

# The City University of New York

Master Plan 2004-2008



## TABLE OF CONTENTS

I.	Preamble .....	5
II.	The CUNY Board of Trustees .....	8
III.	Achievements: 2000-2004 .....	10
1.	Flagship Environment.....	10
2.	The CUNY Honors College.....	15
3.	Preparation of Students for College-Level Work .....	17
4.	Teacher Education .....	20
5.	Expanding the Use of Technology in Teaching.....	21
6.	K-16 Collaboration and Innovative College and Outreach Programs .....	22
7.	Freshman Programs .....	23
8.	Economic Development.....	25
9.	Accountability.....	26
10.	CUNY TV .....	28
IV.	Structuring the Master Plan: The Consultative Process.....	30
V.	Vision for the Future.....	31
1.	Creating a Flagship Environment .....	32
1.1	Cluster Hiring Initiative .....	32
1.2	U.S. History Initiative.....	35
1.3	Governors Island Campus.....	36
1.4	Fostering a Research Environment .....	37
1.5	CUNY Honors College.....	41
1.6	Doctoral Programs .....	43
1.7	Graduate Urban Professional Programs.....	44
1.8	Postdoctoral Professional Development .....	44
2.	Achieving Greater Diversity .....	45
3.	New University-Wide Schools .....	46
3.1	The School of Professional Studies .....	46
3.2	Graduate School of Journalism.....	46
4.	Programs for the Education of Educators .....	48
4.1	Meeting the Need for Qualified Educators .....	48
4.2	Expanding the Pipeline between Community and Senior Colleges.....	48
4.3	Expanding and Enhancing Programs at Senior Colleges and the Graduate Center .....	49
4.4	Specific Focus on High Need Areas .....	50
4.5	Extending Excellence and Quality for all Programs.....	50
5.	Improving Undergraduate Education.....	52

5.1	Coordinated Undergraduate Education Initiative .....	53
5.2	University-wide General Education Project .....	55
5.3	Writing Across the Curriculum.....	59
5.4	Articulation and Transfer.....	62
5.5	The Community College Investment Program .....	63
5.6	Developmental Education.....	64
5.7	Special Programs (SEEK and CD) .....	65
5.8	English as a Second Language Programs .....	68
6.	Student Services.....	69
6.1	Chancellor's Initiative on the Black Male in Education .....	69
6.2	Advisement and Counseling .....	70
6.3	Athletics .....	71
6.4	Career Services .....	71
6.5	Childcare Services .....	72
6.6	Health Services .....	72
6.7	International Students .....	73
6.8	Services to Students with Disabilities.....	74
6.9	Services to Veterans.....	76
6.10	Student Activities and Leadership Development.....	76
6.11	Financial Aid.....	77
7.	College Now and Collaborative Programs .....	79
7.1	Early College High Schools.....	81
7.2	Other Pre-College Programs .....	82
8.	Adult and Continuing Education .....	83
9.	Workforce and Economic Development.....	85
10.	Libraries .....	90
11.	Classroom Instructional Technology .....	91
12.	Enrollment Management.....	93
13.	Enhanced University Planning.....	96
14.	Community Outreach.....	97
15.	Supporting the Integrated University through 21 <sup>st</sup> Century Technology: Replacing Aging Administrative and Student Systems with an Enterprise Resource Planning Solution .....	98
16.	Performance Management .....	100

17. Productivity Initiatives.....	102
18. Environmental Health and Safety .....	104
19. Fundraising .....	105
VI. The Colleges .....	107
Natural Sciences.....	107
Social Sciences.....	109
Arts.....	110
Mathematics.....	110
Humanities .....	111
Professional Programs .....	112
Student Services and Academic Support Programs.....	117
Quality of Instruction.....	119
Instructional Technology .....	120
VII. Financing the Master Plan .....	121
VIII. Capital Budget and Five-Year Capital Program .....	123
Capital Budget Program and Priority Guidelines .....	123
Capital Budget Funding Sources .....	124
Projects Funded.....	125
Summary of the Present Five-Year Capital Budget – Fiscal Year 2004-05 through Fiscal Year 2008-09 .....	126

## **I. PREAMBLE: A UNIVERSITY RENEWED**

The Master Plan 2004-2008 for The City University of New York reflects the goals of a university that has changed considerably over the past four years. At the time of the previous submission, the University's Board of Trustees and its newly appointed chancellor, Dr. Matthew Goldstein, were determined to secure a place for CUNY within the mainstream of a nationwide effort to provide more meaningful educational opportunities at institutions of public higher education. The Plan that ensued recognized that such opportunities needed to be offered to the widest range of students, including, importantly, those who were among the most highly qualified as well as those inadequately prepared for college. In consultation with members of the entire University community, CUNY's new leadership prepared a document that rested on the principles of:

- Partnering with the public schools to ensure adequate preparation for college;
- Introducing more rigorous standards for admission to senior colleges including, at the new CUNY Honors College, standards equivalent to the nation's most selective institutions; and
- Improving the quality of academic programs, supports, and services.

Because the University was emerging from a difficult period, during which criticism of academic standards and managerial accountability was more common than praise for its central mission, the 2000-2004 Master Plan was seen as an opportunity to offer a "comprehensive strategy of institutional renewal." In large part, this strategy derived from a series of recommendations embedded in the 1999 Report of the Mayor's Advisory Task Force on The City University of New York, authored by current Board Chairman, Benno C. Schmidt, Jr. Indeed, the Master Plan 2000-2004 was, in many respects, a rejoinder to the Task Force recommendations.

Reflecting on a series of concrete and positive steps that had already been taken by the Board and University leadership in response to the report, the Plan underscored commitments the University had made:

- To raise academic standards by communicating clear, objective measures of college readiness; instituting a congruence between the new Regents requirements for high school graduation and the University's expectations; establishing performance as a condition of graduation from all degree programs; and insisting on quality in every University program on every campus.
- To provide educational opportunity and ensure diversity within the context of high standards.
- To render service by collaborating with government agencies and the corporate community to the greater economic, intellectual, and technological good of the City and the State of New York.
- To account for the way the University carries out its plans, meets its goals, and spends its resources.
- To maintain a pluralistic workforce that supports the University's obligation to serve and reflect the diverse citizenry of the City and the State of New York.

It called for a specific, programmatic vision for the future, which included:

- Creating a flagship environment with highly selective colleges and a University-wide Honors College;
- Improving Teacher Education;
- Expanding the use of technology in teaching;
- Supporting academic achievement through K-16 collaboration and innovative college and outreach programs; and
- Establishing a CUNY-wide economic development initiative.

The 2000-2004 Master Plan received the approval of the New York State Board of Regents.

Over the past four years, the vision presented in the 2000-2004 Master Plan has become a reality. For this reason, the 2004-2008 Master Plan offers a vision of an institution renewed, ready to build on the substantial progress already made. Giving rein to ideas and purposes emanating from the efforts of talented faculty, students, and staff who are sustained and nurtured by those at the center of the administrative structure and by a proud and supportive Board, it charts a course

that will enable it, over the next four years, to join the ranks of the best institutions of public higher education.

## **II. THE CUNY BOARD OF TRUSTEES**

The Board of Trustees is the principal policy-making body of CUNY. It is comprised of fifteen appointees and two ex-officio Trustees, pursuant to New York State Education Law. The Governor of New York appoints ten Trustees, and the Mayor of the City of New York appoints five, in both cases with the advice and consent of the New York State Senate. The two ex-officio Trustees are the Chair of the University Student Senate (voting), and the Chair of the University Faculty Senate (non-voting). The Governor appoints the Chair and Vice Chair of the Board.

The Board usually meets for eight regular sessions during the academic year, having conducted a public hearing one week prior to the regular session in order to give the public an opportunity to testify on calendar items for the Board meeting.

Five borough hearings are held by the Board annually, as required by New York State Education Law, which states that “the Board of Trustees shall hold at least one public hearing each year in the five boroughs of the City of New York. The purpose of such hearings shall be to receive testimony and statements from concerned individuals about university issues.”

Much of the policy work of the board takes place through its Standing Committees, including the Committee on Academic Policy, Program, and Research, the Committee on Facilities, Planning, and Management, the Committee on Faculty, Staff, and Administration, the Committee on Fiscal Affairs, the Committee on Student Affairs and Special Programs and the Ad Hoc Committee on Long-Range Planning. In addition, the Standing Committee on Fiscal Affairs oversees the Subcommittee on Investments and the Subcommittee on Audit. A joint Board/Chancellery committee on Management and Budget Alternatives develops and proposes administrative efficiency, productivity, and revenue measures. Committee recommendations are presented to the full Board.

The Board had the opportunity to appoint new presidents at eight of its colleges over the past four years—Baruch College, Hunter College, City College, Queens College, York College,

Queensborough Community College, LaGuardia Community College, and Kingsborough Community College.

The Board also receives periodic reports from the Chancellor regarding the evaluation of presidents, consistent with University policy.

An additional dimension of Board activity is representational, including the participation of trustees in College and University events and functions; advocacy before government bodies such as the annual Board visit to Albany; remarks at commencements, University and College convocations and related academic ceremonies and participation at external events, local, national and state-wide educational organization conferences, career fairs and cultural activities. Trustees work closely with the Chancellery and presidents on the enhancement of funding to help supplement College resources, in order to further the goals and objectives of the Master Plan. Information about and news of the Board of Trustees may be obtained by visiting the CUNY homepage, [www.cuny.edu](http://www.cuny.edu) (trustees) or from the Office of the Secretary of the Board of Trustees.

### **III. ACHIEVEMENTS: 2000-2004**

#### **1. Flagship Environment**

Over the past four years, the University has engaged in a massive hiring effort designed to restore the ranks of full-time faculty to levels not seen in three decades. Just this year more than 400 new faculty joined the system in full-time professorial titles at the senior and community colleges. Another major wave of new hires - more than 300 alone under the Community College Investment Program - is anticipated for next year. All the colleges are aggressively recruiting to fill empty lines and new lines continue to be allocated.

Our purpose in this effort has been two-fold: to increase disciplinary strength and to reach the point where 70% of instruction is taught by full-time faculty. With these dual ends in view we have welcomed to CUNY an astonishing array of talent. Peter Carey, who has twice won Britain's prestigious Booker Prize, directs the MFA program in Creative Writing at Hunter College. Charles Liu, who helped lead the redesign and renovation of the Hayden Planetarium and the Rose Center for Earth and Space, is now Professor of Engineering Science and Physics at the College of Staten Island. Rachel Lyon, who has won an Emmy and three Telly Awards for her films, is a new Professor of Media Studies at Queens College. These are but a few examples.

A range of outstanding "cluster" recruitments has also emerged from the Flagship Environment initiative. Cluster hiring was an initiative designed to bring significant sized cohorts of new faculty to the University in selected programmatic areas. Cluster areas have been chosen for their importance to society and the economy, their relation to existing CUNY strengths, their relevance to educational need and their intellectual breadth and depth. Each area is allocated a multi-year package of resources, including a cluster of faculty and staff positions and an appropriate level of start-up funds. Using this model we have reached new levels of excellence by attracting high quality faculty who are aware that a major build-up in their area of interest is underway.

Since 1999 cluster hiring has gone forward in Photonics (the study of light as a source of energy), Teacher Education, Computers and New Media, Foreign Languages, Biosciences, Nursing, Art History and the Visual Arts and most recently, the Urban Environment.

Since 2001 there have been eight new faculty hires in photonics; six searches are currently in progress. In all, fifteen to twenty faculty lines and staff positions will be allocated, including several associated with the Center for Advanced Technology at City College, CUNY's lead campus for Photonics. Several new Photonics faculty have also been hired on college lines. The first Photonics Symposium in November 2003 provided an opportunity for this faculty to come together as a community.

Many of the 23 new faculty in Computers and New Media are assistant professors who are distinguishing themselves in this relatively young field. The Graduate Center attracted three Distinguished Professors to the Ph.D. program in Computer Science: Sergei Artemov, a leading authority in logic and proof theory, Gabor Herman, a pioneer in image processing for medical applications and Robert Haralick, a pioneer in computerized tomography. This area, now called Digital Media, will soon receive a distribution of new lines.

Teacher Education and Nursing are two fields selected for significant new hires due to their importance to society. The 50 lines allocated in Teacher Education will help alleviate the teacher shortage in the City and State, particularly in the critical areas of math and science education and special education, and have helped the programs meet accreditation requirements. We are hopeful that the allocation of eight new Nursing lines, in combination with college efforts to fill other vacant lines in Nursing, will help to alleviate the serious shortage of nurses in the metropolitan area.

In foreign languages, 12 lines have been allocated so far, several at the Distinguished Professor level. The Graduate Center was able to hire Domna Stanton, considered the preeminent scholar of her generation in 17<sup>th</sup> Century French studies, and City College hired Suzanne Jill Levine, a translator of the most challenging works of Hispanic literature.

Seven outstanding scientists have been hired in Biosciences; eight more lines will be filled over the next few years. Several of the lines are associated with the new Institute for Macromolecular Assemblies at the College of Staten Island.

Three of the seven lines distributed in the Urban Environment cluster have been filled. So far the focus in this area has been in science but we expect to broaden it to other disciplines, including the social sciences, urban health and environmental psychology.

And, in Art History and the Visual Arts, Brooklyn College scored a coup by hiring Elizabeth Murray, who won a John D. and Catherine T. MacArthur Foundation Award in 1999 and will be featured at the Museum of Modern Art when it reopens in Manhattan in 2005.

We have targeted a number of other programs for special hiring to enable them to maintain or reach new levels of prominence. Some have been identified through the National Research Council (NRC) rankings of doctoral programs or other national rankings, some are interdisciplinary and newly emerging, and some are in areas where a critical mass of new faculty, added to existing faculty, will make a significant difference in the quality of the program and its reputation.

The City College Engineering Program, for example, added nine new faculty in Academic Year 2002-2003 and five new lines were recently allocated to Chemical Engineering to ensure that it remains in the top 20 of the NRC rankings. The Graduate Center received allocations to find stars that have strengthened the Anthropology, Sociology and Philosophy programs. Most recently, two lines were allocated to Baruch to add faculty associated with the Field Center on Small Businesses and Entrepreneurship and two were allocated to John Jay at the senior or Distinguished Professor level.

Certainly the University is seeing the fruits of this investment. As envisaged, distinguished faculty have been attracted to CUNY to work with colleagues in their fields. There is also increased interest in the University on the part of external funders; at City College, for example, external funding grew by close to \$11 million (30%) last year. And outside agencies have shown

increased interest in forming public-private partnerships with the University, a development most readily perceived in the Center for Advanced Technology and the Institute for Software Design & Development.

While much of the cluster and targeted hiring has focused on the senior colleges (with the exception of Nursing and Computers and New Media), hiring of highly regarded new full-time faculty has proceeded apace at the community colleges as well. This is critical to the integrated University, for a major objective is to ensure that students who transfer into the senior colleges have had a community college experience equivalent to the first two years of senior college.

Recent hiring efforts at the community colleges have yielded impressive results. Vrunda Prabhu brought to Bronx Community College her \$400,000 research grant from the National Science Foundation to explore problems that limit students' understanding of calculus. Caf Cowlah, professor of social sciences at Queensborough Community College, worked for several years as an economic consultant for the World Bank in Bangladesh and as a policy advisor with the United Nations. Michelle Rief, at Borough of Manhattan Community College, is a scholar of African-American women's international activism during the early 20<sup>th</sup> century. And Kimberly Hearn, now at Hostos, was Phi Beta Kappa at Howard University and the recipient of a pre-doctoral fellowship from the National Academic of Sciences. The National Press Club in Washington, D.C., the Carnegie Foundation and the Council for the Advancement and Support of Education (CASE) named Dr. Paris Svoronos, chair of the Chemistry Department at Queensborough Community College, the Community College Professor of the Year.

At this time, increased revenue from tuition at the community colleges is being redeployed to enhance instructional, academic, and student support services. As part of the Community College Investment Program, we are hiring 300 new full-time faculty members, an unprecedented investment in the academic core of the community colleges. Colleges have submitted plans for deployment and substitutes have been hired as searches for permanent full-time faculty proceed. Sixty of the new lines are designated as clusters for strengthening strategic academic programs, addressing local economic needs and fulfilling critical educational needs. These include lines in Teacher Education, provided as part of the University's efforts to facilitate

articulation between the community colleges' and senior colleges' Teacher Education programs, and Nursing, provided to ensure that the University can continue to respond to New York's critical nursing shortage. In all areas, students and faculty have already begun to note substantial improvements in the academic environment at the community colleges.

The University's focus on hiring highly qualified and committed faculty works in concert with our efforts to maintain a diverse faculty body. In the fall of 2003, 28% of our faculty identified as members of traditional minority groups, 6% identified as Italian Americans, a protected class in CUNY, and women comprised 44% of the faculty. Among CUNY's most recent hires, 12% were Black, 8% were Hispanic or Latino and 13% were Asian; a full 47% of new faculty were women. The University is proud of its accomplishments in this area where we consistently post numbers higher than those of other colleges and universities. Our commitment to maintain a pluralistic workforce is inextricably tied to our goal of providing CUNY students with diverse perspectives that reflect the global environment in which they live.

## **2. The CUNY Honors College**

The CUNY Honors College was inaugurated in Fall 2001, as a part of the creation of a flagship environment. In its first year, the Honors College was housed on five senior college campuses; in Fall 2002 it was expanded to seven: Baruch, Brooklyn, City, Hunter, Queens, Lehman and Staten Island. The first class consisted of 212 freshmen. The University had planned to enroll 100 students but the students, parents, and guidance counselors in the City were so enthusiastic, and there were so many qualified applicants, that a decision was made to double the size of the class.

Each Honors College student is supported with tuition through four years of college. In addition, each receives a state-of-the-art laptop computer and has access to a modest academic expense account to fund educationally enriching experiences such as study abroad, travel to conferences, or living expenses during an unpaid internship.

A hallmark of the program is the fully funded “Cultural Passport” that offers free or discounted access to the cultural wealth of New York City. More than 110 New York cultural institutions are participating in this exceptional program. Recently the Honors College initiated an advising program for students wishing to apply for prestigious post-baccalaureate fellowships and scholarships and for graduate and professional schools.

A number of students have already won impressive awards and honors, including: Watson Foundation Fellowships; Inroads Internships for Minorities; a Mellon Minority Fellowship; a David L. Boren National Security Fellowship; research assistantships at NASA and Hunter-Cornell Weill Medical School; a Benjamin A. Gilman International Scholarship and a Rosenberg/Humphries Public Policy Internship.

Since its inception, the Honors College has attracted the City’s most talented students. Combined SAT scores of accepted applicants average 1350, more than 300 points above the national average. The cumulative academic grade point average for students entering in Fall 2003 was 93.5. In just three years the number of applicants more than doubled, with over 2,500 applicants competing for 300 seats in the Fall 2003 entering class. When the program is fully enrolled, it will have about 1200 students. As well, retention rates for University Scholars are

excellent—97.5% of freshmen that entered in Fall 2001 returned the following fall. These students are as gifted and ambitious as any in CUNY's history.

### **3. Preparation of Students for College-Level Work**

Over the past four years, the academic preparation of freshmen admitted to the University has improved steadily. Basic Skills instruction has shifted outside the regular curriculum. It is no longer offered in CUNY's baccalaureate programs and enrollment of associate degree-seeking students in remedial courses is on the decline. Students at both levels are getting basic skills instruction, if they need it, prior to matriculation in College Now programs, CUNY Language Immersion and basic skills immersion during the summer and winter sessions, all of which have increased in enrollment over the last four years.

At both the senior and community colleges, SAT scores, College Admissions Average, the number of college preparatory courses completed and English and Math Regents scores have all increased. Fall-to-fall retention rates of first-time freshmen are on the rise at senior and community colleges, and have improved steadily over the last four years. Specifically:

- Fall-to-fall retention rates at top-tier colleges improved over the past five years, from 82.7% for regularly-admitted, full-time, first-time freshmen entering in fall 1998 to 84.5% for the fall 2002 entering cohort.
- Six-year graduation rates for regularly-admitted, full-time, first-time freshmen at CUNY's top tier colleges increased from 36.6% (for the fall 1993 entering cohort) to 45.1% (for the fall 1997 entering cohort).
- The average SAT score at CUNY's top tier colleges increased by 57 points over the past five years, from an average of 1049 for first-time freshmen entering in fall 1998 to 1106 for the fall 2003 entering freshmen.
- The first term grade point average for first-time freshmen at CUNY's top tier colleges increased from an average of 2.48 for the fall 1997 entering cohort to 2.71 for first-time freshmen who entered in fall 2003.

Students' improved academic preparation prior to college has improved their chances for academic success at CUNY.

Since the fall of 2001, when CUNY phased out remedial instruction in its baccalaureate programs, the University has been monitoring closely the impact of the policy. A statistical report may be found at <http://oira.cuny.edu>, under the heading *Report to the New York State Education Department*.

In the wake of the new policy, CUNY's baccalaureate programs have continued to attract a diverse pool of applicants and enrollees. Freshman applications increased by about 6% between fall 2002 and fall 2003, and the enrolled class grew by 9%, from 9,334 to 10,208. Last fall, more Asian, Black, Hispanic and White freshmen were enrolled in baccalaureate programs than had been enrolled the previous fall. The numbers for each group also exceeded enrollments in fall 1999, just before the new admission policy was first implemented.

The University has also continued to attract students from diverse linguistic backgrounds. In fall 2003, the percentage of senior-college freshmen whose native language is not English reached a nine-year high of 52%. Over the same period, enrollment in ESL courses has declined sharply, though in recent years this decrease has stabilized. In Fall 2003, freshman ESL enrollments in baccalaureate programs stood at 2,536, down from 2,698 the year before. One reason for the declining ESL enrollments is improving English language skills among students whose first language is not English.

Central to the success of the new policy has been the effectiveness of the University's efforts to prepare students for collegiate work before they matriculate:

- The College Now program, offered to high school students, imparts the skills needed to graduate from high school and to succeed in college. Last year, 81% of participants in the program satisfactorily completed their College Now course work.
- Applicants to baccalaureate programs who are not able to demonstrate minimum proficiency in reading, writing and math may enroll in the University Summer Immersion Program, which offers intensive

instruction in basic skills. In the summer of 2003, 53% of program participants were able to attain proficiency in all three areas.

- Another option for applicants who do not reach skills proficiency by the beginning of classes is the Prelude to Success program. Students enroll in the program as associate degree students, but take remedial classes taught by community college faculty at a senior college. In fall 2003, 75% of Prelude students achieved skills proficiency, becoming eligible for automatic transfer to a baccalaureate program.
- The CUNY Language Immersion Program (CLIP) offers intensive instruction year round to ESL students. The low-cost program allows non-native English speakers to improve their command of English before enrolling in a degree program. Almost 94% of program participants show some gains in English language proficiency.

The University will continue intensive monitoring of the new admission policy, paying particular attention to its potential impact on Black and Hispanic students, as well as ESL students. To date, no significant adjustments have been required, but CUNY stands ready to revise the policy as necessary.

#### **4. Teacher Education**

Since the last Master Plan, CUNY's programs have revised all their curricula to comply with both the New York State Regents' new standards for teachers and school leaders, and National Council for Accreditation of Teacher Education standards. The passing rate of students in programs requiring the state tests is 93%, the highest since testing began. In addition, CUNY has been elected to membership in the prestigious National Network for Educational Renewal, the nation's largest coalition of colleges and schools committed to simultaneously enhancing the public schools and Teacher Education.

The CUNY colleges have taken advantage of federal and private foundation funding to move technology to the center of their programs, in many cases establishing two-way audiovisual links with local public schools to allow future teachers virtual access to classrooms.

The University's distance learning capabilities have begun to be integrated into education programs. Collaborations between the colleges involved in Teacher Education and the cultural centers of the city, including the Lincoln Center Institute for the Arts in Education and the American Museum of Natural History, have been nurtured and expanded. A "cultural passport" has been introduced on a pilot basis to allow students in Teacher Education access to nearly all of the city's major museums as well as to selected performances.

The University has established close ties with the New York City Public Schools to ensure that excellent teachers are available for those schools. This includes changing initial and advanced preparation programs to include study of the curricular choices made by the New York City Department of Education in the areas of literacy and mathematics.

In addition to the growing tradition of high quality Teacher Education, the University has extended its Teaching Opportunity Program to include mathematics, science, Spanish and literacy teachers and has played a central role in the development and implementation of the New York City Teaching Fellows program. The University is also a key player in the New York City Leadership Academy for future principals—indeed, the Leadership Academy was modeled after the Baruch College School of Public Affairs' "Aspiring Leaders Program."

## **5. Expanding the Use of Technology in Teaching**

The last half-decade has seen amazing advances in academic applications of technology, but even in that light CUNY has undergone striking and extensive change. A moratorium on distance education, in effect through 1999, had taken work in online learning off the agenda. In the years since, however, CUNY Online, supported by the Sloan Foundation, has become a flagship program, and online courses are available at every campus and at every level of instruction. Targets for the Sloan grant in support of CUNY Online were 400 courses and 285 trained faculty, but over the grant period 750 online courses were delivered and 380 faculty trained.

Yet some of the most impressive transformations lie beyond the scope of the grant's stipulated metrics. One is the creation of the CUNY Online Distributed Learning Network, an online compilation of information about and access to online offerings University-wide. Created for students, it has also become a resource for faculty development, as faculty are able to see current and archived online offerings in their disciplines and contact colleagues about possibilities for resource-sharing and mentoring. The project also saw the funding and appointment of an entirely new position: a Director of Instructional Technology for the University to coordinate faculty development for online learning; at this point in time, that position has its counterpart at each campus in CUNY – showing that a signal sent by the central administration has registered with that of every college. Annual conferences now showcase best practices in online instruction. The Blackboard enterprise system, requiring substantial investment and increases in staffing, will be phased in over the current academic year, creating the scale and level of stability necessary to allow us the option of an online dimension for every course in CUNY. Requiring an immediate investment of more than a million dollars, this new course management system is the most dramatic example of a remarkable fact: during times of fiscal crisis for CUNY, when reductions in needed funding forced tuition hikes and hiring freezes, the University has made a considerable financial commitment to online learning. Such investments during hard times show the resolve of the administration, not just to maintain, but to actually accelerate the achieved momentum.

**6. K-16 Collaboration and Innovative College and Outreach Programs**

College Now is CUNY's major collaboration with the New York City public school system. The program's overall goal is 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. In addition, it provides an opportunity for qualified students to take college credit courses while still in high school. Between 1999-00 and 2002-03 College Now registrations grew from about 9,100 to more than 51,000.

Since 1999, in response to the introduction of new requirements for high school graduation and changes in the University's admissions policy, College Now has been significantly expanded and strengthened. In summer 2003 the program also offered a full array of enrichment opportunities at eleven different colleges. Approximately 1300 high school students took advanced level courses in math, science and theater arts.

In the past four years, the University also opened a number of new high schools on campus. Among them are three exam-based, specialized schools: 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.

## 7. **Freshman Programs**

Among the most successful and enduring University-wide projects are the Freshman Programs, which grew out of a 1985 statewide initiative on retention in the first year. Most CUNY colleges have developed impressive first-year programs, ranging from “block programming” of first-semester courses to faculty-driven attempts to reconfigure curriculum and pedagogy. In the most effective programs, the administrative and academic components of undergraduate education are brought into play, as colleges grapple with how to engage students in the crucial first year. The most successful bring distinguished full-time faculty to the teaching of first-year students, respect the various and rich cultures and languages that CUNY students bring to the classroom and create opportunities for students to learn from each other.

CUNY’s Freshman Programs provide a remarkable context for research into teaching and learning. A cadre of faculty representing a number of disciplines are doing quantitative and qualitative research within the Freshman Programs, looking at what students expect out of college, how they are effectively retained as college students, and how the colleges can program for success. The Freshman Programs have become a remarkable context for creating a number of innovative practices such as:

- Linking Freshman Programs to career choices such as the pre-health professions, business, and teaching;
- Introducing first-year students to the cultural life of New York City (a number of programs have organized their programs around the urban environment, immigration in New York City and arts and culture in New York);
- Developing upper-class mentoring programs to link first-year students to successful juniors and seniors; and
- Experimenting with freshman seminars as sites for introducing students to the intellectual world of the University.

A number of these programs have been cited as exemplary models by national organizations. Given the often daunting challenge of creating academic communities for both faculty and students in the urban commuter college, CUNY’s Freshman Programs are a remarkable achievement.

Lehman College and LaGuardia Community College were recently cited (2003) by the First-Year Experience for their outstanding projects. LaGuardia also received a 2004 Hesburgh Certificate of Excellence for its “Design for Learning” program, which assists faculty to integrate new digital learning resources into the classroom. Brooklyn College and Queens College also received the prestigious Hesburgh Award.

Brooklyn College and Medgar Evers College were two of only twelve colleges in the nation named to the 2004 Foundations of Excellence in the First College Year. Queens College’s Freshman Year Initiative, winner of two grants from the Fund for the Improvement of Secondary Education (FIPSE), is now a partner with Barnard College’s FIPSE-supported “Reacting to the Past” project, which is focused on re-envisioning the freshman seminar. New York City College of Technology received a Title V Award for developing freshman learning communities. Three colleges—Brooklyn, LaGuardia and Queens—were invited to participate in the National Learning Communities Project, sponsored by the Washington Center for the Improvement of the Quality of Undergraduate Education and the Pew Charitable Trusts.

## **8. Economic Development**

The CUNY Economic Development Corporation is developing the CUNY Business Incubator Network, a network of business incubator facilities on or in near proximity to CUNY campuses. The Network is designed to provide space and intensive technical and business support services geared to accelerate the growth of new enterprises that can bring 21st century jobs and private capital into New York City's lowest income communities. These businesses will commercialize new technologies, products and services, creating jobs, increasing the tax base and strengthening our local and national economies.

The New York State Assembly granted \$7.5 million dollars to CUNY EDC to create the first three incubators at LaGuardia in Long Island City, Queens, Hostos in the South Bronx, and BMCC in Lower Manhattan. The three colleges are developing their incubators, targeting business categories that will leverage community assets and provide their communities with unique business development opportunities.

LaGuardia has already made significant progress on its incubator program focused on emerging companies that produce high-end design and technology advanced products for gift, home furnishings and architectural and building markets throughout the world.

BMCC is developing a business incubator dedicated to the commercial development of technologies that serve trainers and practitioners of First Response Emergency Medical Care.

The incubator at Hostos, located in one of the poorest communities in the nation, will support businesses that develop and manufacture gift products for a direct mail business to be managed by the incubator.

## 9. Accountability

CUNY is now in its fourth year of a performance management process that links planning and goal-setting by the University and its constituent colleges. This process has injected accountability into the University by measuring annual progress towards key performance targets and then rewarding excellent performance by presidents and their executive teams.

Each spring, the Chancellor sets University performance targets for the upcoming academic year, guided by the University's Master Plan. CUNY presidents, working with their executive teams and college community, then set performance targets for their institutions for the coming year. While these targets reflect differences in campus missions, resources and circumstances, all colleges are expected to improve on their own records. College targets are reviewed by the chancellery to ensure they are sufficiently rigorous and that they are in alignment with University priorities and plans.

At the end of each academic year, progress towards each college's performance targets is assessed. High performance is recognized and, as resources are available, rewarded. Under Chancellor Goldstein's leadership, performance was rewarded through differential salaries for executives for the first time in the history of the University.

Improvements relating to specific measures introduced through performance management include:

- A 6-point increase in the six-year graduation rate from baccalaureate programs. This translates into a 20% rise in the number of students who graduated from CUNY baccalaureate programs in just four years.
- A 12% increase in student enrollment, to 214,382.
- A 9-point increase in the pass rate on the NCLEX nursing certification exam.
- Yearly improvements in performance on national teacher certification exams along with a one-third increase in the number of Master's in Education graduates.
- A 7-point increase in the job placement rate from associate career programs.
- A 28% increase in revenue from research grants and contracts.
- A 64% increase in fundraising revenues.

The colleges are now closely following the data, with the process of collecting it driving changes in pedagogy and administration. Student outcomes are now the clear bottom line, and where efforts do not bear fruit, the colleges' leadership teams have the information needed to initiate changes in a timely manner.

Many American corporations follow this kind of performance management process, but it is relatively new to higher education. Stan Ikenberry, when president of the American Council on Education, called CUNY's process "the first of its kind in the nation" for a multi-campus university.

## 10. CUNY TV

CUNY TV, Channel 75, is seen in nearly two million cable television subscriber households throughout all five boroughs of New York City. Its mission is to provide lifelong learning through quality television. Much of its programming showcases the academic richness of CUNY's campuses, taking it beyond their walls and into the homes of New Yorkers. Each day the CUNY TV program schedule is published in the television sections of *The New York Times*, the *Daily News*, *The New York City TV Guide*, and the electronic listings of Time Warner and Cablevision. Recent Nielsen ratings indicate that over 800,000 people watch one or more programs on CUNY TV weekly.

Operating in state-of-the-art digital television production facilities at the University's Graduate Center, CUNY TV has developed a robust production schedule of local public affairs, culture and arts programs, scholarly and academic programs, a well-received international film festival and an array of programs from abroad in their original languages. The station's signature series, "Study with the Best," is a weekly TV magazine that tells CUNY stories through segments about members of CUNY's world-class faculty, exceptional academic programs, first-rate students and successful alumni geared to an audience of high school seniors and their parents.

"CUNY Honors" features Chancellor Matthew Goldstein's conversations with prominent "movers and shakers" in front of a studio audience comprised of Honors College students. "USA Inc" hosted by Baruch College Bloomberg Professor and former *The New York Times* and *Business Week* reporter Sarah Bartlett focuses on ethics in the business and government marketplace.

In the last two years, CUNY TV has received five regional Emmy nominations and one Emmy Award. Most recently, the acclaimed series "Black Writers in America" was accepted for national distribution on American Public Television in late 2004. During the last decade, several CUNY TV programs have been presented nationally through PBS' Adult Learning Services.

Over the years, CUNY TV has forged television production partnerships with public, non-profit and private organizations throughout the city. Such partnerships include *The New York Times*, the American Theatre Wing, the Center for Educational Innovation – Public Education Association, the Community Service Society, “The Open Mind” (Richard Heffner Productions) and The Cervantes Institute, to name but a few.

CUNY TV provides extensive opportunities for faculty involvement and student internships. Planning is underway to expand CUNY TV’s reach through proposed collaborations with Channel 25 (which provides access to suburban counties) and The State University of New York at Albany on a project involving Albany-area television stations. CUNY TV will continue to be an integral part of the University’s overall communications programs to assure that New Yorkers have ready access to current information about educational opportunities and assistance with enrolling in higher education programs.

#### **IV. STRUCTURING THE MASTER PLAN: THE CONSULTATIVE PROCESS**

Great universities are created by able professors and students, and by the staff who make their work possible and the administrators who encourage their success. A commitment to reasoned discourse and a willingness of all stakeholders to keep an open mind results in the best thinking, as evidenced by this document. This is only possible because of the strong and cordial relationship among members of the University's Board, administrative leadership, faculty, students, and staff.

In preparing the Master Plan, the University's Chief Academic Officer, Dr. Louise Mirrer, met with focus groups representing faculty and students in an effort to ensure that these constituencies had the opportunity to express their ideas regarding the future of the University. A draft outline of the Plan was presented to these groups, and also to the Board of Trustees' Committee on Academic Policy, Program and Research. The Council of Presidents discussed this outline at its November 2003 retreat, and the Council of Chief Academic Officers has reviewed and discussed it at monthly meetings during the 2003-2004 academic year. The University leadership has, all the while, encouraged input from the widest range of voices. The contours of the following pages were shaped with the help of the University Faculty Senate, which invited faculty governance leaders, chairs of discipline councils, program administrators and others to participate in five focus groups. The UFS and University Student Senate focus groups provided a forum and opportunities for discussion, debate, and formulation of materials to be incorporated into the Master Plan.

A final draft of the Master Plan was presented to all constituent groups on April 20<sup>th</sup>, in advance of Board discussions at its Committee on Academic Program, Planning, and Research meeting on May 3, 2004.

## V. VISION FOR THE FUTURE

The Master Plan 2004-2008 provides a blueprint for the University's vision and direction over the next four years. Emphasizing the interdependence of the University and the City in which it resides, it makes clear the need for both to meet the imperatives of a changing society.

Sharpening the University's image as, in the words of Chancellor Goldstein, "an integrated university," it underscores CUNY's unique ability to provide a truly seamless education for all New Yorkers. Above all, the Master Plan 2004-2008 insists on CUNY's centrality in the discourse on public higher education.

The following pages detail a large number of areas in which the University expects to see enormous strides over the next four years. Overarching these areas are three main principles:

1. That the success of the University will depend, first and foremost, on its ability to recruit, maintain, and support—through competitive salaries and appropriate facilities and personnel—a first-rate full-time faculty. Through research, scholarship, and artistic activity, this faculty will provide CUNY students with the broadest range of educational programs in order to fulfill CUNY's mission as described in State Education Law: "To maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students."
2. That the University can only truly fulfill its mission as The City University of New York if it makes the knowledge, understanding and creativity it generates available to organizations, communities and individuals beyond campus borders, through published research, economic and workforce development initiatives and lifelong learning opportunities.
3. That the context within which public higher education currently operates—an environment of declining public resources—demands the creation of new revenue streams, through enhanced fundraising activities, reduction in administrative costs and entrepreneurial activities that will allow the University to flourish.

## **1. Creating a Flagship Environment**

### **1.1 Cluster Hiring Initiative**

In the CUNY Master Plan 2000-2004 a commitment was made to replenish faculty strength overall and to specifically target selected areas for hiring clusters of new faculty over a three to five year period. The University will continue toward its goal of ensuring that 70% of course sections are taught by full time faculty. In addition to the fields described below, cluster hires have been focused in the fields of Art History, Visual Arts and Foreign Languages. Working closely with faculty and, in particular the committee established by the University Faculty Senate to consult with the Executive Vice Chancellor on cluster hires, the University will, over the next four years, evaluate the need for further hires in these and other fields.

#### *Digital Media*

As the depth, breadth and sheer number of ways to communicate information and ideas proliferates, the field of Digital Media itself grows in importance as an academic discipline. While CUNY already has a number of experts in this field, the Cluster Hiring initiative will take that expertise to an entirely new level. The University is currently in the process of hiring for six new positions within this field, and will thereby increase the numbers and strength of our professors committed to research and to teaching CUNY students the various aspects of digital media production and use. These hires will bring a range of experts to CUNY, covering everything from the creative production of digital media, to its evolving theoretical base, to its most technical aspects, to digital media as a business enterprise.

#### *Photonics*

The photonics initiative is intended to propel CUNY into the highest ranks of photonics research, using competitive start-up packages, by hiring new research faculty at five senior colleges. Campuses have been targeted for new hires with specific areas of expertise that build on and expand existing strengths: Brooklyn College in nanotechnology; City College in biomedical optical imaging, MEMS, laser development and design, optical communications and semiconductor materials; Hunter College in quantum computing and biophotonics; Queens College in photonic bandgap materials; and the College of Staten Island in optical polymer

materials. Eight positions have been filled since the first round of hiring in 2000-2001. Six additional lines are at various stages in the recruitment process.

Since the launch of the Photonics Initiative, CUNY has been home to the Center for Advanced Technology in Ultrafast Photonics, a multi-campus center that uses state and industry funds to advance photonics research and to create a positive economic impact for New York State. The Institute for Ultrafast Spectroscopy and Lasers, housed at City College, was recently awarded the NASA University Research Center for Optical Sensing and Imaging, which involves research staff from several science and engineering departments at CCNY; the Center for Nanoscale Photonic Detectors and Emitters, which also involves multidisciplinary staff and projects; and the Compact Photonics Explorer project, funded by the new NYS Infotonics Technology Center in Rochester, a CCNY-led effort which brings together the efforts of research staff at six major universities. Additional photonics-related centers at the University include the NOAA-funded Cooperative Remote Sensing Science and Technology Center (CREST), a CCNY-led Center that works with researchers at multiple CUNY campuses as well as five universities nationwide, and the NSF-funded CREST Center for Mesoscopic Modeling and Simulation, involving multidisciplinary staff and projects at CCNY. Many of these centers combine research and student-training components.

The extreme success of the photonics initiative in attracting first-rate scientists to CUNY and helping current faculty to secure multi-million dollar grants validates the concept of the flagship environment and serves as a model for cluster areas in the sciences.

### *Biosciences*

The Flagship Initiative in Molecular Biosciences was launched in 2002, based on the recommendations of an external committee of distinguished scientists, an internal committee of CUNY faculty and the research arm of the CUNY Office of Academic Affairs. The initiative has three components: Macromolecular Assemblies (MMA), Neurosciences, and Cell Signaling and Regulation. Three positions have been filled in Cell Signaling and Regulation at Queens College, Lehman College and City College and two at College of Staten Island in MMA, and a position in Neuroscience is open at Hunter College.

The MMA Initiative has moved forward with the hiring of three new faculty, two at Hunter and one at York College. Three additional searches are at various stages (two positions at the College of Staten Island and one at City College). With additional support from the University and a \$2.5 million dollar grant from New York State to the College of Staten Island, the MMA focus area has evolved into a multi-campus Institute approved by the CUNY Board of Trustees in May 2003 and which celebrated its official opening in November 2003. Its scientific mission encompasses molecular-level and theoretical research on the structure, dynamics, and assembly mechanisms of large biological entities, and uses methodologies such as nuclear magnetic resonance, optical spectroscopy, mass spectrometry and molecular biology. The investigations will examine principles of molecular recognition and association in the context of their potential applications to biomedicine and biotechnology. This research will, in many cases, complement work that is performed at neighboring institutions and at the New York Structural Biology Center (NYSBC) located on the campus of City College, which in turn will position CUNY as a strong contender for major collaborative grants from both Federal and State agencies. Together the Institute for MMA and the NYSBC create great potential for economic impact since their facilities will enhance our ability to foster relationships and collaborations with private industry. Cluster hiring in this area will continue over the next two to three years as approximately six additional faculty are recruited to the College of Staten Island and other participating campuses.

### *Urban Environment*

In 2003 a new Flagship Initiative in the Urban Environment was announced. In New York City, with a population of greater than 8 million, there are over 3 million housing units and more than 26,000 people per square mile. Living in such a densely populated environment creates unique challenges—how can quality of life be maintained while at the same time preserving the integrity of the environment?

As the nation's largest urban university, it is incumbent upon CUNY to address this question. We will do so by focusing on key issues relevant within New York City, potentially including:

waste reduction and management, urban energy systems, management of water resources and air pollution.

Each of these topics is best addressed using a multidisciplinary approach since in addition to scientific methodology they involve areas such as health, psychology, education, transportation, planning and policy. CUNY already has considerable strengths in many of these fields. New faculty lines are being allocated in those areas where we need additional strength. In the sciences, two faculty have been hired at City College with research expertise in hydrology/groundwater remediation and in air pollution. Queens College has hired a senior level ecologist. One line in urban health at Hunter College has been filled. Four additional lines in environmental sciences are at various stages in the recruitment process.

The initial focus in this area was in science but it has now been expanded to other disciplines, including the social sciences, urban health and environmental psychology.

## **1.2 U.S. History Initiative**

Since the hiring of Arthur Schlesinger, Jr. more than three decades ago, CUNY, as an institution of higher education, has been distinguished by its United States historians. Though already a "center of excellence" within the University, CUNY will, over the course of the next four years, capitalize on this strength, renewing our commitment to scholarship and pedagogy in U.S. history and adding to our already distinguished cadre of faculty.

The University will continue its efforts to ensure that all undergraduates are offered the opportunity to study American history with the best faculty, taking advantage, as well, of the enormous advances in pedagogies and materials, especially primary sources, available via electronic media. Indeed, CUNY will become known, over the next four years, for its pioneering work in integrating these new pedagogies and materials into U.S. history curricula in a sound and judicious manner.

Each of the CUNY undergraduate colleges and the Graduate Center will contribute to the work of the U.S. History Initiative by participating on the campus level in the current U.S. history

curriculum development project funded by the "We The People" program of the National Endowment for the Humanities. The colleges and the Graduate Center will also develop proposals for new hires in U.S. history to be submitted to the Office of the Executive Vice Chancellor. Such proposals must elaborate the ways in which these new hires will (1) contribute to curricular development while (2) enhancing and (3) extending opportunities to students to study U.S. history in introductory and advanced courses. Such proposals may include, if sufficient need is demonstrated, the recruitment and hiring of senior faculty. In all cases, faculty to be hired must demonstrate excellence in both scholarship and teaching and a willingness to examine and, where feasible, incorporate new materials and pedagogies into their U.S. history courses.

### **1.3 Governors Island Campus**

Over the course of the past year, the Chancellor has brought together groups of distinguished faculty from within and outside the University to develop a proposal to establish a new CUNY campus on Governors Island. This initiative presents a unique opportunity for CUNY to design and implement a state-of-the-art educational center focusing the intellectual resources of mathematicians, scientists, computer specialists, engineers, artists and educational leaders on some of New York City's most critical challenges.

The proposal, as it now stands, calls for a campus that features cutting-edge computer simulation technology in a specially designed facility, the Governors Island Simulation Center (GISC). In addition to providing opportunities for researchers to better understand and address major urban issues—building safety, traffic on city roadways and waterways, epidemic disease, etc.—the GISC and its researchers would be linked to other centers around the State that focus on related issues. It would also enable simulations of processes that are of particular interest to industries already located in the New York City region—e.g., financial services—or other industries—e.g., biotechnology—that might be induced to relocate were such capabilities and expertise available.

An instructional unit of the GISC would collaborate with CUNY and the City Department of Education in training future science and math teachers for the New York City public schools, preparing them to use computer simulation technology to enhance teaching and learning in the

classroom. The training institute would include instruction in the use of computer simulation techniques to enhance teaching and learning. For example, prospective teachers might learn how to use computers—and their graphic capabilities—to demonstrate scientific experiments when wet laboratories are unavailable, or where computer simulation is now the best means of showing chemical or biological processes. GISC staff and education specialists would work to provide continuing education opportunities for those already in the classroom as well.

In the summer, schoolchildren would have the opportunity to learn about computer simulation and its applications as part of an intensive math and science camp on Governors Island. For eight weeks of the summer, in two-week modules, CUNY's Governors Island Campus would provide opportunities for New York City public schoolchildren to sharpen their math and science skills, with specially-tailored methods for improving learning. An important feature of the camp would be the provision of computer instruction and instruction in computer simulation techniques. Schoolchildren enrolled in the camp would also be able to take advantage of the Island's recreational and cultural facilities.

A separate entity to be housed within the new Governors Island campus would be the CUNY Honors College. The Governors Island Campus would provide an administrative home and a physical space in which Honors College students can interact on a regular basis with a small, rotating group of artist-teachers from around the world. These artist-teachers would play a role in the cultural life of the Island as a whole, with seminars, lectures, workspace, and, in the case of, for example, filmmakers, access to the Governors Island Simulation Center.

#### **1.4 Fostering a Research Environment**

Four years ago, in the Master Plan 2000-2004, the University made a commitment to reach new levels of excellence and prominence in research. The increased grant and contract activity that we have witnessed in recent years, culminating in a record \$287 million for 2002, reflects substantial efforts to fulfill this commitment.

During the next four years we will continue on our mission to enhance the *research character* of the University. In this pursuit we will acknowledge and build on the University's longstanding

and unique strengths: diversity, comprehensive programs and a regional service mission. CUNY can and must maintain and enhance these strengths to be a leader in research in the State of New York and nationwide, a goal that will be beneficial to every constituent of our community.

Research is important in the education of students at all levels. The education of undergraduates is enhanced through their participation in research. At the graduate level, students master current knowledge and produce new knowledge. The higher the quality of research and scholarly or creative activity in which the student is involved, the higher the quality of his/her education.

Research also plays an important role in maintaining and enhancing faculty quality. Active participation in research by faculty prevents obsolescence. With the rapid generation of new knowledge, departments must have active research programs in order to teach students the latest scientific innovations and in order for university investigators to seriously compete for local, industrial and federally sponsored grants.

Finally, academic research contributes to economic development. Economic development interests are most directly served by attention to applied research, which itself is based on the results of basic research. Academic institutions traditionally provide assistance in solving problems as well as in developing new knowledge.

Teaching, of course, remains a primary function of the University, and the position of research at the University will serve to enhance our instructional mission. The relationship between research and teaching is and will remain complementary, not competitive. It is well documented that research efforts enrich the subject matter to be taught. Opportunities for faculty to share this creative process with students add further meaning and purpose to research endeavors.

As we move forward with our research initiatives it is critical that we improve public awareness regarding such activities at the University. Extensive, well-coordinated and focused use of the media to increase the public's understanding of the research character of the University will also therefore be a priority.

### *Infrastructure*

The University recognizes the need to provide faculty and students the resources necessary to accomplish its research mission. We will work to foster an environment in which faculty research can move forward while students also develop the individual and team skills needed to perform research and other scholarly activities. These environmental factors include, but are not limited to, the following:

- Technical and secretarial support
- Time for performing research
- Equipment, facilities and libraries that enable performance of the work
- Support for instrument maintenance
- Design and construction of research facilities

University-wide initiatives planned for the next four years include:

- Consolidating core research facilities across the University and creating a website that details equipment and technical support.
- Working with the campuses to ensure that suitable laboratory space is available to new research faculty when they take up their appointments.
- Developing a unified, integrated system for subscriptions and access to online research resources that is consistent with establishing an integrated University.

### *CUNY Advanced Science Research Center*

CUNY will begin planning this year for a new \$198 million Advanced Science Research Center on the City College campus in Harlem. The focus of this new, state-of-the-art facility will be **biosensing**, a field that involves technologies that can be used for the identification, monitoring, and/or control of biologic phenomena. Current research in this area includes developing biosensor-based systems for environmental monitoring (e.g. for biological terrorism) or, in the case of medical applications, for diagnosis, continuous monitoring and treatment of disease (e.g. non-invasive sensors to detect tumors). Consistent with the State's efforts to encourage collaborations with external partners, the University has already attracted support from NASA (contributing \$3.6 million for design consultants) and the National Institutes of Health, and from private business and industry, including Raytheon, an industry leader in defense, government and

commercial electronics, space, information technology, technical services and business aviation and special mission aircraft. Raytheon has already committed funds to be used for research activities by faculty working in the area of remote sensing at City College. In addition, the following industrial companies have been involved in discussions about collaborative efforts that will use the new facility: Lockheed Martin, Northrop Grumman, IBM, Xerox, JDS Uniphase, Newport Corporation and Symbol Technologies.

The following are examples of the types of projects that might be carried out in the new facility:

- **Translation of optical approaches from the bedside to the clinical practice**  
(photonics; nanoscale and materials science)

Breast cancer is a leading cause of death in women in the U.S. Early detection and diagnosis is critical in reducing the mortality of this disease. Advances in time-resolved and spectroscopic imaging of normal and cancerous human breast tissues using near infrared light and inverse image reconstruction approaches hold promise for obtaining tomographic images capable of locating breast tumors with sufficiently high spatial resolution necessary for early detection. In fluorescence biopsy, the difference in fluorescence intensity at different wavelengths following a near ultraviolet and visible excitation of suspect tissue provides a basis for diagnosis of a tumor as normal or malignant. Nanotechnology is also being used to develop probes with multiple sensors that have the potential to enable physicians to diagnose tumors without surgery. As microchip technology develops it is feasible to integrate optical sensing elements with bioreceptors such as antibodies or enzymes to produce an active probe for the simultaneous detection of several diseases. These developments make it imperative to develop technologies for detecting and diagnosing breast cancer, as well as monitoring tumor aggressiveness.

- **Translation of remote sensing approaches from the laboratory to the general population** (remote sensing; soft materials science)

The quality of our environment, especially our air and waters, is of growing concern in the 21<sup>st</sup> century. Modern concerns such as greenhouse gas emissions and ozone depletion, along with nuclear waste storage and pesticide and chemical impacts, require new techniques to monitor such pollutants. In addition, the threat of attack by biological weapons of mass

destruction is ever increasing. The threat of terrorist attacks on the United States brings into stark focus the need to harness technology to detect threats and to protect against them. Optical remote sensing combines the efforts of instrumentalists and scientists to ensure that state-of-the-art observation systems are applied to these environmental and security concerns. Research in this area will focus on improving understanding and prediction of phenomena that span the interface of weather and climate, and developing new forecasting techniques for applications including predictions of coastal weather, tools to assist air quality, water and energy resource managers. All will be directly applicable to preventative measures against bioterrorism.

### **1.5 CUNY Honors College**

The Honors College, which has students at seven CUNY campuses, has met with tremendous success and enthusiasm from students and the University community in its first three years of existence. Over the next four years, we will build on our current base, further developing the College's infrastructure and institutional presence and developing an Honors College identity that fosters academic excellence, intellectual and civic engagement, as well as a thirst for exploration of a variety of forms of knowledge. We will also seek to enhance our already extensive connections with New York's cultural and scientific institutions.

The Honors College strives to provide the best aspects of a small liberal arts college, including individualized attention and regular advising, with the best aspects of a large research university—a plethora of majors to select from, a world-class faculty and excellent libraries and laboratories. Students, referred to as University Scholars, are obliged to seek advisement regarding course registration each semester. In their first two years they are advised by Honors Advisors; upper division students, however, require advisement and mentoring in their major fields to guide them to better utilization of University resources as well as to maximize use of the special funds available to them. To foster advising of upper division students, we will develop programs to provide opportunities for Scholars who are majoring in the same fields to meet and engage one another in dialogue about their studies and professional aspirations. Additional programs will demonstrate the interrelatedness of undergraduate research interests and Study Abroad or internship programs. Finally, our programs to support students as they develop plans

for graduate and professional schools will be enhanced, including workshops to develop essay writing and interviewing skills to facilitate graduate fellowship applications.

The Honors College has benefited from the creativity and devotion of a cadre of dedicated seminar faculty who meet regularly to refresh the content of the seminars and to review pedagogical modalities. In order to promote additional interest in the interdisciplinary teaching required in our seminars, the Honors College inaugurated a faculty development seminar during 2003-04. This seminar attracted nine faculty members from a wide variety of disciplines and seven campuses. In coming years, we look forward to integrating our newly trained faculty and other professors with experience teaching in interdisciplinary formats into the Honors College faculty.

One way the Honors College will build its infrastructure is through expanded use of instructional technology. The University Scholars may take courses across the University with faculty from the undergraduate, graduate, and professional schools. In coming years, an expanded technology program for the Honors College will increase students' wide exposure to faculty talent and expertise across the campuses. Students still will have the option of working on any campus that offers courses and programs of interest. A deep technology base will also allow them to interact with faculty and other students via electronic media—greater use of the BlackBoard online learning system, sitting in on video-based courses and special lecturers and performances, drawing on the riches of CUNY-TV and taking advantage of a wide-range of opportunities for asynchronous learning thorough the University's libraries.

The Honors College has also piloted several college-wide service projects, in keeping with the important role of community service within the College. One new project, developed entirely by the Honors College Student Council, is CUNY's first chapter of the national program, Project Sunshine, which serves chronically ill children in hospitals. Our Project Sunshine has selected Elmhurst Hospital in Queens; under the guidance of the new Honors College Student Council, members of the chapter are being trained to provide services. In the next two years, we expect to see the Student Council adopting additional projects for community service and other activities.

Finally, in the next four years, the Honors College will implement programs for upper division students and eventually, Honors College graduates. We have already piloted several study abroad programs designed for upper division University Scholars; we intend to create Overseas Honors in the next two years. This program will include opportunities for them to study abroad during intersession, summer, or for one or two semesters during the academic year. Similarly, we have piloted several internship experiences during the past two years, and now intend to create “Honors in the Work Place,” a program of recommended internships designed for intersession, summer and the academic year. We will hold a special ceremony for Honors College graduates in May 2005, and will have an Honors College Alumni Association up and running for our graduates at that point as well.

### **1.6 Doctoral Programs**

The City University takes enormous pride in the quality of its doctoral programs and has made a significant commitment of resources to the CUNY Graduate Center, which houses all CUNY doctoral programs over the last several years.

CUNY’s doctoral enterprise is a complex consortial arrangement that has evolved over four decades and that differs from other research universities in its nature. The consortium arrangement itself is not unusual or even especially complex compared to other such arrangements; all major research universities have consortial aspects to their doctoral programs and little at top-tier institutions is simple. What provides CUNY competitive advantages and disadvantages are the structure, management, and incentives of the consortium.

The University deems critical the vitality of its doctoral programs:

- As a quality driver;
- For the promise of economic impact; and
- To foster discipline renewal,

For this reason, the Chancellor has taken specific responsibility for ensuring that the present consortial arrangement is as effective as possible. To this end, the Chancellor will convene a panel of distinguished educators with significant experience and success in offering doctoral education at major research universities. The panel will be asked to address questions related to

how to ensure, going forward, that the aspects of the consortial model that function well are maintained, and to how the consortial model might be improved to levels of greater effectiveness.

### **1.7 Graduate Urban Professional Programs**

CUNY will continue to enhance its graduate professional programs. Through these programs, in fields such as business, allied health, public administration, urban affairs and planning, law, engineering, and architecture, the University provides professionals whose skill and leadership is vital to the economic strength of New York. Several of these programs already have national rank and reputation, and the primary strategy for enhancement is to promote alliances among the programs including the development of interdisciplinary and online courses, and the expansion of joint internship and fieldwork programs that directly benefit communities and key economic sectors of New York City.

### **1.8 Postdoctoral Professional Development**

The University recognizes that the contributions of Postdoctoral Fellows are essential to the productivity of the scientific enterprise at CUNY. It is also recognized that this group of junior scientists does not have well-defined expectations of employment, commensurate or even normalized pay scales, performance evaluations or procedures for resolving conflict. Along with increases in research dollars coming in to the University through grants and contracts we have witnessed a proportionate increase in the number of Postdoctoral Fellows at CUNY. In order to address the needs and professional development of these scholars within our community the University will establish a CUNY Postdoctoral Association.

## **2. Achieving Greater Diversity**

A committee of dedicated faculty and administrators has been appointed to sit as the University Affirmative Action Committee, commonly referred to as the UAAC. Individuals chosen to serve on the UAAC are drawn from all levels of the faculty and administrative staff ranks. The committee was designed to examine personnel practices and recommend appropriate remedial measures to the Chancellor when necessary. In response to the Chancellor's call for diversity initiatives, UAAC designed and developed a Diversity Projects and Development Fund program. This initiative provides funding for educational projects, scholarly research, creative endeavors and professional activities that promote diversity, multiculturalism and non-discrimination. For the Spring 2004 semester, 15 awards were granted to faculty in amounts ranging from \$1,500 to \$4,000 and for projects such as "Multiculturalism in the Global Workplace" and "Attracting Minority and Female Students to Careers in Science."

The University also supports the Faculty Fellowship Publications Program (FFPP), which was developed to assist junior faculty with the design and execution of a scholarly publication. It pairs untenured faculty with senior faculty mentors who conduct seminars and serve as writing facilitators and counselors. In 2004, 58% of FFPP participants were from traditional minority groups and 54% were women.

A main effort of the University has been, and will continue to be, pipeline programs that recruit diverse students into Ph.D. programs. These programs are critical to ensure diverse professoriate in years to come.

### **3. New University-Wide Schools**

#### **3.1 The School of Professional Studies**

In Summer 2003, the University created the CUNY School of Professional Studies at the University Center. This new entity will strengthen the University's ability to respond to the educational needs of the New York City regional workforce through high quality, innovative, comprehensive and flexible educational services, many of them developed to meet 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 online courses with the American Museum of Natural History's Seminars on Science Program. Both are examples of the types of programs that will be offered through the School in that they address important areas of study and provide unique learning opportunities for CUNY students and members of the community. The programs are oriented to provide a specific focus of study that adds to the overall academic accomplishments of students. These programs give graduate credit and are articulated to CUNY masters programs. Other categories of courses, programs and services that may be offered through the new school include: CUNY Leadership Programs focusing on mid-level personnel; programs for non-matriculated students that are connected to occupational learning requirements; cross-campus courses, including credit and non-credit certificate programs or institutes; and a CUNY Consulting Service accessing the diverse expertise of CUNY faculty in meeting the needs of regional businesses.

#### **3.2 Graduate School of Journalism**

The University plans to inaugurate its new Graduate School of Journalism in September 2005. The School will offer Master's degrees to students interested in a career in the media—network, cable and local television news; large dailies, community and ethnic newspapers; national news magazines, consumer and trade magazines; and online publications—with a particular emphasis on coverage of American cities. Students will work with faculty across the University to gain a background in, and understanding of, local and state government; public records; municipal finance, taxation and tax policies; the criminal justice system; transportation and infrastructure;

architecture, land use, and planning; and race and ethnic relations and immigration. 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. An advisory committee, with members from media, business, and government, will provide leadership in determining how the School can become and remain responsive to the needs of New York City and other urban centers. The dean of the School will be appointed after a national search is concluded, in Spring 2004.

#### **4. Programs for the Education of Educators**

CUNY's programs to prepare educators are located at 17 of the University's campuses, including nine senior colleges, six community colleges, and the Graduate Center. They include two-year transfer programs, baccalaureate programs, and Master's degree programs leading to initial and professional certification for teachers; innovative alternate route certification programs; master's and post-baccalaureate programs for school leaders and counselors; and the Ph.D. program in Urban Education. Across all of these programs two themes will be pervasive:

- Meeting the extraordinary need of New York City for teachers, counselors, and school administrators.
- Increasing the excellence of programs and the quality of graduates that have come to characterize CUNY's programs, and providing visible evidence of that excellence and quality.

In 2004-2008, Teacher Education will continue to be a CUNY Flagship program, with the major goals described below. As we move forward, we will use data derived both from national research and from our own research to create the most effective means to reach these goals.

##### **4.1 Meeting the Need for Qualified Educators**

New York City will continue to have a shortage of qualified teachers in virtually every area, but especially in mathematics, science, special education, literacy and foreign languages, along with technology education. The severe shortage of school leaders, principals and assistant principals will also persist. We have begun to work closely with the New York City Department of Education to project more precisely the teacher shortages in each area and to coordinate our Teacher Education programs to meet those needs.

##### **4.2 Expanding the Pipeline between Community and Senior Colleges**

All of CUNY's community colleges have programs in place to prepare individuals to work in the education fields. Many of these programs focus on early childhood education. In the course of carrying out this Master Plan we will take actions to increase the number of community college students going on to study in Teacher Education programs at the senior colleges.

We are developing a CUNY-wide articulation program to assure that specified courses taken by students at two-year colleges “count” in the professional sequence for certification when the student transfers to a CUNY senior college. As part of this process, we will commit to having sufficient numbers of qualified faculty members teaching in education programs at the community colleges, and make sure that the community colleges are able to meet the same accreditation standards that four-year colleges must meet. Once the general articulation agreement is in place, we will also encourage development of further articulation agreements among and between community and senior colleges.

We will work with the community colleges to offer A.A. and A.S. degrees within their programs for educators, in order to enable students to meet general education requirements for undergraduate degrees. Students transferring to senior colleges will also have to meet state standards, including passing the required general education certification examination. Additional joint admissions programs will also be developed to enhance transfer options.

#### **4.3. Expanding and Enhancing Programs at Senior Colleges and the Graduate Center**

CUNY’s senior colleges have developed outstanding programs to prepare future educators for New York City and across the state. To continue to meet the projected need for teachers over the next decade, these programs must expand in scope while maintaining their excellence. As part of this effort, we will continue recruitment of outstanding cluster-hire faculty in Teacher Education.

The Graduate Center has implemented the city’s first doctoral program in education at a public university and one of only a few nationally to focus on urban education. In the next few years, we expect to develop a track within the Ph.D. program for practicing administrators in urban schools.

The University will continue to participate in alternate route programs, including the New York City Teaching Fellows Program, to expand the pool of potential teachers and will work with the Department of Education to develop other routes to teaching, including post-baccalaureate

internship programs and scholarship programs for undergraduates. In general, we will recruit broadly from CUNY undergraduate programs and other sources to develop the high quality, diverse pool of future teachers needed in the public schools.

As part of our quality improvement efforts at the senior colleges and in graduate programs, our membership in the National Network for Educational Renewal will provide us with opportunities to examine best practices on a national scale. Ongoing efforts to meet the standards of the State and the National Council for Accreditation of Teacher Education will also support our programs' continuous improvement.

#### **4.4 Specific Focus on High Need Areas**

While we anticipate needs in all areas of certification within New York City, special attention must be paid to mathematics, science, Spanish and literacy and other emerging shortage areas such as technology education.

To this end, the University will continue CUNY's highly successful Teaching Opportunity Program, designed to recruit teachers of mathematics, science, Spanish and literacy into the profession. We will develop new community college programs focused on mathematics and science education, and, through CUNY's newly formed Mathematics Education Council, will identify means for attracting more students into mathematics education in general.

In working with the Department of Education, we will implement a newly revised set of certificate programs for school leaders focused on instructional outcomes. And we will work with the Department to develop a streamlined recruitment process that brings our graduates into these high need areas of instruction.

#### **4.5 Extending Excellence and Quality for all Programs**

We are committed to further improvements in our Teacher Education programs, and expect to maintain and even increase examination passage rates of their students. Each college will undergo an accreditation process for its Teacher Education programs in 2004-2008, creating

further opportunities for quality assessment and improvements. And we will also enhance our programs based on data from a major study commissioned by CUNY and carried out by external researchers, which will examine program success.

The Pathways to Teaching study, now funded with \$3.8 million in external funds, will assess the quality of all pathways into teaching within the University, including an assessment of the academic achievement of students taught by our graduates. Intermediate reports from this study will become available over the next four years, and their findings will be used to improve our Teacher Education programs.

## **5. Improving Undergraduate Education**

At the center of the academic enterprise is the challenge of educating CUNY's extraordinarily diverse student body. Building on the successes of the University over the past four years, particularly through redefining the distinctive missions of the community and senior colleges, the hiring of a cadre of new faculty and increasing the ranks of full-time faculty teaching undergraduates, the University will now focus its attention on improving the quality of education for its more than 180,000 undergraduates.

Over the past twenty years, the University initiated and supported a number of innovative projects in undergraduate education that fostered among faculty a climate of collegiality and shared purpose. The Freshman Year Programs have provided a rich context for faculty to re-envision ways to initiate students into the academic life of the University, and the University-wide Writing Across the Curriculum program has given faculty a new venue for rethinking curricular practices in all the disciplines. The General Education Project, initiated as a significant component of the current Master Plan, has fostered an invigorated University-wide consideration of what constitutes a quality college education.

Over the next four years, under the direction of the University Dean for Undergraduate Education, the University will build a more cohesive infrastructure to:

- Consolidate and integrate key academic programs and academic support initiatives while respecting the distinctiveness of the curricula, missions, and academic goals of the individual colleges;
- Support new undergraduate programs targeted to specific goals such as entry services for transfer students;
- Foster faculty development within the University-wide initiatives through vital exchange of ideas, practices, pedagogical research and scholarship;
- Enhance the pedagogical development of graduate students associated with undergraduate programs;
- Support a high-level forum for ongoing intellectual inquiry into the improvement of undergraduate education; and

- Coordinate program development, evaluation and assessment with the Office of Institutional Research and Assessment.

Further development of articulation agreements and procedures across CUNY, enhanced by new technologies, will also take the University several steps toward integration.

## **5.1 Coordinated Undergraduate Education Initiative**

The University's Coordinated Undergraduate Education Initiative promises to strengthen undergraduate education, first, by consolidating those University projects that have been developed over the past several years to provide CUNY students with opportunities to maximize their success in college. A consolidated Request for Proposals for CUNY's Coordinated Undergraduate Education (CUE) initiative will replace what were formerly separate Requests for Proposals for the Coordinated Freshman Programs, Summer Immersion Programs, Academic Support Programs, Writing Across the Curriculum, and the new General Education Project.

More significantly, the initiative is meant to foreground the extraordinary challenge and opportunity of the University's mission to provide CUNY's students a quality liberal education as well as a strong specialization to prepare them for entering the workplace. Consolidating these essential programs should allow College presidents to strengthen their undergraduate programs in ways that are consistent with each College's overall mission and with University performance indicators on retention, progress towards degree and graduation rates. The project will also encourage, recognize and promote the engagement of CUNY's prestigious full-time faculty in teaching undergraduates, particularly through new faculty hires.

At the colleges, oversight responsibility for the CUE Initiative rests with the provost, who will bring together representatives from essential programs for planning, program development, evaluation and assessment. At the University, development of the projects will be facilitated by a senior level CUE Coordinators Council with two supporting committees focused on General Education and Writing Across the Curriculum.

College-level planning for CUE should facilitate a course of action that ensures the most effective use of available resources and the greatest benefit to students. The initiative calls for the continuation of USIP, the University Summer Immersion Programs, as well as the January and academic year immersion programs. USIP is a University-mandated program that offers free educational courses and workshops to students who must complete University skills requirements. At the senior colleges, students who have been conditionally admitted to baccalaureate programs but have not completed all skills requirements, as well as those students transferring to senior colleges from outside the University and who have not met such requirements, may avail themselves of immersion courses and workshops. At the community colleges, incoming freshmen and those freshmen that have completed fewer than 30 credits are eligible to participate in immersion programs. The colleges are now engaging in a vigorous re-examination of the immersion programs for best practices.

The CUE Initiative encourages colleges to build on those imaginative summer programs that address particular student needs, such as orientation sessions for first-year students and for their parents, as well as “bridge” courses in the areas of math and science, which are often impediments to students’ success in the first year. A number of programs have initiated “common reading” programs, with freshmen receiving a provocative book over the summer, which is then followed by conversations with the author and curricula that include issues presented in the text. A number of colleges are also building bridges from their successful College Now programs, and viewing both College Now and the Freshman Programs as fruitful sites for institutional research and faculty development.

CUE also encourages the colleges to focus on vital academic support programs, such as advising and tutoring, as fundamental to the entire academic enterprise. Advising and tutoring staff will be expected to understand the whole educational context in order to effectively do their work, just as faculty will be educated about these essential academic resources. As well, CUE is meant to encourage dialogue among academic and academic support departments on campus.

Above all, faculty development is seen as essential to the success of the CUE Initiative. The more full-time faculty are encouraged, supported and rewarded for teaching undergraduates, the

stronger the institution. Yearly reports from each College will document how the initiative is being used to directly support student achievement and faculty engagement.

We see this new undergraduate initiative as fundamental to the implementation of each president's ongoing efforts to strengthen his or her institution. A dynamic integrated university dedicated to the ideals of liberal education will be made possible, as we both reiterate the distinctiveness of each of CUNY's colleges and articulate our common set of understandings and common goals for undergraduate students across the University.

## **5.2 University-wide General Education Project**

Building on the promise of the 2000-2004 Master Plan to initiate a high-level forum on undergraduate education, the University has begun a major initiative, the General Education Project, to discuss the foundations of a university education. Representatives from all 17 colleges, 44 academic deans and faculty in all, have come together to examine the assumptions and definitions of liberal education and the organization and administration of General Education programs and educational outcomes, all within the context of the integrated University.

The mission of the Project is to strengthen the undergraduate curriculum across the entire University by engaging faculty, students and administrators in considering the large questions about what constitutes a college education in the twenty-first century and how to deliver on the promise to provide a quality education to all CUNY students. These questions are very much in the public eye across the country:

- How do we bring students into the university and keep them not only enrolled but engaged?
- How do we reconcile tensions between requirements for general education, the specializations and the professions?
- How do we ensure a quality education for all?
- How do we strengthen transferability of knowledge and skills from one college to another?
- How do we respect and strengthen a college's distinctiveness at the same time that we establish common goals?

- How do we deliver on the promise to educate students for the citizenry?

The Project has stimulated a spirited re-examination of General Education, resulting in these overarching principles that will guide future work:

- The process of reexamining General Education has reaffirmed a strong commitment to provide CUNY students with a broad and comprehensive academic experience of the Liberal Arts and Sciences. This strong Liberal Arts and Sciences base aims to equip students with intellectual abilities necessary to negotiate an ever-changing world of information and knowledge and to act in it as engaged citizens. Exposure to the Liberal Arts resides both in designated General Education courses and in core critical abilities and proficiencies that permeate all aspects of the undergraduate curriculum.
- Each college must engage faculty in ongoing curricular renewal, as multi-layered faculty involvement in General Education is crucial to the improvement of undergraduate education. Full-time faculty need to be engaged in teaching General Education courses so that they see their responsibilities as going beyond their own departments. Such teaching should be considered in tenure and promotion decisions. New faculty should become invested in General Education early on. Adjunct faculty teaching General Education must also be brought into these college-wide conversations.
- General Education, while mandated by state requirements to constitute one-third to three-quarters of a college degree, must not be a list of unconnected courses, but rather consist of well-coordinated academic and administrative components of undergraduate education. The packaging and scheduling of General Education as well as academic advising, career planning and curriculum and instruction need to be integrated and coordinated. This can best be accomplished by locating General Education within each college both institutionally and for purposes of oversight.
- Finally, Project participants have agreed that special attention needs to be paid to students for whom English is not a first language as well as the increasing number of

transfer students coming from within and outside the CUNY system. Most existing programs are designed for incoming freshman and do not account for those transferring from other colleges with varied degrees of exposure to Liberal Arts. Thus, individual colleges need to make sure to include transfer and English as a Second Language students in the development and assessment of their General Education programs.

This agreement on principles is further enhanced by a number of promising developments and practices on CUNY campuses that were either initiated or supported by the Project's committee and which will serve as emergent models to shape the future of the Project. General Education has been brought to the forefront of academic discussions throughout the University and promises to effect changes in curriculum and instruction and in the organization of General Education. At several campuses, presidents have charged newly formed college-wide committees to review General Education curricula and programs. At Queens College, for example, over sixty faculty are reviewing the college's liberal arts requirements with the prospect of making fundamental changes in the structure of the curriculum.

Several colleges have recognized that General Education, falling between the cracks of the departments, needs to be organized and administered so that all departments contributing to it work collaboratively. A new organizational structure at the College of Staten Island comprised of representatives from all academic departments, called the General Education Curriculum Committee, provides oversight of this curriculum and collectively determines what qualifies as a General Education course. Some colleges, such as Bronx Community College, have drawn up new statements of purpose and goals for General Education. This process entailed college-wide forums, and, eventually, approval by the college's governing bodies.

Student mobility has spawned re-thinking of what constitutes a college degree and promoted the development of upper-level core requirements, such as the CORE 300 courses at Lehman College. Both "native" and transfer students are required to take these interdisciplinary courses, which have engaged the interest and commitment of senior faculty.

Faculty development programs have been initiated through a number of venues: teaching with technology, electronic portfolios and building teaching-learning centers, or has been focused on teaching disciplinary knowledge or on teaching academic literacies such as quantitative reasoning, particularly as it is connected to the CUNY Proficiency Exam.

Freshman (and sophomore) Programs are powerful vehicles to spur renewal of General Education. At New York City College of Technology, the Title V-sponsored Freshman Learning Communities project has become a fruitful site for re-defining General Education, particularly within the often bifurcated environment of the technical college.

Conversations about the relationship between the general and the specialized are also taking place at Baruch, John Jay and the community colleges, where the constructs of “competencies” and “proficiencies” drive the re-envisioning of General Education. LaGuardia is working within the structures of Middle States competencies (written and oral communication, information literacy, and so forth) to revitalize General Education.

As colleges learn more about the needs of students transferring within CUNY, the project has spawned a number of promising partnerships. Senior and community colleges are working together to understand their different but complementary missions. Queens College and Queensborough Community College are considering creating a consortium to develop common freshman learning communities and support faculty development across both institutions. Transfer agreements between the senior and community colleges are being rewritten to incorporate newly defined academic understandings among the institutions. For example, Baruch College and CUNY’s six community colleges are working out details on a “pre-BBA,” which will accept CUNY students who complete an Associate of Arts degree with the requisite grade-point average into Baruch’s prestigious Bachelor of Business degree.

Out of these efforts, the University intends to build a solid infrastructure to support ongoing review and development of sound General Education programs. General Education provides the conceptual and intellectual framework for the CUE Initiative, serving as its academic foundation and supporting the colleges as they move to integrate academic programs in meaningful ways. Under the umbrella of CUE, the General Education Project will support effective practices in curriculum and pedagogy, the teaching-learning relationship, faculty development and pedagogical research and assessment efforts for the period of this Master Plan. We will promote continual intellectual renewal around providing all CUNY students with a quality General Education. As part of this effort, there will be a shift in the academic culture, so that faculty across the University are encouraged to understand and teach both their own specializations and General Education and we will offer faculty development opportunities that bolster such knowledge.

Over time, the Project will define not only the mechanics of transfer-articulation but also, more significantly, how to provide a quality General Education experience to students across the University. It will articulate guidelines for General Education program development and assessment, and link such assessment to the development of curriculum and instruction. Pedagogical research will be built into the intellectual inquiry of General Education curriculum renewal.

### **5.3 Writing Across the Curriculum**

The Writing-Across-the-Curriculum (WAC) program is central to the implementation of the CUE Initiative, and, most significantly, is a key component in the development of academic literacies across the curriculum for all CUNY students. Ideally, and in accordance with the 1999 Board of Trustees Resolution, writing should be embedded within curricula, throughout the disciplines and professional/ technical programs, so that students have the opportunity for “extensive writing experience” in all aspects of their college education. The Board mandate called for WAC to be a common responsibility—among colleges, departments, disciplines, and programs—and for the development of writing proficiency to become a focus of the entire undergraduate curriculum.

To support the mandate, the University earmarked funding for faculty development and CUNY Writing Fellows—advanced Ph.D. students enlisted to assist the WAC program under the supervision of a College WAC Coordinator—and specified concern for “students whose native language is not English and whose writing skills require further development.” All four of these elements will be represented as part of the RFP for Coordinated Undergraduate Education.

During the past four years, all seventeen colleges, as well as the Law School, developed programs to effectively carry out the mandate under the leadership of WAC faculty coordinators and the oversight of the University’s Office of Academic Affairs. CUNY colleges intensified and expanded their programmatic efforts to strengthen the teaching of writing in courses across the curriculum, and efforts have been made to include writing experience for students in all disciplinary areas.

Organizationally, the WAC programs function within various contexts and Writing Fellows have been employed in a variety of ways. The most effective WAC programs are those that are seen as a college-wide responsibility, fundamental to the college mission and embedded within the structures of undergraduate education. Integration with Centers for Teaching and Learning, Freshman Programs and Writing Centers has produced numerous successes. Faculty development is a mainstay of the WAC program.

WAC is a model of a University-wide initiative that has had far-reaching effects on improving undergraduate education. Fourteen colleges now have writing intensive (WI) courses, with seven of those colleges requiring them for graduation. Ongoing assessment concerns the possibility that WI courses could, paradoxically, limit the attention paid to writing to but a few courses in a student’s college career. As such, a number of colleges are using WAC as a vehicle to re-envision the whole undergraduate experience, to embed various academic literacies within and beyond General Education, and, ultimately, to consider what it means to prepare graduates for the world.

Many WAC coordinators have worked as agents of change on their campuses, working out of disciplines as diverse as English, education, psychology and biology. A number of WAC coordinators have published WAC-related research in professional journals, and in so doing have situated this initiative within the national discussion of writing in higher education. An impressive listing of conference papers and publications by WAC coordinators and CUNY Writing Fellows is posted on the newly created Office of Academic Affairs WAC website.

The CUNY Writing Fellows are employed variously at the 18 campuses and the WAC coordinators are now closely assessing the roles and contributions of the Fellows. Since 1999, more than 300 CUNY Writing Fellows have spent almost 200,000 hours working with students and faculty on CUNY campuses. Writing Fellows have been instrumental in the development of campus WAC programs, particularly in the Arts and Humanities and in Social Science. The most successful programs recognize the intellectual resources of a cadre of Ph.D. students and employ the Fellows in ways that assist faculty with rethinking curriculum and pedagogy.

A significant and growing number of former Fellows have put their experience in the WAC initiative to good use in applying for and securing teaching positions, including more than a dozen within CUNY—a number increasing rapidly as former Writing Fellows apply to the community colleges as part of the Community College Investment Program.

During the next four years, the University-wide WAC Coordinators Committee will continue as a professional organization, working collaboratively (actually and virtually) as an intellectual cohort to provide local and University-based opportunities for developing, researching and publishing best practices, a significant part of which are professional development events and seminars for CUNY faculty and Writing Fellows.

To work against the tendency to segregate the learning of writing into “writing” courses, the WAC program will be more fully integrated into academic structures at the colleges through a number of strategies, including those described here. It will be part of efforts to strengthen undergraduate education within General Education and the majors, concentrations and professional programs, as well as related academic support programs such as Writing Centers

and Teaching/Learning Centers. In general, this integration will situate writing more fully within disciplines, technical and professional fields. Such efforts will also focus on helping faculty understand how writing is related to other cognitive tools and important academic literacies such as the ability to interpret visual and media information, to manage and analyze information of all types and to conduct critical and quantitative reasoning

The University plans to evaluate and assess the effectiveness of the WAC program. Along with this, we will promote research into the development of CUNY's multi-lingual, multi-cultural students, particularly to improve instruction for students whose native language is not English.

The roles of WAC coordinators and CUNY Writing Fellows will be further defined and their professional development will be further enhanced, providing them with opportunities to more closely align their work with their graduate studies. On the other hand, the University will also recruit more Writing Fellows from under-represented Graduate Center programs in biology, chemistry and mathematics.

#### **5.4 Articulation and Transfer**

A key element inherent in the ongoing development of the integrated University is the ability of students to move seamlessly between the University's associate and baccalaureate degree offerings. At present the University accommodates 30,000 transfer students a year, half of whom represent students transferring from associate to baccalaureate degree programs. In addition, there is significant interest on the part of students in taking courses at more than one institution, often to expedite completion of their degrees. Accordingly, the University has prioritized a number of initiatives intended to facilitate program articulation and intra-University transfer and mobility. These initiatives include: implementation of a state-of-the-art online academic advisement system (DegreeWorks); maintaining an extensive web site (CUNY TIPPS) where students can search for transfer evaluations of specific courses, for programs, and for articulation agreements across the University; a searchable online course catalogue; web based course schedules; and an online e-Permit process that allows students to electronically complete cross-campus course registration. Standard department syllabi will be posted online.

## **5.5 The Community College Investment Program**

CUNY's Community Colleges play an indispensable role in addressing the educational needs of New York City. In addition to providing academic and career instruction and a gateway to baccalaureate and professional opportunities, they promote workforce and economic development, provide literacy and English language instruction and facilitate the movement of thousands to meaningful career paths and gainful employment. The colleges also provide an array of cultural and intellectual opportunities that enrich the quality of life in their communities.

The Community Colleges, including Borough of Manhattan, Bronx, Hostos, Kingsborough, LaGuardia and Queensborough, currently serve over 70,000 students through their degree program offerings and another 105,000 individuals in continuing education programs each year.

In fall 2003, the University initiated a Community College Investment Program dedicated to providing community college students with access to significant additional full time faculty and enhanced support services. In addition to the 300 new full-time faculty referred to in the Preamble, the Investment Program will add the following resources to the colleges:

- ◆ 30 new faculty positions in Library services;
- ◆ 40 new academic support positions;
- ◆ 20 additional laboratory technicians;
- ◆ 60 new positions in student services; and
- ◆ Over \$8 million in instructional and student service support.

The Investment Program represents the first significant faculty and staff hiring initiative for the community colleges in over 30 years. It has afforded us a unique opportunity to rebuild the colleges' instructional staffs and to empower them with technological and pedagogical tools, to great benefit of our students.

Its primary goals include: building capacity in those academic departments and disciplines that are essential to supporting the liberal arts and sciences; strengthening programs that address local

economic needs and critical educational objectives such as Nursing and Teacher Education; and strengthening the ranks of full-time faculty. As well, it provided \$3 million during this academic year for new library acquisitions and almost \$4 million for critical instructional needs, including equipment and laboratory facilities to provide students with access to state-of-the art instrumentation.

Overall, the Community College Investment Program will create major improvements in the academic core of our community colleges as its elements are implemented over the next four years. It is also a key component of CUNY's efforts toward seamless articulation and the realization of an integrated University. To facilitate movement toward seamless articulation, the community colleges have invested in academic advisement initiatives and activities related to program articulation and transfer. Over 45 of the new hires made thus far are engaged in providing expanded advisement and transfer opportunities for students seeking to pursue baccalaureate degrees.

## **5.6 Developmental Education**

CUNY has made great strides in attracting to its campuses students who are well prepared for academically rigorous college level work. Nevertheless, as the City of New York's principal public institution of higher education, CUNY takes seriously its obligation to serve students who are motivated and able but whose high school preparation falls short of the level of preparedness required for academic courses of study. Answering the question of how this obligation is best addressed is a matter of national consequence as colleges and universities across the country wrestle with similar challenges.

Accordingly, CUNY is preparing to marshal its considerable resources of faculty expertise in the areas of student learning and "developmental education" for the purpose of seeking funding to initiate a research program. This program will be designed to identify and apply the instructional strategies most effective in helping under-prepared students realize their academic potential. It is envisioned that this effort will be closely aligned with ongoing research and ongoing faculty development programs on several CUNY campuses.

Specifically, given the demands of the CPE exam and of upper level courses across the disciplines, which call for high-level critical reading skills, the University will support campus-based faculty development programs to work with faculty in all disciplines in order that they may enhance these skills in their students. As well, a small faculty committee will be charged with disseminating model programs and curricula.

### **5.7 Special Programs (SEEK and CD)**

For four decades, CUNY's opportunity programs, SEEK (Search for Education, Elevation, and Knowledge) and CD (College Discovery), have provided support to thousands of highly motivated and talented students who might not otherwise have pursued a college education. SEEK and CD programs offer an array of counseling and academic support initiatives to students on each of the 17 undergraduate campuses who meet the University's definition of "educationally disadvantaged" and New York State guidelines for classification as "economically disadvantaged."

Coming as they do with the kinds of financial and academic challenges associated with their Special Programs eligibility, SEEK and CD students require comprehensive counseling support services. Student development studies overwhelmingly show that retention is enhanced when a college fosters a freshman's sense of belonging. Many of the support services now heralded for creating a sense of community were pioneered in these programs.

The Programs provide academic support at every stage of a student's matriculation, from pre-freshman through graduation. Among the widely available services are individual and small group tutoring, supplemental instruction, special focus seminars and workshops, computer assisted instruction, study groups and enrichment excursions. SEEK and CD counseling units on each campus will continue to offer freshman orientation experiences, special focus workshops, student recognition ceremonies and academic, personal, and career counseling as well as offerings tailored to individual campus needs.

In the late nineties, the Board of Trustees made key decisions that have had a profound impact on the Special Programs and on the larger CUNY community. Most notable were the mandates to

raise admissions requirements and end remediation at the senior colleges and to implement the CUNY Proficiency Examination (CPE) at the 60<sup>th</sup> credit as a vehicle for students to demonstrate their command of vital academic skills. During the period of the 2000-2004 Master Plan, the Programs responded to these changes by strengthening admissions criteria, enhancing pre-freshman and freshman year initiatives and expanding counseling and academic support efforts. CUNY Office of Institutional Research data suggest that these interventions have improved student performance in key areas such as basic skills completion, cumulative GPA and cumulative credits earned. The most dramatic performance increase was SEEK freshmen's one-year retention rate, which improved by 10.3% between fall 1995 and fall 2002. Over the next four years, the Programs will build on these successes.

Specific areas of emphasis during the period of the 2004-2008 Master Plan will include:

- Monitoring student performance outcomes and developing appropriate interventions to address poor and borderline outcomes;
- Expanding the use of best practices in counseling and academic support;
- Strengthening partnerships with academic departments; and
- Increasing the visibility of SEEK and CD.

#### *Monitoring Student Performance Outcomes*

Under the leadership of the Office of Special Programs (OSP), SEEK and CD Program Directors have identified standard measures of student performance and progress. The Office of Institutional Research will expand its collection of data measuring the performance of programs and students at the individual CUNY colleges and University-wide. Directors are committed to closely monitoring their students' outcomes and making appropriate programmatic adjustments when warranted. The Office of Institutional Research and OSP will continue to research national trends in the performance of similar populations, share the results among the programs and provide support to strengthen "best practices" initiatives within CUNY.

#### *Expanding the Use of Best Practices*

SEEK and CD have a long tradition of designing, implementing, and disseminating innovative pedagogies. SEEK faculty at Brooklyn College and New York City College of Technology hold

prestigious FIPSE (Fund for the Improvement of Post Secondary Education) grants. Currently, fourteen campuses (including six at CUNY) participate in the Brooklyn College dissemination grant, “Making the Core a Reality for Disadvantaged Students.” At the College of Technology, implementation of “Self-Regulated Learning” has resulted in improved academic performance among SEEK students using the methodology. Participation in these programs will be expanded and other campuses encouraged to secure similar funding.

Through the monthly meetings of the SEEK and CD Academic Support Coordinators, inter-campus visits and the biennial conferences, “Sharing What Works” and “Tutor-Talk,” programs collaborate and share information on effective practices. Over the next four years these efforts will continue and, where needed, be expanded.

#### *Strengthening Partnerships with Academic Departments*

University academic policy changes such as the ending of remediation, the shortening of the time frame for meeting skills requirements and the imposition of the CPE provided an impetus for the Programs to collaborate with academic departments as a means of improving student performance. Faculty development workshops, blocked programming and learning communities, curriculum development and tutor training are among the activities that will be supported during 2004-2008.

#### *Increasing Program Visibility*

SEEK and CD are outgrowths of United States civil rights movement efforts to increase access to quality higher education for poor and under prepared high school graduates. Forty years later, these Programs are still relevant. Current funding levels for SEEK and CD are inadequate to accommodate the number of eligible students applying to the City University. OSP will make increasing Program visibility a priority during the next four years. To this end, planned activities include creation of a SEEK and CD alumni database, production of a program documentary, preparation of a recruitment video and hosting a program that will celebrate the Programs’ forty years of supporting student success.

The Special Programs Financial Aid Counsel will continue to monitor changes in Federal and State financial aid policies and procedures and to share them with program students and directors. The Counsel is working on a student guide, which will be published by OSP in fall 2004.

### **5.8 English as a Second Language Programs**

The University continues its commitment to educating English as a Second Language (ESL) students, which will include offering them ongoing support once they complete ESL coursework and are enrolled in other courses across the curriculum.

Ongoing support may be provided through these and other models: faculty development such as the “promising practices workshop” held at Borough of Manhattan Community College in 2002; special course offerings such as the team taught courses currently in the planning stages at Lehman College; cross-teaching or specialized course development with English or communications/speech and inclusion of ESL concerns in all faculty development programs aimed at improving teaching.

The University also commits to developing ongoing support in the form of tutoring, advisement, and counseling services for ESL students, especially for international students, whose numbers are increasing and who have special advisement and counseling needs related perhaps to immigration, housing, health, and isolation, since these students are typically here on their own. As part of this effort, we will develop a centralized website, bringing together information about courses, programs and services for ESL students across the University in one place accessible to current and prospective students as well as faculty and staff working with them.

Research into the evolving demographics of ESL students and English language learners (ELLs) not placed in ESL classes and continued monitoring of students’ progress will be used to develop policies and curricular and pedagogical recommendations. We will also continue to bring ESL faculty and staff into the process of developing collaborative programs with the high schools, as described in the Master Plan section on Collaborative Programs.

## **6. Student Services**

CUNY enrolls an extraordinarily diverse population of students. It includes traditional college-age students transitioning from secondary school to university, transfers from both community colleges and senior colleges, adults returning to complete a degree and graduate students. In addition, we enroll a large population of first generation college students, recent immigrants and international students. The University is committed to providing this student body with a comprehensive program of personal, academic, career, and supportive services.

Using model standards developed by the Council for the Advancement of Standards in Higher Education, CUNY is developing University standards for the provision of counseling and other student services. As part of this process of assuring the delivery of quality student services, we are evaluating current staffing levels in advisement, counseling, orientation, career services, child care services, services to students with disabilities, health services, services to veterans and services to international students. Specific programs and initiatives designed to assist students as they pursue their academic and career goals are described below. Among them is the Chancellor's Initiative on the Black Male in Education, a new initiative of the University that will support programs that effectively engage young Black men in college.

### **6.1 Chancellor's Initiative on the Black Male in Education**

It is a well-established fact that institutions of higher education in the United States do not successfully recruit, retain and graduate young African-American and Caribbean-American men. Myriad statistics discuss the disproportionately low percentages and numbers of young black men within higher education, public higher education and even at CUNY. Over the next four years, Chancellor Goldstein will oversee the development and implementation of a new University-wide program aimed at implementing some of the most effective practices in this area.

CUNY is already home to a number of promising models. The Male Development and Empowerment Center at Medgar Evers College offers intensive interventions aimed at retaining black male students within the University as well as research opportunities that will potentially benefit the education field overall. A special initiative emanating from the office of the

University's Vice Chancellor for Student Development and Enrollment Management, which builds on the Medgar Evers project, has involved Medgar Evers College, City College and York College, and three community colleges, Borough of Manhattan Community College, Hostos Community College and Kingsborough Community College, in enhancing selected student development activities to respond to the increasingly alarming national problem of undergraduate retention, especially among black and Latino male populations.

The CUNY Prep Transitional High School, established as part of the University's work with the public school system, is not targeted at Black males per se but its program, which provides a full-time college preparatory program for sixteen to eighteen year olds who have dropped out of high school, has attracted many such young men. The program embodies many aspects of the social and intellectual environment that we believe should be built upon throughout the University.

Through offering a vibrant and intellectually rigorous environment, well-supported with comprehensive student services, we hope to create opportunities for these young men to achieve and engage with themselves and the world, giving them the skills and confidence they need to function effectively in a society in which little is expected of them and too many opportunities denied them.

## **6.2 Advisement and Counseling**

To be successful at the University, students must develop a sense of competence and confidence in their abilities and preparation to do college work. While developing academic skills is necessary, learning to manage, if not eliminate, potential obstacles to success can be a decisive factor in success or failure. Campus counseling centers provide short-term counseling and professional counselors, among other tasks, staff referrals to students, offering them emotional support and effective advisement to enhance their ability to negotiate the University environment. Counselors work with special needs students, disadvantaged students, and special programs.

Over the next four years, the University plans a few important activities in this area. We will implement aspects of the specially developed “CUNY Counseling Model” as appropriate within counseling departments across the University. The University will provide additional resources to assist colleges electing to offer special orientation programs, among them a one-semester freshmen skills/orientation course. This course will help connect students with the college community, their peers and members of the advising and instructional staff, and will be responsive to the specific needs of diverse student groups. We also plan to conduct special seminars on diversity for counselors across the University.

### **6.3 Athletics**

The CUNY Athletic Conference, which now consists of 10 colleges in its senior college division and 5 in its community college division, continues to promote the highest standards of intercollegiate athletic competition at the Division III level. The Conference currently recognizes championships through tournament and league play in 11 sports for men and 11 sports for women. Each year, more than 2,500 student athletes participate on CUNY athletic teams. Goals of the Conference over the next four years include upgrading outdoor facilities for baseball, soccer, softball, tennis and track so that more students have an opportunity to participate in athletic programs, offering programs that recognize student athletes for their work in the classroom as well as on the athletic field and obtaining greater visibility of our student athletic program through a variety of programs, including a planned annual all-star Basketball Goodwill Tour.

### **6.4 Career Services**

The exposure of students to a wide range of career possibilities is an important aspect of the education process. Campus career development programs provide students with a comprehensive set of services and resources that enable them to discover their strengths and skill areas and connect them to potential career areas.

Planned activities in 2004-2008 include an employer survey to assess performance of CUNY students in the workplace and to quantify the set of skills for which employers currently hire, and a survey of graduating students to determine their further educational and career plans. Both are

expected to assist the University in better preparing our students for a competitive market place. As part of this effort, we will also use federal and state Department of Labor data to review labor market patterns and trends in order to improve our assistance to CUNY students' career planning. We will also further develop our contacts with CUNY alumni in various career fields to promote employment, networking, and mentoring opportunities for current students.

## **6.5 Childcare Services**

CUNY operates 17 certified campus-based childcare centers providing services to over 1600 student parents and 2,400 children. In December 2003, York College broke ground for an additional on-campus center. These centers provide flexible infant, toddler, pre-kindergarten, after school, evening and weekend programs focused on strengthening the cognitive, social and physical development of children.

CUNY campus-based childcare centers will continue providing quality affordable and accessible services while meeting the multifaceted needs of the student parent population with a four-year plan to further improve quality of services and bolster overall funding of the centers. We will conduct a comprehensive evaluation of each center with respect to the adequacy, quality and efficiency of services offered and request that each center be accredited by the New York City Association for the Education of Young Children. The University will in the future include childcare personnel in the activities of our annual staff development day, to ensure staff competency and provide training.

A review of the current funding allocation process for centers will allow us to develop and implement new policies and guidelines that promote equitable funding decisions within the University. And we will seek corporate and foundation grants to provide additional support for staffing, programs, resources and center renovation and expansion projects.

## **6.6 Health Services**

Quality health care and health education accessibility are essential to the personal growth and academic success of the student. The provision of medical and psychological services, with an emphasis on health promotion and disease prevention, that are sensitive to the needs of the

University's nontraditional student body is in keeping with CUNY's commitment to successful retention and graduation of our students. All of our campus health center programs are designed to meet or exceed the Minimal Health Standards adopted by the CUNY Board of Trustees in May 2000. The implementation of these standards at each campus is consistently monitored.

For many students, the campus student health center represents their first introduction to ongoing health care services. Thus, the University is in the unique position to educate students about health and wellness issues. Our plans for the next four years include a number of initiatives aimed at increasing awareness, access and the quality of services offered. Using the CUNY portal, we plan to create a centralized health services website that provides information about campus-wide health related activities and public health information. This site will be used to disseminate required health forms that can be downloaded and submitted electronically. It will also eventually deliver required student forms electronically prior to registration and be in compliance with the Health Insurance Portability and Accountability Act guidelines. Working with Public Safety departments across the University, we will also develop emergency preparedness plans for each campus, including designation of first-response teams and development of methods for the effective dissemination of critical information.

### **6.7 International Students**

CUNY enrolled approximately 12,000 international students in various immigration visa categories during the 2003-04 academic year. These students, as well as the University, are required to comply with the provisions of recent federal immigration legislation. The federal government has mandated that all educational institutions be re-certified to enroll international students by participating in a new tracking system called the Student Exchange and Visitor Information System (SEVIS). SEVIS is an internet-based system that provides users with access to accurate and current information on non-immigrant foreign students and their dependents. The system enables educational institutions, exchange programs and the U.S. Department of Homeland Security to transmit and exchange electronic information and event notification via the Internet. The University has successfully completed the recertification process.

As the impact of SEVIS broadens, it is important for the University to solidify services for international students. Given the complexity of SEVIS, and in anticipation of changes in international student immigration law, regulation and policy, the University over the next few years will design and implement a state-of-the-art, user-friendly technology system that enables designated school officials to be in compliance with all governmental regulations. As well, we expect to maintain a unified central office for international student services in all non-immigrant visa categories to promote the coordinated management of international student data and to facilitate the University's interaction with governmental agencies. This office, in conjunction with the University Office of Institutional Research and Analysis, will track and collect unified data on all non-immigrant international students and maintain unified statistics.

To maintain the quality of student services in this area, we will take a few important steps, by, for example, offering professional development training, including an annual University-wide conference on immigration law and policy, to all international student personnel administrators.

Campus orientation programs for international students at the beginning of each semester will offer valuable information, such as the requirements for maintenance of student status, and improve integration of international students into the campus culture.

## **6.8 Services to Students With Disabilities**

Our current enrollment of over 8,000 self-identified students with disabilities reflects a significant increase in this rapidly growing CUNY population. Meeting their diverse academic and social needs by providing and maintaining high quality innovative programs, technical assistance in the classroom, transportation to classes and extracurricular activities and CUNY-wide campus access ensures that students with disabilities have an equal opportunity to receive a high quality, affordable college education based on individual scholastic achievement and merit.

The University will continue to monitor the services provided to students with disabilities through the work of the Committee on Student Disability Issues and the Disability Coordinating

Council and will continue its participation on the New York State Standing Committee for Postsecondary Education and Disabilities.

Implementation of the following recommendations, which derive from a University Faculty Senate focus group, will further guide the University in serving the needs of students, as well as other members of the CUNY community, with disabilities:

- Using the CUNY Portal, establish a disability website that includes a disability handbook to serve as a resource guide for faculty/staff and provide access to pertinent information for all students.
- Assess the feasibility of establishing regional resource centers for learning disabilities and identify cost-effective strategies for their implementation.
- During CUNY disability month, conduct a University-wide conference for faculty, campus administrators, staff and security personnel on appropriate techniques for teaching and providing assistance to students with disabilities.
- Develop a marketing video in conjunction with CUNY TV for use by disability coordinators and admissions offices.
- Seek to expand the provisions of the New York Community Trust Transportation Grant to facilitate the participation of students with disabilities in campus student life.
- Develop a plan to provide centralized coordination of interpreter services, in an effort to reduce costs and provide expertise in selecting and maintaining quality service.
- Enhance academic accommodations for students with disabilities by providing faculty training in the handling of sensitivity issues and the provision of technical assistance in the classroom when administering exams and in teacher/student conferences.
- Ensure that all standardized examinations within the University are fully accessible.
- Train faculty and instructors in how to make online instruction accessible to disabled.
- Ensure that students with disabilities are represented on committees that develop technology plans on campuses and that college Technology Fees accommodate needs to purchase technology for disabled.
- Ensure integration of disabled students into positions outside campus disability offices, including student aides and assistants.

- Develop an education program on ADA compliance modeled on CUNY’s sexual harassment education program.
- Augment the availability of College Now programs and opportunities for high school students with disabilities.

## **6.9 Services to Veterans**

The University currently enrolls over 2500 veteran students. Many veterans may be abruptly called to active duty at any time during the academic year. In 2003, more than 350 CUNY students were deployed to Operation Iraqi Freedom. Campus-based “veteran’s liaisons” provide assistance to veteran students to facilitate these untimely exits and readmissions, including the process of withdrawal from classes, tuition reimbursement and obtaining extended time to complete course requirements. In addition, liaisons provide academic and personal counseling, certification of eligibility to receive VA benefits and referrals for housing and other services available to veterans. CUNY expects that this population will increase over the next several years and will take steps to bolster services in this area. In general, the University will encourage veterans to make use of available transitional programs and services, particularly those programs that offer training in life skills and that provide support for service members at risk of becoming homeless. Strengthened relationships with the Mayor’s Office of Veterans Affairs will help facilitate improved access to information regarding benefits and services available to veterans both while they are in school and upon completion of degree programs.

Furthermore, the University has recently authorized the continuation of employer paid health and welfare benefits for University employees recalled from the reserves to active military service in response to the events of September 11, 2001 and the broadening of that response into a wider campaign, including military action in Iraq.

## **6.10 Student Activities and Leadership Development**

The University will continue to encourage and promote campus student activities that emphasize teamwork among students and student services personnel and promote the development of communication and leadership skills among campus student leaders, in order to enrich the

college experience for all students. Research shows that students do better at college if they are involved in the college community.

Each year, the University has presented an Emerging Student Leadership Program that includes workshops, information and presentations designed for students representing each campus who demonstrate leadership potential and a desire to improve their leadership skills. Workshop topics include communication skills, leadership development and parliamentary procedure. In addition, the University's Institute for Virtual Enterprise offers students the opportunity to develop a broad range of leadership skills as they form partnerships with students and work in virtual firms to develop technology solutions for business. Over the next four years, we plan to add to these programs diversity workshops for campus student leaders, promoting respect and tolerance for individual differences. Particular attention will be given to the dissemination of information about bias and hate crimes.

### **6.11 Financial Aid**

Provision of financial aid at CUNY is made through a collaborative effort between the University's central administrative offices and each of the colleges. Central processing and disbursement systems provide for efficient bulk processing. The colleges provide critical direct student services to 200,000 yearly applicants for financial aid. These services resulted in the provision of nearly \$600 million in assistance to 110,000 students during the 2003-2004 academic year.

Over the next four years, the University will seek to streamline the financial aid process and provide students with easily accessible information through a number of innovations. First, the CUNY portal will be used to provide information about the affordability of CUNY for students from all family income levels as part of an effort to market the University's financial advantages. Students will be provided with web access to current financial aid applications. Information about award status and interactive calculators will be provided for easy comparison of the net costs of attending CUNY, as compared to other college enrollment options. We also hope to use the portal to allow students to apply for both federal and state student financial aid in one

session. The creation of this web-based financial aid application process would be done in partnership with state and federal financial aid agencies.

Other kinds of technology will ease administrative processes in this area. Degree audit software will permit better monitoring of course applicability to degree and credit accumulation for progress measurement and result in fewer audit disallowances. The Enterprise Resource Plan (ERP) will allow the University to disburse financial aid directly to individual student accounts and to produce net credit balance checks at the college level. This will result in a better audit trail for the financial aid disbursement activity and produce operational efficiencies by disbursing fewer checks.

## **7. College Now and Collaborative Programs**

Our collaborative programs with the New York City public school system will continue to be a University priority. The leadership of the University will work closely with the leadership of the New York City Department of Education to develop and implement high-quality programs for secondary school students. That close cooperation will allow us to ensure that our on-going and new projects are consistently aligned with the school system's policies and procedures. The fundamental goal of our collaborative efforts will remain the improvement of students' achievement so that they can meet the requirements for high school graduation and be well prepared for post-secondary study.

The College Now Program is the centerpiece of our efforts. The program will continue to offer college-related courses and workshops to students in every public high school. During the next five years, we will re-design the program's delivery system to enable students enrolled in the many new small high schools to take full advantage of our offerings. In addition, we will strengthen and expand the program's offerings for students in the early high school years in order to increase the number of students who are eligible to take college credit courses prior to high school graduation.

We will also strengthen a variety of special relationships between colleges and high schools. Those relationships include campus-affiliated high schools, school-college partnerships initiated under the umbrella of the Department of Education's New Century High Schools and, eventually, the ten early college high schools. In all of these cases, connections between the colleges and the schools go far beyond simply offering courses to students. College faculty often cooperate with their high school colleagues on professional development and curriculum development projects and provide mentoring assistance to high school students, especially in areas of research related to their own disciplines.

Another type of special relationship is being developed through the Pre-Collegiate Arts Consortium, initially established in Brooklyn but which will be extended to the other boroughs over the next few years. The Consortium brings faculty from various artistic disciplines together

with students and teachers from the high schools to foster the development of creative talent, aesthetic appreciation and career-oriented knowledge of arts-related industries.

ESL students in city public high schools are an important constituency for our Collaborative Programs, particularly as increasing numbers of them move into mainstream English courses and graduate. They may not be labeled as “ESL” or identify themselves as such, but do have particular academic language (reading and writing) needs both in high school and when they enter the University. In order to support both ESL students and those who move into the mainstream, CUNY plans to renew its ESL collaborations with the high schools and to ensure that the Collaborative Programs take into the needs of current and former English language learners by reviewing and making curriculum and pedagogical recommendations and through faculty development for non-ESL faculty/teachers working in these collaborations.

Beyond the expansion and strengthening of opportunities for students enrolled in high school, the University will also work closely with the Department of Education to establish new opportunities for those who have dropped out of high school. In November of 2003, we opened CUNY Prep in the Bronx with funding provided by the New York City Department of Youth and Community Development. We expect that it will serve as a model for additional pre-college programs for those in the greatest need.

The University’s plans for strengthening and expanding collaborative programs include:

- Implementation of the recommendations of a comprehensive strategic planning process conducted in 2003-2004 that will identify all of the steps necessary to ensure the development and sustained operation of a high-quality program in 2004-2008.
- Fostering the increased involvement of full-time faculty in the development of the College Now Program.
- Expanding and strengthening the Collaborative Programs Research Fellowship that funds doctoral candidates from the Graduate Center to conduct research on College Now and its related programs in order to contribute to the improvement of those programs.

- Drawing upon the extensive knowledge and experience of the collaborative programs' staff to inform the development and implementation of the ten new early college high schools.
- Expanding the reach of collaborative programs to underserved populations in the near suburbs of New York City.

### **7.1 Early College High Schools**

With funding from the Bill & Melinda Gates Foundation, the University will serve as an intermediary organization, managing an effort to establish eight new and two re-designed early college high schools of 500 students each. The successful proposal to the Gates Foundation that will result in these schools was developed in close cooperation with the Department of Education, which will be our partner in developing and administering the ten schools.

The schools are intended to enroll poorly prepared students who come from communities that have been under-served by the public school system. In some instances, the schools will enroll students as early as sixth grade, thereby allowing them to acquire the skills necessary for demanding high school and college work before they enter ninth grade.

The schools will enable students to develop essential skills and master substantial knowledge so that they can begin taking college courses early on in their high school years. They will be able to earn college credit and qualify for associate degrees or accumulate up to sixty credits towards the baccalaureate degree by the time they complete high school.

In the first year of this initiative, the University expects to open one new high school and convert one existing high school affiliated with CUNY into an early college high school. We expect to open the next five schools in September of 2005 and the final four in September of 2006.

## **7.2 Other Pre-College Programs**

The University will continue to support the work of campus-based adult literacy and language programs, which provide essential learning opportunities to many thousands of individuals with limited skills and prepare many of them for entry into the University's degree granting programs. In particular, the University will seek to ensure that GED graduates are supported in their transition to college level studies.

The University will also continue to support the campus-based CUNY Language Immersion Program (CLIP). CLIP serves immigrant students in need of extensive English language study to prepare for success in college-level work. It is a low-cost instructional alternative, offered at all six community colleges and three senior colleges, covering all five boroughs. The program allows students who choose an immersion approach to their studies to defer enrollment for up to a year in order to concentrate on development of academic English language skills. The program, one of many options for those requiring assistance in the English language, is open to students from all CUNY undergraduate campuses. The University will create a page on the CUNY portal and a brochure that describes the various options for limited English speaking students.

Adult Literacy, GED, and CLIP programs are primarily administered through college Adult and Continuing Education Divisions.

## **8. Adult and Continuing Education**

In recent years, adult and continuing education (ACE) courses and programs at the University have enrolled in excess of 225,000 students a year, reflecting the success of ACE programs in helping people with a wide range of educational needs transform their lives. Individuals come to increase their proficiencies beyond and in different ways from the traditional educational opportunities at the University. Incumbent workers come to learn new skills through individual courses and certificate/licensure programs, for career change and to increase their potential for advancement. Professionals enroll to maintain the currency of their qualifications. Corporations and organizations look to ACE programs to help them meet the challenges of an increasingly competitive global marketplace. Adult learners and recent immigrants sign on to increase their competencies in reading, writing, speaking, math and computer literacy and to prepare for a broad array of academic tests such as the GED, SAT, ACT and GMAT. Others come to engage in activity and dialogue around pressing social and community issues including world and local politics, environment and ecology, cross-cultural communications and integration into American society. Avocational and enrichment courses, seminars and workshops also cater to increasing numbers. Given this tremendous diversity of educational needs, people and programs, continuing educators must increasingly focus on stronger coordination and collaboration with both academic departments and across the University's continuing education divisions and schools.

In order to provide more accessible points of entry for students interested in continuing their educations, the University has established CUNY on the Concourse in the Bronx, administered by Lehman College in cooperation with Bronx Community College and Hostos Community College, and is in the process of establishing a new extension center on the Rockaway peninsula which will be sponsored by the four CUNY colleges in Queens. Our expectation is that these outreach efforts will make it more likely that students will begin and complete full programs of study.

In the next five years, continuing education schools and divisions will further enhance this work by launching a University-wide collaborative campaign to increase effectiveness and improve efficiencies. This initiative will focus on joint marketing, program development and delivery

and outreach. It will highlight the remarkable range of offerings and the cost-effectiveness of CUNY continuing education courses and professional certificate programs using print media, web-based marketing, television and radio. It will increase the visibility not only of continuing education at CUNY as a viable, ongoing educational resource for hundreds of thousands of New Yorkers, but of CUNY as a whole as a leader in learning.

In workforce development, the University will continue to rely on ACE divisions for the engagement, cultivation and maintenance of effective partnerships with business and industry, labor unions, community and government organizations. In the City, partnerships with government will include the Human Resources Administration, the Department of Youth and Community Development, the Department of Small Business Services and the Police and Fire Departments, among others. State-level partnerships with the State Education Department, the Department of Labor and the Office of Temporary Disability Assistance will also continue. As well, ACE will build on its impressive record of success in garnering local, state and federal grants and contracts as well as private foundation support for training programs.

The University expects that the entrepreneurial skills, responsiveness and flexibility of ACE to deliver customized programs on campus and anywhere in the city will lead to additional and expanded contracts. Finally, the University will devise strategies for continuing education schools and divisions to maximize their intersection with the newly created School of Professional Studies.

## **9. Workforce and Economic Development**

The University will continue to provide workforce and economic development opportunities for government workers, health and human services employees and public assistance recipients and other low-income populations.

Through its well-established John F. Kennedy, Jr. Institute for Worker Education, CUNY will work closely with city and state agencies, colleges, unions and private non-profit organizations to coordinate University-wide workforce development efforts in health, education and human services areas. As part of this effort, over the next four years the Institute will:

- Expand the development of new courses and credited career ladder certificates for frontline workers.
- Increase the use of contract courses and tuition voucher programs for union members and workers employed by public agencies and private non-profits.
- Enhance faculty development activities in distance learning technologies, adult education, interdisciplinary studies and work-based learning for adjuncts and full-time faculty teaching in Institute-sponsored programs.
- Conduct research on the frontline workforce and in personnel shortage areas in health, education and human services occupations.
- Provide technical assistance to public and private employers, labor-management groups, unions, government agencies and professional associations creating career ladders and enhancing educational benefits for workers.

Healthcare 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 face serious shortages of key workers, including nurses, who constitute the largest health profession. Many health care workers are able to achieve economic security for their families by climbing the health career ladder toward well-paid professional level positions. CUNY programs are crucial to these workers' advancement. Based upon recommendations in the Chancellor's Nursing Task Force report, the JFK, Jr. Institute will work with CUNY colleges to:

- Increase the number of nursing faculty;

- Develop new curricula, including online courses, and improve articulation between programs;
- Enhance the university's collaborations with the health care industry and its unions; and
- Expand our capacity to provide clinical classes for qualified candidates by developing evening and weekend programs and signing agreements for clinical placements with a broader array of health facilities.

Another well-established institute, the CUNY Institute of Software Design and Development (CISDD), is a CUNY-wide consortium whose mission is to spur the development of the New York software industry by working with faculty, industry and government agencies involved in software development. CISDD works to commercialize computer technological innovations and bridges the gap between educational and industrial needs. It also creates and maintains training programs for advanced IT professionals, administers internship programs for CUNY students, creates partnerships with the software industry to perform research and development and develops software solutions for companies and governments.

In the next four years, CISDD will continue to expand its workforce development programs, create partnerships with software companies to utilize CUNY's faculty and students for Research & Development and develop comprehensive programs with City agencies to augment and improve their IT resources. CISDD intends to double its operating budget within five years and expects to have a comprehensive high-level training program in place that will address the needs of industry and City agencies. It will also seek formal recognition as a center of excellence in the State.

Three programs from within the University Office of Academic Affairs directly support the goals of mayoral and city agencies that provide internship opportunities for CUNY students or education and training for city workers.

- **The CUNY 3-1-1 Project**, inaugurated in March 2003, supports the New York City 3-1-1 Citizen Service Center by providing student call center representatives to supplement 3-1-1's city workforce. There are currently more than 100 students working in the center, with plans for that number to increase as much as fivefold over the next few years.

- **The Informal Child Care Training Project**, a new collaboration with the Human Resources Administration (HRA), is developing a system of training and support in New York City for some 22,000 family childcare providers. Through outreach, focus groups, workshops, conferences and research projects, the project will assist informal child care providers to develop the skills necessary to improve the health, safety, stability and child development aspects of the care provided within their homes.
- **The FIA/CUNY Professional Training Academy** provides training to HRA employees. The Academy provides training and educational opportunities to 7,000 FIA and vendor staff annually, accounting for over fifty percent of the agency's workforce training. Workforce and staff development are provided through three program areas: Training, Customized Continuing Education Courses and Courses for CUNY Credit. Over the next five years the program plans to integrate technology-based instructional methodologies, including distance learning, and to develop credit certificate programs.

The University will also continue its substantial involvement with HRA in offering a range of targeted educational opportunities to low-income New Yorkers, including Perfect Opportunity for Individual Skills and Educational Development (POISED) for Success, which provides literacy instruction for pregnant women and new mothers; College Opportunity to Prepare for Employment (COPE), which provides supported degree study for matriculated recipients; and Individual Vocational Education and Skills Training (InVEST), which is offered in collaboration with the New York State Department of Labor and provides short-term occupational training for employed recipients and individuals whose family incomes are below 200% of the federal poverty level. All of these programs are intended to help participants achieve a greater degree of economic self-sufficiency and include job placement services.

Through its partnership with two agencies, HRA and the New York City Department of Small Business Services, the University will continue to administer the voucher program for unemployed and dislocated workers. The voucher programs help pay tuition for training courses offered by a variety of providers.

While CUNY is proud of the numerous programs that it has in place to train and develop the city's workforce, we are a major employer in the metropolitan region as well. CUNY's commitment to our workforce recognizes that the success of the University is directly attributable to the success of our human resources. To that end, we strive to provide a workplace environment that is based on fair access to employment and retention, fosters upward mobility and encourages full participation by all CUNY employees.

CUNY's mission to serve and reflect the citizenry of the city and the State of New York imposes an obligation to focus on the diversity of the University's employees. When one examines the University's entire full time workforce, which is 46% minority and 48% female, CUNY clearly stands out as a leader in the employment of traditionally underrepresented groups. We recognize, however, that there is always room for improvement and that the commitment to diversity is not static. Accordingly, the University believes that success in this arena ought also to be judged by our continuous efforts to improve and to promote diversity as an essential component of our mission.

In keeping with these principles, the Council of Presidents' Committee on Faculty, Staff and Administration recently adopted a policy, entitled, "The Revitalization of the University's Affirmation Action, Equal Employment Opportunity and Compliance and Diversity Programs." The document describes a series of concrete steps that should be undertaken by college Presidents in areas such as institutional leadership, recruitment, retention and accountability, and that will ultimately strengthen our efforts to attract and retain a highly qualified and diverse workforce. Over the next four years, the University will make every effort to identify financial resources to support the recruitment of underrepresented groups into the professorial ranks.

CUNY believes that a critical piece of its effort to strengthen its human resources lies in training. The University has embarked upon a major training initiative to assist employees at all levels of the institution with acquiring the skills to be more effective. In addition to ongoing sexual harassment training, we have introduced an Executive Leadership program that exposes both

seasoned and newly minted executives to renowned leaders in the areas of change management, leadership skills and development and managing diversity. The training unit is collaborating with the New York City Department of Citywide Administrative Services to provide CUNY employees access to a host of training opportunities. It has purchased a license to allow access to web based training. In general, the University will significantly increase its offerings for employees over the next four years, including orientation programs for all new employees, and the establishment of a summer training institute to enhance skills at all levels.

Our goal is to enrich the quality of learning as well as the performance of those who provide and support that learning. We include under that mandate not only teachers and administrators but every single employee with a role in making the University operate effectively. Our efforts are intended to benefit not only our workforce, but also our students, who will benefit from receiving an education in a University committed to excellence, achievement, diversity and equality.

## **10. Libraries**

CUNY libraries work collaboratively with their campus faculty and administration to provide services, collections, and instructional support for the college's academic and co-curricular goals for student learning and for faculty teaching and research.

Likewise, CUNY libraries work collaboratively with each other and with the CUNY Office of Library Services in matters where such action will move the University forward in its master plan, provide increased access to electronic resources at consortially negotiated best prices, share print and non-print resources among the libraries, and provide a state-of-the-art system of access through CUNY+ and the CUNY portal.

Over the next four years, the University will endeavor to improve library services through a number of initiatives, including:

- Increased support for research in the sciences;
- Expanded support for CUNY-wide access to print and electronic resources in the arts and humanities, social sciences, and in professional fields in which CUNY grants undergraduate degrees;
- Establishment of partnerships among academic and library faculty, IT officers and appropriate organizations such as the New York State Higher Education Initiative to establish regional archival repositories;
- Improvement of library facilities so that each CUNY library provides a welcoming physical environment that is conducive to research, study, and learning;
- Improving student success and retention by including information literacy and research skills in general education and transfer student programs;
- Taking expeditious advantage of vendor software enhancements that provide user-centered service delivery and enhanced access to library collections via CUNY+, the integrated library system;
- Designing and implementing an electronic delivery system for multimedia instructional materials.

## **11. Classroom Instructional Technology**

After a moratorium on distance education ended in 1999, CUNY Online was created to oversee University-wide initiatives, bringing online learning to every campus, all levels of instruction and all disciplines. By 2003, with partial support from the Sloan Foundation, CUNY Online had trained 380 faculty to teach online, was offering 750 electronic-based courses that enrolled in excess of 16,000 students and had many newly developed courses still to be delivered. A recent contract with Blackboard for an enterprise version of its course management system will continue striking and extensive changes in instructional delivery and help the University stretch beyond what are currently isolated pockets of innovation. The CUNY Online Distributed Learning Network, an online compilation of information about and access to online activities across the University, was initially created for students. It also has become a resource for faculty, who may see current and archived offerings in their disciplines and contact colleagues about possibilities for resource-sharing and mentoring.

Despite these significant advances, much remains to be done. Many faculty have yet to be persuaded of the potential for online learning in an environment in which enrollments increase regularly and in which instruction does not need to bridge the geographic distances that spur distance learning efforts elsewhere. However, those teachers and students who have experienced online instruction find the scheduling flexibility and saved commuting time to be not just an enormous convenience but even an answer to a real need. As well, most say they find it to be as good as traditional instruction and even, in some cases, superior.

CUNY's challenge over the next four years is to make online learning scalable and sustainable. The student technology fee, now in its second year, has infused campuses with significant funds for hardware, software and support staff. The University will also continue to actively pursue grant awards. In the future, we will encourage faculty to go from using "web-assisted instruction"—classroom-based courses taught as they ever were but with an added layer of web-work and web-based resources—to online instruction that actually supplants classroom instruction and that provides truly enhanced learning, not just added convenience and access.

In coming years, we will take online learning within the University to a new level, bringing about institutional transformation. Sufficient development work has produced many mentors in online instruction throughout the University system. We expect to launch several course development projects focused on specific programs and disciplines, culminating in sustained support sites replete with teaching ideas, shared assignments and models of effective practices. Drawing on faculty who have experience with web-enhanced instruction at their campuses, these projects will provide lasting sites of instructional support in the form of online resources, ongoing discussions and internal mentoring.

These projects will be particularly valuable in bringing together faculty in a single discipline from many campuses, taking greater advantage of our multi-campus system to the benefit of quality instruction and research. Participants will build community sites for their disciplines featuring effective practices, useful links and learning objectives. Over time, those sites will be opened to other faculty in that discipline who may then join discussions and share resources. Those who acquire facility with Blackboard and online learning in campus faculty development programs will have discipline-based resources and mentoring that then guide them to more extensive use of online instruction.

The University expects considerable and far-reaching benefits from this strategy. Truly “hybrid” courses require fewer class meetings, resulting in reduced commuting time and increased scheduling flexibility for students and faculty alike, while also conserving classroom space. Our experience is that trained faculty move from hybrid to fully online instruction as their confidence in online teaching builds, leading us to expect that the growing number of hybrid courses will result in growth in the number of fully asynchronous courses at the University.

## **12. Enrollment Management**

In order to better serve students throughout the entire enrollment cycle—recruitment through graduation—CUNY plans over the next four years to develop and implement a new model for enrollment management across the University. The model will be centered around the creation of an “enrollment management committee,” which brings together a wide range of student services/enrollment management departments including: recruitment, admissions, testing, registrar, bursar, financial aid, new student orientation, academic advising and academic departments. This structure will allow the development of stronger working relationships between the departments responsible for enrollment services, ultimately offering improve service to our students.

The service model implemented by this committee will offer “one-stop enrollment services” to prospective students across the University, allowing them to access information about admissions, financial aid, testing, registration, tuition and payment options without having to see a multitude of office representatives. Several colleges are already using this model, which will become the standard.

The decision as to which college to attend is dependent on many factors: the first impression when visiting a campus; treatment through the application process; and, once accepted, the responsiveness of financial aid, academic advisement, registration and bursar offices. Each of the above will help market CUNY by offering seamless and integrated information about academic programs, financial assistance and tuition payment options. All student service departments working together will make the admissions and enrollment process a positive and seamless experience for every student.

Technology will play an important role in the creation and execution of this one stop enrollment model, offering prospective and continuing students online access to their college business transactions. Prospective students will eventually be able to apply for admission and manage the application process, apply for financial aid and check the status of the financial aid award, communicate with advisors regarding course selection, registration, payment transactions and other business activities, and retrieve assessment results.

Within the context of the University's renaissance, we must shift the role of our admissions and enrollment management professionals from process-oriented to information-oriented.

Admissions and recruitment offices on each campus will become more effective marketers of the University, providing in-depth, thorough information about CUNY's many academic and programmatic offerings. In general, students considering CUNY are ever more concerned about and interested in the quality of academic programs, financial aid, student life, academic advisement, graduation rates, career planning and placement, availability of courses and the caliber of the faculty. The University's enrollment management structure will be structured to respond to those concerns.

CUNY undergraduate admissions criteria range from highly selective to open access. In addition to meeting each college's individual admissions criteria, all students in baccalaureate programs must meet the basic skills requirement in reading, writing and mathematics. In this respect, the testing office plays an integral role in enrollment and will therefore work closely with admissions and academic advising, providing information on the many ways students can satisfy this requirement and assisting them with accessing support services available through the University's skills immersion programs.

Transfer students represent a large and important population at CUNY—effectively serving these students is key to our overall effectiveness in enrollment management. In particular, the University is committed to providing every graduate of our six community colleges with a seamless transition into senior college. This process is contingent upon development and execution of articulation agreements between the community colleges and senior colleges and the development of an enrollment plan, incorporating transfer credits, academic advisement, major and graduation requirements, financial assistance, and career and job placement for every community college student.

Adult students have always been an important group within the University community and will continue to be so. Their particular needs in terms of scheduling and specific course and degree offerings, both at the associate's and baccalaureate levels, require further expansion of evening,

weekend and online opportunities. Enrollment management will keep pace with the evolution of academic programs to serve this population, offering adult students assistance with the many issues they face in returning to school.

We must continue to collect and analyze data as well as to conduct market research to assist in future planning. An improved understanding of the population we serve, including prospective students, current students (including those in College Now and the new Early College High Schools), parents and guardians, school counselors and local community representatives will support the provision of quality services. The University will make data available through the enrollment management committee structure to individual colleges to assist in the evaluation of current practices and planning.

The University will also develop a comprehensive retention plan and integrate its retention goals with existing programs and services, taking advantage of the best thinking of both academic affairs and student affairs professionals. As well, the enrollment management committee will assist in evaluating current practices and creating appropriate programs and policies to ensure that diverse student population success and timely graduation.

### **13. Enhanced University Planning**

Planning has been a decentralized process at CUNY, spread across the campuses and fractured into pieces associated with several administrative and academic offices. Relatively few colleges have developed comprehensive strategic plans coupled with the benchmarking and assessment efforts necessary to measure progress toward goals and objectives.

The University wishes to support the individual campuses in their planning and coordinate their activities between and among campuses. Therefore, over the next four years the University will create a unit with a centralized planning function in the Office of Institutional Research and Assessment. Its first goal will be to develop detailed enrollment plans and projections in collaboration with the colleges. This enrollment planning process will inform enrollment management at CUNY, guiding recruitment and retention initiatives. A second goal is to incorporate enrollment data more fully into academic program planning, the budgeting process, space planning, and delivery of student services. A third objective will be to encourage strategic planning at the colleges through staff development and a series of University-wide workshops.

#### **14. Community Outreach**

All of CUNY's colleges sponsor and host numerous community outreach programs that are inextricably linked to their surrounding neighborhoods and the diverse constituencies they serve. Through the CUNY Portal and college websites, the public is provided unequalled access to educational, cultural, entertainment and sports activities, often at low or no cost and in coordination with ongoing academic offerings. This year-round outreach will continue to be a high priority at the University, reflecting its beneficial interactions with its communities and ongoing contributions to the social, economic, and educational vitality of New York. Here are some three illustrative examples of University-wide outreach:

- CUNY Month in November 2003, was a system-wide opportunity to encourage the public to visit campuses. Our colleges hosted over 500 open houses, cultural events, financial aid seminars and related activities. Of special note was the assistance provided by the Office of the Deputy Commissioner for Higher Education and the Professions for outreach to recent graduates who received high school equivalency diplomas—an important adult student constituency in need of greater access to higher education.
- CUNY Information Fairs are frequently held in underserved areas with dense populations to provide on-the-spot college counseling to prospective students. These events are organized in conjunction with community and tenant organizations, elected officials and media outlets.
- CUNY's Immigration Law and Policy Initiative held seminars for legislative staff on citizenship and naturalization, utilizing experts from within the faculty and staff of the University as well as experts from local bar associations and the Legal Aid Society. In spring 2004, CUNY initiated the first city-wide immigration call-in, in conjunction with the *Daily News*. Seminars and courses for professionals who interact on a regular basis with immigrants are under development.

**15. Supporting the Integrated University through 21<sup>st</sup> Century Technology: Replacing Aging Administrative and Student Systems with an Enterprise Resource Planning Solution**

Technology systems in use at CUNY do not meet the standards needed for a University of our size and complexity to operate efficiently and competitively. Our legacy systems are more than 25 years old and are supported by an aging workforce in which many employees are currently or will be eligible for retirement in the next five years. Since these systems do not provide the needed functionality, shadow systems have emerged to perform very basic functions at all our campuses. Additionally, redundant operations exist throughout the University in areas where technology should provide efficiencies and productivity enhancements. Continuing to maintain these shadow systems in our complex environment is both cumbersome and expensive. Moreover, the inability to integrate our data across the legacy systems and the lack of updated technology tools makes it increasingly difficult for managers to strategically plan and perform their day-to-day functions. Finally, current systems are unable to support new, ever changing and complex legislative mandates as well as the increasing expectations of our students and faculty for CUNY to operate in a more competitive environment.

To respond to these needs, CUNY requires a single integrated Student, Finance and Human Resource solution, more commonly referred to as an Enterprise Resource Planning (ERP) solution. ERP in higher education has been successfully shown to be an effective technology solution for the management of administrative and student operations. CUNY's ERP will allow the University to: enhance service delivery to students, faculty and staff; revamp administrative operations to implement best practices; standardize administrative processes across the University while also offering some uniqueness to individual colleges and achieve cost savings by eliminating administrative redundancies and redirecting those savings to support the University's core mission of teaching and learning. All of the above goals for CUNY's ERP must also support and integrate with the goals of instructional and student services technologies, linking to systems in the areas of academic advisement, degree audit and online course management.

The creation of a University-wide vision encompassing all 19 campuses is large undertaking that will last throughout 2004-2008 and beyond, requiring the advice and counsel of faculty

members, department chairs, registrars and academic advisors. The necessary review of almost all of the University's business functions and procedures is a significant opportunity. As we prepare for implementation, University and college staff are documenting and assessing current business processes with the intent to document and identify best practices that may be incorporated into the ERP system's development and implementation. ERP development will also leverage recent technology investments in the CUNY Portal and established standards in database, report writer, email, calendaring, file sharing and query tools. As part of this process, CUNY will also analyze and cleanse existing data in support of the University's data warehouse initiative.

Implementation of the ERP solution will be done in phases. CUNY will provide immediate solutions in areas where we currently rely on insufficient technology such as human resource administration, student recruitment/prospect management and international student management/SEVIS reporting. Once these modules are developed and moved into production, we will retire the older systems and redeploy staff resources to support the new ERP. Additional system functionality will be rolled out incrementally.

Although full system deployment will last several years, success will be measured incrementally as we continue to build the system, add new functionality and integrate operations currently supported by independent systems. Student services functionality in the areas of recruitment, admissions, financial services, registration, advisement and post-graduation activities will be enhanced, and wherever possible, accessible online. Recruitment, hiring and timekeeping processes will be automated and human resources policies and procedures standardized. E-Procurement and the functionality included in a twenty-first century accounting and financial system will demonstrate success in the area of finance.

## **16. Performance Management**

The performance management process adopted by the University in 2000 has been a key force in the transformation of leadership at CUNY. It ensures that the Trustees' long-term vision for the University forms the scaffolding for annual planning at each of the colleges, and that University and college executives are held accountable for results.

Accountability is achieved by measuring colleges' annual progress towards key performance targets – many tied directly to student outcomes – and rewarding performance by Presidents and their leadership teams commensurate with those results.

Over the next four years, the University will continue to monitor three broad sets of objectives: raising academic quality, improving student success and enhancing financial and management effectiveness. CUNY will also improve its ability to measure movement toward these goals by refining the relevant indicators and developing new ones.

Information is the lifeblood of the performance management process, and CUNY overhauled its data resources over the past four years to support this process. We constructed a database of student information that the colleges can access electronically to track their progress on many of the indicators related to the academic performance of students. Over the next four years, these data structures will be expanded with three goals in mind:

- *Deliver data that guide faculty and administrators at the colleges in their efforts to design and deliver improved services for students.* CUNY will develop a data warehouse to integrate human resources and financial information, making both types of information much more readily accessible. At the same time we will greatly expand the existing student data warehouse. In addition, the University will acquire reporting software that allows our central administrative offices to disseminate reports to defined audiences on a regular schedule. The new data structures will make it possible to integrate pertinent information on costs, faculty resources, and student performance and deliver it to appropriate audiences.

- *Organize information to support the assessment of learning and administrative services at the colleges.* The new data structures and reporting software will enable the system's administration to organize information on student performance that will be useful to the colleges in assessing courses, academic programs and general education. It will also be possible to improve delivery of data that assists the colleges in monitoring expenditures and assessing the efficiency and effectiveness of administrative activities.
- *Organize information to allow the central administration and the colleges to more fully measure progress toward the University's objectives and to guide policy.* CUNY already has developed an extensive set of indicators and prepared online reports from the existing student data warehouse. Development of the second warehouse containing information on human resources and financial information will create the basis for the University to develop additional indicators in these domains.

By marshalling its information resources in this way, the University will not only be able to improve its ability to measure progress toward its goals but will also arm faculty and administrators with the information needed to manage change at the campuses.

## **17. Productivity Initiatives**

CUNY has initiated an effort to reform administrative practices and implement productivity measures that result in lower administrative costs. Administrative savings will then be invested in teaching and learning enhancements. This strategy has short, medium and long-range components.

Our long-range effort is tied to the introduction of new information technologies (including the ERP described previously) that will allow us to transform our processes and leverage further integration of our administrative systems while also building in best practices.

Our medium-range strategy is to organize the colleges into networks, creating some economies of scale and the capacity to collectively solve problems whose solutions are beyond the resources of one campus. This effort, pioneered by our colleges in the Bronx and soon to be in place in every borough, has already generated successes in the design and implementation of a common bursar system, the development of coordinated strategic technology plans and the adoption of practices that reduce copying and printing costs.

In the short range, three successive years of individual college “productivity targets,” totaling \$26 million University-wide, will focus campuses on increasing efficiencies and implementing successful techniques and processes from elsewhere in the University. With guidance and assistance from the University’s central administration, the colleges saved \$10 million in fiscal year 2003, transferring those funds from administration to academic and student services areas. Coordination of computer and software purchasing across the University led to volume discounts totaling \$2.4 million. The University established a practice of coordinating job vacancy postings in *The New York Times*, saving over \$500,000. Colleges were assisted in contracting for the installation of all-weather tennis enclosures, which in partnership with a private concern will generate more than \$100,000 in new revenues in fiscal year 2005 on one campus alone. Colleges implemented new telecommunications and telephony strategies, collectively saving over \$1.7 million. These and dozens of other initiatives enabled the colleges to purchase instructional equipment, hire student services staff and continue to invest in additional full time faculty and faculty development initiatives.

The colleges will generate an equal amount in 2004 and an additional \$6 million in 2005 toward academic and student services.

## **18. Environmental Health and Safety**

The period of the 2004-2008 Master Plan coincides with the implementation of the most comprehensive effort to promote environmental health and safety in CUNY's history. In 2003, the University entered into a far-reaching Audit Disclosure Agreement with the United States Environmental Protection Agency (EPA) and began an environmental auditing process that is scheduled to proceed through 2007. By signing the Agreement, the Chancellor has committed CUNY to bring all of its campuses into compliance with environmental requirements and to promote environmental quality throughout the University. He has also appointed a University Director of Environmental Health and Safety to support this effort.

The CUNY-EPA Audit Agreement has served as a springboard for a number of critical University-wide initiatives. In addition to requiring our campuses to assess their compliance status, ensure that corrective action is taken and establish mechanisms to prevent recurrence, the audits have given us an unprecedented opportunity to think about and plan to address environmental health and safety in the decades to come. But creative thinking without accurate and meaningful data is insufficient and statistics without context can be misleading. Therefore, we will use the findings of our audits not only to generate compliance but also to form the foundation of an effective environmental management system. This system will help us assess gaps in our current programs, resources and capabilities; provide tools for tracking chemicals, wastes, training, equipment and other environmental health and safety information and enable us to establish uniform policies and procedures throughout CUNY.

## **19. Fundraising**

As a public institution, the University will continue to rely on tax dollars and tuition income to cover its normal operating and capital expenses. But to fast-forward the transformation of CUNY as envisioned in this Master Plan, the University must attract substantial private investments and gifts in the coming years.

An increased emphasis on fundraising by the colleges has resulted in a 64 percent rise in private donations across CUNY since 2000. During this same period, fundraising by colleges nationally slowed and, in 2002, dipped slightly.

Alumni gifts to City College and Brooklyn, Baruch, Queens and Hunter Colleges have led CUNY's impressive advance. A number of generous donations by New York City corporations and foundations to the three-year-old CUNY Honors College have also contributed to the increase, proving that New York City philanthropists and other donors will support CUNY programs of proven excellence.

However, the University still has far to travel before we reach a level of private support competitive with other major public universities across the nation. They have a long head start, but we are committed to closing the gap.

In 2004-2005, CUNY will launch its first unified fundraising campaign encompassing all 19 CUNY colleges and graduate schools. The campaign's planned 10-year timetable will allow individual colleges to enter the campaign as their development infrastructure permits and as their foundation boards feel ready.

A select group of presidents from across the University, working with development consultants and the Chancellor, is already setting campaign parameters and goals. College infrastructures for fundraising are being evaluated and plans made for "gearing up" to the necessary strength to undertake this important challenge.

The impetus for launching the unified campaign is our conviction that the colleges will raise more money under a common theme and umbrella than can be raised through their independent efforts. Each college will run its own campaign, on its own timetable, supported with its own resources, with some centrally-funded services and with resources shared with other colleges. For example, each college will not pay for a planned giving lawyer, or to purchase costly prospect research services if several institutions can instead share them. The confidentiality of college information will be maintained and systems will be designed flexibly enough to satisfy individual college needs. This will not be a “one size fits all” but a “unified plan helps all” effort.

Because fundraising by community colleges poses special challenges, a group of community college presidents and key development staff is working to develop strategies unique to this level of institution and to share resources and best practices. CUNY community colleges are already competitive with their peers nationally in the fundraising arena, but our goal is for them to become national leaders.

While each college will develop its own plan for spending funds raised during the campaign, there will be some commonalities. Newly raised funds will provide scholarships to qualified students, allowing them to afford college and realize their dreams. They will permit the colleges to hire and retain world-class faculty members. And they will support special programs and facilities that increase the quality of our academic programs.

## VI. THE COLLEGES

A review of activities on CUNY campuses over the past four years echoes the themes of renewal, regeneration and growth within the University mentioned elsewhere in this Plan. Accomplishments at the community colleges, senior colleges and graduate programs include: large increases in enrollments; vast numbers of new degree programs; national recognition of flagship programs in a range of fields; growing investments of funds from both the private foundation world and from a wide range of government agencies; and great steps forward in offering more comprehensive student services and access to up-to-date instructional technology.

### Natural Sciences

**Bronx Community College** has established the Center for Sustainable Energy through a federal appropriation sponsored by Congressman José Serrano. Its purpose is to support use of and education about alternative energy sources. The new Center has ambitious plans for the next four years, including developing and offering academic courses and conferences, establishment of an A.A.S. degree in Energy Services Technology, offering training for energy field workers, offering K-12 programs and in general becoming a major clearinghouse for information in this developing field.

An extensive science research agenda at **Hunter College** led to its becoming the largest recipient of National Institutes of Health funding of any New York undergraduate college not attached to a medical school. Amongst this funding is \$2 million brought in by Professor Marie Filbin to conduct research into a cure for paralysis. Hunter also recently opened the Manhattan/Hunter Science High School, partly through support from the Bill & Melinda Gates Foundation, and the Summer Institute in Science and Mathematics. At Manhattan/Hunter, which uses the early college education model, students will take college classes in 11<sup>th</sup> and 12<sup>th</sup> grade and earn college credits.

“Bridges to the Baccalaureate” and “The Brooklyn Bridge” are two exciting new programs at **Kingsborough Community College**, both funded by the National Institutes of Health, and both aimed at using articulation between a community college and a senior college to bring more

minority students into the field of science. “Bridges to the Baccalaureate,” a partnership with **Medgar Evers College**, works to increase the number of minority students majoring in biology and hopefully embarking on careers in biomedical research. “The Brooklyn Bridge” uses the same idea, but the partnering senior college is **Brooklyn College** and its goal is to attract students to studies in nutrition science.

The training site for the CUNY Ph.D. in Plant Sciences is jointly located at **Lehman College** and the New York Botanical Garden. Lehman’s Plant Sciences faculty has brought in significant new grants, in particular from federal agencies including the National Science Foundation and the U.S. Departments of Defense and Agriculture. A new Computer Laboratory and Conference Center serving the Biological Sciences department at Lehman has served to enhance this program. New research laboratories and research green houses are in the works, as is the launch of the Gordon Research Conference in Plant Metabolic Engineering, to start in summer 2005.

**LaGuardia Community College’s** Veterinary Technology degree, the only such accredited associate degree in New York City, offers a challenging academic and clinical program graduating licensed veterinary technicians into a job market where there is tremendous demand not only in New York City but nationally. LaGuardia’s plans for the program over the next four years include expansion into the field of biotechnology.

Spurred by the arrival of substantial new faculty in its science departments, **Queens College** has launched new research projects on signaling mechanisms, nanotechnology and optoelectronics. Funding from the U.S. Air Force and the Army is supporting some of these projects.

The U.S. Food and Drug Administration opened its Northeast Regional Lab on the **York College** campus in February 2000, creating opportunities for several new initiatives including student placements in food product testing and testing procedure development and joint research projects. York expects to appoint a Director of York College/FDA Collaborative Initiatives with the goal of creating even cooperation between the two institutions.

The significant new science programs and research projects at **City College** are described in conjunction with ongoing cluster hires of faculty, elsewhere in the Plan. In addition to the growing faculty, these gains are also due to increases in science research funding at the College and the opening of a Nuclear Magnetic Resonance facility with 500MHz and 600Mhz Spectrometers. An Electron Microscopy Facility and new academic programs in Environmental Science/Remote Sensing, Material Science/Nanotechnology and Bio-Informatics are planned.

The Biology department at **Medgar Evers College** has gone beyond articulation agreements within CUNY and the State University of New York, creating pathways for its graduates to go on to advanced academic programs at state universities in Massachusetts, New Jersey, Pennsylvania and even Missouri. Grant funds for research projects increased and students in the department successfully competed on both the state and national levels. The Physical, Environment & Computer Sciences also grew its grant-funded research programs.

### **Social Sciences**

In the late 1990s, the Forensic Psychology undergraduate and master's degree programs at **John Jay College of Criminal Justice** were the fastest-growing programs at the College. Recent steps to recruit several new highly credentialed faculty have raised its profile and made it the largest such department in the country. It has become one of the highest quality departments in this field as well. Plans for taking it to the next level of excellence include further hires and a doctoral program that begins operation in fall 2004.

**The Graduate Center** enhanced its focus on urban and globalization studies in Anthropology Department. The hiring of notable authorities Neil Smith and David Harvey, extensive publications by the department faculty and students and great attention to placement of graduates made this program one of the most highly ranked of its type in the country.

**Queens College's** plans for future hires include the development of a faculty cluster in demographics that will study urban economic development, education, health and safety, among other areas.

## Arts

Programs in the Arts have grown over the past four years, many of them taking advantage of new technologies to innovate and even to create new forms of art and communications. For example, the Multimedia Programming and Design degree at **Borough of Manhattan Community College** was the first such associate-level degree in the nation. It has attracted substantial grant funds, more than \$2 million, and its enrollment grew from two students in spring 1999 to 500 in spring 2004. BMCC's new Theatre degree is also flourishing, with future plans to increase enrollment and the number of courses offered. Many Theatre degree recipients go on to bachelor's degrees programs in the arts at other CUNY colleges.

**New York City College of Technology's** new bachelor's degree program in Entertainment Technology offers students training in the use of the advanced technologies and digital control systems used to produce live performances. Those technologies are available to students on campus. The program also includes extensive professional training opportunities ranging from Broadway shows to opera to corporate conferences.

**Hunter College** has an exciting new Master of Fine Arts degree in Integrated Arts Media. And it also has ambitious plans to bring all of its arts programs into one space at a "Center for the Arts" in Lower Manhattan, which would not only consolidate space but create opportunities for greater collaborations in visual and performance arts and provide a needed additional venue for downtown arts events.

The Music Electronic Technology degree program and the Digital Art and Design programs at **Queensborough Community College** are in great demand, enrollments having increased substantially. **York College** plans to open a digital editing facility to complement its existing telecommunications facility.

## Mathematics

The **College of Staten Island** is building a sizable number of programs and research projects in the area of interdisciplinary applied mathematics. Faculty successfully obtained research grants and plan to bring in additional funds over the next four years. In part to support these efforts and

in part for the use of several CUNY colleges, College of Staten Island has also acquired an advanced mini-computer.

**New York City College of Technology** recently established a B.S. in Applied Mathematics. The program is geared toward students who plan to work in business, and offers finance and information technology tracks, as well as a two-semester internship program.

### **Humanities**

A Writing and Literature degree program at **Borough of Manhattan Community College** offers associate degree students the opportunity to embark on a writing career. Approved in the year 2000, enrollment is already up to 200 students. Enhanced elements of the degree program include internships, one-on-one faculty mentoring, career development events and an up to date web site publishing student work. Strong articulation agreements within CUNY also help these students progress to four-year degrees. **Lehman College** expects to create a Department of Journalism, Communication and Theatre in fall 2004, which will house a revitalized local newspaper, The Bronx Journal, and an expanded television magazine show, "Inside Lehman."

**The Graduate Center's** Center for the Humanities grew exponentially, with increased grant funding and high attendance at programs (3600 attendees in 2002-2003). Professor David Nasaw's "Working Groups in the Humanities," funded by the Andrew W. Mellon Foundation, is highly successful, offering faculty across the fields of humanities who teach at other campuses and dissertation-year students opportunities to collaborate. The Humanities Teaching Fellowships provide stipends for Graduate Center students to offer programs in the New York and Brooklyn Public Library systems. More growth in the Center is planned, supported in part with an additional three-year Mellon Foundation grant awarded in January 2004.

The Philosophy Department at the **Graduate Center** hired a number of highly distinguished professors, among them Paul Horwich, Martin Davies and Saul Kripke, who will publish a new book in the near future. Overall, there was a dramatic increase in quantity *and* quality of applicants to the program. Graduates of the program are in high demand at colleges and

universities nationally. And an annual course on teaching philosophy, along with a mentoring program, has given doctoral students greater preparation for teaching at other CUNY campuses.

While the **College of Staten Island** overall has strong interdisciplinary programs, it developed a particular focus on modern China studies, offering faculty and student exchanges, bringing in visiting scholars and presenting conferences on business and agriculture in contemporary China. Subjects of upcoming conferences include the past one hundred years in film in China and Chinese politics. The College also expects to offer undergraduate certificates on modern China for business and social science students.

### **Professional Programs**

#### **Health and Human Services**

CUNY's initiatives for helping address the shortage of nurses are unfolding on many fronts. **Lehman College** is a significant participant in these efforts. Its Immigrant Nurse Program is helping trained foreign nurses to qualify for licensure in New York State. The Lehman Health Sciences Academy for high school students places them in health care settings, supervised by nursing students, where their coursework earns them college credit. To assist current nurses with moving further up the career ladder, Lehman College's Nursing Department is offering post-master's certificates in Nursing Education and Administration. Lehman is also focused on community health issues; it is developing and will manage a series of online modules in Cross-Cultural Health Care with funding from the Hispanic Educational Telecommunications System. And the department also has a grant supporting local community health efforts from the federal Department of Housing and Urban Development, first made in 2000 and now renewed until 2006.

**College of Staten Island** created a master's degree program in Adult Health & Gerontological Nursing. Other planned degree programs in the field of nursing include **New York City College of Technology's** Bachelor of Science in Nursing and **Hunter College's** advanced practice degree in Psychiatric Nursing and a joint Nursing/Public Administration master's degree with

**Baruch College**. And **College of Staten Island**, **Hunter College** and **Lehman College** are developing a doctoral program in Nursing to be located at the **Graduate Center**.

Beyond nursing, several other new degree programs in the healthcare field have either begun or are planned for the next four years. **York College** established a master's degree in Occupational Therapy, the master's degree being the first graduate program at York. It has planned for the near future a bachelor's level Physician Assistant program with implementation of courses in fall 2004 and clinical work in 2005. York also expects to offer post-graduate training of physician assistants in psychiatric and substance abuse treatment through its continuing education department starting in spring 2005. As well, York expects to launch a new specialization in cytology in its Medical Technology program with an affiliation with Memorial Sloan-Kettering Medical Center.

The **College of Staten Island** has plans for expanding health sciences research, increasing the scope of its graduate-level courses in this field and for introducing a new master's degree in Urban Health and a doctorate degree program in Physical Therapy.

**New York City College of Technology's** new B.S. in Health Service Administration is the only such program at CUNY, as is **Queensborough Community College's** associate degree-level Massage Therapy program.

### **Business**

Real estate is now the fastest growing academic program area at **Baruch College**. Undergraduate degrees, a Master's in Business Administration, and a number of certificates are in place, with at least one more undergraduate degree program likely to start in the next year. Baruch will soon consolidate its real estate programs in order to create a single comprehensive, cohesive academic program area.

Also at **Baruch College**, the Field Center for Entrepreneurship and Small Business offers extensive consultation to individual business owners – 1500 a year – each of who receives nearly 100 hours of individual consultation. The Center has also conducted groundbreaking research on

paths to job creation by minority and white entrepreneurs. Its research agenda will expand in the future to accommodate the collection of cultural and ethnic data related to entrepreneurship across the country.

**LaGuardia Community College** is CUNY's other leader in the field of business development, focusing its efforts on micro-enterprise and small companies, in particular those led by immigrant entrepreneurs. Having helped 1100 small businesses and entrepreneurs raise \$12 million in loans, LaGuardia is well positioned for the next four years. Its growing credit and non-credit programs will focus on new programs for specialized business sectors such as retailing and customer service.

The New York Designs incubator at LaGuardia is now open and offering courses. When its permanent home is established, the incubator will select and work with 20 companies to be located at the incubator as well as an additional 130 companies located elsewhere. LaGuardia also plans new degree and certificate programs in small business and entrepreneurship and in design.

**Medgar Evers College** achieved a tremendous milestone for its School of Business, recently obtaining accreditation from the American Colleges of Business School and Programs, assuring that its offerings meet high national standards. **York College** has new programs including certificates in Survey Research and Mortgage Finance.

### **Public Administration**

Only ten years old, and the School of Public Affairs at **Baruch College** is already a national leader in training current and future generations of leadership in the government and nonprofit sectors. The Association for Public Policy Analysis and Management says that Baruch has the most diverse public affairs program in the country. Closer to home, the School offered the first-ever university-based orientation for incoming New York City Council Members, trains and certifies new principals through the New York City Leadership Academy and is assisting United Way of New York City with the design and delivery of its new leadership development programs.

Future plans include opening the Census Bureau Research Data Center, an important center for population studies, which will be sponsored in a consortium with other leading academic, research and financial institutions such as the Federal Reserve Bank of New York and the National Bureau of Economic Research.

CUNY is equally proud of the master's degree in Public Affairs program at **John Jay College of Criminal Justice**. In its "2005 Edition," *U.S. News and World Report* ranked the John Jay College program among the top 20% of all Public Affairs and Public Administration programs in the nation. The Criminal Justice Policy specialization within the MPA program has been consistently ranked among the best in the nation. The John Jay College MPA program includes a track in Inspection and Oversight that is generally recognized as the premier MPA-IG Program in the nation.

### **Teacher Education**

As described elsewhere in this Plan, CUNY has improved the quality and relevance of its Teacher Education programs in numerous ways. Many campuses report significant increases in enrollment, vast improvements in passage rates on certification examinations, and as described previously, crucial infusions of new faculty. Just to cite a few examples: **Lehman College's** enrollment in Teacher Education has doubled since 2000. The certification exam passage rate at **City College** went from 57% in 1999 to 93% in 2004. **Queens College's** Teacher Education department is newly focused on research and actively pursuing millions of dollars of grant funds.

Innovation in this field is also widespread. **College of Staten Island** is developing new curricula for alternative methods of teacher certification, has implemented new training options for principals and teachers on Staten Island and plans to install technologically up-to-date "smart classrooms" to ensure that future teachers are prepared to use the most current technologies in their own classrooms. **Queens College** established the Equity Studies Research Center, which is focused on narrowing the gap between research and practice in high-poverty urban schools. The shortage of technology teachers and teachers of Career and Technical Education is addressed at **New York City College of Technology's** baccalaureate degree programs in this area, the only

such programs at CUNY. **Hunter College** is planning to introduce the first curriculum at CUNY to train drama teachers. And donations from Stanley H. Kaplan '39 and the Milton Petrie Foundation allowed **City College** to institute specialized programs training the assistant principals who supervise mathematics instruction in middle schools and high schools.

### **Law**

CUNY's **Law School** recently celebrated its twentieth year. Among its achievements are recognition by *U.S. News & World Report* in 2001 as the most diverse law school in nation, by *National Jurist* for placing the highest percentage of its graduates in public interest jobs and wide acclamation for its top-ten ranked, award-winning clinical programs. Among its highly innovative programs, the Community Legal Resource Network provides support to graduates working as solo practitioners and in small firms in communities, increasing access to legal representation for working poor, immigrants and others with little access to legal services. As part of University-wide efforts to improve students' writing skills, the Law School established a Writing Center with a full-time faculty member directing and three Ph.D. candidate Fellows whose work with law students on developing advanced writing skills is vital to their futures as excellent public interest lawyers.

### **Engineering**

**City College** has a newly reinvigorated Department of Engineering, with 30% of all its faculty hired in last five years, 90% growth in research funding in the past four years and plans for even further expansion of its research agenda. The College is well positioned to support its recently created undergraduate degree programs in Computer Engineering and Biomedical Engineering and another new bachelor's degree in Environmental and Earth System Engineering that starts in fall 2004. City College has a new dual/joint Electrical Engineering degree with **Hostos Community College**, as well as plans for three more joint degrees with **LaGuardia Community College** in Civil Engineering, Electrical Engineering and Mechanical Engineering.

### **Architecture and Design**

Academic programs in the Architecture, Urban Design and Landscape Architecture department at **City College** made tremendous strides forward in the past four years, winning awards, gaining

international recognition for Urban Design program and garnering excellent reviews from the accreditation body for Landscape Architecture. The department won the prestigious Eleanor Allwork Prize from the American Institute of Architects' New York chapter two years in a row. A new three-year master's degree program in Architecture starts in fall 2004. Other new master's degree programs are planned, among them one in Landscape Architecture, which will take the place of the current bachelor's degree.

### **Student Services and Academic Support Programs**

As stated elsewhere in this Plan, the University has ambitious goals for consolidating a wide range of student services with the goal of making them more accessible, particularly through the use of current technologies. A number of colleges have a head start on these efforts, providing the University with successful models from which we can learn. The goals of these programs include cementing relationships with first year students and increasing retention and on-time graduation rates.

In addition to its Freshman Year College, **Brooklyn College** started a program called The On Course Advantage, which gives second-semester freshman and transfer students advisement, priority registration and guaranteed access to required courses in order to help them graduate on time. The College plans further expansion of The On Course Advantage, expecting it to reach enrollment of 1000 students at its height, with a projected 200 students graduating each year.

The extensive electronic campus infrastructure at **Brooklyn College** now allows students to transact their college business electronically, whether applying for scholarships and financial aid, registering for courses or paying tuition bills. **New York City College of Technology** opened a New Student Center that provides centralized student services, and brought in three grants to support efforts to increase retention and graduation rates. One grant in particular, supported with federal Title V funds, is for the development of the e-Portfolio program at both **New York City College of Technology** and **LaGuardia Community College**. E-Portfolios provide each student with an internet-based location to store course work, keep track of courses taken and degree requirements and create an overall portfolio of work over the period of their student tenure that allows them both to see their progress over time and to show others, including

potential employers, their accomplishments. The e-Portfolios will also support the articulation of students from LaGuardia into New York City College of Technology degree programs. At this time, 800 LaGuardia students have e-Portfolios; the College is committed to having them for all its 13,000 students in the future.

Starting in spring 2005, all incoming first-year students at **LaGuardia Community College** will also join a theme-based academy in Liberal Arts, Technology, Business or Natural and Applied Sciences. As with other such programs, the aim of these academies will be to create cohesiveness amongst new students, keep them in college and support their advancement.

DegreeWorks, which is being implemented at **Brooklyn College**, serves some of the same goals by allowing students to track progress toward their degrees on a continuous basis via the internet.

**Medgar Evers College's** School of Freshman Studies integrates several programs including Freshman Year Programs, the SEEK program (Search for Education, Elevation, and Knowledge) and student support services. And it is working to increase retention of students through innovative programs such as electronic-mentoring, and its groundbreaking Male Development and Empowerment Center, which enrolls male freshmen in a seminar-style course in which they establish a peer group and work to manage and overcome common obstacles to staying in college.

The **Hostos Community College** Academic Learning Center is offering centralized academic support, is open long hours and offers, among other services, tutoring in every academic subject offered at Hostos. With freshman enrollment having increased substantially, **John Jay College of Criminal Justice** developed its own strong set of student support services, and will be further expanding those services to include peer mentoring in the near future.

**Kingsborough Community College** has begun a program called "Open Doors/Learning Communities," in which 500 incoming freshman are offered full-time academic block programs with the goal of increasing retention and improving academic performance amongst a highly

diverse student body with diverse needs. This program has significant support from private foundations and public agencies.

Improving undergraduate education is a high priority at **Queens College**. It opened a Welcome Center and Advising Center for new and transfer students, and has successfully increased both participation and passage rates on the University's proficiency examinations. On top of participating in the University-wide discussion, Queens College has also launched its own review of General Education requirements. And it implemented an innovative pedagogical approach to teaching history, called "Reacting to the Past," engages undergraduate students in the learning process by having them re-enact historical events such as the French Revolution and trial of Galileo.

### **Quality of Instruction**

Several CUNY campuses are using various methods to improve the quality of instruction for their students, whether through greater professional development opportunities for faculty, or focused learning opportunities such as academic honors program for students.

The Center for Teaching Excellence, opened at **Bronx Community College** with support from federal Title V funds, also serves faculty at **Lehman College** and **Hostos Community College** and offers a range of seminars on teaching skills, using technology, the Writing Across the Curriculum program and the development and implementation of action-research projects. This Center, which moves to a new facility in the coming year, has plans for expanding its offerings as demand grows. Similarly, the Center for Learning and Teaching Excellence at **Medgar Evers College** is engaged in supporting innovative pedagogy and the further development of its faculty. And finally, **Queensborough Community College** has launched its own Center for Excellence in Teaching and Learning, with much the same agenda and goals, spreading opportunities for faculty development widely throughout the University.

The successes to date and future plans of CUNY's Honors College are described elsewhere in this Plan. Individual campuses are also using Honors programs to improve the experience of students enrolled in a range of academic programs. The Honors Academy at **Brooklyn College**

brings together nine honors-level programs, offering study facilities, consultation with faculty and computer access. The Academy currently has 349 students enrolled. **John Jay's** Honors Program, opened in fall 2003, offers an interdisciplinary honors curriculum, seminar-style classes and book stipends. **Hostos Community College** established its own associate degree Honors program. Similar plans are underway at **Queens College**, which will open a new Honors Center to serve its undergraduate Honors programs.

### **Instructional Technology**

Greater use of instructional technology is a priority at both the University and campus level, as evidenced by current investments and future plans of many CUNY colleges. **New York City College of Technology**, which has the largest number of hybrid traditional and web-based courses within the University, established an Office of Instructional Technology and is taking steps to provide faculty with continued support as they integrate these technologies into the classroom.

Often, the greatest barrier to use of instructional technologies is the reluctance and discomfort of faculty. To address that issue, **LaGuardia Community College** started "Designed for Learning," a year-long faculty development seminar in incorporating instructional technology into the classroom. Nearly half of the College's full-time faculty have completed the seminar so far. Future plans call for training an additional 100 faculty. The results of the seminar may in part be seen in the fact that the number of technology-enhanced courses at LaGuardia has increased from 20 in 2000 to 500 in 2003-2004.

Other Colleges are also expanding use of instructional technology. **John Jay College of Criminal Justice** expects in the near future to offer support for students studying for CUNY Assessment Tests through its BlackBoard system. And **Queensborough Community College** is also seeing increased use of instructional technology, offering more than 160 web-assisted courses in spring 2004.

## **VII. FINANCING THE MASTER PLAN**

To achieve the goals and objectives outlined in the 2004-2008 Master Plan, CUNY projects a need for an additional \$201.7 million in programmatic support over the next four years. This increase represents an average annual rate of 2.8% growth in programmatic support. In addition, the financial plan projects cost increases of 1.9% annually for inflation and other mandatory increases, totaling \$140.9 million. (These projections do not include future collective bargaining requirements.) Overall, the University's budgetary requirements relating to the 2004-2008 Master Plan call for a budget level of \$1.96 billion in fiscal year 2008, an increase of \$342.6 million over the current budget and an average rate of growth of 4.7%.

Overall, twenty-five percent of the increased programmatic expenditures are devoted to the University's top priority—hiring additional full-time faculty. The plan anticipates the hiring of 800 full-time faculty over the next four years at a cost of \$60 million. Twenty-eight percent of the new resources, or \$57 million, will be targeted to critical academic and student support needs.

Some of the initiatives in the Master Plan are being accomplished in part with existing resources. For example, the cost estimates for full-time faculty assume that funding for 20% of the cost of the new hires will come from existing resources currently devoted to adjunct teaching. College fundraising initiatives and economic development initiatives are also expected to generate revenues in support of new and ongoing projects. In addition, the effective use of technology will generate savings and foster further productivity improvements that will enable the redeployment of resources to high-priority areas.

Over the past several years, the University Office of Budget and Finance has developed new resource allocation systems designed to link the master planning and budget allocation processes and to efficiently deploy resources. Last year, the University introduced a new model for the allocation of full-time faculty, developed after a lengthy period of consultations with University and college administrators and with the Budget Advisory Committee of the Faculty Senate.

CUNY is committed to the full implementation of the new instructional resource model and to employing the new model in the allocation of the 800 new faculty positions envisioned in this

master plan. The University further intends to continue to develop new systems for the allocation of non-instructional resources.

## **VIII. CAPITAL BUDGET AND FIVE-YEAR CAPITAL PROGRAM**

CUNY is comprised of 19 campuses on over 691 acres. The University occupies 294 buildings and encompasses approximately 26,900,000 gross square feet of space.

The objective of the University's capital program is to provide safe and functionally adequate facilities that encourage teaching and learning and are well designed, well built and operate in a cost-effective manner. Under the careful guidance of the Board of Trustees, the capital program incorporates these considerations along with established academic objectives.

### **Capital Budget Program and Priority Guidelines**

CUNY's capital program addresses the needs of the colleges for major new construction, rehabilitation and capital equipment, and is developed in accordance with the University's established priority system. It ensures that capital projects contribute to the achievement of the University's academic, research and administrative goals, conform to University design and construction standards and make the best use of resources.

Funding for CUNY's capital program is requested according to established University priorities approved by the Board of Trustees which, beginning with the highest, are assigned to projects that:

- Correct life-safety, security and code violations;
- Preserve facilities and assets;
- Address technology needs;
- Are ongoing and require the next phase of funding to bring them to completion;
- Provide greater utilization of campus space and academic program delivery;
- Meet energy conservation performance objectives;
- Encourage economic growth for the City of New York; and

- Seek development of public/private partnerships to maximize the value of the University's underdeveloped assets.

The University is engaged in ongoing efforts to update and revise the Colleges' facility master plans in order to more efficiently address academic and student-related priorities and to request the capital projects necessary to advance the College's missions. All facility master plans, which are developed in close consultation with the college communities, are revised in conformance with space standards approved by the Board of Trustees, thereby ensuring efficient use of all existing and planned space.

### **Capital Budget Funding Sources**

The State of New York and the City of New York are CUNY's chief funding sponsors. The State assumes 100% funding responsibility for the operation of ten of CUNY's senior colleges and the schools for advanced studies. The City of New York and the State of New York split (in equally matched amounts) funding responsibility for the community colleges and one senior college, Medgar Evers College.

Projects included in the Capital Budget are funded through various fund types defined as follows:

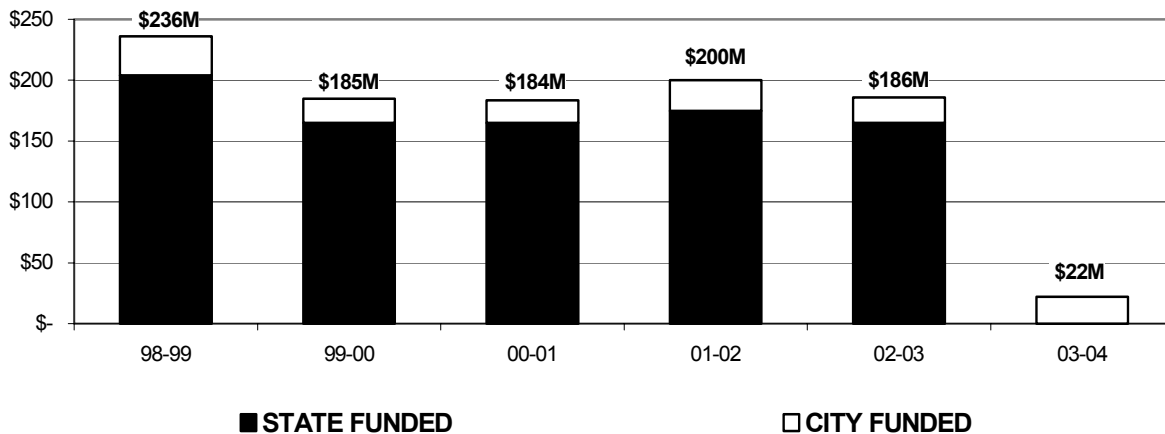
- The State Executive Budget provides funds for major bonded projects as well as minor rehabilitation (also known as hard dollar) projects.
- The City Executive Budget supports major bonded projects and contributes funds to support hard dollar projects in CUNY's City of New York Capital Commitment Plan.
- Another City fund type, known as "Reso A," is sponsored by the Borough Presidents and members of the New York City Council. Reso A funding mostly supports major equipment and University-wide technology initiatives requested by the colleges. Most recently, when the City Executive Capital Budget did not provide matching funds for the

State's appropriations, the University and the colleges requested and received, in small amounts, capital funds from the City Council to match the State's bonded funds.

Over the past six years, CUNY received over \$1 billion in appropriations from City and State sources to implement much-needed facilities renovations and modernizations, as well as to construct major expansion projects in support of programmatic initiatives. The following chart summarizes those totals by year:

### STATE AND CITY CAPITAL BUDGET FUNDING HISTORY

(\$ in millions)



### Projects Funded

The University's highest priority has been funding for University-wide projects that address campus safety and security needs, preserve facilities, and comply with Code requirements, as well as other projects to improve technological information systems and conserve energy. All University-wide projects are prioritized based on condition assessment studies that identify facility needs. CUNY received over \$350 million in the past five years for University-wide projects.

In addition to such projects, over \$600 million was provided for specific campus projects in the past five years. A few examples are the complete renovation of **Powdermaker Hall at Queens College**, construction of a new childcare center at **York College**; **Phase II** of the consolidated computer center at **Lehman College**; the ongoing renovation of **LaGuardia Community College's Center III**; and **The Academic Complex at Baruch College** (known as the Vertical Campus), which created a new consolidated facility replacing numerous dispersed facilities and eliminating costly leasing fees. The Academic Complex, which was occupied in August 2001, comprises approximately 40% of the total campus space.

Other major projects, presently in various stages of completion, were proposed and developed in support of programmatic initiatives and to remedy serious space deficiencies.

### **Summary of the Present Five-Year Capital Budget – Fiscal Year 2004-05 through Fiscal Year 2008-09**

The University's current five-year capital budget request is the culmination of a process started prior to the completion of the previously funded \$1 billion five-year plan. In April 2003, the University and its Colleges identified capital budget needs totaling more than \$7 billion. Following the University's academic priorities, the plan was trimmed to \$2.5 billion. To accomplish this, methods were undertaken such as the consolidation of several Colleges' requests for science research facilities into a single CUNY-wide Advanced Science Research Center, where scientists from all campuses could share a flexible, fully-equipped state-of-the-art facility for grant-funded research. Only instructional science facilities were requested for the individual campuses.

Because the State failed to provide a capital budget for the University in fiscal year 2003-04, the University's Academic Master Plan for 2004-08 coincides with the new Five Year Capital Budget Request. The new long-range capital program builds on the success of the previously funded five-year plan for the senior colleges, and reinforces its request for crucial funding for the community colleges, which, despite the critical educational opportunities and services they

provide, have been inadequately supported, receiving very small capital appropriations in the past five years.

In formulating the reduced capital plan, a new initiative was undertaken to seek opportunities for developing new construction projects through public/private partnership at the direction of the Chancellor, with the ultimate goal of leveraging the University's real estate resources to achieve the best value. The University plans to utilize the potential income generated by existing resources such as air rights, and deploy it where needed for the respective Colleges.

Following the absence of a capital budget, and recognizing the status of the State's resources, the University requested a reduced five-year plan for fiscal years 2004-2009 of \$1.88 billion. The State Executive Budget subsequently recommended a \$1.2 billion plan, allocating \$981.5 million for the senior colleges. For the community colleges and Medgar Evers College, it recommended \$50 million, which must be matched by the City. The Executive Budget also reappropriates the balance of funds from the previous five-year plan (1998-2003).

A complete list of projects with the required construction costs is described in the attached document entitled "Capital Outlay Program FY 2004-05 and Five Year Capital Plan FY 2004-05 Through 2008-09."

Major senior college projects requested in the University's next five-year plan include:

- **University-wide Infrastructure Projects**

As its number-one priority, the University requested \$388.5 million for projects to address issues related to the age and condition of its buildings, including \$80 million to upgrade and renovate the University's technology and information systems.

- **University-wide Advanced Science Research Center**

In support of an integrated University, \$198 million was requested for an Advanced Science Research Facility. The research performed in the new facility will incorporate technology in the areas of nanoscience, photonics, and bio-sensing. A multi-million dollar grant has been awarded to the University by NASA to begin planning and

programming the new facility. The research center will be constructed on the City College campus, in proximity to other advanced science programs.

- **Baruch College**

In 2008, the last year of the capital plan, the University requests \$2 million in planning funds to totally renovate the building at 17 Lexington Avenue (built in 1929), to create a modern, state-of-the-art teaching and research facility. The renovated building will also house the existing high school, Baruch Academy.

- **Brooklyn College**

The first two years of the plan calls for \$24 million to complete the mostly funded \$102 million West Quad Academic, Athletic and Student Building. In 2008, funds are requested for the renovation of Roosevelt Hall as a research science complex.

- **City College**

The University has requested \$48 million to renovate the College's vacated library building for the School of Architecture, Urban Design and Landscape Architecture; \$60 million for a new instructional science facility and funds to begin renovating the existing Marshak Science Building. In addition, the College is evaluating proposals for privately-built and managed campus housing for faculty and students, utilizing non-state funds.

- **CUNY Law School**

The last years of the capital plan request \$52 million for the relocation and Phase I construction of a new Law School, in order to address issues of mass-transit accessibility and new part-time programs.

- **Hunter College**

\$15 million is requested to renovate the historic landmark Roosevelt House. Another \$115 million is requested for projects which are candidates for public/private development: \$80 million would be allocated to a new science building, that might be supplemented with proceeds from a public/private development at the Brookdale campus and the other \$25 million would partially fund a Visual and Performing Arts Center in Lower Manhattan, which could be augmented with proceeds from the sale of the Master of Fine Arts (MFA) Building.

- **John Jay College of Criminal Justice**

A major project to replace the outmoded and overcrowded North Hall was partially funded in the previous five-year plan. \$227 million is requested to complete this \$458 million facility, with occupancy slated for Fall 2008.

- **Lehman College**

A new \$60 million science facility is requested, as well as planning funds to study the feasibility of renovating the vacant Old Gymnasium building. On-campus housing is also being considered for Honors College students, graduate students and faculty.

- **New York City College of Technology**

A new Academic Complex is requested to meet space needs identified by a recently completed comprehensive facilities Master Plan. A public/private development is being explored, for which the University is requesting a State contribution of \$138 million.

- **Queens College**

A recently completed ten-year Facilities Master Plan (to be presented for approval by the Board of Trustees) identified as its number-one priority the upgrade and new construction of science facilities. \$15 million is being requested for this initiative, to be added to an existing \$15 million from the previous five-year plan, for a total project cost of \$30 million.

- **College of Staten Island**

A Phase II renovation of the 2M Building is proposed, at a cost of \$5 million.

- **York College**

A \$5 million site improvement and signage project is requested for the last two years of the plan.

For the community colleges and Medgar Evers College, the University has asked the State to augment the \$50 million appropriation for fiscal years 2003-04 through 2007-08 through an increase in State funding to \$108 million, to be matched by the City of New York. Such an amount would be more in line with the funds received from the State in the previous five-year plan.

Projects requested for funding for the community colleges and Medgar Evers College include:

- **University-wide**

- \$4.6 million for health and safety projects
- \$3.8 million for facilities preservation
- \$4 million to comply with ADA and asbestos abatement requirements; and
- \$12.5 million for a technology initiative to improve Network Infrastructure, Information Systems and Administrative Applications, similar to the senior college project of the same description.

- **Bronx Community College**

\$74.5 million is requested for construction of a North Instructional Building to provide classrooms, computer laboratories and to partially relocate the College Library.

- **Hostos Community College**

In accordance with the College's Facilities Master Plan, the University requests \$13.6 million to continue the renovation of the 500 Grand Concourse building, to design athletic facilities and to acquire adjacent properties to expand campus functions and allow growth of the existing high school.

- **Kingsborough Community College**

Funds in the amount of \$1.6 million are requested to replace the roofs of various campus buildings and to upgrade the campus fire alarm system.
- **LaGuardia Community College**

In the next five-year plan, \$24 million is requested to continue renovation of the Center III Building. In addition, the College will explore the feasibility of a public/private partnership with regard to the parking structure and land adjacent to Center III.
- **Borough of Manhattan Community College**

The University will commence the replacement of Fiterman Hall, which was irreparably damaged by the attacks of September 11, 2001. \$180 million in reconstruction costs will be provided by FEMA (City and State) and insurance proceeds. An additional \$27 million is requested to renovate the Chambers Street Building and to explore the feasibility of a North Manhattan campus expansion.
- **Queensborough Community College**

The University requests the priorities of the campus's Facilities Master Plan, which call for an \$85 million Instructional Building. Another \$3 million is requested for a new Holocaust Center.
- **Medgar Evers College**

A new \$138 million Academic Building was partially funded in the previous five-year plan. The University requests the remaining \$117 million for construction of the new Academic Building I.