

MINUTES OF THE SPECIAL MEETING OF THE BOARD OF  
HIGHER EDUCATION OF THE CITY OF NEW YORK  
ACTING AS THE BOARD OF TRUSTEES OF A COMMUNITY COLLEGE  
(ARTICLE 126 OF THE EDUCATION LAW)

HELD

NOVEMBER 12, 1969

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

The Chairman called the meeting to order at 5:30 p.m.

There were present:

Frederick Burkhardt, Chairman  
David I. Ashe  
Herbert Berman  
George D. Brown  
Maria Josefa Canino  
Porter R. Chandler  
Jean-Louis d'Heilly  
Norman Henkin  
Minneola P. Ingersoll  
Robert Ross Johnson

Francis Keppel  
James Oscar Lee  
Benjamin F. McLaurin  
Louis Nunez  
Jack I. Poses  
Luis Quero Chiesa  
Ruth S. Shoup  
Ella S. Streator  
Arleigh B. Williamson

N. Michael Carfora, Secretary of the Board  
Arthur H. Kahn, General Counsel

Chancellor Albert H. Bowker  
Actg. Pres. Joseph J. Copeland  
President John W. Kneller  
President Leonard Lief  
President Joseph P. McMurray  
President Mina Rees  
President Donald H. Riddle  
President Herbert Schueler  
President Robert C. Weaver  
Actg. Pres. F. Joachim Weyl  
President Milton G. Bassin  
President William M. Birenbaum  
President Murray H. Block

President James A. Colston  
President Nasry Michelen  
Actg. Pres. Joseph Shenker  
Dr. Robert S. Hirschfield  
Mr. Lester Jacobs

Deputy Chancellor Seymour C. Hyman  
Vice-Chancellor Robert Birnbaum  
Vice-Chancellor Julius C. C. Edelstein  
Vice-Chancellor Timothy S. Healy  
Vice-Chancellor T. Edward Hollander  
Vice-Chancellor Bernard Mintz  
Dean Benjamin Rosner

The absence of Dr. Azzari was excused.

NO. C1. STATEMENT OF ADMISSIONS POLICY: Upon motion duly made, seconded and unanimously carried, the following Statement of Admissions Policy was adopted:

**STATEMENT OF ADMISSIONS POLICY  
ADOPTED BY THE BOARD OF HIGHER EDUCATION  
NOVEMBER 12, 1969**

On July 9, the Board of Higher Education approved an historic resolution advancing the target date for Open Admissions from 1975 (as stated in our 1964 Master Plan) to September 1970, subject to the provision of sufficient funds by the City and State governments to finance this major move.

The action of July 9 followed a series of consultative meetings with representatives of organizations within and outside the University. Our action was based on the most urgent considerations of public necessity and equity, including a widespread insistence that five graduating classes of high school seniors between 1970 and 1975 must not be denied an opportunity for higher education pending the gradual achievement of our Master Plan goal by 1975. The urgency of these demands required immediate response and remedy.

Hence, on July 9 we advanced the goal from 1975 to 1970, and scheduled an intensive process of internal and public consultation to test the comprehensive acceptability of the Open Admissions program and to determine specific formulas for the allocation of places in the University system on the basis of individual choice.

The process began with the establishment of a broadly representative Commission on Admissions and ended with numerous consultations and public hearings involving over 130 individuals representing more than 80 organizations.

After a five-month process of involvement with affected groups who are part of the University, concerned groups outside the University, and the general public, we have found, above all, a predominant support for the Open Admissions policy as expressed by the Board on July 9. Consequently, the Board of Higher Education hereby reaffirms its policy to offer admission to all New York City high school students graduating in June 1970 and thereafter to some college of the University, effective September 1970.

As for the central formula for the allocation of students to the various places in the University system, we have now developed a plan which represents, in our judgment, the best elements of all of the many constructive proposals and suggestions which were made -- most especially the proposals of the Admissions Commission, and the related proposal of the University Senate. This plan serves the essential purposes of open admissions, enhances those values to which the University is basically committed, and meets the criteria of technical feasibility and practicality.

This plan conforms to the following six guidelines set forth in our resolution of July 9 as the basis for designing the student allocation formula:

- admission to some University program to be offered all high school graduates of the City;
- remedial and other supportive services for all students requiring them;
- maintenance and enhancement of the standards of academic excellence of the University's colleges;
- ethnic integration of the colleges;
- student mobility between various programs and units of the University;
- continued admission of all students who would have been admitted to specific community or senior colleges under past admissions criteria.

Substantial differences of opinion have been expressed over the question of whether a student's high school average or rank in his high school class should be utilized as the primary criterion to allocate students to the various colleges, and specifically to the senior units of the University. Both criteria have educational merit, and both are used widely by many colleges and universities in their admissions processes. The use of high school average measures a student's performance against all other students in his own and other schools. The use of rank in class evaluates the performance of students in competition with peers in their own high school, and provides college-going motivation for students in each high school in the City. Data indicating the performance of students in the secondary schools in our City show that rank in class is an effective means of minimizing the differences in college opportunity now caused by great variances in the grading patterns of different high schools.

The concept of rank in class was a component of the three plans submitted by the Commission, and of the admissions plan approved by the University Senate. We approve of this concept, and we are adopting it as a major part of the new plan which considers both high school average and percentile rank in class as the basic criteria for student allocation. This will permit the establishment of admission groupings that combine the advantages of both the present system and the use of high school class rank criterion.

This combined grade and class rank plan will provide an equitable system that will assure the choice of college and program to those admitted under past academic criteria who have excelled in previous high school work. It will, at the same time, introduce a critically needed incentive for competitive academic effort within those high schools of the City from which relatively small numbers of students have previously been able to gain admission as matriculants in the University.

#### THE BOARD'S PLAN

1. This system will place students in one of ten admissions groupings. Students would be placed in the highest admissions category for which they are eligible, as follows:

Group	Percentile Rank in Their High School Class	or	High School Average
I	Top tenth		90% or higher
II	Second tenth		87.5%
III	Third tenth		85%
IV	Fourth tenth		82.5%
V	Fifth tenth		80%
VI	Sixth tenth		77.5%
VII	Seventh tenth		75%
VIII	Eighth tenth		72.5%
IX	Ninth tenth		70%
X	Last tenth		Under 70%

2. All students would be admitted to the City University. Students in the higher groupings would receive preference for admission in the colleges of their choice, but no eligible student will be denied a place at a City University college under this program.

3. Under this plan, students in Groups I through V (that is students with averages of 80% or higher, or students in the top half of their graduating class) will have opportunities for senior college admission if they so desire, and students who would have been admitted to specific community and senior colleges under past admissions criteria will still be so admitted. Other students will have opportunities to attend programs in the community colleges which may lead to completion of the first two years of the baccalaureate program and automatic transfer to a senior college in their junior year; or they may choose to attend career-oriented programs.

4. The Board hereby reaffirms its previous policy statement concerning transfer of students from the community colleges to the senior colleges as passed at its meeting of April 28, 1969, as follows:

RESOLVED, That the Board of Higher Education resolution of May 22, 1967, Calendar No. 16, which provides for the automatic admission of community college transfer students to the senior colleges of the City University be reaffirmed and continued; and be it further

RESOLVED, That as of September, 1969, all community college Associate Arts-degree recipients upon transfer to the senior college of their choice be granted a minimum of 64 credits toward a baccalaureate degree with the understanding that these credits represent the equivalent of the credits earned by native senior college students in the freshman and sophomore years and that the community college transfer students shall not be required to earn credits above the 128 normally required for a baccalaureate degree unless he changes his major field of study or be found lacking in prerequisites within his major field.

5. This new rank and grade average policy will move the University dramatically closer to equalizing higher educational opportunity for all the students in New York City. But neither this program, nor any program which has been recommended to the Board, can adequately provide for ethnic integration of the colleges and complete equality of opportunity without the continuation and expansion of the SEEK program. The Board notes that expansion of SEEK was also a major component of each of the admissions plans submitted to it. Such expansion of the 1970 SEEK freshman class, to enroll 2,500 student, represents an 85% increase over the 1969 SEEK entering class, is hereby authorized and directed. To do otherwise would be to make the community colleges into a second-track system to which the majority of Black and Puerto Rican students who have not been adequately educated in the secondary schools would be assigned. We emphatically reject any approach which would lead to de facto segregated institutions, either community colleges, or senior colleges.

The SEEK program will provide an opportunity not only for high school graduates living in poverty areas but also, among others, for high school graduates of previous years, and those with equivalency certificates rather than high school diplomas.

6. We believe that the Commission on Admissions correctly emphasized the importance of student choice of program in the allocation of incoming students. We therefore adopt the Commission recommendation that insofar as possible, students should be given the program of their choice, even if the college of their choice cannot be guaranteed, and we are directing the Chancellor and the college presidents to make such program and facilities reallocations as may be necessary to meet this goal in 1970. We hope that all students desiring a baccalaureate program can be admitted to such a program in a community or senior college in September 1970. We also hope that special facilities in the community college career programs can be rapidly expanded for 1970, although it is recognized that the special equipment and space requirements of such programs may not make this immediately possible in view of increasing student demand.

7. The maintenance and enhancement of educational quality will require the initiation and expansion of the programs of supportive services, including counselling, remedial assistance, tutoring and financial aid which were recommended by the Commission. We do not propose to admit students with inadequate preparation for college work merely to have them fail at the end of a semester or a year.

The Board Plan represents an initial step in accomplishing the primary goals of the open enrollment policy which is to give every high school graduate an opportunity to take full advantage of the higher education system offered by the City University. Recognizing that this is a one-year plan for 1970-71, the Board will undertake a comprehensive study and review of the University structure. The study will focus on assessing the adequacy of City University to meet the challenge of open enrollment and the thrust of the times.

The Board of Higher Education pledges to use all its resources to assure that adequate facilities and competent personnel will be available to make the Open Admissions Policy educationally sound and practically feasible.