 years of stability. We are now in one of those periods of stability with the same tuition for five or  
49 six years now. But if the tradition continues, we are bracing for another spike in tuition, probably  
50 after the November 2008 election. The issue is not whether tuition will increase but when.  
51 Unless the legislature provides the necessary funds, a tuition increase is inevitable. CUNY’s  
52 enrollment has increased to over 230,000 students, and yet we’re getting the same budget as if we  
53 were teaching 225,000 students. At some point, something has to give. We either have bigger  
54 classes, fewer services, or lower levels of maintenance and technology. Tomorrow the President  
55 is going to a presidents’ retreat that runs through noon on Friday. Interestingly, Governor Spitzer  
56 has invited the presidents to participate in a telephone conference call tomorrow at 10 a.m. All the  
57 presidents of CUNY and SUNY will discuss with the Governor and the Chancellors of CUNY  
58 and SUNY the question of the Compact and the endowment that the Governor has proposed. He  
59 wants to privatize part of the NYS Lottery and to dedicate those funds, to generate approximately  
60 two hundred million dollars a year to be divided between SUNY and CUNY. This will then be  
61 thought of as a stable source of funding for public higher education in New York State. It is a  
62 fluid situation in Albany, and it won’t be until later this spring when we will know the outcome.  
63 The Governor, the Assembly majority leader and the Senate majority leader have agreed that  
64 there’s \$250 million dollars less available for spending than the Governor originally proposed in  
65 his budget. The troubling part is that there are no new funds for investment in the University.  
66 The budget probably will not be passed by April. (It should be passed by March 31.) Some time  
67 between March 31 and June 30 there will likely be a budget.

#### 68 **Student Conference-**

69 1. Student Conference Chair Ms. Nusrat Chowdhury reported on a number of student concerns,  
70 beginning with alumni contact and how much interaction the group can have with them. “What  
71 we propose is complete interaction so we can devise support and funding from them.” This

72 includes assessing the mechanisms in place for communicating with alumni and hosting special  
73 alumni events.

74 **2.** A suggestion was made to form a committee on disabled students. Its purpose would be to  
75 ensure that we are complying with all state and federal regulations.

76 **3.** A proposal was made to facilitate a more meaningful electoral process that includes public  
77 debate.

78 **4.** It has been proposed that the Student Conference assess the Student Conference by-laws by  
79 which they do business in order to have an optimal and democratic Student Conference. The by-  
80 laws have not been amended since 1974.

81 **5.** It has been proposed that a report on recruiting and retaining students be drawn up to benefit  
82 the college.

83 **6.** An initiative was proposed to appraise the care and services that students encounter in Shuster  
84 Hall.

85 **7.** Standing Committee nominees were presented: Undergraduate Curriculum: Ms. Carry Em,  
86 Mr. Jason Jeremias, Mr. Adnan Hirad, Ms. Ksenia Kulagina; Committee on Admissions,  
87 Evaluations, Academic Standards: Ms. Nusrat Chowdhury, Mr. Adnan Hirad, Mr. Justin  
88 Simmons, Ms. Kelly Worby, Ms. Ksenia Kulagina; Governance: Mr. Justin Simmons, Mr. Jason  
89 Jeremias, Mr. David Afrani, Ms. Melissa Bailey; LRP and Budget: Mr. Justin Simmons, Mr.  
90 Adnan Hirad, Ms. Melissa Bailey, Ms. Kadian Brown, Ms. Nusrat Chowdury and Ms. Ksenia  
91 Kulagina; Library, Technology, and Telecommunications: Ms. Carry Em.

92

93 **REPORTS OF THE STANDING COMMITTEES-**

94 **a. Committee on Governance-**

95 **1.** Professor Duane Tananbaum reported that the Committee met on February 21, then  
96 proposed a resolution on future changes in the bell schedule. After discussions with a  
97 representative of the administration, the Committee is withdrawing this motion at present,  
98 pending further talks. A meeting is scheduled with Mr. Esdras Tulier later this month to  
99 discuss what the role of the Senate should be in terms of bell schedule changes. The motion  
100 will not be discussed or voted on today.

101 **2.** The Committee had invited both Prof. Joseph Rachlin, chairman of the Biological Sciences  
102 Department, and Dean William Tramontano to meet with the Committee to discuss the

103 proposal for a planned science center. It was the consensus of the Committee that there were a  
104 number of issues that needed to be clarified before the proposal went further.

105 **3.** The Committee clarified further the membership in the Senate. A couple of people who  
106 previously had been department representatives became senators at large, so we went down  
107 further on the list and one or two departments have recently elected new representatives.

108 **4.** The Student Conference submitted their proposed nominees to sit on the Senate  
109 committees. The nominees were put before the Senate which approved the entire slate. (See  
110 names under Student Conference Report.)

111 **5.** The process of nominating faculty representatives to standing committee is underway.  
112 Materials are now being duplicated and will be distributed in a few days. Professor  
113 Tananbaum requested, that prior to making a nomination, you should confirm that the person  
114 is willing to serve.

115 **6.** The next meeting of the Governance Committee will be at 2 p.m. on March 27 in Shuster  
116 179.

117 **b. Committee on Admissions, Evaluations and Academic Standards-**

118 **1.** Prof. Kevin Sailor said there are three proposals presented for discussion. There are two  
119 proposals that concern two different populations, entering full-time freshmen and transfer  
120 students. There is a third proposal that addresses basic skills in mathematics. The first  
121 proposal has to do with the minimum requirements for admission of first-time, full-time  
122 freshmen beginning in Fall 2009. There are essentially three components: (1) Applicants are  
123 required to have 16 College Preparatory (CPI) credits; (2) a high school average of 80 or  
124 higher; and (3) an SAT score of 900 or higher in order to be admitted.

125 **2.** The proposed admissions criteria for Transfer Students would require students with fewer  
126 than 12 college credits to satisfy freshman admission criteria based on their high school  
127 record. Students with 12 to up to 24 college credits must satisfy freshman admission criteria  
128 or present a cumulative college grade point average of at least 2.75 regardless of high school  
129 academic average. Students with 24 or more credits must have a cumulative grade point  
130 average of at least 2.3. Students earning a CUNY/SUNY AA or AS degree must have a

131 cumulative average of 2.0. Students earning AAS degrees will be treated similarly to students  
132 earning more than 24 cumulative credits. The proposed changes in basic skill requirements for  
133 mathematics would call for students to exceed the required minimum scores on at least one of  
134 the following assessments of mathematical skills: 510 on the math section of the SAT—  
135 currently it's 480; 75 on the NYS State Regents A exam; or 45/45 on the Math Compass  
136 test—currently it's 30/30. President Fernández said that these proposals would be fully  
137 discussed but first the Provost would present information that would provide helpful  
138 background. A discussion would then follow.

139  
140 **3.** Provost Mary Papazian presented a comprehensive audio-visual presentation, one that in a  
141 longer version had been screened at the last meeting of the General Faculty on February 20.  
142 The Provost's theme was: "Access and Excellence at Lehman College: Proposed New  
143 Standards." She began by reminding the Senate of Lehman's Mission and Values Statements:  
144 "Lehman College Serves the Bronx and surrounding region as an intellectual economic and  
145 cultural center. Lehman College provides undergraduate and graduate studies in the liberal  
146 arts and sciences and professional education within a dynamic research environment while  
147 embracing diversity and actively engaging students in their academic, personal, and  
148 professional development." And Lehman's Values Statement: "Lehman College is  
149 committed to providing the highest quality education in a caring and supportive environment  
150 where respect, integrity, inquiry, and diversity contribute to individual achievement and the  
151 transformation of lives and communities."

152  
153 Back in 2000, President Fernández reflected on CUNY Central's language on tiering. It is  
154 something we have to be mindful of. This is what he said: "I remain committed to having  
155 Lehman College classified as a top-tier institution within CUNY. ...As a first-rate institution  
156 of higher education that offers quality programs and services to the residents of the borough  
157 and the surrounding region, Lehman deserves to be recognized as a top-tier college under the  
158 new classification system. From its origins, Lehman College has been characterized by a  
159 superb faculty and a variety of high quality academic programs, as well as by other features  
160 associated with top-tier colleges across the country. If we are serious about 'changing the  
161 conversation' about CUNY and Lehman, it is essential that our college be seen in this light. I  
162 stand ready to do my part to make this happen, and I invite you to join me in the effort."

163  
164 These probing questions precipitated the development of the President's Advisory Committee.  
165 The Provost re-extended the President's invitation that we all join in this effort. Many steps  
166 have been taken in the past eight years to move us forward in this direction. Some involve the  
167 development of external funding which has taken a real rise in the last eight years. We have  
168 recruited and continue to recruit fine faculty. We are engaged in the Graduate Center in an  
169 active way. All these are measures the President indicated in 2000. There still is one missing  
170 piece in this puzzle. It is the profile of our students as they enter the institution. A *New York*  
171 *Times* article referred to Lehman as a "second-tier institution." This body expressed its  
172 displeasure on October 17, 2007 by passing a resolution, indicating that tiering language was  
173 not a helpful way to think about higher education. However, we don't control what CUNY  
174 Central says. In some ways, we have to attend to some of their concerns. In the same year,  
175 students sent a petition to CUNY objecting to Lehman College being designated a Tier II  
176 institution.

177  
178 The Provost looked at some of the potential consequences of a Tier II designation: fewer  
179 dollars per student; inability to attract strong students; devaluation of the Lehman degree; less  
180 willingness by alumni and potential donors to invest in the institution and less enthusiasm by  
181 first-class institutions to partner with Lehman. How do you attract some students? How do  
182 you maintain the quality of the degree? How is the degree perceived by the public and the  
183 employers? These have to be considered in weighing the actions we are proposing. A  
184 President's Advisory Committee, composed of faculty, administrators and students was  
185 established to look into the details, obtaining as many statistics that we could track.

186  
187 A profile of Lehman freshmen students in the Fall 2006 cohort was next reviewed by the  
188 Provost. The figures show that we're somewhat lopsided as an institution and have some  
189 sprinkles of numbers on the higher end. Many represent the students in the Honors College as  
190 well as in The Teacher Academy. The bulk of the students have SAT scores below a  
191 thousand, which provides a clear picture of what we're talking about.

192 The question then is what will this mean for enrollment? First, we had to understand what  
193 was happening to student enrollment. We know there are many students (approximately  
194 8,000) from the Bronx who are attending CUNY schools, and these schools are not in the

195 Bronx. Students are going to such CUNY Schools as Baruch, Brooklyn, City, Hunter, John  
196 Jay, and Queens College. In some cases, it has to do with the programs they're offering.  
197 People who want business may end up at Baruch; those who want architecture and  
198 engineering will be at City; students interested in criminal justice and the justice system will  
199 probably go to John Jay. But when you look at the numbers they are far out of proportion to  
200 the program differences. We know we have a first- class faculty and first-class programs, but  
201 we know many Bronx based, higher achieving prospective students are going elsewhere.

202  
203 The Provost presented a chart indicating the challenge to increase the yield of strong students.  
204 It showed first-time freshmen enrolled at Lehman by SAT score band. It shows students who  
205 actually took the time to fill out applications to come to Lehman. And they range in the SAT  
206 band, starting at the bottom at the lowest and going all the way up into the 1300-1600 range.  
207 In the 900 to 1100 numbers there are many students making applications here. But, how many  
208 of these students actually enroll here? Starting with the less than 700, we have 1,500 students  
209 who applied here and 32 percent who came here. In the 700 to 800 range, we have another  
210 2,000 students who applied and 29 percent who came here. Lehman is getting a high  
211 percentage of students at the bottom of the ranges. In the 900 to 990 range we have 18 percent  
212 of applicants who came here. That's okay, but we could do a lot better in that range. And we  
213 could do better in the 1,000 to 1,100 range. They are just not applying to Lehman as the  
214 institution of choice. One of the goals of the proposal is to encourage students in the 900 to  
215 1,000 range to see us as, not just as a backup, but because they really do want to come here to  
216 participate in all the things we have to offer. But what these two slides tell us is that there are  
217 many students from the Bronx who are going to local Manhattan campuses of the City  
218 University of New York and not coming to Lehman. It's a ready pool for us to tap into to shift  
219 the demographics in SAT scores of the entering students. There are many things we can do to  
220 reach out to these target students. We know that students who visit the campus early on are  
221 more likely to come here---they note we have one of the most beautiful campuses in CUNY.  
222 There are many strategies we can use. The higher we set the bar, the more students rise to  
223 meet the challenge. If you don't set it high, they are not going to work as hard. We need to  
224 work with the community colleges so we can create a seamless and strong partnership. There  
225 are students who need a little more time to prepare for success here; the Community Colleges  
226 know how to bring their students to a level where they can be successful.

227

228 The College's enrollment can be strengthened in several ways: increase enrollment in summer  
 229 sessions; schedule for the full academic year, so that students can continue to make progress  
 230 during the summer and target students from the Bronx who attend other institutions to  
 231 encourage them to take course work at Lehman in the summer. Another goal is to increase  
 232 enrollment in the winter session. Also, new graduate programs such as the MSW, MPH, MA  
 233 in Ed Leadership, and the proposed MS in Business offer further opportunities for enrollment  
 234 growth. In addition, increasing scholarship dollars available to recruit well-prepared first-time  
 235 freshmen, and retain continuing students is important.

236

237 Preliminary Financial Impact Analysis: Many of the concerns have to do with enrollment.  
 238 Some 350 FTEs translate at the undergraduate level into a projected loss of \$1, 400,000. How  
 239 do you make that up? The chart showed the projected new revenue over five years in the  
 240 graduate programs, and the bottom line showed the new revenues over five years. The next  
 241 chart showed the Winter Session, ranging from 2007 to 2013. Note that the graduate tuition is  
 242 \$270 per credit. Based on these plans, we're getting a million dollars in new revenue.

243

244 Many of the better students are voting with their feet by going into Manhattan. Their feet are  
 245 away from Lehman and not towards it, and we want to change that direction. The floor was  
 246 opened for questions from the senators and a number of issues related to the Provost's  
 247 presentation were brought up. Provost Papazian addressed all of the questions and concerns  
 248 raised by students and faculty members. As President Fernández duly noted, the Provost's  
 249 report was presented for the purposes of background information. At the next Senate meeting,  
 250 a vote will be taken on the proposed new admission standards.

251 **c. Undergraduate Curriculum –**

252 **1.** Prof. Barbara Jacobson presented a resolution from the Department of  
 253 Sociology and Social Work. There are three parts to the resolution: that the department be  
 254 split into two departments, the Department of Sociology and the Department of Social Work;  
 255 that all of the courses and programs in Sociology be transferred to the newly established  
 256 Sociology Department; and that all of the programs and courses in Social Work be transferred  
 257 to the newly established Department of Social Work. A vote was not taken on the resolution,



258 but the subject was opened for discussion. The vote will be taken at the Senate meeting next  
259 month.

260 2. The next meeting of the Committee will be at 12 o'clock noon on March 19 in Carman 221.

261 **d. Committee on Graduate Studies-**

262 1. Prof. Timothy Alborn said there was one proposal from the Department of Political  
263 Science for a change in course title and description from Problems in American Civil Rights  
264 and Civil Liberties to Constitutional Law. The report was approved.

265 2. The next meeting will be at 12:30 p.m. on March 29 in Shuster Hall.

266

267 **e. Committee on Academic Freedom**

268 There was no report.

269

270 **f. Committee on the Library, Technology and Telecommunications-**

271 Mr. Jim Carney was granted floor rights.

272 1. Mr. Carney said that the student technology survey should be completed by the next Senate  
273 meeting.

274 2. Recommendations are being made to Campus Facilities to install electrical outlets in public  
275 spaces where students congregate and conduct work on laptops and personal devices. Another  
276 objective is to analyze how students use electronics and make recommendations on long-term  
277 support for such usage.

278 3. An update on implementation of e-mail rollout was presented to the committee by Mr. Joseph  
279 Middleton, Director of IT Resources.

280 4. The Committee began discussion concerning reserve materials in the library.

281 5. The next meeting of the Committee will be at 12:30 p.m. on March 11 in the Library  
282 Conference Room. The Committee will begin discussion with Acting Associate Provost  
283 Robert Whittaker regarding tracking student proficiency on research and technology.

284

285 **g. Committee on Campus Life and Facilities-**

286 There was no report, but the meeting was to be held today after the Senate meeting.

287 **h. Committee on Budget and Long-Range Planning-**

288 There was no report.

289 **i. University Faculty Senate-**

290 **1.** Prof. Manfred Philipp, Chair, met with State Senator Ken LaValle, the Chair of the Senate  
291 Higher Education Committee, and a member of Governor Spitzer's Commission on Higher  
292 Education. What follows is a report on that meeting:

293 Prof. Philipp presented data showing that CUNY needs 4,000 new full-time faculty members,  
294 not the 2,000 (divided between CUNY and SUNY) in order to get back to the professor-  
295 student ratio we had in the 1970s. He emphasized the deterioration that was most pronounced  
296 in the Carey and Cuomo years, noting that tuition increases had been accompanied by relative  
297 decreases in state funding and the loss of full-time faculty. Senator LaValle listened carefully  
298 and praised the Chancellor and the CUNY Compact for Higher Education, with its regular,  
299 small, predictable tuition increases that go the University, not to the State treasury. Prof.  
300 Philipp noted the problem of having a CUNY board whose politically-appointed members  
301 always vote "yes" on all issues brought to them, unlike the past where there was real  
302 discussion, discourse, and differences of opinion. He noted that the faculty members of board  
303 committees are an exception to this pattern. Senator LaValle asked what might be done, and  
304 Prof. Philipp referred to testimony brought before the Governor's Commission by Professor  
305 Sandi Cooper, a former UFS Chair.

306 **2.** On Thursday, February 28, Professor Lenore Beaky, Vice Chair of the UFS, and Professor  
307 Manfred Philipp testified at a public hearing held by the New York City Council on Higher  
308 Education, chaired by Councilman Charles Barron. Prof. Philipp's testimony noted that the  
309 proposed CUNY capital budget, constructed as a result of a dialog between the University, the  
310 State, and the City gave only 5.3 percent of the proposed square footage in new construction  
311 to the two-year colleges. All the rest was replacement construction and construction for the  
312 four-year colleges.

313 **3.** On Monday, February 25, the Board of Trustees took a number of actions affecting science  
314 and engineering education at CUNY. The Trustees voted to allow CCNY to offer engineering  
315 doctoral degrees, effectively moving these programs from the Graduate Center to City College  
316 while retaining, for now, the existing Graduate Center registration. In the meeting, Prof.  
317 Philipp noted that there have been assurances that the engineering faculty at the College of  
318 Staten Island will continue in the program as before. The Trustees also voted to allow Hunter

319 and CCNY to offer Doctoral Degrees in Biology, Biochemistry and Physics jointly with the  
320 Graduate Center. The Hunter and CCNY Senates, as well as the Graduate Council, had voted  
321 to support the concept of these joint degrees. The Graduate Council had adopted several  
322 additional conditions, which provided that the Graduate Center maintain control over the  
323 curriculum, the certification of graduates, and overall program governance. The Board of  
324 Trustees also voted to allow Hunter College to offer the Doctorate in Public Health (DPH)  
325 jointly with the Graduate Center. It is unclear how these changes will affect the doctoral  
326 programs in the long run. Public testimony indicated that faculty at other CUNY senior  
327 colleges such as Queens, Brooklyn, and York will not be helped and could well be hurt by the  
328 higher prominence given to Hunter and CCNY.

329 **4.** The concentration of construction on the CCNY campus (including the Advanced Research  
330 Center) combined with the Governor's halving the CUNY requested capital budget has to be  
331 watched for possible negative impacts on the other campuses.

332 **OLD BUSINESS**

333 There was no old business.

334 **NEW BUSINESS**

335 There was no new business.

336 **ADJOURNMENT**

337 The meeting was adjourned at 3:45 p.m.

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Respectfully submitted,

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341

Esdras Tulier

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