

THE City
University
OF New York

2004–2005 Budget Request



- 2 **Chancellor’s Letter**
- 4 **Introduction**
- 4 **Financing the Request**

Creating a Flagship Environment

- 7 Flagship Programs and Cluster Hiring
- 9 Full-time Faculty and Faculty Support
- 9 Teacher Education
- 10 Health Sciences
- 12 School of Professional Studies
- 13 School of Journalism
- 13 Diversity Initiative
- 13 Honors College
- 14 Library
- 14 Doctoral Student Support—Fellowships
- 15 Strengthening Undergraduate Curricula
- 15 Centers and Institutes
- 16 Instructional Equipment
- 17 Hunter College Campus Schools

Supporting Student Success and Academic Achievement

- 19 College Now
- 21 Academic and Student Support Services
- 26 Services for Students with Disabilities
- 27 Child Care
- 27 Student Health Services
- 27 Financial Aid Matching Funds

Expanding the Use of Technology in Teaching and Learning

- 29 CUNY Online and Faculty Development

CUNY-wide Economic Development

- 31 Business Incubators
- 31 Workforce Development

Information Management & Infrastructure

- 35 Upgrading Information Management and Infrastructure
- 37 Facilities Maintenance and Repair
- 38 New Student Support Services Building at Medgar Evers College
- 39 Building Rentals
- 40 Environmental Health and Safety

- 43 **Capital Budget**
- 47 **Summary Tables and Charts**
- 55 **The Colleges**
- 65 **CUNY Facts and Figures**

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This year marks another milestone for The City University. Our Master Plan 2000-2004 was a blueprint for institutional renewal. The new Master Plan (2005–2008) will reflect a University feeling its power as one of the finest in public higher education. It will build on the substantial progress of the last four years, on the vision that has largely become reality.

- Four years ago, we set about to create a Flagship Environment with highly regarded faculty, selective colleges and a University-wide Honors College. This year alone more than 400 new full-time faculty joined the senior and community colleges. The array of talent includes: Peter Carey, who has twice won Britain’s prestigious Booker Prize, at Hunter College; Charles Liu, who helped redesign the Hayden Planetarium and the Rose Center for Earth and Space, at the College of Staten Island; Emmy winner Rachel Lyon, at Queens College; and Elizabeth Murray, a 1999 MacArthur Fellow, whose work will be featured at the Museum of Modern Art when it reopens in Manhattan, at Brooklyn College.
- The CUNY Honors College was inaugurated in Fall 2001 with 212 freshmen. The University had planned to enroll just 100, but the Honors College was received with such enthusiasm, and there were so many qualified applicants, that the decision was made to increase the size of the class. Within three years the number of applicants more than doubled. The Honors College has attracted the City’s most talented students; combined SAT scores of Fall 2003 admitted applicants averaged 1350, more than 300 points above the national average.
- Our last Master Plan stated our intention to improve the preparation of students for college-level work. Now, four years later, at the senior and comprehensive colleges, SAT scores, College Admissions Average, college preparatory courses completed, and English and Math Regents scores have all increased. Remedial instruction is no longer offered in CUNY’s baccalaureate programs and enrollment of associate degree students in remedial courses is on the decline. Remediation is available, if needed, prior to matriculation, in College Now, the CUNY Language Immersion Program and skills immersion programs offered during the summer and winter sessions. Improved preparation has increased students’ chances for academic success and fall-to-fall retention rates of first-time freshmen at senior and comprehensive colleges have improved steadily.
- Four years ago we planned a hard look at our Teacher Education programs. These programs have now revised their curricula to comply with the New York State Regents’ new standards for teachers and school leaders, and the standards of the National Council for Accreditation of Teacher Education. The passing rate of students on state tests is now 93%, the highest since testing began.
- We set high expectations for the use of technology in teaching and have seen striking and extensive change. Over the past four years, CUNY Online, supported by a \$2 million grant from the Sloan foundation, has surpassed every target, and online courses are available at every campus.
- We stated our intention to expand K-16 collaboration and innovative college outreach programs. The academic year enrollment of College Now, CUNY’s major collaboration with the New York City public school system, has soared to almost 40,000 high school students. In summer 2003 approximately 1300 high school students took advantage of a full array of academic enrichment opportunities at eleven different colleges.
- In the past four years, the University has opened a number of new campus high schools, including three exam-based, specialized schools, the first new public schools of this kind in decades: the Queens High School for the Sciences at York, the High School of American Studies at Lehman and the High School for Mathematics, Science and Engineering at City College. A \$7 million grant from the Gates Foundation will enable us to open ten new “early college” high schools over the next several years. CUNY now has the largest, most successful and comprehensive network of campus high schools in the nation.

The new Master Plan will of course build on CUNY's special strengths—a diverse student body, comprehensive programs, and a regional service mission. In addition, we will focus again, after many years, on enhancing the research character of the University. We hope we can count on you as partners as we seek to secure the financial underpinnings of a program that will support:

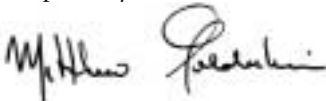
- The continuation of our faculty recruitment efforts, to enable us to meet our twin goals of increasing disciplinary strength and ensuring that 70% of instruction is provided by full-time faculty; and
- Competitive faculty salaries and the concomitant support for laboratory equipment, state-of-the-art classrooms, and the resources required for significant research and publication.
- Also, to serve our most important constituents—our students, including those with disabilities—we want to be able to extend the full range of educational opportunities and academic support services they need to graduate and become productive, taxpaying citizens of our City and State.

It is impossible to describe with numbers alone the full power of this University's role in the economic and social infrastructure in the City and State. A few statistics may convey some sense of CUNY's impact.

- In Fall 2003, 45% of all college students in New York City were attending CUNY. CUNY awards almost 9,000 associate degrees, about 14,600 bachelors degrees, and about 6,400 masters degrees each year.
- Students entering the labor force with a CUNY degree earn far more than high school graduates and are more likely to remain employed. Median salaries for associate degree graduates are \$7,787 higher than for high school graduates. For bachelors' degree recipients the differential is \$16,322. Each graduating class (undergraduate and graduate degree recipients) earns \$618.5 million more in its first year after graduation than it would have earned with just a high school diploma.
- Last year CUNY enrolled about 450,000 students in its degree and adult and continuing education programs. The University also serves about 40,000 high school students through College Now and another 8,000 in CUNY-affiliated high schools. We employ almost 31,000 workers who live and pay taxes in the New York City metropolitan area.
- CUNY generates a large amount of economic activity through its purchase of goods and services, construction activity and salaries paid to staff. In fiscal 2002 these direct expenditures totaled \$2.2 billion, which created another \$1.7 billion in additional indirect earnings.
- Since the mid-1960s, CUNY has produced about 800,000 graduates. The great majority of our alumni remain in New York City, contributing to the economy and to their communities. A conservative estimate suggests that at least one-third of college-educated New Yorkers is a CUNY graduate.
- CUNY has graduated more than 16,400 students with undergraduate degrees in computer-related fields since 1995 and more than 8,800 students from nursing programs (undergraduate and graduate).

In adhering to its mission CUNY has risen to every occasion. We are proud of our status as an urban University, one that, since its inception as the Free Academy, has enabled all New Yorkers to meet their personal and professional goals. We appreciate all that you have done to assist us in supporting our critical needs and we ask that CUNY be among the highest priorities for this City and State.

Respectfully submitted,



Matthew Goldstein,
Chancellor

Introduction

The City University of New York has, throughout its history, sought to advance the goals of public education, offering students an equal chance to succeed, regardless of birthplace, birthright, social standing or economic attainment. Our 2004–05 Budget Request reaffirms this historic mission, placing it in the context of present-day realities and the needs of our urban constituencies.

The salient themes of the Budget Request are the themes highlighted in the University's Master Plan 2000–2004:

- Creating a Flagship Environment
- Supporting Student Success and Academic Achievement
- Educational Technology
- CUNY-wide Economic Development
- Management Information and Infrastructure

These themes have defined a new direction for the University—a direction that has brought the University into the mainstream of public higher education, sharpening the missions of our colleges, improving program quality and the delivery of services, and enhancing the effectiveness and efficiency of our campuses and our system. As we move forward this year, we ask our funding partners to assist us in ensuring the University's continued ability to help meet the aspirations of our students and to achieve the educational goals and objectives that are critical to the City and State.

Financing the Request

The University's operating budget request totals \$1.752 billion for the senior and community colleges, an increase of \$129.8 million over the 2003–2004 adopted budget level.

At the senior colleges, the total request is \$1.28 billion, a \$104.2 million increase over the 2003–04 adopted level. Of this amount, \$53.2 million is for baseline needs and \$51.1 million is for programmatic increases. At the community colleges, the overall request is \$471.6 million, a \$25.6 million increase over the 2003–04 adopted level. Of this amount, \$10.8 million is for baseline needs and \$14.8 million is for programmatic increases. Additional funds will be allocated in accordance with a strategic multi-year plan.

Due to the fiscal constraints the State and City are facing, the University is finding additional ways of supporting programmatic initiatives. CUNY is seeking State aid for the baseline needs of the senior colleges and for \$44.9 million of the total programmatic needs of \$72.4 million. The University proposes funding the remaining programmatic increases through productivity improvements, the redistribution of existing funds, and revenue enhancements. For the community colleges, CUNY is seeking a \$50 per FTE increase, which will be used to cover programmatic increases and a portion of the baseline needs. The University is requesting a \$2.9 million increase in City support to cover baseline needs.

The 2004–2005 Request will support:

- 300 new full-time faculty and 60 instructional support staff;
- Academic and Student Support Services;
- Workforce Development;
- Library;
- Doctoral Student Support;
- Management Information Technology; and
- Infrastructure Improvements.

The request for \$129.8 million incorporates CUNY’s commitment to achieve productivity and program savings and to identify external funding sources for programmatic initiatives. The University proposes redirecting \$6.5 million in productivity savings and existing funds to support the programs highlighted in the request. This will be achieved, in part, through the effective use of technology to generate savings and foster productivity improvements that will allow us to re-deploy resources to high priority areas. Savings will also be achieved through the consolidation of various administrative functions. These measures are in addition to the self-funding already built into the cost of some of the initiatives highlighted in this document. For example, the cost estimates for full-time faculty assume University financing of a portion of the cost of the new hires from existing resources currently used for adjunct teaching.

The University’s goal is to fund \$21.0 million of the request through revenue enhancements generated by projected enrollment growth. CUNY will also seek private funding in the context of supplemental support. Additionally, college philanthropy and economic development initiatives will be expected to generate revenue in support of new and ongoing projects.

The University is requesting \$960,000 for the Hunter College Campus Schools to comply with New York City Department of Education requirements, enhance student support services, and provide adequate security.

“I see this University realizing its greatest potential as an integrated institution, with our campuses and our faculty working together in ways that are historically unprecedented.”

Chancellor Matthew Goldstein



creating a flagship environment

In September 1999, CUNY initiated a focused strategy to enable it to take its place among the top public institutions of higher education in the country. Consonant with its Master Plan, the University is establishing a “flagship environment” that fosters national prominence in targeted undergraduate arts and science programs as well as professional and graduate programs. The flagship environment draws on the multitude of resources available to the system as a whole and the richness of the colleges’ combined strengths. The concept has evolved in a way that underscores the high academic quality of the University’s programs and accents the expertise and prominence of its faculty.

Flagship Programs and Cluster Hiring

The flagship environment requires a substantial investment in programmatic resources, most specifically in faculty. One approach being used is “cluster hiring”—a strategic effort to bring to CUNY significant sized cohorts of new faculty, each in a particular programmatic area of importance, over the relatively short time frame of three to five years. Cluster areas are selected for their projected and emerging strategic importance to society and the economy, their relation to existing CUNY strengths, their relevance to educational needs, and their intellectual breadth and depth. Each selected area is allocated a multi-year package of resources, including a cluster of faculty and staff positions and appropriate levels of funds for faculty support, such as lab technicians, and start up equipment and facilities. This model of resource investment allows CUNY and its colleges to reach new levels of excellence by attracting faculty of high quality who are aware that a major build-up in their area of interest is underway.

The University began selecting areas for flagship investment during the 1999–2000 academic year. The original cluster areas were Photonics, Teacher Education, New Media and Computer Science, and Foreign Languages. New cluster areas include Biosciences, Nursing, Art History, and areas associated with urban environmental issues. Targeted hiring on a smaller scale is also taking place in areas in which CUNY has a special niche, such as Chemical Engineering.

Photonics

Photonics is the study of light as a source of energy with implications for advances in technology, medicine, and national security. CUNY has a long history of photonics expertise and excellence and has the capability for development of a world class capacity in this area. It is a major part of the University’s economic development initiative. Substantial funds have been committed to the renovation of laboratories for Photonics faculty and for start-up packages that are competitive with other research universities.

Computers and New Media

The colleges have been extremely successful in attracting excellent faculty in the original cluster areas. In Computers and New Media, for example, the University recruited many new faculty as assistant professors who are distinguishing themselves in this relatively young field. We have also attracted three Distinguished Professors to the Ph.D. program in Computer Science.

Teacher Education

In an effort to relieve the serious teacher shortage in New York City and New York State, CUNY has added faculty to its Teacher Education Programs and its new Ph.D. program in Urban Education. The colleges are recruiting faculty to train teachers in critical shortage areas such as math and science education, special education, and reading and literacy.

Foreign Languages

Hires thus far of Foreign Language faculty include scholars with expertise in French, Spanish, Italian, and Chinese.

Biosciences, Nursing, and Art History

The newest cluster areas, Biosciences, Nursing, and Art History were selected with input from CUNY faculty groups.

Following the recommendations, in June 2002, of the Chancellor's Nursing Task Force, eight cluster positions were allocated to community and senior colleges in Nursing. These new positions, in addition to others for which the colleges are recruiting, will help to alleviate the serious shortage of registered nurses and nursing faculty in the metropolitan area.

Six promising young scholars have been hired in biosciences and several additional searches are underway.

In fields such as business, health, public administration, urban affairs, engineering, and architecture, as well as in the liberal arts and sciences, the University produces graduates whose skills and leadership are vital to the economic strength of the City and State.

The University has begun to see the fruits of this model of resource investment. As the initiative envisaged, distinguished faculty have been attracted to CUNY to work with colleagues in their fields. There has also been increased interest in providing external funding to the University, or forming public-private partnerships with it, a development that is most readily perceived in the Center for Advanced Technology in photonics and the Center for Software Design and Development.

The success of the model has encouraged us to expand it further, and to begin planning for the next

set of cluster lines. These include the Urban Environment Initiative, which will explore the principle of environment equilibrium in an urban setting. We have also set in motion the process that will enable us to move forward with the designation of architecture, sited in our award winning school of Architecture, Urban Design and Landscape, at City College, as a flagship program. We have also used this opportunity to allocate new lines to programs requiring just a modicum of extra attention to achieve or maintain national prominence, including Engineering at City College, Criminal Justice and Forensic Science at John Jay College, Small Business and Entrepreneurship at Baruch, and the Ph.D. programs in Political Science, Anthropology, Sociology, and Philosophy.

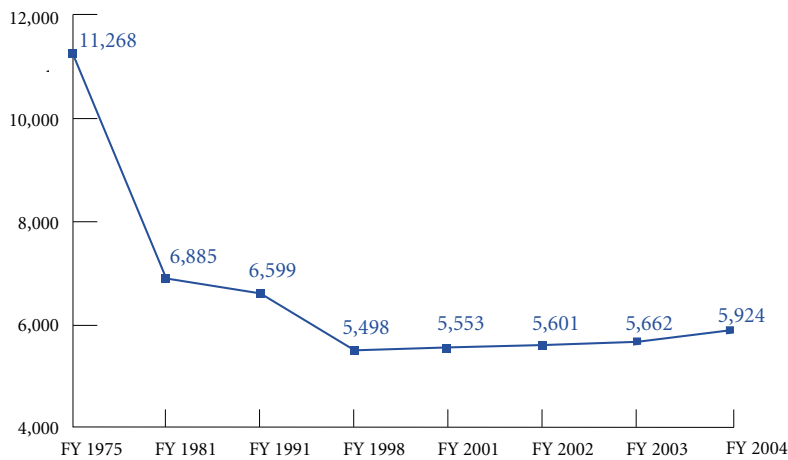
In fields such as business, health, public administration, urban affairs, engineering, and architecture, as well as in the liberal arts and sciences, the University produces graduates whose skills and leadership are vital to the economic strength of the City and State. Many of our programs enjoy national rank and reputation. The cluster hiring initiative enhances this reputation while promoting research and scholarship as well as professional alliances that will benefit communities and key economic sectors of New York City.

Full-time Faculty

Above and beyond the cluster hiring initiative, the University continues to engage in full-time faculty recruitment. We believe the most critical component in building disciplinary strength is the replenishment of full-time faculty and the improvement of the ratio of full-time to part-time faculty. Building on past recruitment initiatives, the University is engaged in an aggressive campaign to recruit faculty to improve the full-time/part-time faculty ratio each year until it reaches the goal in which 70% of instruction is provided by full-time faculty. Excessive reliance on adjunct teaching is counter to exemplary academic practice and was identified by the New York State Board of Regents' Commission on Higher Education as one of the greatest threats to program quality in higher education.

In fiscal year 2004, the University phased in a new Senior College Instructional Allocation Model the implementation of which resulted in the allocation of \$2.5 million in new faculty resources. For fiscal year 2005, additional state funding when allocated by the model would bring the University significantly closer to its 70% goal and would support 300 new full-time faculty, 60 faculty support positions, and related laboratory and equipment needs.

Full-time Faculty FY1975–FY2004



Teacher Education

The City University is dedicated to the professional preparation of teachers and to its role as a major provider of highly qualified and skilled teachers, administrators, and counselors for the New York City school system. The University has raised teacher education program performance and standards. All programs meet the new State standards for teacher education programs. Effective use of technology, close collaboration with local schools, community-based organizations, and cultural institutions, and a commitment to enhancing the quality of life for students in New York City combine to keep the University's program at the forefront of educational innovation. All programs are seen as partnerships among faculty in education, faculty in arts and science, and faculty in the public schools.

University-wide initiatives in Teacher Education include:

- The Teacher Empowerment Zone. This initiative exposes students in the early stages of teacher preparation—and in advance of the student teaching experience—to real life

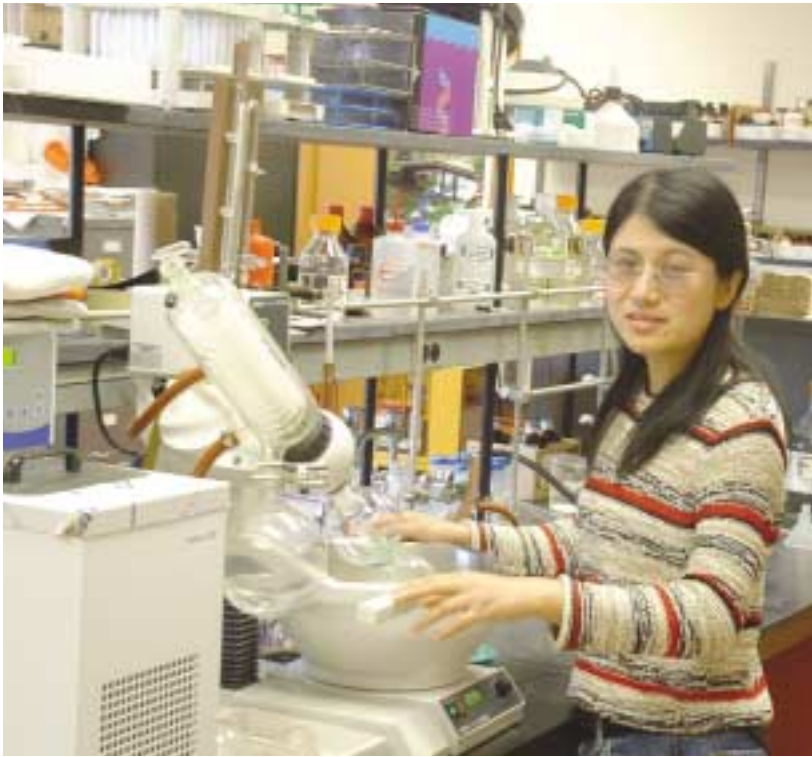
classroom situations. Linking college teacher education classes to classrooms in the New York City public schools via two-way video conferencing, the initiative transforms passive classroom observation, a standard feature of teacher education programs, into an interactive learning experience. It introduces college students to best practices and provides them an opportunity to participate in post-lesson question-and-answer sessions with experienced “master teachers.” The new technology to be deployed with this initiative will prepare students for the classroom situations they will experience by enabling them to be more effective in their ability to analyze classroom practice.

- Expanding campus-based programs in collaboration with local districts to sustain efforts to meet the need of City schools for high quality teachers.
- Continuing the Teaching Opportunity Program, a primary source of teachers for New York City in high need areas such as science, mathematics, Spanish, and literacy. The program recruits talented college graduates from CUNY colleges and elsewhere to work in city schools. Students receive summer program stipends, tuition support for study toward a Masters’ degree, and support when they begin teaching. Students enter the field of teaching with transitional certification and finish with professional certification.
- Working with the New York City Department of Education to continue the New York City Teaching Fellows Program. CUNY has taken the lead in the development and coordination of this program and will make available to the City the AmeriCorps grant that will cover costs in the preparation of teachers.
- Undertaking a Citywide, longitudinal assessment of pathways into teaching in collaboration with the New York City Department of Education and the New York State Department of Education. This study is designed to assess the pathways into teaching in the City, including those offered by public and private colleges, private organizations, and alternative routes to teaching such as the TOP and New York City Teaching Fellows program. Comparisons of effectiveness in terms of student outcomes, teacher retention, and costs will be made. The University has secured funding from private foundations.
- Working closely with the administration of the New York City public schools by participating in work groups to reconceptualize education in the City through the implementation of new small high schools throughout the City.
- Developing, in collaboration with The New York City Department of Education, a program to prepare school leaders in compliance with new standards about to be adopted by the Regents.

All CUNY colleges will continue programs for the preparation of educators in compliance with Regents’ standards. This includes attaining national accreditation, meeting student performance expectations on teacher certification examinations, and developing new programs to meet emerging needs.

Health Sciences

Health care is one of the most important sectors of the local economy, accounting for one in seven jobs in New York City. At the same time, health facilities in New York City continue to face serious shortages of key workers, including nurses, the largest health profession. The shortage of nurses and other health care professionals has been linked to a higher incidence of morbidity, preventable death, and patient injuries. CUNY represents a major source of qualified, culturally diverse personnel in critical shortage areas. The health care industry is



Strengthening CUNY's nursing and other programs in the health professions continues to be a high priority.

dependent upon CUNY graduates to fill patient care and other critical positions within hospitals, nursing homes, home care agencies, and clinics. The University offers more than 110 programs in health, allied health, and behavioral health professions. It also serves as an avenue for the career advancement of motivated individuals, including many health care workers, who are able to achieve economic security for their families by climbing the health career ladder toward well paid professional level positions.

Recently, the University has focused special attention on the nursing shortage. In May 2002 the Chancellor's Nursing Task Force issued its report, *Closing the Nursing Gap*, which included recommendations on how CUNY could address this issue. The University has been making steady progress in implementing these recommendations:

- One of the key recommendations of the report was to increase the number of nursing faculty. New faculty positions were provided immediately to seven colleges. More recently, nursing has been designated as a "cluster hire" priority area within the Community College Investment Program. As colleges search for nurses to fill these lines on a permanent basis, they are filling them immediately with substitutes to assist in strengthening the programs as quickly as possible. Enhanced flexibility in salary rates and the use of the new "distinguished lecturer" job title is helping CUNY to be more competitive in recruiting nurses to serve on the faculty. In addition, several colleges have initiated a post-masters' certificate in Nursing Education to help train new nursing faculty.
- Another key recommendation was to increase the University's collaborations with the health care industry and its unions. CUNY has developed tuition voucher programs and contract courses for members of the 1199/SEIU Health Employee Union who are employed in private hospitals and for public employees of the NYC Health and Hospitals Corporation.
- After years of decreases, the number of highly qualified candidates seeking matriculation into the University's nursing programs is increasing. Several colleges have initiated programs to recruit more high school students. The biggest challenge at this time is to increase the University's capacity to serve these motivated individuals. To address this issue and to increase the overall number of clinical slots, several CUNY schools are beginning to offer clinical classes and other required nursing courses on the evenings and weekends.

Strengthening CUNY's nursing and other programs in the health professions continues to be a high priority. Many departments are hiring new faculty and developing collaborative relationships with the health care industry. Some colleges are developing new programs or expanding existing ones. Considering the aging of the population and the aging of the current health professions workforce, it is likely that the success of the University's efforts will require an increased investment of public funds.

School of Professional Studies

In summer 2003, the University created the CUNY School of Professional Studies (SPS). The SPS will strengthen the University's response to the educational needs of the regional workforce. It will enable the University to respond to the educational needs of New York City through innovative, comprehensive and flexible educational services relevant to the requests of business and industry, non-profit organizations, unions and City agencies.

The School has successfully launched its first two programs: The Literacy Leader Certificate Program with the United Federation of Teachers, and the first of a series of on-line courses with the American Museum of Natural History through the Museum's Seminars on Science Programs. Future courses may include: executive leadership programs and programs to help mid-level personnel advance in their professions; programs for non-matriculated students that are connected to occupational learning requirements; and credit and non-credit certificate programs for professional development requested by unions, schools and cultural institutions. The School of Professional Studies could also provide a structure through which faculty with expertise in a range of fields might be called upon for consulting services in New York City or the tri-state area.

School of Journalism

CUNY has initiated planning for a new School of Journalism that will offer Masters' degrees to students interested in careers in media, including: network, cable, and local television news; large dailies and community and ethnic newspapers; national news magazines and consumer and trade magazines; and online publications. The focus of the new school will be on *urban journalism*, with a particular emphasis on coverage of American cities. Students will work with faculty across the University to gain understanding of local and state government, public records, municipal finance and taxation, the criminal justice system, transportation and infrastructure, architecture and land use, immigration and race relations. Students will also work on developing writing and other communication skills appropriate to the field. Faculty will be drawn from the University as well as from various New York City media organizations. A University committee is currently working on curriculum development and an external advisory committee, with members from media, business, and government, will provide leadership to ensure that the School is responsive to the needs of New York City and other urban centers.

The Honors College builds on the unique resources of both the University and the City and provides selected students with opportunities to experience the talent and expertise that exist across the CUNY campuses.

Diversity Initiative

Implicit in the University's faculty hiring goal is the continuing commitment to workforce diversity and development. The University will continue to act aggressively to adopt policies and procedures designed to ensure that all qualified individuals are given full and fair opportunity to be represented in the workforce.

The goal of this initiative is an environment that eliminates barriers to retention, fosters upward mobility, and encourages full participation by CUNY employees at all levels of the institution. To this end, the University will introduce a faculty and staff training and development program designed to strengthen administrative leadership, broaden effectiveness through the use of new technology, and enhance the development of required competencies for job growth and success.

The Honors College

The highly successful CUNY-wide Honors College is now in its third year. The Honors College builds on the unique resources of both the University and the City and provides selected students with opportunities to experience the talent and expertise that exist across the CUNY campuses. A "Cultural Passport" enables students to experience the riches of

New York City—theater, museums, concerts, and other opportunities often unavailable to students in an urban public university.

Honors College students are selected competitively, based on undergraduate records, standardized test scores, recommendations, and other criteria. They take, in common, but on their respective campuses, a specially designed Honors College seminar each semester, along with college honors coursework. A cadre of selected faculty from CUNY's undergraduate, graduate, and professional schools offer instruction at the colleges in which Honors College students are enrolled. Movement across the campuses is facilitated to allow Honors College students to work with CUNY's finest teachers and scholars and to take advantage of the University's most sophisticated instrumentation and facilities.

CUNY anticipates the continued success of this program. The University projects that the number of applicants will increase for the 2004–05 academic year. In order to support this expanding program the University needs additional funds.

Library

The University is upgrading its highly successful University-wide integrated library system to a Unix-based state-of-the-art system, fully integrating electronic journals, reference works, documents, and monographs. The new system provides powerful research tools for students and faculty alike, maximizing the available resources by making them available 24 hours a day, in effect doubling the hours library resources are available to students, most of whom work long hours and do their research papers at night. The new system supports searching the online catalog as well as many electronic journals and databases simultaneously, and provides contextual hyperlinks among journals and indexes produced by various publishers.

Doctoral students at the University are engaged in research that benefits the public sector and private industry.

Reference works and scholarly journals are increasingly published electronically. Back runs of journals and classic works are scanned and digitized so that they are also available via the web through license agreements with publishers. Students and faculty require access to these works to do their research. By licensing the electronic journals, reference works, and digitized classical texts, CUNY libraries are making these works accessible to students 24 hours a day. As a result, all students, including those engaged in distant learning courses and those

in traditional classes, have access to a true library without walls that they can consult at any time and any place.

Additional funding is needed to support electronic publications and maintenance, University-wide license agreements for electronic content, and the increase in the faculty and graduate student demand for commercial document delivery.

Doctoral Student Support — Fellowships

The University's Ph.D. granting institution, the Graduate Center, is a unique consortium, built on CUNY's collective strengths, that has grown into one of the most highly regarded doctoral studies institutions in the Northeast. Doctoral students at the University are engaged in research that benefits the public sector and private industry. CUNY's Ph.D. Program in Urban Education is building partnerships with schools, communities, policy makers, and foundations to help apply social science to educational change. Students in the program are researching how to institute change in a complex education system like New York's. At the

Graduate Center's New Media Lab, students are involved in new media research, software development, and analysis of the uses of the internet for both the educational and commercial sectors. Current student projects will contribute to the better understanding and development of superconductors and to the alleviation of traffic problems in urban areas.

The quality of the doctoral students at CUNY has a profound impact on the quality of the undergraduate instruction the University provides, on the quality of faculty it can attract, and on the success of the flagship initiative. The provision of tuition remission would increase dramatically the University's competitive position for the very best applicants to its doctoral programs. It would significantly enhance the Graduate Center's ability to recruit promising doctoral candidates in highly competitive fields such as science and technology and its ability to recruit and retain students from under-represented populations. Tuition scholarships for doctoral students who provide undergraduate instruction are standard at every research institution in the nation. Beginning with the Fall 2003 semester, the University made the commitment to devote \$2 million dollars in scarce resources toward providing tuition remission to doctoral students. We are asking that the State acknowledge this significant step that the University has taken in self-financing this important objective by dedicating matching State support for additional scholarships.

The development of institutes is critical to realizing the vision of CUNY as an integrated University performing research of the highest caliber.

Strengthening Undergraduate Curricula

A strong, comprehensive representation of the liberal arts is a fundamental component of the undergraduate curriculum of a liberal arts college. Over the past several years, CUNY faculties have been reviewing their colleges' general education requirements. Building on these efforts, the University has initiated a far-reaching campus-by-campus discussion of the foundations of a university education, the teaching-learning relationship, and educational outcomes.

The process represents an opportunity for modeling those programs that have successfully revised General Education requirements. Colleges are working toward coordinating the academic and administrative components of their programs. The intent of these discussions is to:

- Consider the distinctive mission of each college at the same time that we articulate a common set of educational goals.
- Consider models for organizing the components of General Education for all students, those who enter as freshmen and as transfers.
- Consider ways for the University to bring together University-wide programs that are instrumental in strengthening undergraduate education.

Centers and Institutes

CUNY continues to launch initiatives that represent important and timely areas of research—some that allow us to establish a unique niche, and others that can continue to bind the colleges into an integrated University. In the last two years, new Centers approved by the Board of Trustees included The Center for Integrity in Financial Reporting at Baruch College, the Center for Information Networking and Telecommunication at The City College, and the Center for Black Literature at Medgar Evers College. New institutes include the CUNY Aviation Institute at York College, the Asian-American Research Institute at Queens College, and the CUNY Institute for Macromolecular Assemblies at the College of Staten Island.



The University is currently discussing a proposed new *Institute of Environmental Science, Technology and Education*. The institute would be part of an interdisciplinary initiative that would address significant environmental issues faced by urban centers. It would involve faculty from many disciplines, including the natural and social sciences, engineering, transportation, urban planning, urban health, and economics. New faculty positions as well as funding for laboratory renovations and equipment would be committed to this area. Another institute under consideration is the *Institute of Polymers, Engineered Materials and Biopolymers*, that would do research on plastics, including their preparation in forms that are readily recyclable or biodegradable.

The development of institutes is critical to realizing the vision of CUNY as an integrated University performing research of the highest caliber. They draw eminent faculty within a given discipline from all of the campuses under a single topical umbrella in order to share ideas, collaborate on research, and submit proposals to external funding agencies.

Instructional Equipment

An important aspect of creating a flagship environment and improving the quality of all academic programs is the instructional equipment that is a component of these programs. The University's technology fee is dedicated to the provision of computer equipment, software, and computer-related equipment. However, CUNY needs additional funds to acquire equipment necessary to support academic programs. Up to date science equipment for fields such as biology, chemistry, physics, engineering, and health sciences is critical to the success of these programs. In order to provide the highest quality instruction, the University must have the ability to acquire, repair, and replace this type of equipment.

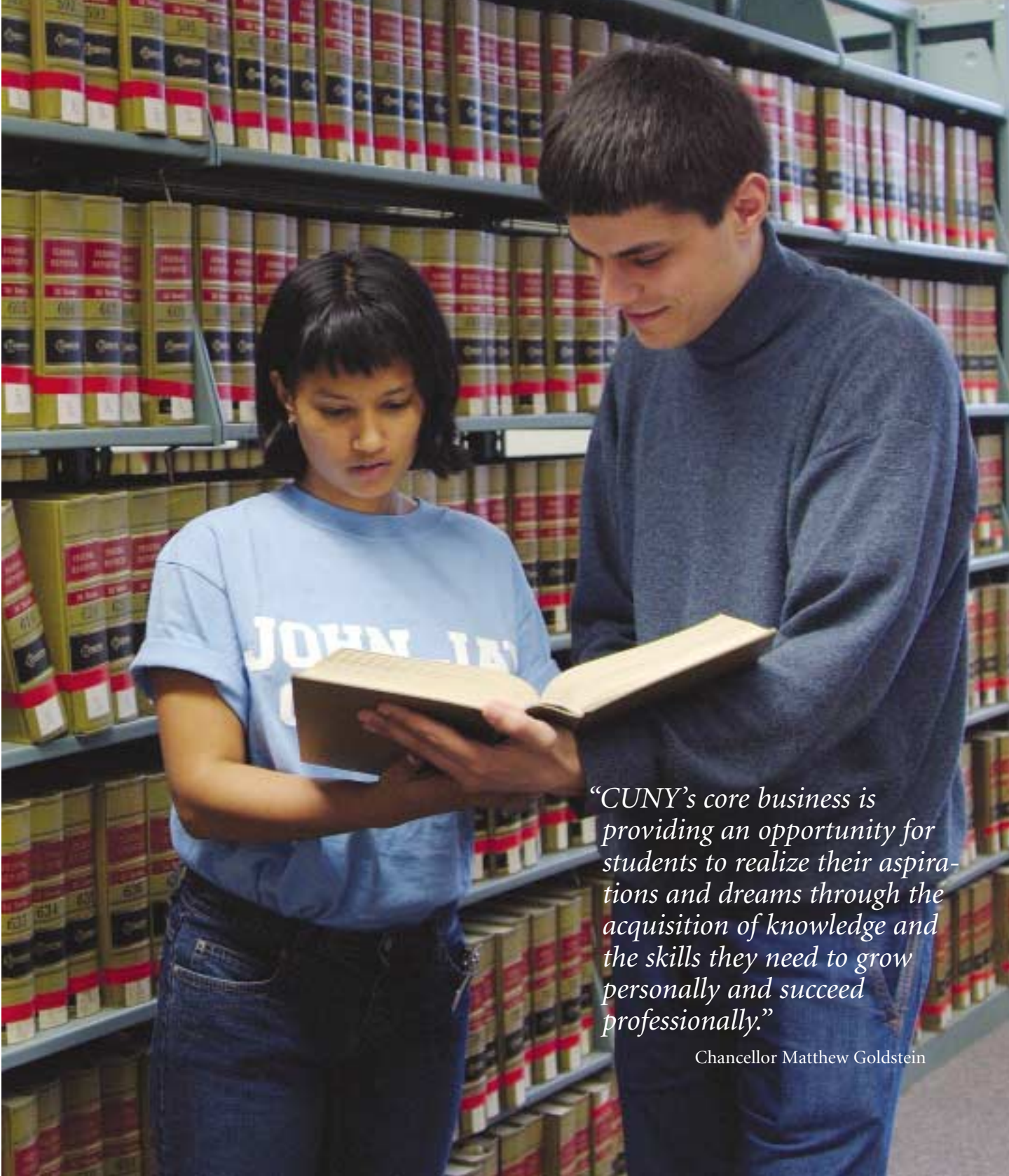
Hunter College Campus Schools

The Hunter College Campus Schools are comprised of elementary and high schools for gifted students whose funding is provided by the City and State. The only additional funding that the Campus Schools have received in the last 15 years has been for collective bargaining increases for existing staff. They have not received additional funding in any academic, support, or administrative areas. Over the years, the Department of Education has sponsored many Citywide initiatives to provide new resources to New York City schools, but none were offered to the Hunter College Campus Schools.

The Hunter Campus Schools are seeking funding parity with other New York City public schools in the following initiatives:

- **Attendance Coordinators:** According to the regulations on attendance set forth by the Chancellor of the NYC Department of Education December 2000, the principal of each school must appoint attendance coordinators who are responsible for the overall operation of the school attendance program.
- **After-school Literacy Program:** The After-school Literacy Program is available to all public City elementary schools in order to provide additional time to work on literacy related themes that reinforce daily instruction in reading and writing for targeted groups of students in grades 1 to 4.
- **Parent Coordinators:** Under the Child First program, all of the public schools must have trained Parent Coordinators available on a full-time basis to help parents become further engaged in their schools and to address parent concerns and inquiries.
- **Security:** The Department of Education funds all school safety personnel and associated costs at all public schools through the New York Police Department, which also provides training and administration for the school safety program. Currently, the Campus Schools do not receive any funds or safety personnel through the NYPD-administered safety program.

Other pressing needs at the Campus Schools are upgrading and acquiring additional computers and acquiring additional library books. The Campus Schools currently can afford to have only one full-time computer technician providing support to 100 faculty and staff members and over 1,500 students. A recent survey of materials revealed that 98% of the current library books are out of date and books for some disciplines are not present at all. The Campus Schools should have the opportunity to participate in the Department of Education's Classroom Library Program and receive an allocation of books similar to what other public schools receive.



“CUNY’s core business is providing an opportunity for students to realize their aspirations and dreams through the acquisition of knowledge and the skills they need to grow personally and succeed professionally.”

Chancellor Matthew Goldstein

**supporting student success
and academic achievement**

The quality of a CUNY education depends as much on the preparation and support of its students as it does on the excellence of its program offerings. The University has a vested interest in assuring that all students arrive on its campuses ready to perform college-level work and receive the kind of support—educational, financial, and personal—that they need to persevere, do good work, and earn their degrees.

College Now

College Now is the City University of New York's major collaboration with the New York City public school system. The program's overall goals are to ensure that students meet the requirements for high school graduation and that all those who wish to pursue post-secondary study are prepared to do so.

Since 1999 the College Now Program, in response to the introduction of new requirements for high school graduation and changes in the University's admissions policy, has been significantly expanded and strengthened. The program is organized and conducted at all seventeen CUNY undergraduate colleges by campus-based staff in close cooperation with the New York City Department of Education, the staff of ten regional superintendencies, and the administrative and teaching staffs of more than two hundred high schools. Staff at the University's Central Office coordinate and provide support to campus based staffs.

Program Activities

The centerpiece of the program is the opportunity for qualified students to take college credit courses while still in high school. All seventeen CUNY undergraduate colleges are actively involved and are increasingly customizing their offerings to reflect their distinctive missions and strengths. John Jay College, for example, offers course work in forensic science, Baruch in finance, Hunter in the arts and sciences, and City in math and the sciences.

In order to ensure the credit-worthiness of all such courses, staff from the respective academic departments are responsible for hiring the instructors, observing them, and ensuring that course syllabi are consistent with departmental policies and that grading is consistent with departmental and college-wide policies.

Eligibility for enrollment in credit courses is determined in accordance with University and college-level policies. In the case of the seven senior colleges that offer only baccalaureate degrees, students must demonstrate that they do not need remediation in reading, writing, or math—depending on the type of course.

The program also offers opportunities related to the development of the academic skills necessary for high school graduation and college preparedness. Some courses and workshops are focused on the Regents Examinations in English and Math. The goal is to enable students to obtain a grade of 75 or above. In addition, the program has expanded its offerings to include specially designed high school courses and arts-related programs in fields such as theater, dance, film, and music.

In the summer of 2003, the program offered a full array of enrichment opportunities at eleven different colleges. Approximately 1,300 high school students took advanced level courses in math, science, and theater arts.

Students and Teachers

Enrollment in College Now courses and workshops is open to all New York City public high school students who meet specified eligibility requirements. All College Now courses and other activities are free to students. In 2003–2004, students from more than two hundred public high schools are participating—most in classes at the high schools but a growing number in classes at the colleges.

College Now Enrollments

	2001–2002	2002–2003	2003–2004
Total Registrations	33,790	51,481	55,000

All teachers of College Now courses, many of whom are from the high schools, have met college and/or departmental requirements for appointment to the faculty.

Reporting and Evaluation

The University’s Central Office maintains a customized data base that allows for the collection of information on students’ personal characteristics, the type of College Now activity in which they enroll, and the outcomes associated with that participation. The data are used to prepare a comprehensive Annual Report. In addition, the data are used to track the performance of College Now participants who matriculate at CUNY colleges.

Additional Collaborative Programs

The University supports a number of other important collaborative projects with the public schools. They include:

- GEAR UP (Gaining Educational Awareness and Readiness for Undergraduate Programs), a federally funded initiative to allow post-secondary institutions to work closely with cohorts of students over a period of four to five years;
- Looking Both Ways, a project focused on improving writing instruction in both high schools and colleges;
- The Discovery Institute at the College of Staten Island, focused on the professional development of teachers in the city’s public schools;
- The Gateway Institute for Pre-College Education at City College, which promotes access to higher education in medicine and the sciences; and
- A Pre-Collegiate Arts Consortium with the College Now Programs at the four CUNY colleges in Brooklyn.

Next Steps

The University has identified several priorities for strengthening and expanding the College Now Program in order to ensure that all New York City high school students have an opportunity to participate in a continuum of college-sponsored learning activities.

- The first priority will be to conduct a comprehensive strategic planning process in order to identify all of the steps necessary to ensure the development and sustained operation of a high-quality program from 2004–2009.
- The second priority will be to foster the increased involvement of full-time faculty in the development of the College Now Program. Current models include the participation of full-time faculty members in Mathematics at York, Geology at Queens and Film at Brooklyn, who are playing active roles in shaping and strengthening the programs at those colleges.
- The third priority will be to expand and strengthen the new Collaborative Programs Research Fellowship that is funding doctoral candidates from the University’s Graduate School to conduct research on College Now and its related programs in order to contribute to the improvement of those programs.
- The final priority will be to draw upon the extensive knowledge and experience of the College Now Program staff to inform the development and implementation of ten new early college high schools, made possible by a grant to the University from the Bill and Melinda Gates Foundation. Those high schools will be developed in close collaboration with the Office of New Schools Development at the Department of Education.

Academic and Student Support Services

Coordinated Freshman Year Programs

The University’s Coordinated Freshman Year Programs (CFP) have developed over the past twenty years as a variety of innovative projects to provide CUNY students with opportunities to maximize their success in college. The major thrust of CFP is to facilitate development of academic programs and academic support for CUNY students at all levels of the system.

CUNY colleges are increasingly focusing attention on transitions: the freshman year; gateway courses to the majors, particularly in math and science; and transfer from one college to another. A number of CUNY colleges have received national recognition for their freshman programs. Brooklyn College, LaGuardia Community College, Lehman College, and Medgar Evers College have each been cited as an “Institution of Excellence of the First Year of College” by Policy Center of the First Year of College. In addition, Queens College is a partner with Barnard College in the FIPSE “Reacting Pedagogy” Project, which is focused on re-envisioning the freshman seminar within all the disciplines.

Program graduates have distinguished themselves in every field of study, thus realizing the original mission of enhancing the quality of life of New York State residents by increasing the earning power of individuals previously limited by socioeconomic class.

Academic Support Services

The colleges remain committed to a number of curriculum strategies that support student academic achievement, particularly among commuter populations. These include creating community through block programming and integrated learning communities and creating

opportunities for students to focus both on subject content and learning/study strategies through tutoring and supplemental instruction.

The University has now completed the phase-in of the Master Plan Amendment mandating the elimination of remedial instruction at the senior colleges. A number of innovative academic support initiatives have been developed to ensure that students have appropriate opportunities to develop necessary academic skills.

- The University Skills Immersion Program (USIP) provides students with an opportunity for intensive cost-free academic skills instruction during the summer and intersession.
- The CUNY Language Immersion Program (CLIP) provides intensive English language instruction at a low cost and does not force students to deplete their financial aid.
- Prelude to Success, a unique senior and community college partnership program enables students who need a small amount of remedial instruction but who otherwise meet the admission standards of a particular senior college to take community college classes on that senior college campus. If they complete their remedial work in one semester they are automatically admitted to the senior college.

Writing Across the Curriculum

One of the hallmarks of a University education is the ability to communicate effectively in any number of rhetorical situations. University support for Writing Across the Curriculum (WAC) programs have resulted in the development of these programs at all seventeen colleges and the Law School. At the colleges, the WAC faculty-coordinators have taken the lead in developing the colleges' programs, which on many campuses include writing-intensive requirements. The coordinators, who all participate in a University-wide WAC committee, oversee program activities and faculty as well as the CUNY Writing Fellows assigned to the campuses. The Writing Fellows are making significant contributions to enhancing the teaching of writing in all of the disciplines.

WAC is a model of a University-wide initiative that has had far-reaching effects on improving undergraduate education. The University plans to build on the first-phase success of the program to strengthen college efforts at the same time as building a strong University infrastructure to support those efforts.

Higher Education Opportunity Programs

Since 1966 the CUNY higher education opportunity programs, SEEK (Search for Education, Elevation, and Knowledge) and College Discovery, have provided entry to capable students who, due to limited academic and financial resources, might otherwise not have attended college. As a means of making their goals of higher education a reality, the programs provide a wide array of services, including: broad and varied academic support initiatives; personal,

academic, and career counseling; and supplemental financial assistance. Program graduates have distinguished themselves in every field of study, thus realizing the original mission of enhancing the quality of life of New York State residents by increasing the earning power of individuals previously limited by socioeconomic class.

CUNY remains steadfast in its commitment to serve this population that reflects the immense diversity of New York City. In recent years, the University has implemented policies intended to improve SEEK and CD student outcomes. The

Brooklyn College, LaGuardia Community College, Lehman College, and Medgar Evers College have each been cited as an "Institution of Excellence of the First Year of College" by Policy Center of the First Year of College.

changes have led to the creation of innovative academic support activities, increases in direct student financial aid, and numerous special program initiatives. However, SEEK actual enrollment has exceeded budgeted enrollment each year since Fall 2000. Thus if the programs are to continue playing their vital role in realizing the University's mission, it is essential that support levels match the actual numbers of students enrolled.

Articulation and Transfer

Inherent in the theme of the integrated University is the assurance of a broad educational foundation for all students and the ability of students to transfer seamlessly within the University. It is anticipated that the number of students wishing to avail themselves of the

We know that substantial numbers of CUNY graduates stay in New York and become part of the business, economic, and cultural life of the City and State.

offerings of the entire University will continue to grow as interest in expediting degree completion increases, and also as the number of students who begin a course of study at one of the University's colleges and complete it at a different one increases. During Fall 2003, CUNY colleges accommodated over 17,850 transfer students, 5,280 of which represented CUNY students transferring from the University's associate degree programs to baccalaureate degree offerings. Accordingly, the University continues to prioritize initiatives to facilitate program articulation and student transfer. These include:

- **Consolidation of responsibility for implementing University initiatives related to Transfer and Articulation Policies**—All activities related to transfer and articulation are being consolidated within the Office of Academic Affairs to ensure that barriers that might impede transfer within the University are removed and that the necessary systemic reforms, both academic and administrative, are enacted. In addition, college goals and targets related to transfer and retention are being reviewed and revised to ensure consistency with the University's Master Plan and the objectives of the integrated University.
- **Expansion of the CUNY Transfer Information and Program Planning System (CUNY TIPPS)**—TIPPS is an interactive web site that enables students to navigate among the colleges of the integrated University. First developed to provide information to help community college students planning to transfer to a senior college, its scope is being expanded to include all possible transfer paths and features that will be of value to CUNY students who plan to transfer to, or take classes at, any college in the University. The TIPPS web site now includes: information about how courses at one institution are evaluated for transfer purposes by other colleges; information about articulation agreements between associate and baccalaureate programs that enable students to earn both degrees expeditiously; a searchable database of all degree and certificate programs in the University; and online course catalog information.
- **Enhancement of the Online Course Catalogue**—The University has developed a searchable online course catalogue that makes it possible to search for an undergraduate course anywhere in CUNY in a number of different ways. The online catalogue is linked to information about course equivalencies and plans include linking the online catalogue to current college course schedules.
- **Development of a universal schedule of classes available to students on the web**—Plans call for linking college course schedules to the colleges' course catalogs and web sites, and eventually to college registration systems.

- **Implementation of a Web-Based Cross-Campus Permit System**—Students can now search an extensive database that provides them with information about courses that they can take across CUNY and how those courses count toward their specific degree requirements. Under development is a web-based system that will allow students to gain faculty permission to take courses at colleges other than their home institutions. This online application process will allow students to complete the permit request process and register on the web.

Weekend College

The expansion of weekend offerings represents another initiative that facilitates students' access to the courses they need and enables them to graduate in a timely manner. Colleges in all five boroughs now offer selected courses, and in some cases entire academic programs, on the weekend. In fall 2003, more than 32,000 students enrolled in weekend courses.

The University's commitment to providing academic support services is evident in the dedication of resources in this area over the last few years.

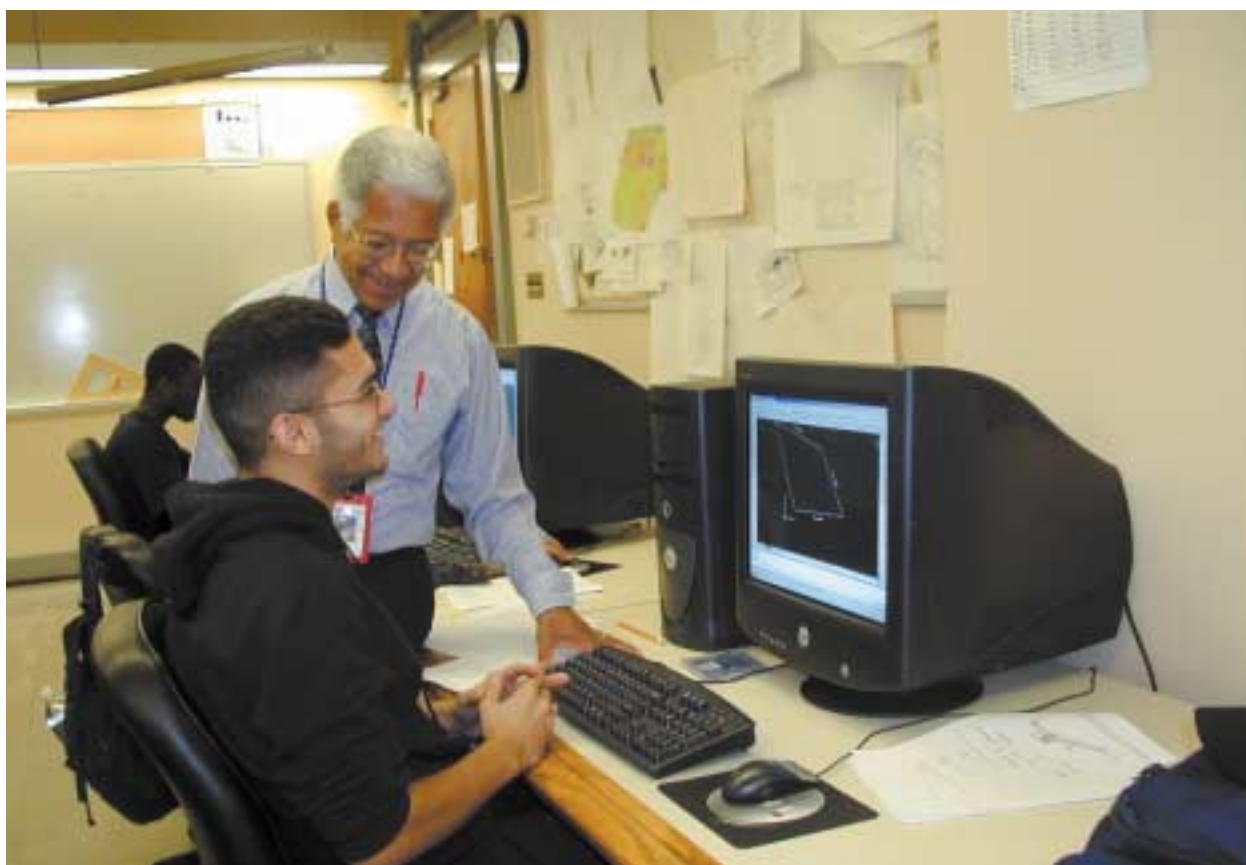
Student Support Services

Over the years, the City University of New York has attracted a diverse population of students with a wide range of preparation and educational aspirations. We know that substantial numbers of CUNY graduates stay in New York and become part of the business, economic, and cultural life of the City and State.

CUNY students often face obstacles that are not typical of a traditional student body. For example, nearly half of the first-time freshmen were born outside the U.S. mainland and over half are not native English speakers. In fact, 165 native languages are represented in this group. More than half work full- or part-time and 29% also support children. Their responsibilities outside the classroom often limit the time available for class and study. CUNY has been creative in finding ways to meet their needs. Among our 218,000 students, for example, the number of students enrolled for at least one weekend course has grown from 20,000 last year to more than 32,000 in the current year.

In order to enrich the academic and co-curricular experience for students, improvements in and increased availability of student services is crucial. In this context, the University has undertaken the following initiatives:

- Expanding the capability of colleges to conduct on-line registration and bursar services;
- Facilitating the registration of students who need courses that are offered at a CUNY college other than their home college;
- Ensuring that services are available to the growing evening and weekend population;
- Purchasing and maintaining software that will simplify the search for student employment opportunities;
- Extending admissions outreach to promote the availability and flexibility of programs and services; and
- Offering workshops and programs on topics such as time management skills, financial aid, community service opportunities, immigration peer mentoring, transfer student needs, and many others in an effort to improve the retention of enrolled students.



Counseling and Advisement Services

Counseling

CUNY psychological counselors provide professional services to students in the areas of personal development, crisis intervention and referral, grief counseling, early degree program selection, and career planning. Additional funding is required in order to expand the availability of professional counseling services to CUNY students.

Academic Advisement

Developmental academic advisement is a concept that will systematically encompass the whole student by linking the various advisement and counseling resources. These programs will enhance self esteem and enable students to define and achieve personal values and goals, access the interdepartmental support needed to achieve academic success, select appropriate courses and plan a class schedule, discuss academic progress, develop quality leadership skills, and make appropriate career choices.

Advising the whole student will involve developing a partnership between the academic faculty and counseling/advisement. Faculty members should be involved in student advisement whenever possible since they provide a necessary academic orientation to the process. It is important that students have as much direct contact with the faculty as possible and advisement is a particularly individualized avenue of communication.

The developmental academic advisement program will require the hiring of a sufficient number of professionally trained advisors and support staff to accomplish its mission and goals.

Career Development and Placement Counseling

The Offices of Career Development and Placement Counseling play an important role in helping students select the appropriate academic majors and develop the professional skills

With an emphasis on the importance of mainstreaming students with disabilities, CUNY has taken steps to ensure that the disabled student population receives the same opportunities as other enrolled students.

they need to attain gainful employment. Students receive one-on-one career counseling as well as computer-assisted counseling. They may attend workshops on career exploration, résumé writing, and interview techniques. They have access to library resource materials, summer job referrals, and on some campuses, supervised internships that integrate classroom learning with career-related work experience. In addition, graduating students receive job search counseling, participate in CUNY wide job fairs and on-campus recruitment with scheduled job interviews, and have access to on-going information on employment vacancy listings.

Student Exchange and Visitor Information System

The City University of New York has initiated a new step in the application process to enable CUNY campuses to enroll international students through the Student Exchange and Visitor Information System (SEVIS). SEVIS is the federal program requiring all higher education institutions that enroll foreign students and exchange visitors to keep track of their international student populations. According to the United States Immigration and Customs Enforcement (ICE) agency, SEVIS addresses the insufficiency of previous measures to track non-immigrant foreign students, exchange visitors, and scholars. The system provides CUNY campuses and ICE with electronic reporting and information exchange capabilities, thereby avoiding fraudulent visa applications. The University enrolls approximately 13,650 non-immigrant foreign students in F-1 and J-1 status.

Since SEVIS has an impact on CUNY's budget, planning, and administrative systems, procedures have been designed to facilitate the implementation of the system on all campuses. The system, for example, must track all newly enrolled students and all those who change their status, select a new major, or apply for reinstatement. The University is currently in the process of determining whether the Student Information Management System (SIMS) has the capability to support this new program or whether a new software package designed to capture all SEVIS required data elements and interface with SIMS will need to be purchased.

In addition to supporting the cost of designated school officials (DSO) who administer SEVIS at the campuses, funding will also be needed to assist the campuses in covering the cost of data input staff. The need for this additional staff is critical, especially during registration periods. Before next fall, information on all currently enrolled non-immigrant students will have to be input into the system.

Services for Students with Disabilities

CUNY currently enrolls more than 8,000 students with disabilities. With an emphasis on the importance of mainstreaming students with disabilities, CUNY has taken steps to ensure that the disabled student population receives the same opportunities as other enrolled students. Comprehensive support services and a broad range of programs are offered to meet the multifaceted needs of these students.

Assistive Technology

The University is continually expanding the use of computers and their integration with other technologies to assist disabled students in receiving instruction inside and outside the classroom.

Sign Language Interpreter Services for Deaf and Hard of Hearing Students

CUNY currently serves over 400 deaf and hard of hearing students, including over 120 students in need of sign language interpreter services that range in cost from \$5,000–\$46,000 per student, per academic year.

Transition and Academic Support Programs

University-wide academic programs and higher standards for admission and transfer to CUNY senior colleges require that additional support services be provided for some students with disabilities. These services include tutoring, academic advisement, and personal and career counseling during the summer prior to admission and in the first academic year.

Child Care Services

CUNY campus based child care centers have continued working to meet the student parent need for program expansion and increased hours of operation. Restoration of funding has supported the successful opening of two infant care programs, the hiring of additional staff for new programs, extended hours of operation, modest salary increases and benefits offered to meet competitive market demands, and limited staff development and training.

CUNY operates 17 licensed campus based Child Care Programs providing services to over 1,600 student parents and 2,400 children. In addition, York College is establishing a new campus-based child care center. Campus centers provide flexible infant-toddler, pre-kindergarten, after-school, evening, and weekend programs. The programs aim to improve the quality of life for the children and their families while meeting the diverse individual needs of each student parent.

Student Health Services

Quality health care and health education accessibility are essential to personal growth and academic success. With the rising cost of health insurance limiting availability of affordable options, students entering the University are increasingly medically underserved. For many students, the campus student health center is an introduction to health care and the University is in the unique position of helping students make the healthy choices that they will carry with them through life.

The provision of medical and psychological services with an emphasis on health promotion and disease prevention that is sensitive to the needs and cultural diversity of our nontraditional student contributes to student retention.

Financial Aid Matching Funds

Matching funds are required to be able to expend the University's federal allocations in the Federal Work-Study Program (FWS) and the Perkins Loan Program (FPL). These programs contain a matching requirement of one dollar of institutional funds for every three dollars of federal funds. The anticipated allocation for FWS for the University is approximately \$11 million and for FPL, approximately \$1.7 million. Without the availability of matching funds, the University will not be able to expend these federal funds to assist students.



“The University has made a major commitment to investment in technology initiatives designed to enhance instruction and to equip graduates with the skills they need to contribute to the economic vitality of a fast moving information-based economy. For faculty, students and staff at CUNY an investment in technology is an investment in the future.”

Executive Vice Chancellor Louise Mirrer

**expanding the use of technology
in teaching and learning**

The University has been mounting technology initiatives designed to enhance instruction and equip graduates with the skills they need to contribute to the City's and State's economic vitality in the new information-based economy. For CUNY's upwardly mobile students, technology enhanced instruction has a crucial double benefit: teaching them by means of computers teaches them the use of computers; they learn a valuable skill along with the course content.

CUNY Online and Faculty Development

Well placed initiatives and grant-funded projects, notably CUNY Online (supported by a grant from the Sloan Foundation), have created a base from which to build. The University now offers hundreds of online courses and has trained hundreds of faculty to deliver online instruction. All campuses now have faculty development programs and oversight committees for instructional technology as well as academic technology centers. The critical steps now are to ensure that pockets of activity spread to much more general use, work with technology is not just disseminated but sustainable and significant, and technology truly enhances and transforms possibilities for teaching and learning.

The University plans to facilitate and expand the use of technology in teaching by two innovative means:

- Faculty who teach with technology usually have to work alone. At the CUNY Graduate Center, a new certificate program in teaching with technology poses a powerful new opportunity: graduate students with special training can serve as “technology fellows”—a concept now being piloted successfully in the CUNY Honors College. Working to facilitate teaching with technology among experienced faculty achieves a double benefit. The graduate students' technical expertise and the faculty members' extensive teaching experience benefit both parties, while students benefit most of all from the enhanced and extended possibilities for instruction.
- Faculty teaching with technology need ways of sharing resources and ideas. The University has already made faculty development for online teaching an online—and collaborative—experience. Now several new projects are piloting ways of creating online communities focused on instruction in specific areas. These online communities will offer faculty the opportunity to avail themselves of internal mentoring, model assignments, and shared resources. Using “community sites” in the new enterprise version of Blackboard, faculty will be able to move beyond the do-it-yourself mode, and work together to prepare online instruction across whole programs and disciplines.

These innovative approaches will heighten the visibility of technology enhanced instruction, pave the way for greater growth in coming years, and fully integrate the uses of technology in the University's instructional programs.



“The CUNY Economic Development Corporation is creating the first CUNY Business Incubator Network on our campuses, which will stimulate economic activity, create jobs, and attract private capital to our communities.”

Chancellor Matthew Goldstein

**establishing a CUNY-wide
economic development initiative**

The University is continuing to expand and deepen its commitment to stimulate the development of the New York region's economy and workforce. In addition to the upgrading of CUNY's core academic programs and its continuing and professional education offerings, the University has started and continues to support a number of initiatives that have the potential to impact strongly on the region's economic and workforce development.

The CUNY Economic Development Corporation

In Spring 2001, the University created a new, non-profit special purpose entity, the CUNY Economic Development Corporation, to provide oversight and administrative, legal, and funding support for collaborative efforts between the University and the private sector. Special initiatives developed under the auspices of the Economic Development Corporation include the following:

Creating Jobs through a Campus Based Network of Small Business Incubators

CUNY and the Partnership for New York City have continued to work toward the development of a University wide network of campus based small business incubators. The goals of this initiative are to:

- Establish relationships between the University and the business community in order to assure that CUNY graduates are prepared for 21st century jobs;
- Use University resources to support entrepreneurial ventures in the communities where CUNY campuses are located; and
- Enable CUNY faculty and students to engage in entrepreneurial activity, use new and advanced technology, and undertake community based economic development through applied research, consultant positions, and internship opportunities.

Start-up working capital provided by the Sloan Foundation and significant additional funding from the New York State Assembly has enabled the University to move forward in planning for the creation of a network of incubators for small high technology businesses in the City's five boroughs. The first incubator will open at LaGuardia Community College, to be followed by others at Hostos Community College and the Borough of Manhattan Community College. Ultimately, the University plans to open other incubators at City College, Hunter College, the College of Staten Island, and the New York City College of Technology. It is anticipated that the incubators will create thousands of new jobs over the next five years.

Workforce Development

The CUNY Workforce Development Initiative (WDI) provides funding to CUNY campuses for new programs and innovative projects that strengthen the University's ability to anticipate and respond to employers' workforce needs. These include the development of new or modified courses or certificate programs; innovation, expansion, or improvement of curriculum, facilities, and equipment; and economic and labor market research that supports the design or redesign of curriculum in response to changing employer requirements.

Priority is given to projects that support CUNY's Master Plan, especially those involving the development of innovative certificate programs (credit and non-credit), internships with strong industry sponsorship, and projects that support CUNY's economic and workforce development initiatives, such as the Center for Software Design and Development and "CUNY on the Concourse," a project jointly sponsored by CUNY and the Hospital Workers Union, Local 1199.

Improving Workforce Skills through Credit and Non-credit Certificate/Training Programs

Through its John F. Kennedy, Jr. Institute for Worker Education, the University will expand its offerings of credited certificates to low wage workers employed in the public and non-profit sectors. Participants are sponsored by their employers and/or unions and receive bonuses or promotional opportunities upon completion of the certificate. Many take additional college courses toward a degree as they move up the career ladder in their chosen professions, which include nursing, teaching, and social work. The University will also expand its short-term training programs for dislocated workers to help them acquire or upgrade specific sets of skills or prepare for new careers. For individuals who need additional preparation, ESL and basic skills instruction will provide a foundation for further education and degree program eligibility. Funding will support curriculum development, academic and career advisement, and instruction.

Supporting the Implementation of the Workforce Investment Act

The University supports the City's federally-funded Workforce Investment Act (WIA) in a number of ways. CUNY is one of the mandated partners in the WIA delivery system because of its role as administrator of the federal post-secondary Vocational and Applied Technology Education Act funds. CUNY's many campus based training programs help WIA customers gain marketable skills. As a member of the New York City Workforce Investment Board (WIB), CUNY participates actively in overall policy-making and governance of the City's WIA programs.







“The City University needs to accelerate its efforts, consistent with the themes of the integrated university, to centralize and coordinate appropriate administrative operations of its campuses. We are building the necessary technology platforms and shared data systems to relieve individual campuses from the necessity of replicating these functions.”

Chancellor Matthew Goldstein

**upgrading information management
and infrastructure**

The University continues along its trajectory of aggressively addressing issues of strategic planning and implementation with respect to information technology. CUNY now has a more stable roadbed upon which to lay the tracks of the significant technology upgrades that are among the University's top priorities. The goal associated with each of the following designated activities is to provide the best possible (i.e., most modern, flexible, and highly available) instructional and administrative services to students, faculty, and staff. The approach to achieving these goals is one that has been tested and improved over decades of centralized computing initiatives at CUNY: needs gathering with constituent users; evaluation of available solutions; negotiation to secure the best pricing; controlled pilots to ensure scalability; and full scale implementation based on detailed project plans and projections.

Systems Infrastructure Projects

Within the systems infrastructure layer of CUNY/CIS services, the University seeks to provide flexible and scalable systems that are managed in a cohesive, cost-effective manner. The objective is also to ensure that all CIS systems are secure from intrusion and recoverable in the event of unforeseen interruptions in service.

Over the past year, the University has achieved considerable results in replacing and increasing its system storage capabilities and tape backup and recovery procedures. The next logical step is to launch a **Platform Consolidation** effort that will enable the University to manage all systems with a common skills set, to further leverage available discounts on equipment acquisition and maintenance costs, and to troubleshoot more quickly when problems arise. The second component of the University's Systems Infrastructure Projects is **Security, Disaster Recovery, and Business Continuity**. The goal is to protect against catastrophic events and unauthorized access that might cause a shutdown of critical systems and render them inaccessible to students and faculty. Finally, the **Enterprise E-mail/Collaboration Suite** is the communications thread by which advanced applications and services will be delivered to the University community at lower costs.

These efforts will enable the University to join the 86% of higher education institutions that currently offer e-mail services to all students and to join the 39% vanguard of the nation's leading higher education IT organizations that currently safeguard their IT assets with intrusion detection systems and regular scans.

Applications Advancement & Enhancement

A strategic initiative is underway to consolidate applications advancement and enhancement efforts on centralized legacy systems and stand-alone applications that serve key functions on multiple campuses. Overall, the objective is to enable students, faculty, staff, and administrators to utilize highly accessible systems that operate at the lowest possible overhead because they are centrally housed and administered.

Three specific projects are proposed. Together, these initiatives represent the future direction of the enhancement, adoption, and development of systems University-wide.

- **Core Application Enhancements** will allow for the expansion of CUNY's database management group to support new applications in a modern relational database environment. A key element of the plan is to introduce enhanced web-based modules through the CUNY portal's single-sign-on interface (SSO) to provide end-users with the self-service functionality that they require.
- **Enterprise Application Consolidation** will centralize the administration and services of key instructional and administrative applications to reduce the number of campus-based servers and reduce operating costs.
- **Enterprise Management Systems** initiative will provide the University with modern systems to administer human resources and financial and student services functions and to amalgamate data that will not be migrated to new systems into a functional information and decision-support environment.

Enhancing the CUNY Admissions Experience

The process by which admissions prospects become CUNY students is a hallmark of the CUNY experience and requires the highest level of modern services in order to maintain an edge in the highly competitive metropolitan area higher education marketplace.

The process by which admissions prospects become CUNY students is a hallmark of the CUNY experience and requires the highest level of modern services in order to maintain an edge in the highly competitive metropolitan area higher education marketplace. All of CUNY's admissions applications are developed and administered by the University Application Processing Center (UAPC). The University plans to implement significant consolidation efforts at UAPC in an extensive multi-year modernization of online Admissions services and student record-keeping systems. The following initiatives are planned:

Admissions Web Applications will allow students to not only apply online but to manage their financial aid applications

online as well. It will also provide an online registration and tracking system that will allow students to book their CUNY skills assessment tests and review results (including their College Proficiency Exam/CPE).

The **Imaging Initiative** will be deployed at all colleges and will provide a process for storing and retrieving student financial aid documents. This initiative will also address the integration of transfer and freshman admissions archives that are currently maintained as separate systems.

The **UAPC Infrastructure Initiative** will address issues of storage back-up, retrieval, and disaster recovery. This activity is imperative as there is no current capacity for full system back-up.

The projected outcome of these consolidation efforts is significant cost avoidance in terms of eliminating the need to maintain two separate mainframe service centers. Also, with the release of the online application and the financial aid and test scheduling programs through the portal's single sign-on methodology, CUNY.EDU will join the 63.1% of higher education portals that provide customization features to prospective students.

Improving Portal Access Services

CUNY.EDU, The City University's portal, released in January 2003, incorporates high-end portal presentation technology, content management tools that allow for easy creation and rapid publication of new portal content, and an identity management system that provides for the integration of a multitude of instructional and administrative systems under a single sign-on, i.e., one name, one password. The totally re-vamped navigation and roles-based

access to content that were the hallmark of the University's January release responded to the expressed needs of students, faculty, and staff to see relevant content easily and conveniently. Since its debut, CUNY.EDU has been among the 27% of higher education portals in the nation. CUNY.EDU is also among the 59% of implemented higher education portals that are customizable by the individual and among the 47% that are customizable to the individual.

With such a robust infrastructure for the rapid creation of new portal content and the inclusion of specialized applications and other personalization services, CUNY's emphasis on enhanced portal development in 2004–05 will focus on two essential activities: (1) improving information retrieval through enhanced search capabilities, and (2) building an Intranet resource on the portal infrastructure that will serve the needs of the University community.

The **Enhancing Access to Portal Content Initiative** will focus on the selection, customization, and implementation of a modern search engine that can be used to create highly personalized views of CUNY and its constituent colleges. With the ability to create and deploy so much new content in such a rapid timeframe, the University is experiencing an explosion of interest in publishing information that will serve its community but because it is highly specialized it does not belong on its public site. The **CUNY Intranet Development Initiative** will address the collection, organization, and presentation of a host of existing and newly created resources that are essential to the success of students, faculty, and staff.

Facilities Maintenance and Repair

Educational quality is directly impacted by the quality of the facilities in which it is provided. Students, faculty, and staff, must be supported by a physical, technical, and natural environment that encourages intellectual growth and human interaction. The physical environments of the campuses must be functional, safe, accessible, well maintained, and responsive to the changing needs of academic programs and the people served.

The State and City have invested considerable resources into the acquisition, construction, and renovation of facilities. The University's multiyear capital budget has enabled CUNY to create new state-of-the-art facilities and to renovate and upgrade existing facilities. These facilities must be operated and maintained at the same or higher level as was designed and constructed in order to sustain their ongoing functionality. The University has had to defer maintenance for years because of fiscal pressures. The result of the lack of funding to support maintenance programs has led to facility degradation in the near term and significantly increased facility operating and routine maintenance expenses.

As part of an ongoing commitment to the strengthening of educational quality at its community colleges, the University in FY 2004 embarked upon a Community College Investment Program that had as an objective the hiring of 450 full-time faculty and related academic and student support staff. Associated with this undertaking and with the hiring of full-time faculty at the senior colleges is the critical need for facilities modification and augmentation to provide the new faculty and staff with adequate office space. The University requires additional operating funds for this as well as to maintain the various infrastructures of the campuses, not only the utilities, but the information technology networks, roads, walks, landscapes, and instructional and research equipment.

New Student Support Services Building at Medgar Evers College

The space deficit and absence of quality instructional facilities at Medgar Evers College are well documented. The State and City have supported the college by fully funding both Phases I and II of the physical Master Plan. Phases I and II involve constructing a 194,000 gross square foot Academic Complex I building and constructing a 44,950 gross square foot Student Support Services building for swing space while the Carroll Street building is being renovated in stages.

The current campus facilities are 315,000 gross square feet. These two buildings will add 242,950 gross square feet to the campus, which represents a 41% increase in space. As a result, the College will be able to increase its enrollment by 41%, from the current 4,980 level to approximately 7,000 students by 2008. Also, the addition of these “state-of-the-art” facilities will greatly enhance and expand the College’s accessibility and services to the community.

The Student Support Services building will provide classrooms, computer labs, a lecture hall, and space for all non-instructional student support services (i.e., admissions, financial aid, health services, career management, registrar, bursar, student life, student affairs, and testing). The building will come on line in February 2004.

The increased operating costs resulting from the addition of these facilities must be funded in order to assure that the anticipated improvements and benefits are realized. In addition to obvious increases in recurring costs for increased staffing and operations, consideration must also be given to costs associated with infrastructure upgrades (i.e., telecommunications, technology, security, HVAC, etc.). This request for supplemental funding is intended to underwrite those costs for the second half of the fiscal year, plus the necessary retrofitting, upgrades, and training that must occur sooner.



Building Rentals

The University is requesting funds to enter into new leases for John Jay College, New York City College of Technology, and Borough of Manhattan Community College in order to provide badly needed space.

John Jay College: Westport Building

John Jay College is facing a critical need for space to house academic and support programs currently located in severely congested facilities at North Hall. North Hall houses academic departments, major student facilities, and most of the college's classrooms. In addition, the current overcrowding is posing a safety problem with the building over legal occupancy levels on every floor and having many New York City building code violations. Space planning and lack of space was cited as an issue during the recent Middle States review.

With the increasing popularity of criminal justice studies, a growing number of students are seeking admission to John Jay. Enrollment growth cannot continue without additional space. Even with the new phase II building, John Jay will still have more FTE students than is within its capacity to serve in a safe and efficient manner. In addition, the College has made significant investments in additional full-time faculty in order to improve the ratio of full-time faculty to adjuncts. However, it has run out of room to allocate offices to these new faculty. North Hall also lacks space to expand student computer facilities, lounges, and research facilities (dry) for faculty. The lines at the Bookstore are unacceptably long at the beginning of the semester because of its small size. New graduate programs (PhD in Forensic Psychology and Masters in Forensic Computing) will start classes in September 2004 and will need administrative, research, and study space. The Forensic Computing program includes a requirement for a dedicated 25 seat computer laboratory.

A new lease will provide an additional 59,000 square feet and will allow the college to relocate 18 classrooms from North Hall, the bookstore, the office of Freshman Services, and establish a student dining facility. The freed up space in North Hall will be available for less intensive use including research and office space.

Borough of Manhattan Community College: 75 Park Place

The College is seeking a lease of approximately 186,551 rentable square feet of space at 75 Park Place for classrooms, faculty offices, administrative space, and related uses. This space would help ease the College's desperate space situation created by the loss of about 360,000 square feet of space at Fiterman Hall on 9/11.

This lease opportunity would permit the College to build classrooms designed for the instructional program with adequate soundproofing and technological networking connectivity. The initial phase of the lease could yield approximately 25–36 classrooms and computer labs depending on space availability. The last phase of the lease would yield an additional 30 plus classrooms.

The additional classrooms and computer labs will permit the college to demolish and remove the temporary classrooms erected in the student cafeteria, student lounge and West and Harrison Streets when 7 WTC collapsed on Fiterman Hall and classrooms and computer labs.

The timeframe for the rebuilding of Fiterman Hall has not been determined and the college is well into its third academic year of severe space shortage. This lease would help relieve the population pressures inside 199 Chambers Street and allow the college to return the refurbished cafeteria and common spaces to student use.

New York City College of Technology: 25 Chapel Street

The University already leases about 48,000 square feet at this site for use by the College. The landlord has additional space, spread out over several floors, in this building, totaling about 44,000 square feet. This space would provide the College with badly needed additional classrooms and offices (it could also play a pivotal role in helping the College with its immediate swing space needs relative to the upcoming Namm Hall exterior wall and window project).

Environmental Health and Safety

In February 2003, the University began implementing its Audit Disclosure Agreement with the United States Environmental Protection Agency (EPA), and has conducted environmental audits at the first four CUNY campuses. The University is committed to bringing all of its campuses into compliance with environmental requirements and to promoting environmental quality throughout the University. The University now has a University Director of Environmental Health and Safety to support this effort.

The CUNY-EPA Audit Agreement has placed a number of immediate budgetary demands on CUNY. First, the agreement establishes timelines for corrective action and recurrence prevention. This means that many of the findings of the 2003 audits must be addressed in 2004. Second, four additional audits are mandated for 2004, which will require not only the funds to conduct the audits but also funds for commencing with corrective action. Third, the agreement calls for CUNY to track compliance and address recurring findings in a proactive manner. This will require accelerated CUNY-wide compliance activities for a number of outstanding regulatory issues on our campuses.

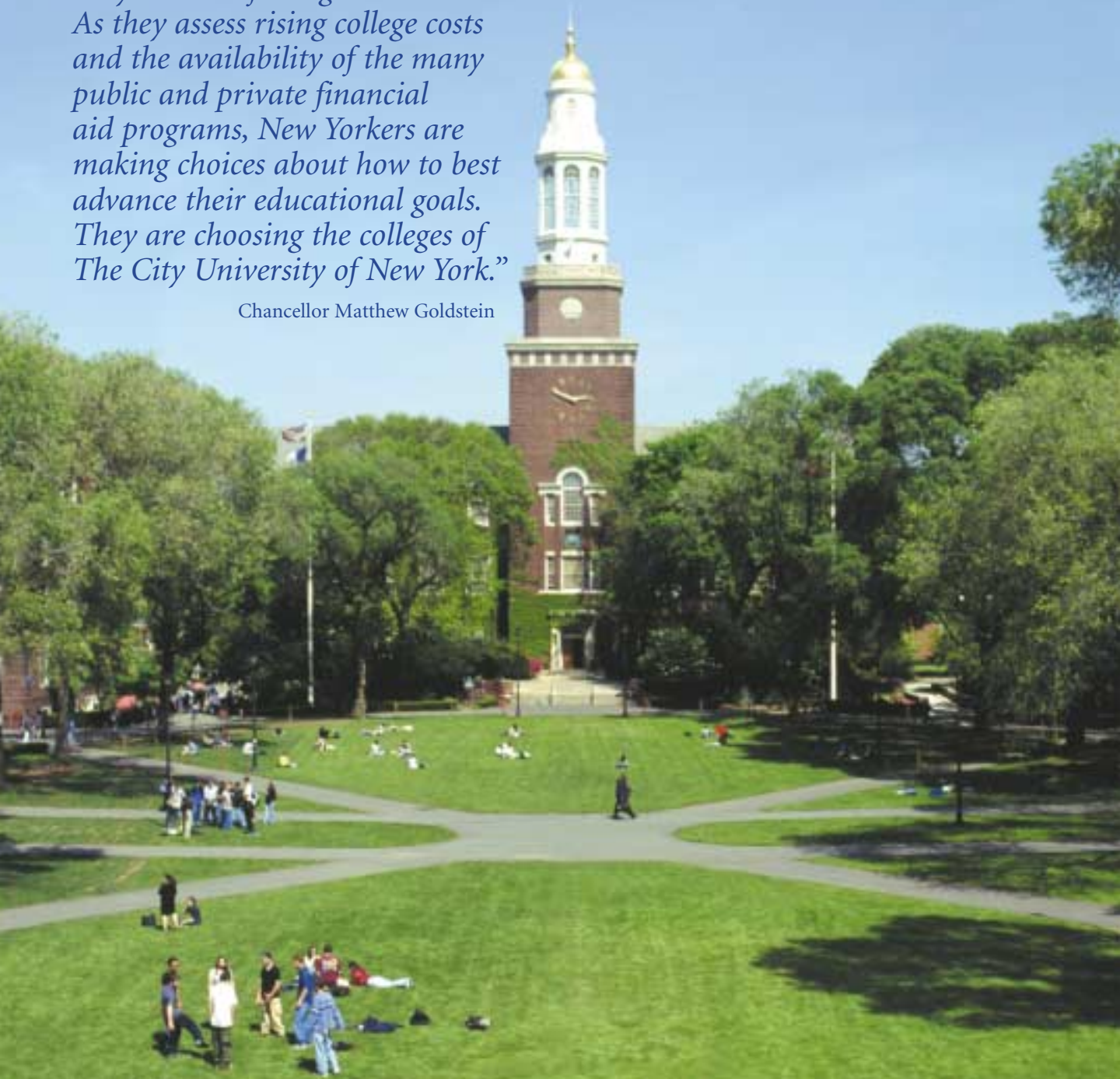
To implement these activities and track progress, CUNY must establish an integrated environmental management system (EMS). The first step in this effort is to conduct a needs assessment of current programs, resources, and capabilities. Although much has been accomplished to date, we anticipate that this analysis will identify a number of critical issues that will require prompt attention. The second facet of the EMS will be to establish uniform policies and procedures to ensure that compliance is achieved consistently throughout the CUNY system. Finally, the EMS will include a chemical management inventory system to enable the University to track the vast quantities of chemicals that are brought into and stored at the campuses.

In addition to these audit and compliance requirements, four related environmental activities will be priorities for the coming year: rationalizing the management, storage, and disposal of hazardous wastes; establishing a vehicle for reusing or recycling thousands of out-of-service computers that are clogging the campuses; providing requisite training for employees who handle or come in contact with hazardous materials; and ensuring that the University has the ability to respond quickly and effectively to environmental emergencies. This year's budget will require that colleges allocate funds for these activities based on historical campus activity and anticipated current need. The funds will be dedicated exclusively for these purposes and tracked centrally to ensure that they are being spent appropriately.



“Prospective students and their families appreciate the value of a CUNY degree, the high quality of our faculty, and the extraordinary success of our graduates. As they assess rising college costs and the availability of the many public and private financial aid programs, New Yorkers are making choices about how to best advance their educational goals. They are choosing the colleges of The City University of New York.”

Chancellor Matthew Goldstein



capital budget

The City University of New York's five-year Capital Budget Plan for Fiscal Years 2004–05 through 2008–09 is approximately \$1.88 billion. The Capital Budget Request for Fiscal Year 2004–05 is approximately \$502 million, including \$495 million for major bonded projects (\$306 million for senior colleges and \$189 million for community colleges), and \$7 million for minor rehabilitation projects (\$5 million for senior colleges and \$2 million for community colleges).

This Capital Budget Plan includes funds for major new construction, rehabilitation, and capital equipment in support of the University's mission. As in previous plans, this request focuses on critical health, safety, code compliance, and rehabilitation projects, while recognizing the need for expansion and modernization of facilities as called for in campus master plans. In formulating specific projects in this plan, an effort will be made where possible to leverage available University real estate resources through public-private development.

The request was developed by the Colleges and the Central Office with broad participation of administrators, faculty, staff, and students. The projects requested emanate from approved college master plans and from ongoing condition assessments of the existing building stock. This five-year plan includes funding for projects already started as well as new construction.

The total amount of this request includes the unfunded balance of appropriations provided in the FY 1998–99 State Budget Bill. That bill appropriated a five-year (FY 1998–99 through FY 2002–03) capital budget for The City University of New York that totaled approximately \$1 billion in bonded projects and \$25 million in minor rehabilitation projects. The Community College portion of that funding was to be matched by the City with approximately \$110 million for bonded projects and \$5 million for minor rehabilitations. In the past five fiscal years, actual funding totaled approximately \$893 million for bonded projects (\$850 million from the State and \$43 million matching funds from the City for Community Colleges) and \$40 million for minor rehabilitation projects (\$25 million from the State and \$15 million from the City for Community Colleges). The University is requesting from the State \$162 million in bonded funds that were appropriated in the FY 1998–99 State Budget Bill and \$64 million from the City in matching funds for Community Colleges.

Over the past ten years, The City University has received more than \$2 billion from the City and State to upgrade existing facilities and to build major expansions. Of the projects fully funded in previous plans, most have been completed while several, including those listed below, are well under way:

- York College—Renovation of St. Monica's Church for Day Care Center (Design, Construction, and Equipment \$5,000,000)
- Lehman College—Consolidated Computer Center, Phase II (Design, Construction, and Equipment \$13,733,600)
- College of Staten Island—Building 2M Renovations, Phase I (Design, Construction, and Equipment \$5,000,000)

The current request includes completion funding for previously approved projects that were started with partial funding from previous years, including the following:

- Brooklyn College—West Quad Building (Construction and Equipment \$20,000,000)
- John Jay College—Phase II (Construction \$139,510,000)
- LaGuardia Community College—Center III Renovation, Phase I (Construction \$3,795,000)
- Medgar Evers College—Academic Building I (Design and Construction \$106,610,000)
- City College—School of Architecture (Construction and Equipment \$44,200,000)
- Hunter College—Roosevelt House (Construction and Equipment \$7,500,000)

Additionally, the following new projects are requested:

- Advanced Science Research Center, Phase I—for the entire University-wide located on the CCNY campus (Design \$5,000,000)
- CCNY—New Science Facility, Phase I (Design \$3,715,000)
- Hunter—New Science Laboratory Building, Phase I (Design \$3,860,000)
- Lehman—New Science Facility, Phase I (Design \$3,715,000)
- Queens—Science Upgrades, Phase I (Design \$2,000,000)
- New York City College of Technology—Academic Building I (Design \$10,000,000)
- Hunter College—Visual and Performing Arts, Phase I (Design \$1,000,000)

Finally, the request includes funding to continue successful CUNY-wide programs initiated in prior budget plans, including:

- CUNY-Wide Senior Colleges—Condition Assessment (Design and Construction \$30,000,000)
- CUNY-Wide Senior Colleges—Energy Conservation/Performance (Design and Construction \$5,900,000)
- CUNY-Wide Senior Colleges —Educational Technology Initiative, Phase IV (Equipment \$750,000)
- CUNY-Wide Senior Colleges—NIT, Information Systems & Administrative Applications (Design, Construction and Equipment \$10,000,000)
- CUNY-Wide Senior Colleges—Science & Technology Equipment (Equipment \$3,750,000)
- CUNY-Wide Community Colleges—Condition Assessment (Design and Construction \$12,376,000)



Summary Tables

2004–2005 Operating Budget Request
(Subject to Availability of Additional State & City Appropriations)
Funding Sources
(\$ millions)

	2003–2004 Adjusted Base	2004–2005 Request	Mandatory Changes	% Change	Program Changes	% Change	Total Requested Change	% Change
Senior Colleges								
State Aid	580.0	668.2	53.2	9.2%	35.1	6.1%	88.2	15.2%
City Support **	32.3	32.3	0.0	0.0%	0.0	0.0%	0.0	0.0%
Tuition and Other Revenue	563.4	579.4	0.0	0.0%	16.0	2.8%	16.0	2.8%
Total Senior Colleges*	1,175.7	1,279.9	53.2	4.5%	51.1	4.3%	104.2	8.9%
Community Colleges								
State Aid	138.9	156.6	7.9	5.7%	9.8	7.1%	17.7	12.7%
City Support	129.3	132.2	2.9	2.2%	0.0	0.0%	2.9	2.2%
Tuition and Other Revenue	177.8	182.8	0.0	0.0%	5.0	2.8%	5.0	2.8%
Total Community Colleges	446.0	471.6	10.8	2.4%	14.8	3.3%	25.6	5.7%
University-wide								
State Aid	718.9	824.8	61.1	8.5%	44.9	6.2%	105.9	14.7%
City Support	161.6	164.5	2.9	1.8%	0.0	0.0%	2.9	1.8%
Tuition and Other Revenue	741.2	762.2	0.0	0.0%	21.0	2.8%	21.0	2.8%
Total University***	1,621.7	1,751.5	64.0	3.9%	65.9	4.1%	129.8	8.0%
Hunter College Campus Schools	11.8	12.8	0.0	0.0%	1.0	8.1%	1.0	8.1%

Numbers may not add due to rounding

* Excludes Income Fund Reimbursables.

** Includes City share of University Management, and Associate Degree programs at Staten Island, John Jay, NYC College of Technology and Medgar Evers.

*** The University is committed to identifying and implementing productivity measures and other means to assist in financing this requested increase. In addition, other State and City sources, such as Jobs 2000 funding, may be identified to support certain initiatives outside the University's budget.

**2004–2005 Operating Budget Request
Program Increases (\$000)**

	Senior Colleges	Community Colleges	Total
Creating a Flagship Environment	29,682.6	2,100.0	31,782.6
Funding for Full-time Faculty and Faculty Support	18,582.6	0.0	18,582.6
Instructional Equipment	3,000.0	250.0	3,250.0
Diversity Initiative	500.0	300.0	800.0
Centers and Institutes	1,500.0	0.0	1,500.0
Doctoral Fellowships	2,000.0	1,000.0	3,000.0
Library	3,000.0	400.0	3,400.0
Honors College	750.0	0.0	750.0
Strengthening Undergraduate Curricula	350.0	150.0	500.0
Supporting Student Success and Academic Achievement	8,700.0	2,250.0	10,950.0
Academic Support Services	4,000.0	0.0	4,000.0
Collaborative Programs w/ NYC Dept. of Ed./College Now	1,000.0	500.0	1,500.0
Articulation/Testing	1,300.0	700.0	2,000.0
Services for Students with Disabilities	750.0	250.0	1,000.0
SEEK/College Discovery	500.0	250.0	750.0
Child Care	500.0	250.0	750.0
Financial Aid Matching Funds	650.0	300.0	950.0
Expanding Use of Technology in Teaching and Learning	750.0	250.0	1,000.0
CUNY Online & Faculty Development	750.0	250.0	1,000.0
Economic Development	500.0	550.0	1,050.0
Incubator Facilities	0.0	300.0	300.0
Workforce Development	500.0	250.0	750.0
Management Information	4,800.0	1,750.0	6,550.0
Computing and Information Services (ERP, Portal, Telecom)	4,500.0	1,500.0	6,000.0
E-procurement	300.0	250.0	550.0
Infrastructure	11,659.6	9,381.2	21,040.8
Building Rentals	3,859.6	5,781.2	9,640.8
Facilities Maintenance and Repair	5,000.0	3,000.0	8,000.0
Environmental Health and Safety	2,800.0	600.0	3,400.0
Total Program Increases	56,092.2	16,281.2	72,373.4
Less Base Redistribution	(5,000.0)	(1,500.0)	(6,500.0)
Total Mandatory Needs (Est.)	53,154.3	10,830.3	63,984.6
Grand Total Request	104,246.5	25,611.5	129,858.0

2004–2005 Operating Budget Request
Senior Colleges and University-wide Programs (\$000)

	2003–2004 Adjusted Base Budget	2004–2005 Mandatory Increases	2004–2005 Program Changes	Total Changes	2004–2005 Request
Colleges	746,443.3	9,221.9	0.0	9,221.9	755,665.2
Baruch	73,261.7	929.9	0.0	929.9	74,191.6
Brooklyn	81,272.7	921.1	0.0	921.1	82,193.8
City	81,176.0	763.7	0.0	763.7	81,939.7
–Center for Worker Education	1,115.9	5.6	0.0	5.6	1,121.5
–Sophie Davis	8,121.6	192.6	0.0	192.6	8,314.2
Hunter	88,225.9	1,257.4	0.0	1,257.4	89,483.3
John Jay	47,441.3	489.5	0.0	489.5	47,930.8
Lehman	49,398.4	570.0	0.0	570.0	49,968.4
Medgar Evers	27,359.0	540.5	0.0	540.5	27,899.5
New York City College of Technology	48,934.2	606.1	0.0	606.1	49,540.3
Queens	80,889.3	840.5	0.0	840.5	81,729.8
–Center for Worker Education	622.3	12.9	0.0	12.9	635.2
Staten Island	56,371.2	708.0	0.0	708.0	57,079.2
York	29,713.2	348.7	0.0	348.7	30,061.9
Graduate School	62,946.1	853.9	0.0	853.9	63,800.0
Law School	9,594.5	181.5	0.0	181.5	9,776.0
Creating a Flagship Environment	4,817.0	0.0	29,682.6	29,682.6	34,499.6
Full-time Faculty and Faculty Support	0.0	0.0	18,582.6	18,582.6	18,582.6
Instructional Equipment	0.0	0.0	3,000.0	3,000.0	3,000.0
Library	0.0	0.0	3,000.0	3,000.0	3,000.0
Diversity Initiative	0.0	0.0	500.0	500.0	500.0
Fellowships	0.0	0.0	2,000.0	2,000.0	2,000.0
Honors College	0.0	0.0	750.0	750.0	750.0
Strengthening Undergraduate Curricula	0.0	0.0	350.0	350.0	350.0
PSC Research Awards	3,309.0	0.0	0.0	0.0	3,309.0
Research Collection Development	341.0	0.0	0.0	0.0	341.0
University Centers, Institutes, and Consortia	1,167.0	0.0	1,500.0	1,500.0	2,667.0
Supporting Student Success & Academic Achievement	95,832.2	92.6	8,700.0	8,792.6	104,624.8
Academic Support Services	7,100.0	0.0	4,000.0	4,000.0	11,100.0
Adjuncts	48,508.2	0.0	0.0	0.0	48,508.2
Articulation/Testing	0.0	0.0	1,300.0	1,300.0	1,300.0
Calandra Institute at Queens College	1,300.7	13.1	0.0	13.1	1,313.8
Child Care	1,230.0	0.0	500.0	500.0	1,730.0
City University Supplemental Tuition Assistance (CUSTA)	1,060.0	0.0	0.0	0.0	1,060.0
Collaborative Programs w/NYC Dept. of Ed./College Now	5,200.0	0.0	1,000.0	1,000.0	6,200.0
Financial Aid Matching Funds	1,444.0	0.0	650.0	650.0	2,094.0
Freshman Year Programs	5,783.0	0.0	0.0	0.0	5,783.0
Language and Skills Immersion Programs	1,070.0	0.0	0.0	0.0	1,070.0
SEEK Program	15,108.3	79.5	500.0	579.5	15,687.8
Students with Disabilities	2,128.0	0.0	750.0	750.0	2,878.0
Tuition Reimbursement	5,900.0	0.0	0.0	0.0	5,900.0
Expanding Use of Technology in Teaching and Learning	4,834.0	0.0	750.0	750.0	5,584.0
Equipment Replacement	2,289.0	0.0	0.0	0.0	2,289.0
Computer Access	2,545.0	0.0	0.0	0.0	2,545.0
CUNY Online & Faculty Development	0.0	0.0	750.0	750.0	750.0
Economic Development	1,018.0	0.0	500.0	500.0	1,518.0
Business Incubator Network	0.0	0.0	0.0	0.0	0.0
Workforce Development	1,018.0	0.0	500.0	500.0	1,518.0
Upgrading Management Information & Infrastructure	0.0	0.0	4,800.0	4,800.0	4,800.0
Computer and Information Services (ERP, Portal, Telecom)	0.0	0.0	4,500.0	4,500.0	4,500.0
E-Procurement	0.0	0.0	300.0	300.0	300.0
Upgrading Infrastructure	56,979.0	9,647.0	11,659.6	21,306.6	78,285.6
Building Rentals	17,500.0	882.0	3,859.6	4,741.6	22,241.6
Neighborhood Work Project	635.0	0.0	0.0	0.0	635.0
Facility Maintenance and Repair	1,844.0	500.0	5,000.0	5,500.0	7,344.0
Environmental Health & Safety	0.0	0.0	2,800.0	2,800.0	2,800.0
Utilities	37,000.0	8,265.0	0.0	8,265.0	45,265.0
University Management & Other	265,760.5	34,192.8	0.0	34,192.8	299,953.3
Central Administration	22,091.9	768.6	0.0	768.6	22,860.5
Management Information Systems	5,365.3	171.2	0.0	171.2	5,536.5
Instructional Technology	2,925.9	112.3	0.0	112.3	3,038.2
Fringe Benefits	212,992.0	33,140.9	0.0	33,140.9	246,132.9
John Jay Lease	20,100.0	0.0	0.0	0.0	20,100.0
Collective Bargaining	2,285.4	0.0	0.0	0.0	2,285.4
Total Programs	429,240.7	43,932.4	56,092.2	100,024.6	529,265.3
Less Base Redistribution	0.0	0.0	(5,000.0)	(5,000.0)	(5,000.0)
Net Program Request	429,240.7	43,932.4	51,092.2	95,024.6	524,265.3
Total Senior Colleges	746,443.3	9,221.9	0.0	9,221.9	755,665.2
Grand Total	1,175,684.0	53,154.3	51,092.2	104,246.5	1,279,930.5

Numbers may not add exactly due to rounding.

**2004–2005 Operating Budget Request
Community Colleges and University-wide Programs (\$000)**

	2003–2004 Adjusted Base	2004–2005 Mandatory Increases	2004–2005 Program Changes	Total Changes	2004–2005 Request
Colleges	268,615.0	6,865.4	0.0	6,865.4	275,480.4
Borough of Manhattan	61,023.0	1,615.8	0.0	1,615.8	62,638.8
Bronx	37,719.0	854.0	0.0	854.0	38,573.0
Hostos	25,934.0	652.8	0.0	652.8	26,586.8
Kingsborough	51,672.0	1,092.0	0.0	1,092.0	52,764.0
LaGuardia	49,858.0	1,833.6	0.0	1,833.6	51,691.6
Queensborough	42,409.0	817.2	0.0	817.2	43,226.2
Creating a Flagship Environment	13,472.0	0.0	2,100.0	2,100.0	15,572.0
Full-time Faculty	10,972.0	0.0	0.0	0.0	10,972.0
Instructional Equipment	2,500.0	0.0	250.0	250.0	2,750.0
Doctoral Fellowships	0.0	0.0	1,000.0	1,000.0	1,000.0
Diversity Initiative	0.0	0.0	300.0	300.0	300.0
Library	0.0	0.0	400.0	400.0	400.0
Strengthening Undergraduate Curricula	0.0	0.0	150.0	150.0	150.0
Supporting Student Success & Academic Achievement	47,973.6	62.8	2,250.0	2,312.8	50,286.4
Academic Support Services	11,460.0	0.0	0.0	0.0	11,460.0
Collaborative Programs w/ NYC Dept. of Ed./College Now	11,200.0	0.0	500.0	500.0	11,700.0
Articulation/Testing	0.0	0.0	700.0	700.0	700.0
Language Immersion Program	3,234.6	0.0	0.0	0.0	3,234.6
College Discovery	4,186.0	62.8	250.0	312.8	4,498.8
Adult & Continuing Education	5,276.0	0.0	0.0	0.0	5,276.0
Adult Literacy	3,025.0	0.0	0.0	0.0	3,025.0
Freshman Year Programs	2,900.0	0.0	0.0	0.0	2,900.0
Services for Students with Disabilities	485.0	0.0	250.0	250.0	735.0
Child Care	1,665.0	0.0	250.0	250.0	1,915.0
Safety Net Program	4,542.0	0.0	0.0	0.0	4,542.0
Financial Aid Matching Funds	0.0	0.0	300.0	300.0	300.0
Expanding Use of Technology in Teaching and Learning	0.0	0.0	250.0	250.0	250.0
CUNY Online & Faculty Development	0.0	0.0	250.0	250.0	250.0
Economic Development	500.0	0.0	550.0	550.0	1,050.0
Incubator Facilities	0.0	0.0	300.0	300.0	300.0
Workforce Development/Contract Courses	500.0	0.0	250.0	250.0	750.0
Upgrading Management Information	0.0	0.0	1,750.0	1,750.0	1,750.0
Computer and Information Services (ERP, Portal, Telecom)	0.0	0.0	1,500.0	1,500.0	1,500.0
E-Procurement	0.0	0.0	250.0	250.0	250.0
Upgrading Infrastructure	16,244.4	402.1	9,381.2	9,783.4	26,027.8
Building Rentals	1,082.8	78.7	5,781.2	5,860.0	6,942.8
Facilities Improvements	0.0	0.0	3,000.0	3,000.0	3,000.0
Environmental Health and Safety	0.0	0.0	600.0	600.0	600.0
Utilities	15,161.6	323.4	0.0	323.4	15,485.0
University Management & Other	99,242.0	3,500.0	0.0	3,500.0	102,742.0
Fringe Benefits	73,225.0	3,500.0	0.0	3,500.0	76,725.0
University-wide Objectives	26,017.0	0.0	0.0	0.0	26,017.0
Total Programs	177,432.0	3,964.9	16,281.2	20,246.2	197,678.2
Less Base Redistribution	0.0	0.0	(1,500.0)	(1,500.0)	(1,500.0)
Net Program Request	177,432.0	3,964.9	14,781.2	18,746.2	196,178.2
Total Community Colleges	268,615.0	6,865.4	0.0	6,865.4	275,480.4
Grand Total	446,047.0	10,830.3	14,781.2	25,611.6	471,658.6
Hunter College Campus Schools*	11,799.1	0.0	960.0	960.0	12,759.1

* Includes fringe benefits.

**2004–2005 State Aid Request
Community Colleges**

	2003–04 Base			2004–05 Request			Difference		
	Total FTE	Rate (\$)	State Aid (\$000)	Total FTE	Rate (\$)	State Aid (\$000)	Total FTE	Rate (\$)	State Aid (\$000)
STATE OPERATING AID									
Base Aid	58,976	2,300	135,645	63,550	2,350	149,343	4,574	50	13,698
Building Rentals			624			3,471			2,847
Subtotal State Operating Aid	58,976	2,300	136,269	63,550	2,350	152,814	4,574	50	16,545
PROGRAMS & INITIATIVES									
Child Care			865			1,115			250
College Discovery			764			1,077			313
Economic Development			1,000			1,550			550
Subtotal Programs and Initiatives			2,629			3,742			1,113
GRAND TOTAL			138,898			156,556			17,658

Senior College Capital Budget Request (\$000)

Trustees Priority	College	Project Name	Estimated Project Cost	Funding Received FY 1990– 2003	2004–2005 Request			Total 2004–05 Request	
					Design	Construction	Equipment		
MAJOR BONDED PROJECTS									
1	CUNY Wide	Condition Assessment: Health & Safety	On-going	141,650	1,091	13,909		DC	15,000
2	CUNY Wide	Condition Assessment: Facilities Preservation	On-going	110,588	836	10,664		DC	11,500
3	CUNY Wide	Condition Assessment: ADA	On-going	37,011	199	2,301		DC	2,500
4	CUNY Wide	NIT Info Sys & Admin Applications	On-going	46,700	165	2,621	7,214	DCE	10,000
5	CUNY Sci. Center	Science Research Center—Phase I		198,000	5,000			D	5,000
6	Brooklyn	West Quad		100,300	76,300	20,000		C	20,000
7	John Jay	Phase II		442,400	215,250	139,510		C	139,510
8	City	School of Architecture Renovation		53,100	5,100	44,200		C	44,200
9	City	New Science Facility—Phase I		60,000		3,715		D	3,715
10	Hunter	New Science Lab Building—Phase I		80,000		3,860		D	3,860
11	Lehman	New Science Facility—Phase I		60,000		3,715		D	3,715
12	Queens	Science Upgrades—Phase I		30,000	15,000	2,000		D	2,000
13	NYCC Technology	Academic Building I		477,290	10,000			D	10,000
14	Hunter	Roosevelt House		17,468	2,468	6,850	650	CE	7,500
15	CUNY Wide	Asbestos Abatement	On-going	29,070	90	910		DC	1,000
16	CUNY Wide	Upgrade Bathroom Facilities	On-going	16,300	90	910		DC	1,000
17	Hunter	Visual & Performing Arts—Phase I		132,782	1,000			D	1,000
		Subtotal		695,437	31,761	241,875	7,864		281,500
SPECIAL FUNDING INITIATIVES									
	CUNY Wide	Energy Conservation	On-going	44,417	438	5,462		DC	5,900
	CUNY Wide	Science & Technology Equipment	On-going	51,250			3,750	E	3,750
	CUNY Wide	Educational Technology Initiative	On-going	42,000			750	E	750
		Subtotal		137,667	438	5,462	4,500		10,400
	CUNY Wide	Project Administration	On-going		14,300			D	14,300
		Subtotal			14,300				14,300
		Subtotal Major Bonded Projects		833,104	46,499	247,337	12,364		306,200
MINOR REHABILITATION PROJECTS									
1	CUNY Wide	Minor Repairs	On-going	11,681		2,000		C	2,000
2	CUNY Wide	Feasibility Studies/Master Plans	On-going	4,235	1,000			D	1,000
3	CUNY Wide	CUNY TV Renovations		2,000	725	130	25	DCE	1,500
4	Lehman	Site Security Lighting—Phase II		1,700		131		DC	500
		Subtotal Minor Rehabilitation Projects		16,641	1,261	3,714	25		5,000
		Total Senior Colleges		849,745	47,760	251,051	12,389		311,200

A= Acquisition D= Design C=Construction E= Equipment

Community College Capital Budget Request (\$000)

Trustees Priority	College	Project Name	Estimated Project Cost	Funding Received FY 1990– 2003	2004–2005 Request			Total 2004–05 Request		
					Design	Construction	Equipment			
MAJOR BONDED PROJECTS										
1	CUNY Wide	Condition Assessment: Health & Safety	On-going	17,500	354	4,239		DC	4,593	
2	CUNY Wide	Condition Assessment: Facilities Preservation	On-going	6,558	291	3,492		DC	3,783	
3	CUNY Wide	Condition Assessment: ADA	On-going	6,112	151	1,849		DC	2,000	
4	CUNY Wide	Asbestos Abatement	On-going	2,500	151	1,849		DC	2,000	
5	CUNY Wide	NIT Info Sys & Admin Applications	On-going		714	8,586	3,150	DCE	12,450	
6	CUNY Wide	Educational Technology Initiative—Phase III	On-going	2,770			5,300	E	5,300	
7	CUNY Wide	Energy Conservation	On-going	300	336	3,664		DC	4,000	
8	Medgar Evers	Academic Building I	137,795	20,088		106,610		C	106,610	
9	BMCC	Chambers St. Renovations—Phase I	20,000	11,750		10,321	680	CE	11,000	
10	LaGuardia	Center 3 Renovation—Phase I	15,724	12,150		3,795		C	3,795	
11	Bronx	North Instructional Building	77,519	6,225	1,000	16,501		DC	17,501	
12	Hostos	500 Grand Concourse—Phase II	8,000	2,242		5,369	631	CE	6,000	
13	Queensborough	Instruction Building	87,357	2,500	5,000			D	5,000	
14	Queensborough	Holocaust Center	3,000		232	2,768		DC	3,000	
15	CUNY Wide	Project Management	On-going		1,692			D	1,692	
		Subtotal Major Bonded Projects		90,695	9,921	169,043	9,761		188,724	
MINOR REHABILITATION PROJECTS										
1	CUNY Wide	Minor Repairs	On-going		130	1,345	525	DCE	2,000	
		Subtotal Minor Rehabilitation Projects			130	1,345	525		2,000	
		Total Community Colleges		90,695	10,051	170,388	10,286		190,724	
Note: Medgar Evers is designated a Senior College but is funded as a Community College										
A= Acquisition D= Design C=Construction E= Equipment										
Grand Total University					940,440	57,811	421,439	22,675		501,924

The Colleges



Baruch College is a senior college in the City University with a primary mission to educate students for positions of global leadership and management in business, government, and nonprofit organizations. At the undergraduate level, Baruch integrates these successful specialties with a critical foundation of learning in the liberal arts, with every first- and second-year student, regardless of intended major, enrolled in the Mildred and George Weissman School of Arts and Sciences. Baruch's Zicklin School of Business is the largest business school in the nation, and the City University's only business school. Actively moving toward its goal of inclusion among the 'Top 25' business schools, the Zicklin School is fully accredited by the American Assembly of Collegiate Schools of Business and AACSB International. It is home to more than 11,000 undergraduates and to more than 2,000 graduate students in its full-time, part-time, and executive MBA programs. The School of Public Affairs, also unique within the University, offers both undergraduate and graduate programs and is accredited by the National Association of Schools of Public Affairs and Administration. Additionally, Baruch College houses 11 research centers for scholarship and teaching, including the Subotnick Financial Services Center, the Lawrence N. Field Center for Entrepreneurship and Small Business, the Weissman Center for International Business, the Bernard L. Schwartz Communication Institute, the Newman Programs in Real Estate, the Center for Financial Integrity, the Center for Innovation and Leadership in Government, and the Center for Educational Leadership. The College also hosts the Sidney Mishkin Gallery and the Sidney Havman Writer-in-Residence Program, and is home to the new Baruch Performing Arts Center.



Brooklyn College is considered one of the best public liberal arts colleges in the nation. As an urban institution, it is able to draw upon the myriad resources of the city to enhance its educational mission. Brooklyn College is especially renowned for its core curriculum, which exposes students to the principal branches of learning—the arts, humanities, social sciences, and sciences. The core furnishes a rigorous foundation for study in such major fields as the arts and sciences; business; pre-professional programs in medicine, dentistry, health-related careers, and engineering; teaching education; and programs in fine and performing arts, television and radio production, and print and broadcast journalism. Through its distinguished faculty, the College seeks to provide students with the knowledge and skills to live in a globally interdependent world and to develop a sense of personal and social responsibility by encouraging involvement in community and public service.



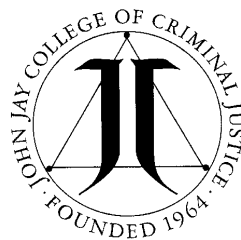
The City College was founded in 1847 to offer higher education to the children of the working class and immigrants. Today's CCNY offers a wide range of undergraduate and graduate programs and is really a small university. It includes Schools of Architecture, Education, and Engineering, along with the College of Liberal Arts and Science and the Sophie Davis School of Biomedical Education / CUNY Medical School. Renowned as a great teaching institution, CCNY is also known internationally for the research of its faculty in a host of fields. Last year City's faculty received research grant support totaling over \$46 million. CCNY students participate in the largest undergraduate research program in the New York metropolitan area, allowing them to work side-by-side with world-renowned scientists and scholars. The Institute for Ultrafast Spectroscopy and Lasers (IUSL) is one of the world's leading laser research centers. The Colin Powell Center for Policy Studies is dedicated to the research and public discussion of social policy issues that affect the quality of life and promote social justice and economic development. CCNY is also home to the New York Structural Biology Center, a world-class research facility that brings together eminent scientists to explore life at the cellular level. The School of Architecture, Urban Design and Landscape Architecture is the only public architecture school in New York City and one of only two in the State. The College recently added an undergraduate degree program and department of biomedical engineering that is also home to the CUNY Ph.D. and CCNY M.S. programs in biomedical engineering. City is among the leaders in graduating minority engineers. Eight alumni are Nobel Laureates, placing CCNY among the top ranks of public colleges and universities.



The Sophie Davis School of Biomedical Education of the City University of New York Medical School began thirty years ago as a unique program to increase the access of medical and health training to inner-city youths, particularly under-represented minorities, from the City's communities and schools. Since then, more than 3,000 young people have benefited from its three programs. The Sophie Davis School's joint BS/MD program for 325 students integrates undergraduate education with the first two years of medical school. Upon completion of the five years and step one of the United States Medical Licensing Examination, students transfer to one of six medical schools in New York State to complete their clinical studies. Graduates pledge to provide two years of primary care services in under-served areas in New York State. This untraditional entry into medical school results in a 40% enrollment of under-represented minorities, assuring a diversity unparalleled at other medical schools in New York State and providing a critical professional healthcare presence in New York's multi-cultural communities. The Physician Assistant Program is run in collaboration with the New York City Health & Hospital Corporation, Harlem Hospital, and Columbia College of Physicians and Surgeons. It is a comprehensive two-year course and nearly 600 graduates, many African-American and Latino, are now staff at hospitals and community health centers throughout New York. Over the past twenty-two years, 1,200 seniors from 70 schools in the City's five boroughs have attended the Bridge to Medicine Programs at City College and at York College in Queens, the latter of which continues to offer rigorous half-day classes in college-level chemistry, math, and English and college counseling. Students continue their education, some at Sophie Davis, and many others enter the fields of medicine, basic science, and health care.

HUNTER

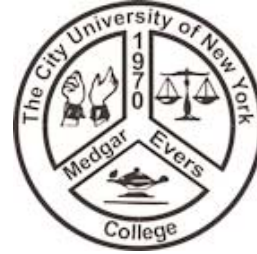
Hunter College has a long tradition of high-quality programs for undergraduate and graduate students in the liberal arts and sciences, education, health professions, and social work. With a curriculum designed to meet the highest academic standards, the College offers over 150 undergraduate and graduate degree programs to more than 20,000 students who reflect the diversity of New York City. Although teaching and research are its primary mission, community service is also a central goal, with faculty seeking to generate new knowledge and design programs to address the cultural, social, and political needs of New York City and the world. In addition to offering excellent programs in education, health sciences, and social work, Hunter is a leader in several areas in the arts and sciences including the biological sciences and neurosciences, geographic information systems, film and media, art, performing arts, and languages.



John Jay College of Criminal Justice is a liberal arts institution with a specialized mission in the fields of criminal justice, fire science, and related areas of public safety. During the last decade, student enrollment has increased to more than 13,000. John Jay's student body reflects the ethnic and cultural diversity of New York City; women constitute a majority (58 percent) of its students. The College offers degree programs at all levels: the certificate, associate, baccalaureate, and master's degrees in Forensic Psychology, Legal Studies, Criminal Justice, Computer Information Systems, and Public Administration. In 1998 and 2001, the only years that U.S. News & World Report rated Graduate School programs in Criminal Justice Policy, John Jay's Master's in Public Administration was ranked number one in the country. In 2004, John Jay will offer a Master's Degree in Forensic Computing, the first such course in the nation. The College houses the City University of New York's Ph.D. Program in Criminal Justice. International initiatives, especially in Eastern Europe, Latin America, and Southeast Asia, coupled with a broad network of training programs for city, state, and federal officers and agents, contribute to the fulfillment of the College's mission.



The only public comprehensive college in the Bronx, **Lehman College** enrolls over 9,700 undergraduate and graduate students and offers close to 100 programs in the arts and sciences, as well as in teaching, health care, mass communications, and other professions. Lehman is the first CUNY college to be awarded accreditation from the National Council on the Accreditation of Teacher Education (NCATE), the second to offer a bachelor's degree in business administration, and one of only 13 colleges across the country chosen as "an institution of excellence" for the quality of its freshman programs. Overall, the College's extramural funding reached \$16 million, including almost \$9 million for the Division of Education. In the area of research, the College maintained its previous funding level of approximately \$4 million and its third-place rank among the CUNY colleges in Federal grants. Two of the newest include \$9.8 million over four years from the National Institutes of Health to support ten faculty investigators in the life sciences — one of whom has developed on the Lehman campus the only research cornfield in New York City — and \$600,000 from the U.S. Department of Housing and Urban Development for community economic development. In 2003, a number of Lehman's facilities were upgraded to accommodate the College's growing enrollment. These included a new computer lab for the biological sciences, which will allow an entire class to use advanced research software; a new main entrance, which features a state-of-the-art facility for life safety/security systems and public safety staff, a new walkway and plaza, and an innovative work of public art; and a newly renovated building dedicated entirely to The High School of American Studies at Lehman College. The school, which welcomed its second incoming class, represents a partnership with the City's Department of Education and the Gilder Lehrman Foundation. Lehman is also a partner in four other high school initiatives, including The Celia Cruz Bronx High School of Music, newly named in honor of "the Queen of Salsa." Enrollment grew this year, as well, at the new workforce education center in the Bronx, called "CUNY on the Concourse," which is operated as a joint venture with Lehman and the borough's two other CUNY institutions. The Center recently received two contracts, totaling over \$1 million, from Local 1199 of the Health and Hospitals Workers' Union and New York City's Health and Hospitals Corporation, which will double its R.N. program for nurses trained overseas.



Medgar Evers College has been committed to meeting the educational and social needs of central Brooklyn since its establishment in 1970. The College has continued its mission of developing and maintaining high-quality, professional, career-oriented undergraduate degree programs within the context of a liberal education. Students with diverse educational, socioeconomic, political, cultural, and national backgrounds are offered outstanding degree programs, including business, liberal arts, education, marketing, nursing, sciences, public administration, computer science, mathematical science, environmental science, computer applications, and several certificate and continuing education programs. The College offers both associate and baccalaureate degrees through its School of Business, School of Liberal Arts & Education, and its School of Science, Health & Technology. The School of Continuing Education and Community Programs offers extensive programs that address the needs of students and community members seeking specialized training, career advancement, and personal development. In addition to the comprehensive academic and technical training offered at the College, several Centers established at the College provide services to the broader community as well as providing forums for advancing intellectual inquiry in areas that reflect the African-American experience. The Center for Black Literature, The Center for Law and Social Justice, The Caribbean Research Center, The DuBois-Bunche Center for Public Policy, The Center for Religious Studies, and The Jackie Robinson Center for Physical Culture are representative of the diverse Centers supported by the College. Medgar Evers College has begun its long anticipated campus expansion. The Student Services Building and the Academic Complex which will house the School of Science, Health and Technology, will add 242,950 gross square feet to the campus for a 41% increase in current facilities. As a result, the College will be able to almost double its enrollment to approximately 7,000 students by 2008. The addition of these "state of the art" facilities will greatly enhance and expand the College's accessibility and services to the community.



New York City College of Technology provides access to education and professional skills for success in an evolving technological world. In its unique mission as the senior college of technology of The City University of New York, City Tech serves the city and the region by providing academically and technologically proficient graduates for the arts, entertainment, computer, architectural and engineering technologies, and for the health, human services, advertising and publishing, hospitality, business, and law-related professions. City Tech also offers career and technical teacher education and programs in the liberal arts and sciences. Technical and community assistance programs and expansive internship programs enable students to benefit from the hands-on, real-world experience essential to successful career entry. The college devotes more space to specialized laboratories than to general classrooms. City Tech's Business and Industry Training Center provides training and technical assistance to corporations, unions, and nonprofit and public agencies whose employees need skills upgrading to remain competitive. Through all of its activities, City Tech prepares students for the high-tech careers of tomorrow.



Queens College has a strong foundation in the liberal arts, offering more than 70 undergraduate majors and minors, including innovative programs in the arts, humanities, education, mathematics, and the natural and social sciences. The curriculum now includes a new Bachelor of Business Administration degree, courses of study in journalism, a unique business and liberal arts program that integrates liberal arts studies with the world of work, and the largest and arguably most successful teacher education program in New York City. The College has also developed a respected Graduate School of Library and Information Studies, one of the nation's largest nutrition programs, and other programs with national reputations, including music, art history, and psychology. Graduate education and research are now essential elements of the College's mission. Queens College offers over 50 master's degrees and advanced certificates and is a major participant in the CUNY Graduate School. The superb faculty, many of whom are renowned scholars, researchers, and artists, all participate in research, service, and the challenge of teaching a richly diverse student body and ensuring that all students receive an excellent and affordable college education.



The College of Staten Island, a senior college with more than 12,000 students, offers outstanding baccalaureate and master's degree programs in the liberal arts and sciences and in several professional areas. CSI participates in five doctoral programs, in conjunction with the CUNY Graduate Center, and in the CUNY Honors Program. The associate's degree is awarded in selected areas that articulate with baccalaureate programs. Located on a 204 acre park-like campus, CSI's excellent teacher preparation programs are augmented by the achievements of the Discovery Institute, which offers professional development to K-12 teachers. The College is home to the CUNY Institute for Macromolecular Assemblies, in which faculty scientists conduct advanced biochemical laboratory research.



York College is a senior college guided by the ideals of the City University: access and excellence; and is responsive to the special needs of its urban setting. As a member of The City University of New York, York College is part of a long tradition of excellence in public higher education. The College is distinguished not only for offering a wide variety of majors in the liberal arts and sciences, but also for bringing targeted professional programs in business, accounting, information management systems, teacher education, social work, and health sciences to traditionally underserved populations. York is the only college in CUNY offering undergraduate majors in Gerontology (B.S.), Biotechnology (B.S.), Information Management Systems (B.S.), and Occupational Therapy (B.S./M.S.), and is the home of the CUNY Aviation Institute. York currently enrolls 5,700 students, who reflect the ethnic diversity of Queens County, the most ethnically diverse county in the nation. The College prides itself on its faculty, whose members combine excellence in teaching with national prominence as scholars, researchers, and artists. There are currently 160 full-time faculty, 22 of whom were hired this academic year, the largest number of tenure-track faculty hired in recent years. Most members of the faculty hold terminal degrees in their disciplines. Located on the College's 50 acre Campus is the York College Academic Core Building (classrooms, library, and dining facilities), the Performing Arts Center (a state-of-the-art 1,500-seat auditorium/185 seat theater), the Health and Physical Education Building (an Olympic-pace swimming pool, a gymnasium, and indoor track), the Queens High School for the Sciences, and the Northeast Region Food and Drug Administration Headquarters (FDA). On the campus proper is the historic Landmark St. Monica Church Site. York College will soon break ground there to construct a child care facility that will serve children of York College students.



The Graduate School and University Center is the doctorate-granting institution of the largest urban university in the United States. The only consortium of its kind in the nation, The Graduate Center draws its faculty mainly from the CUNY senior colleges and from cultural and scientific institutions throughout New York City. It has an enrollment of about 3,900 students in 30 doctoral programs and six master's degree programs in the humanities, social sciences, and sciences, and offers a wide range of continuing education and cultural programs of interest to the general public. The Graduate Center's doctoral programs received significant recognition when the National Research Council ranked more than a third of the school's rated Ph.D. programs in the top 20 among the nation's public and private universities. Nearly a quarter place among the top ten when compared to other public institutions. Twenty eight research centers and institutes create opportunities for interdisciplinary applied research in fields ranging from urban education to human environments, software design to social issues, international relations to immigration.



CUNY School of Law, opened in 1983, is the only law school whose mission, from its inception, has been to train law students for public service. "Law in the Service of Human Needs" is the school's motto, and its goal is to teach students to be lawyers who will practice in the public interest. To this end, the Law School has developed a unique and comprehensive curriculum that integrates lawyering skills with legal doctrine at every level, making it a national leader in progressive legal education. CUNY School of Law has won national recognition for both its innovative pedagogy and its superb clinical program. Its graduates take leading roles in Legal Services, Legal Aid, and international human rights organizations, as well as in governmental agencies, the court system, and in community-based practices which the Law School resources and supports.



Borough of Manhattan Community College (BMCC) serves more than 18,000 students in its degree programs and 6,000 more in its non-degree programs, making it the largest community college in New York City. BMCC offers associate degrees in more than 20 fields. New majors include theatre, writing and literature, and multimedia programming and design. BMCC is unique in New York City for its respiratory therapy, paramedic, and corporate and cable communications programs. One of the nation's premier community colleges, BMCC ranks second nationwide in granting associate degrees to minority students according to data from the U.S. Department of Education. In the 2002–2003 academic year, BMCC opened its Center for Workforce Development and Continuing Education at 45 John Street in Lower Manhattan. This cutting-edge workforce development operation offers assessment, certification, training, and career guidance to workers and employers. In the 2003–2004 academic year, BMCC unveiled New York City's most sophisticated human patient simulator laboratory. Students in the respiratory therapy, paramedic, and nursing programs learn how to care for patients by diagnosing and treating sophisticated mannequins or human patient simulators. While some other colleges and medical schools employ a human patient simulator for teaching, BMCC is unique in that its laboratory not only stocks three human patient simulators, it also is equipped with state-of-the-art computer and video equipment to maximize teaching and learning. Ever mindful of its role as a community college, BMCC plans to make this laboratory available to fire and police departments in the metropolitan area for training first responders. BMCC continues to develop these forward looking initiatives despite the toll of the September 11 terrorist attack. The collapse of 7 World Trade Center severely damaged Fiterman Hall and the building has remained closed ever since. To alleviate the overcrowding on the downtown campus, BMCC leases space in a nearby building. The college expects to have 30–36 classrooms and computer labs available by September 2004. BMCC also offers classes on the campus of City College. Each semester, nearly 1,000 BMCC students take courses uptown.

Bronx Community College—the “Gateway to Success” in its borough for over forty years, located on a 53-acre, national landmark campus housing the Hall of Fame for Great Americans—offers a wide range of curricula and specialized programs that respond to the intellectual needs of its students as well as the demands of the community and the job market. The College links pre-college, degree and certificate programs, and job placement efforts in order to ensure success in senior college and graduate school as well as in the workplace. Bronx Community College offers degree and certificate programs in allied health, the technologies, business, and liberal arts. Graduates often enter the labor force immediately upon graduation in such areas as radiologic technology, nuclear medicine technology, media and television technology, electronic and electrical technology, and as paralegals. At least half of the students of each graduating class continue their education at CUNY, SUNY, and private colleges and universities.



Eugenio María de Hostos Community College was established as a result of demands from Puerto Rican and other Hispanic leaders for a CUNY college to meet the needs of the South Bronx. Created by an act of the Board of Higher Education on April 22, 1968, Hostos admitted its charter class in September of 1970. Enrollment has grown steadily in recent years, and the campus now has six buildings, three of which were specially designed to meet the institution's needs and a fourth that is now undergoing a complete renovation. The college takes particular pride in its well-equipped science, mathematics, writing, and computer labs, its excellent physical education facilities, and its state-of-the-art theatres. Hostos is accredited by the Middle States Association of Colleges and Schools and the Board of Regents of the University of the State of New York. The Allied Health programs are accredited by the appropriate agencies, including the American Dental Association, the American Medical Association, and the New York Department of Health. Of the faculty, 50.3 percent hold doctorates and 45.5 percent have master's degrees. The student population is diverse with nearly all cultures represented, the majority identifying themselves as being Dominican, Puerto Rican, or of Central or South American descent. Financial assistance is provided to all eligible students, and nearly 90 percent receive some form of Federal or State aid. The college's mission is "to offer access to higher education leading to intellectual growth and socioeconomic mobility through the development of linguistic, mathematical, technological, and critical thinking skills for lifelong learning and for success in a variety of programs, including careers, liberal arts, transfer, and those professional programs leading to licensures." Our vision is to make this institution "a college of excellence" for students seeking a liberal arts or career education in a dual language, multicultural learning environment.



Kingsborough Community College (KCC) offers an array of credit, non-credit, and continuing education courses to individuals of all ages who wish to transfer to four-year colleges and universities, prepare for jobs or advance in their careers, and/or enrich their lives. KCC is the number one entry point for Brooklyn students pursuing higher education. Among the more than 1,100 community colleges nationwide, KCC ranks in the top 5% in awarding associate degrees to students who wish to transfer to four-year colleges and universities. KCC also enjoys the distinction of attracting a diverse student body, ranking in the top 3% of all community colleges in the number of degrees awarded to minority students. The vast array and quality of offerings, the excellence of the faculty, and the inexpensive tuition contribute to a student centered learning environment for both the traditional high school student as well as the non-traditional adult learner.



LaGuardia Community College is named for Fiorello H. LaGuardia, New York City's New Deal mayor, who united and inspired a city of immigrants. The College has gained the distinction of being the "World's Community College," with students from 158 countries, speaking 113 languages. LaGuardia offers transfer programs in the liberal arts and sciences, business and computer science, as well as career and allied health programs; and offers full-time students career internships as part of their program of study. LaGuardia is an innovative leader with a national and international reputation for teaching excellence. LaGuardia Center for Teaching and Learning works with faculty to explore and support pedagogy initiatives of the highest quality, linking technology and pedagogy to advance student learning. Recently the Policy Center on the First Year of College selected LaGuardia as an "Institution of Excellence in the First College Year" for developing one of the best college freshman programs in the nation. The 2003 Community College Survey of Student Engagement (CCSSE) ranked LaGuardia as one of the top three large community colleges in the U.S. for meeting benchmarks of high standards and practices. LaGuardia is also one of the top five community colleges in graduating minority students and ranks fifth in the nation in graduating Hispanic students. The college's faculty and staff have secured grants of over \$19 million annually. To bolster student retention and transfer rates, LaGuardia has been awarded a highly competitive federal grant to expand its electronic student portfolio project to include an e-transfer program. Through a \$5 million grant from the State Assembly, LaGuardia has launched East River Studios, a new business incubator program to accelerate the growth of fledgling design and production firms that produce high design and technologically advanced products for markets in western Queens. The Division of Adult and Continuing Education (ACE) is one of the largest non-credit programs in the country and has a variety of programs for adults, children and special populations, the largest non-credit program for deaf adults in the country, and a renowned Institute of Sign Language Interpretation. LaGuardia's Urban Center for Economic Development (LUCED) works closely with the high tech industries and manufacturing. All LaGuardia graduates are well prepared to face the challenges of our complex world.



Queensborough Community College, established in 1958, has a long tradition of providing quality postsecondary education leading to an associate degree. With 25 liberal arts/sciences and career-oriented degree programs available, students are well prepared for transfer to baccalaureate-granting institutions and/or for immediate entry into the job market. Recognizing changing employment trends as well as student needs, Queensborough also offers nine one-year certificate programs, and several non-credit training programs. Within the last two years, the College launched four new programs, each geared to the demands of today's marketplace: Digital Art and Design, Health Care Administration (certificate), Massage Therapy, and New Media Technology. As an established leader in technology education—with programs supported by major grants from the National Science Foundation each year—Queensborough counts its Laser and Fiber Optics Technology and its Music Electronic Technology programs among its more distinct offerings. Queensborough is recognized throughout New York State for its special services, such as the model External Education Program for the Homebound. Situated in the country's most diverse borough, the College continues to build on its ongoing commitment to immigrant students. In addition to its Port of Entry program and other English language immersion offerings, Queensborough runs an Immigration Center, staffed through collaboration with the CUNY School of Law. Students from 135 countries are currently enrolled in the College. In October 2004, Queensborough, in collaboration with Queens College, the CUNY School of Law, and CUNY's Office of Admissions Services, opened the CUNY Center for Higher Education in Flushing. Queensborough provides representatives from the Port of Entry program, the Immigration Center, and its Queens Literacy Project. In addition to its participation in the CUNY Center, the College is truly a community college, actively working to meet the vocational, cultural, and recreational interests of the larger community of Northeast Queens through its extensive noncredit Continuing Education Program, its Art Gallery (currently undergoing a major renovation) and impressive Professional Performing Arts Series. Further, Queensborough is home to the noted Holocaust Resource Center and Archives—the only facility of its kind serving New York and Long Island.

The City University of New York
Facts and Figures

2003–04 Adopted Budget (\$ millions)		
Senior Colleges		
State Aid	580.0	49.3%
City Support	32.3	2.7%
Tuition	563.4	47.9%
Total	1,175.7	
Community Colleges		
State Aid	138.9	33.1%
City Support	129.3	29.0%
Tuition	177.8	39.9%
Total	446.0	
Total University		
State Aid	718.9	44.3%
City Support	161.6	10.0%
Tuition	741.2	45.7%
Total	1,621.7	

Enrollment (Headcount) Fall 2003				
	Full-time	Part-time	Total	% P-T
Senior				
Undergraduate	74,951	39,148	114,099	34.3%
Graduate	7,101	22,668	29,769	76.1%
Total Senior	82,052	61,816	143,868	43.0%
Community	40,008	30,076	70,084	42.9%
Total	122,060	91,892	213,952	42.9%

Enrollment (Full-time Equivalent) Fall 2003		
Senior	Community	Total
103,638	51,866	155,504

Adult & Continuing Education Enrollment 2002–03		
Senior	Community	Total
133,606	104,773	238,379

Tuition	
Senior Colleges	
Undergraduate resident full-time	\$4,000
Undergraduate per credit non-resident full-time	\$360
Per credit resident	\$170
Per credit non-resident	\$360
Graduate resident full-time	\$5,440
Graduate per credit non-resident full-time	\$425
Per credit resident	\$230
Per credit non-resident	\$425
Community Colleges	
Resident full-time	\$2,800
Per Credit non-resident full-time	\$190
Resident per credit	\$120
Non-resident per credit	\$190

Undergraduate Profile (Fall 2001)		
	Senior	Community
Work any hours on or off campus	73.9%	62.9%
Attended NYC Public High Schools	67.6%	52.3%
Age 25 or older	38.7%	35.7%
Support children	21.0%	25.0%
Born outside U.S. Mainland	41.7%	54.9%
Native Language not English	47.9%	58.9%
Receive Pell (Fall 2000)	45.3%	55.5%
Receive TAP (Fall 2000)	38.1%	42.6%
Ethnicity/Gender		
Black	31.2%	32.1%
Hispanic	22.0%	31.0%
Asian	14.2%	14.1%
White	32.4%	22.7%
Native American	0.2%	0.2%
Female	61.9%	62.5%

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