The City University of New York
2002–2003 Budget Request

An Integrated University Helping to Rebuild New York City

BARUCH COLLEGE

BROOKLYN COLLEGE

CITY COLLEGE

THE SOPHIE DAVIS SCHOOL OF BIOMEDICAL EDUCATION

HUNTER COLLEGE

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

LEHMAN COLLEGE

MEDGAR EVERS COLLEGE

NEW YORK CITY TECHNICAL COLLEGE

QUEENS COLLEGE

THE COLLEGE OF STATEN ISLAND

YORK COLLEGE

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

CUNY SCHOOL OF LAW

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

BRONX COMMUNITY COLLEGE

EUGENIO MARÍA de HOSTOS COMMUNITY COLLEGE

KINGSBOROUGH COMMUNITY COLLEGE

LaGUARDIA COMMUNITY COLLEGE

QUEENSBOROUGH COMMUNITY COLLEGE

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Governor George E. Pataki
Mayor Michael R. Bloomberg
Members of the New York State Legislature
Members of the New York City Council

It is my pleasure to offer to you The City University of New York's 2002–03 Budget Request in the spirit of our fervent dedication to the rebuilding of New York City.

The CUNY community responded to the World Trade Center disaster with extraordinary generosity, speed, compassion and resolve. There is abundant reason to be proud of the achievements of our trustees, presidents, faculty, students, and alumni, not only in the wake of this tragedy, but throughout the past two years—those achievements will help lay the foundation for the future of both the University and the City.

Thanks to the implementation of changes spelled out in the University's Master Plan 2000–2004, CUNY is now an institution fully in the mainstream of public higher education. We are a University in harmony with new, more rigorous standards in the public schools. Enrollment of new freshmen at our senior colleges rose 5.7 percent this fall, the largest increase in twenty years; total graduate and undergraduate enrollment is at the highest point in three years.

Places in our Teacher Education programs are sought after by a new cadre of prospective public school teachers, including doctors, lawyers, business people, and others who have decided to make their mark by teaching in the City's most difficult schools. Public and private agencies have shown greater confidence in the talents of our faculty, students, and administrators by increasing substantially support for scientific research, technology, and scholarships. The City and State have entrusted us with their most important workforce development initiatives, and we are poised to launch new partnerships with other universities and the business community.

We remain committed to providing educational opportunities of the highest value to all those who wish to pursue their dreams. The University's resolve to attract and retain the best and most promising in this City, and to offer educational opportunities of exceptional value, is stronger than ever. We will continue to work towards these goals by making the City University an educational institution ever more closely integrated into the fabric of New York City.

Even with the formidable challenges ahead, I look to the future of CUNY and the City with great hope and confidence—that CUNY will gain an increasingly sound financial footing; that our exciting and innovative new programs (like the CUNY Honors College) will expand with each entering class; that the number of top-ranked graduate and professional programs at the University will continue to increase. Most of all, I look forward to working with the many friends and supporters of CUNY and the City on behalf of our communities, and the many generations of New Yorkers and City University graduates to come.

Respectfully submitted,

Matthew Goldstein,
Chancellor

Introduction

At the beginning of the academic year, the City University of New York faced the task, as did colleges and universities across the nation, of teaching, researching, and providing service in the wake of September 11th's terrorist attacks.

CUNY's solidarity with, and compassion for, the victims, their families, the extraordinary rescue workers, and the threatened vitality of the City of New York had a very real, material basis. The University lost students, faculty, and alumni—more than 100 at John Jay College alone. It lost a building at the Borough of Manhattan Community College, which housed 250 classes, as well as the CUNY Research Foundation and the New York TeleMedia Accelerator, the cornerstone of the University's Business Incubator Network. CUNY confronted an anticipated loss of tuition revenue from students whose academic aspirations had to be put on hold because of military duty, residential displacement, job relocation, financial exigency or, simply put, the psychological effects of tragedy. And it tackled the challenge of diverting many hours of staff time to issues related to September 11th while moving forward with the University's core academic functions.

As they coped with these extraordinary losses, CUNY faculty, students, and staff nevertheless rose to the occasion to answer the difficult question put to them: what were their responsibilities, as members of an academic community, with respect to responding to the events of September 11th?

Memorials, grief counseling, an employment clearinghouse, and a temporary home for displaced Wall Street commodities brokers were among the many responses offered by the University. A panel discussion for faculty at Brooklyn College suggested classroom strategies to address emotional reactions to the World Trade Center attack. Across the University, there were serious discussions of history, politics, and ideology, as well as the most pressing concerns of many CUNY students: the future of civil liberties at home and the impact of military action abroad. At Baruch College's Subotnick Financial Services Center, the virtual trading floor became a real place of business, with extra phone lines installed to enable Wall Street brokers left without offices downtown to carry on trading. Within hours of the attack, the Hunter College Center for Analysis and Research of Spatial Information (CARSI) helped city officials map the shifting terrain and smoldering fires of "ground zero" and warn firefighters and rescue workers of danger zones. At New York City Technical College, hospitality management students worked with the WTC Food Assistance Spirit to feed thousands of rescue workers at Ground Zero 24 hours a day. More than 100 CUNY faculty, licensed in psychology, social work, and counseling, staffed the CUNY Help Line, offering counseling to over 700 students seven days a week for over two weeks. And CUNY joined with the Consortium for Worker Education, the New York City Partnership, and the New

The City University has always been available to the people of New York; in adhering to its mission it has risen to every occasion. As always, we stand ready to address the needs of the City and the State in the way we know best—with the knowledge and competence that is a blend of the possible and the practical.

York City Central Labor Council AFL-CIO to assist in providing temporary employment for workers who lost their jobs in the World Trade Center attack.

Investment in CUNY is investment in the world's most capable experts in urban planning and systems, transportation, communications, financial services, and healthcare—intellectual resources critical to rebuilding New York.

This was to have been a year of celebration. The University posted major increases in freshman and transfer enrollment while significantly increasing admissions standards and phasing out remedial coursework at City, Lehman, York, and Medgar Evers Colleges. The Law School increased enrollment by 15%. Among the community colleges, Borough of Manhattan and Kingsborough brought more than one thousand new students to the University. Prominent scholars, including seven recruited at the Graduate Center from prestigious universities in the U.S. and abroad, joined our faculty ranks. Among them were André Aciman, author of Out of Egypt, Sergei Artemov, recipient of the coveted Russian President Award, Robert Reid Phar, a scholar of African-American literature, David Savran, one of the country's leading experts on theatre, and Domna Stanton, a renowned scholar of seventeenth century and early modern French studies. Baruch College opened its new Vertical Campus and Brooklyn College saw progress on the home of its new electronic library. The University welcomed 214 academically talented freshmen to its new Honors College: University Scholars Program with private funding from the Mellon Foundation, Starr Foundation, New York Life Foundation, McGraw-Hill Foundation, Verizon, I.W. Foundation, Cisco, Computer Associates, and others. We received major grants from the New York Science, Technology, and Academic Research office for technology transfer, enhancement of our Center for Advanced Technology in photonics, and a new STAR Center related to the Center for Structural Biology at City College. We also received grants and contracts from State and City agencies for nearly $30 million.

We still are intent on achieving the goals outlined in the University's Master Plan, approved last year by the New York State Board of Regents. But we fully understand that the context for requesting resources to fulfill our ambitions has changed. We believe, nevertheless, that our record over the past year of responsible use of public funds, our aggressive pursuit of new revenue streams, and our extraordinary success in attracting students who clamor for exposure to our faculty, facilities, and coursework make us a sound investment in the future of New York. Indeed, investment in CUNY is investment in the world's most capable experts in urban planning and systems, transportation, communications, financial services, and healthcare—intellectual resources critical to rebuilding New York. Investment in CUNY is also an investment in individuals who, through the education and workforce training we provide, will be the mainstay of a vital economy.

Thus our budget request for 2002–2003 focuses on maintaining the University's core academic strengths while participating fully in the rebuilding of our City. We speak, in the following pages, of the themes that have become our hallmark: creating a flagship environment, student success and academic achievement, educational technology, economic development, and upgrading management information and infrastructure.

But we speak of these themes with a new sense of urgency. Thanks to public and private support for our initiatives, our campuses house facilities and sophisticated instrumentation and equipment to support research and development in areas critical to the City's physical infrastructure. We have programs that focus on understanding the government and history of our own country as well as those around the globe, and that study peace as well as violence. To sustain these capacities, we need continued support from our funding partners.

A university is a place where knowledge of the ages is passed on, but it is also a place where new knowledge is created. In the best of circumstances the old and the new can be brought to bear on the needs of a populace and a context. The City University has always been available to the people of New York; in adhering to its mission it has risen to every occasion. As always, we stand ready to address the needs of the City and the State in the way we know best—with the knowledge and competence that is a blend of the possible and the practical.

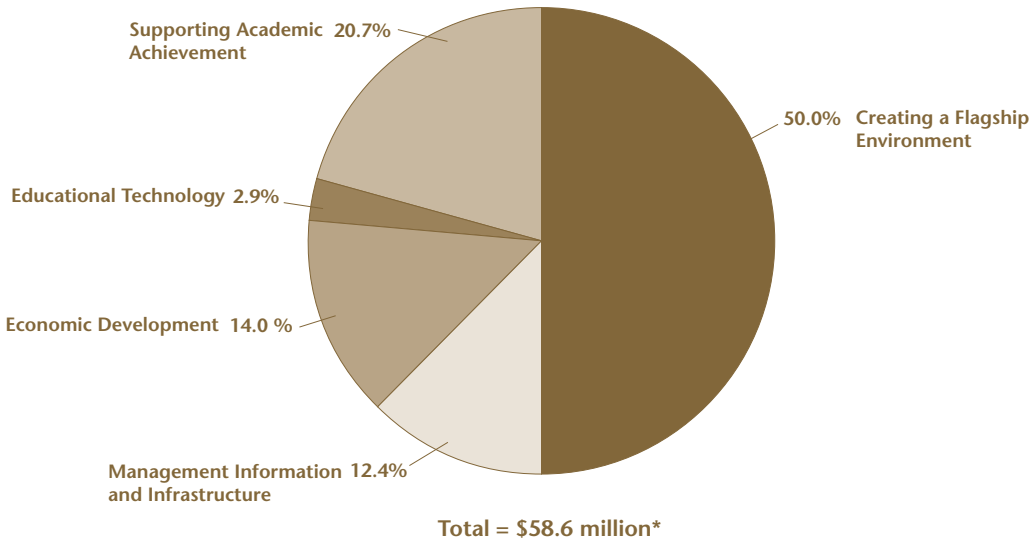
Financing the Request

The University's operating budget request totals $1.445 billion for the senior and community colleges. Should funding become available, the University's request would be $1.487 billion, providing an increased amount that would help CUNY carry out its Master Plan objectives.

The 2002–2003 Request will support:

- 250 new full-time faculty;
- 75 instructional support staff;
- Academic and Student Support Services;
- Workforce Development and Rebuilding New York;
- Research Library;
- Doctoral Student Support; and
- Management Information Technology and Infrastructure Improvements.

2002–2003 Programmatic Request



*Factors in a $10 million base budget redistribution.

The University recognizes the need to work together with the State and City to achieve savings in next year's budget. Thus, the request for $1.487 billion incorporates CUNY's commitment to achieve productivity and program savings and to identify external funding sources for programmatic initiatives. The University proposes redirecting $10 million in productivity savings toward the programs highlighted in the request. This will be achieved, in part, through the effective use of technology to generate savings and foster productivity improvements that will allow us to re-deploy resources to high priority areas. Savings will also be achieved through the consolidation of various business functions. These measures are in addition to the self-funding already built into the cost of some of the initiatives highlighted in this document. For example, the cost estimates for full-time faculty assume University financing of a portion of the cost of the new hires from existing resources currently used for adjunct teaching.

The University's goal is to fund $35.0 million of the request through revenue enhancements and private fundraising. We have had some success in raising funds, centrally, from foundation and corporate sources. Such private funding will continue to be sought but in the context of supplemental support. Also, college philanthropy initiatives and economic development initiatives will be expected to generate revenues in support of new and ongoing projects.

The following pages articulate the University's needs for implementing the third year of the Master Plan approved by the New York State Board of Regents and Governor. CUNY is in the third year of a multiyear financial plan covering the period of the Master Plan and is flexible in its implementation with respect to the availability of funding through fiscal year 2004. This request for fiscal year 2003 includes incremental City aid of $11.1 million and State support of $41.9 million, should funding become available.

The University is prepared to guarantee, to all New Yorkers, colleges that are accountable and rigorous, and that confer degrees of genuine value. That is our end of the bargain and those are ideals worth integrating!

Creating a Flagship Environment

Creating a Flagship Environment

Beginning in September 1999, CUNY embarked upon a focused strategy to enable it to take its place among the top public institutions of higher education in the country. To help achieve this goal, the University is establishing a "flagship environment" that will foster national prominence in targeted undergraduate liberal arts and science programs and professional and graduate programs, particularly in areas where high academic quality allows CUNY to play a unique role among institutions.

Plans for the development of flagship programs will be comprehensive. All of CUNY's colleges will be advantaged by this initiative, as will CUNY students, though not each in the same way. From this initiative a small number of highly selective colleges will emerge. As CUNY becomes an integrated system with nationally prominent programs and recognized excellence in important fields, more and better faculty and students will be attracted to the system and the advantages that follow from a highly valued degree will ensue. This will become apparent in future years as priorities are revisited, needs are reassessed, and new areas are targeted.

As the colleges engage in their own academic planning, new and enhanced programs reflect the University's goal of promoting a flagship environment. New programs brought to the Board of Trustees for approval will be those viewed as central to the colleges' missions and reputations, central to the needs of the students and the communities served by the colleges, and central to the goals of the University.

The liberal arts and sciences is central to the mission of the University. The University is committed to faculty renewal in this vitally important area of studies. A significant trend that must be considered is the demand for and development of graduate professional programs in fields such as business, allied health, public administration, urban affairs and planning, law, engineering, and architecture—programs that benefit key economic sectors of New York. At the undergraduate level, including the associate degree level, the development of professional and career-oriented programs is also prominent, with a particular focus on new programs that serve workforce and economic development needs in the City. New associate degree transfer programs are also planned to better serve as career ladders to baccalaureate study for the University's large and diverse community college population.

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Components of the Flagship Environment

The flagship environment consists of six essential components:

- significant increases in the number of full-time faculty;
- concentrated faculty hiring in selected disciplines (cluster hiring);
- an Honors College;
- comprehensive academic and student support systems;
- the digital core and research library; and
- state-of-the-art management information systems.

Full-time Faculty

The central component, the one most critical in building disciplinary strength, is the replenishment of full-time faculty and the improvement of the ratio of full-time to part-time faculty. Excessive reliance on adjunct teaching is counter to exemplary academic practice and was identified by the New York State Board of Regents' Commission on Higher Education as one of the greatest threats to program quality in higher education. Our goal is to ensure that 70% of instruction is provided by full-time faculty. To achieve this goal, CUNY plans to hire 600 new faculty through fiscal year 2004. In the current year, the University plans to hire 120 new faculty. We seek support to hire 480 faculty through fiscal year 2004. For fiscal year 2003, CUNY is requesting $14.1 million for 250 new full-time faculty, consistent with the University's Master Plan.

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Flagship Programs

The University began selecting areas for flagship investment during the 1999–2000 academic year. One strategy being used is known as "cluster hiring," a strategic effort to bring to the University significant cohorts of new faculty in programmatic areas of importance over a relatively short period of three to five years. Cluster areas are selected by faculty groups for their projected and emerging strategic importance to society and the economy, their relation to existing CUNY strengths, their relevance to educational need, and their intellectual breadth and depth as appropriate for a major academic institution. Selected areas in the initiative are allocated a multiyear package of resources, including staff positions and an appropriate level of funds for start-up equipment and facilities. Proposals for designation as a cluster area are solicited and reviewed by the University's Executive Vice Chancellor for Academic Affairs.

Cluster hiring has already been initiated in four areas: Photonics, Teacher Education, New Media and Computer Science, and Foreign Languages. Initial new faculty hires have been made in all of these areas, and the University has begun to see the fruits of this model of resource investment. As the initiative envisaged, additional distinguished faculty have been attracted to CUNY to work with colleagues in their fields.

As a result of the cluster hiring initiative, there has also been increased interest in providing external funding to the University, or forming public-private partnerships with it, particularly with respect to the Center for Advanced Technology (CAT) in photonics and the new Center for Software Design and Development. The Teaching Fellows program, an initiative of the New York City Schools Chancellor in collaboration with the University, shows confidence in CUNY's ability to deliver high-quality instruction in teacher educa

tion. Greater awareness of a major build-up in faculty strength is evident from articles published in major newspapers and academic publications.

The cluster hiring initiative has now expanded to include the Biological Sciences and Art History/Visual Arts. These areas were selected as a result of input from CUNY faculty groups. The Biological Sciences was recommended by a longstanding committee on the doctoral sciences, which produced a report and recommendations to the Executive Vice Chancellor for Academic Affairs in 1999. This committee, augmented now to ensure University-wide representation and include the new University Dean for Research, also worked with an external panel of experts to determine particular areas of biology in which the University might achieve prominence. The second area is a natural one for CUNY, which for many years held a position of strength in Art History and the Visual Arts, but has lost significant faculty resources. A faculty committee is working with the Provost of the University's Graduate Center to make recommendations on a broad planning process.

An additional initiative to enhance the University's graduate and professional programs is under development. 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 skills and leadership are vital to economic strength. Several of these programs already have national rank and reputation. The initiative will promote alliances among the programs including the development of interdisciplinary and online courses and the expansion of joint internships and fieldwork programs that directly benefit communities and key economic sectors of New York City.

Creating a flagship environment at the City University also depends on nurturing the talent of junior faculty. The University will make every effort to seed the research of faculty in their first two years of service at the University so that they may make successful applications for external funding. CUNY requests $1.5 million in order to provide this support.

Diversity Initiative

Implicit in CUNY's faculty hiring goal is the University's continuing commitment to workforce diversity and development. The statutory charge, defined by New York State Education Law, mandates the creation of a diverse workforce that reflects the unique population that the University serves. This charge is as necessary and important today as it was decades ago. The University will continue to act aggressively to adopt policies and procedures designed to ensure that all qualified individuals are given full and fair opportunities to be represented in the workforce. The measure of CUNY's commitment is apparent in the statistics. Currently, the University's full-time instructional staff is 17% Black, 9% Hispanic, 7% Asian, and 8% Italian-American. Women comprise 47% of the full-time instructional staff. On the classified staff, 38% are Black, 21% are Hispanic, 5% are Asian, and 6% are Italian-American; 49% are women.

Building upon the legal imperatives of equal employment opportunity and affirmative action, the University enters the new millennium with a renewed commitment and an even more expansive mandate. The goal of this expanded initiative will be an environment that eliminates barriers to retention, fosters upward mobility, and encourages full participation

Recognizing that the success of the University is directly attributable to the success of its human resources, this initiative will strategically place the University in a position to continue to meet its mission to serve and reflect the diverse citizenry of the City and State of New York.

by CUNY employees at all levels of the institution. To this end, the University will increase its training through the introduction of a faculty and staff training and development initiative designed to strengthen administrative leadership, broaden effectiveness through the use of new technology, and enhance the development of required competencies for job growth and success. These opportunities for training, development, and continuous learning will facilitate progress within the organization that is based upon fair, consistent, and clearly defined measures.

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Teacher Education

The City University of New York has a long-standing commitment to the professional preparation of teachers and takes most seriously its role as a major provider of well-educated and highly skilled professionals for the New York City school system. In recent years, the University has moved aggressively to initiate activities to raise teacher education program performance and to ensure that all new State requirements for teacher education programs are met and that the University's programs remain at the forefront of educational innovation.

Among the University-wide initiatives planned for the next three years are:

- The Teacher Empowerment Zone. The purpose of this initiative is to expose students in the early stages of teacher preparation—and in advance of the student teaching experience—to real life classroom situations. Linking college teacher education classes to classrooms in the New York City Public Schools via two-way videoconferencing, the initiative transforms passive classroom observa tion, a standard feature of teacher education programs, into an interactive learning experience. It introduces college students to best practices and provides them an opportunity to participate in post-lesson question-and-answer sessions with experienced "master teachers." The new technology to be deployed with this initiative will prepare students for the classroom situations they will experience by enabling them to be more effective in their ability to analyze classroom practice.

- An increase in the number of students participating in the Teaching Opportunity Program (TOP). In summer 2002, the University will expand the TOP program to 200 students. The Program recruits academically talented college graduates into the teaching profession to address shortage areas in Board of Education schools. In the first two years of the Program, recruitment was limited to students

who had majored in math or science. This year, we will recruit students in math, science, foreign languages, and reading/literacy. All TOP students are offered summer stipends and a tuition waiver at the Masters' level. To date, the University has raised over $2 million dollars of private funds to support scholarships and administrative costs. A major grant from Americorps, potentially worth up to $30 million, will help the University support tuition waivers for many TOP students.

- An internship experience for prospective teacher education students through participation in the University's "College Now" program. This initiative will provide prospective teacher education students the opportunity to assist in the instruction of high school students before and after school.

Over the next three years, all colleges offering programs leading to teacher certification will continue to strengthen their programs and to ensure compliance with recently adopted Regents' requirements. This includes attaining professional accreditation, meeting student performance expectations on teacher certification examinations, and complying with new certificate title structures and all regulatory requirements for enhanced program content. The University requests $2.0 million for Teacher Education.

CUNY Honors College

In Fall 2001, the University accepted its first class in a new CUNY-wide Honors College. The Honors College builds on the unique resources of both the University and the City and provides selected students with opportunities to experience the talent and expertise that exist across the CUNY campuses. A "Cultural Passport" enables CUNY students to also experience the riches of New York City—theater, museums, concerts, and other opportunities often unavailable to students in an urban public university.

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

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most sophisticated instrumentation and facilities.

Students engage in traditional scholarly activities, as well as special hands-on experiences, both on campuses and at the various cultural institutions that are the heart and soul of New York City. Regular visits to these institutions are fully funded through the "Cultural Passport" and meetings have been planned with New Yorkers active in the arts and sciences as well as in civic and governmental institutions.

Each student accepted into the program is provided a laptop computer and an academic expense account which can be used to pay for study abroad or similar academically enriching experiences. The size of the Honors College will increase incrementally from 2001–2004. The University is requesting $1.0 million for the Honors College.

Strengthening Undergraduate Curricula

At the heart of CUNY's reinvigoration is consideration of what constitutes a college education. A strong, comprehensive representation of the liberal arts is a fundamental component of the undergraduate curriculum of a liberal arts college. It has been argued that it is also a central component of a "civic education," that is, an education which fosters the development of the skills, attitudes, and dispositions necessary for responsible participation in the democratic process. Over the past several years, CUNY faculties have been reviewing their colleges' general education requirements. This process represents an opportunity for modeling core curricula that can ensure, without sacrificing the distinctiveness of individual campus programs, that all CUNY colleges confer upon their graduates a set of competencies appropriate to a quality institution. It is also an opportunity to ensure that there is sufficient comparability in the liberal arts component of our students' education to enable them to transfer easily among CUNY campuses.

In order to rekindle and redirect discussion of the liberal arts core and the competencies that it should foster, the University has initiated a campus-by-campus reexamination of the foundations of a university education, the teaching-learning relationship, and educational outcomes. The intent of these discussions is to:

- Consider definition and adoption of a common set of educational goals for our liberal arts components; and

- Foster movement toward establishing core curricula throughout the University. The University's Master Plan also describes a commitment to exploring, through faculty discussion, ways of ensuring students' preparation for civic responsibilities through exposure to coursework pertaining to American history.

The University requests $500,000 to continue this initiative throughout 2002–2003.

Doctoral Student Support—Fellowships

The University continues to face obstacles to recruiting the best doctoral candidates because of inadequate funding for fellowships and other forms of doctoral support. Most universities provide a significant amount of financial aid in order to free doctoral students from full-time work obligations so they can concentrate on their studies and advance rapidly to their degrees. Aid at this level consists of tuition waivers and fellowships, especially in the first two years, teaching and research assistantships in the middle years, and dissertation support in the final year. The availability of dedicated doctoral candidates as research assistants also aids faculty in obtaining research grants in an increasingly competitive environment. In addition, the doctoral candidates are an integral part of the University's effort to establish a flagship environment.

Financial support for doctoral students at nationally competitive levels will enable the University to attract highly qualified doctoral students who, in turn, will help CUNY to maintain and enhance program quality. To this end, the University requests an additional $3.0 million for doctoral student support.

Centers and Institutes

Applied Research in Photonics

The University plans a major technology center to focus on Research and Development projects for micro and macro integrated photonic devices and systems. The Center's efforts will address medical, biological, communications, and computational applications, and will have measurable impact on local and regional economic development.

The Center will expand upon the existing staff and facilities of the Institute for Ultrafast Spectroscopy and Lasers at City College, and the CUNY-wide New York State Center for Advanced Technology (CAT) by adding critical capability in material growth and device fabrication that is not currently available. Photonic device development is a technology important to cancer diagnostic research and general health, including noninvasive breast and prostate cancer diagnosis. It is an area in which CUNY has a competitive edge and is positioned to make major advances on behalf of New York State.

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Indeed, CUNY has the capacity to make New York State the leader of photonic innovation into the 21st century. The University's major goal is to build a world class facility at CUNY to support research, development, and prototype implementation of state-of-the-art compact, smart, optical devices for medical and industrial applications built on cutting edge photonics technology. The University requests $850,000 for the establishment, staffing, and operations of the photonics research center.

The City University also seeks new funding of $650,000 to enhance support of its nationally recognized research centers and institutes. This support would enable the University,

for example, to: sustain important on-going research projects at the Dominican Studies Institute at City College; begin research activities at the newly-established Irish-American Institute at Lehman College; and provide seed money for the new Center for Latin American, Caribbean and Latino Studies at the Graduate School, and the Center for Asian and Asian American Studies at Queens College.

Instructional Equipment

An important aspect of creating a flagship environment and improving the quality of all academic programs is the instructional equipment that is a component of these programs. This includes science and laboratory equipment and other supplies. In order to ensure the success of programs the University must replace obsolete and nonfunctioning equipment and maintain existing equipment. An additional $3.0 million would enable CUNY to adequately supply our programs with the necessary instructional equipment.

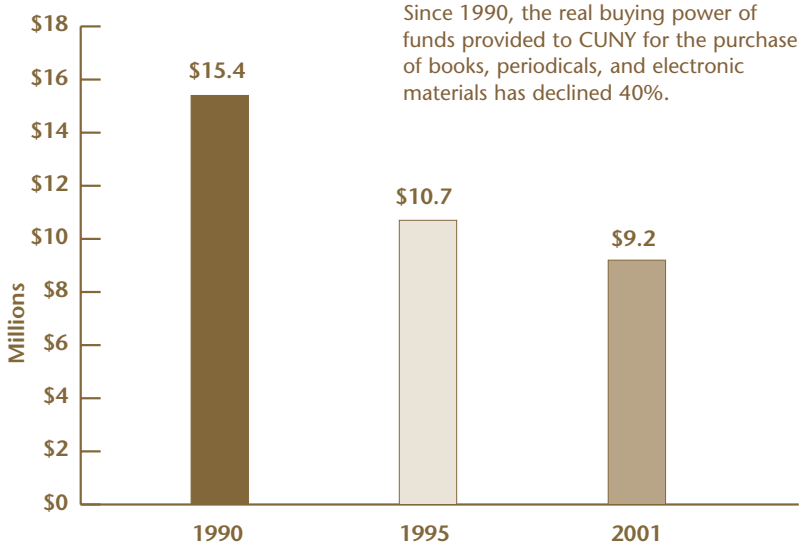
Research Library

CUNY students need access to library resources that support their research at every level of study. We are requesting an annual allocation of $3.5 million to strengthen, expand, and maintain up-to-date digital library collections, support research-level work in the sciences, and restore the ability to collect print materials after years of eroding library budgets.

CUNY lags far behind its peer institutions in acquiring licensed electronic resources. The University of Texas at El Paso, for example, currently holds 250 licensed electronic resources compared to 22 at CUNY. Funds will be used to expand the CUNY Digital Core, a growing collection of licensed digital reference works, abstracts, indexes, and electronic journals and monographs available to students on campus, and through distance learning, 24 hours a day. Through University-wide license agreements in which vendors treat the 20 campuses as a single institution, the libraries are able to acquire products at a tremendous discount. J-STOR, a prestigious retrospective digitized collection of 125 core journals in the arts and sciences, is one example of new resources that will be licensed for the University with requested funds.

CUNY will also expand its Digital Research Collection in the Sciences, a subset of the Digital Core. The advent of electronic journal publishing and consortium purchasing will allow the University to greatly increase access to research-level journals in biology, chemistry, mathematics, and physics at the six campuses that support these programs: Brooklyn, City, Hunter, Lehman, Queens, and Staten Island. Additional funds will be used to strengthen campus library collections that support basic undergraduate education and campus-specific programs. After inflation, the buying power of library material funds has declined more than 40% in the past decade. An infusion of funds will enable campus libraries to meet deferred acquisition needs.

Inflation Adjusted Buying Power of CUNY Library Material Funds FY 1990–2001 (HEPI, Library Acquisitions, sub-index)



Source: IPEDS, Research Associates of Washington (Higher Education Price Index)

Beyond our walls but very much connected with the concept of the integrated university is our relationship with the City's other large educational system, the public schools. The collaborative activities we have embarked upon with the schools would be inconceivable if we took the view that our efforts were limited to single interactions between individual campuses and individual schools. Instead we have taken an integrated approach; the entire University, the entire school system are partners in a single endeavor—to make education work for all New Yorkers.

Supporting Student Success and Academic Achievement

Supporting Student Success and Academic Achievement

The quality of a CUNY education depends as much on the preparation and support of its students as it does on the excellence of its program offerings. The University has a vested interest in assuring that all students arrive on its campuses ready to perform college-level work and receive the kind of support—educational, financial, and personal—that they need to persevere, do good work, and earn their degrees. Above all, if access to CUNY is to be meaningful, the University must assure that the nature of its entrance requirements, programs, and expectations are clearly understood by prospective students so that they can prepare adequately and enter college with a sense of confidence.

The University will continue to focus intellectual and financial resources on a number of initiatives designed to improve the preparation and support of its students as they move from high school to college and beyond.

College Now

College Now is a comprehensive collaborative initiative of the City University of New York and the New York City Board of Education to foster the active involvement of every college in the University in the promotion and support of higher standards of academic achievement for all NYC public high school students. The program is a fully integrated system offering college preparatory-related activities to all interested high school students.

The goals of the program are to ensure that all students meet and exceed the performance standards required for high school graduation and that all those who wish to pursue postsecondary study are prepared to do so.

All seventeen of the University's undergraduate colleges are providing a variety of instructional offerings to eleventh and twelfth grade students in approximately 195 high schools. In addition, six of the seventeen colleges are conducting special ninth/tenth grade pilot programs in nineteen high schools.

The program affords high school students a broad range of enriched educational opportunities including intensive language instruction for English language learners, literacy skills enhancement, arts-related projects, accelerated high school courses, and college credit course work at the high schools and on the college campuses.

The enrollment projections are as follows:

Year	Number of High Schools	Enrollment by Grade			Total Enrollment
		9th	10th	11th & 12th	
2001–02	195	1,900	1,900	33,700	37,500
2002–03	195	1,900	1,900	41,200	45,000

The University is consolidating its relationship with the Board of Education through close cooperation with the high school superintendents and their staffs, the development of effective partnerships between individual colleges and high schools, and, in cooperation with the Board of Education's Division of Assessment and Accountability, the development of coordinated data systems to allow for reports, evaluations, and longitudinal studies. In addition, Chancellors Levy and Goldstein have appointed a special Deputy who reports to both system leaders.

As the program expands, the two systems are working to ensure that program quality is enhanced. Towards that end, we are:

- Coordinating College Now with other University-Board of Education collaborative programs (such as the Gateway Institute for Pre-College Education at City College, the Discovery Institute at the College of Staten Island, and the New York City Writing Project at Lehman College);

- Aligning assessments (such as the use of Regents grades to assess the need for remediation and eligibility for enrollment in college credit courses while in high school);

- Strengthening the commitment to the ongoing professional development of the high school and college teaching and counseling staff (through projects such as Looking Both Ways, a project now in its third year that focuses on the improvement of writing instruction);

- Redefining the relationship of teacher education to collaborative programs (such as the use of teacher education students as tutors in our GEAR UP Project and the development of a Teacher Scholars Program in cooperation with The After School Corporation);

- Conducting outreach to parents (through workshops and the web) on topics related to the assessment of their children's academic performance, their readiness for high school graduation and college-level study, and other aspects of planning for college);

- Documenting and evaluating all College Now program activities; and

- Developing a research agenda for the development of effective instructional strategies for use with students who enter high school with serious deficits in reading, writing, and math or with very limited English language proficiency.

The University and the Board of Education have identified the College Now Program as one of the highest mutual priorities of the two systems. To support the program's expansion and strengthening, we request an additional $3 million.

Academic and Student Support Services

The City University of New York enrolls an extraordinarily diverse population of students who present special challenges. Some of these are academic and a result of educational deficits. Others may be more personal, resulting from nothing more complicated than the transition from a high school to a college setting. Many CUNY students are older than the average college student. Many are immigrants and many are juggling job and family responsibilities with college study. It is the rare student who proceeds from his or her freshman to senior year, and to graduation, without the need for some kind of academic or emotional support. The success of our students depends on these supports, in areas such as advising, counseling, registration, financial aid, and freshman year programs, being firmly in place.

Advising and Counseling

Student academic and social preparedness for college are key factors in retention. Persistence in college requires students to adjust socially and intellectually to the new and sometimes strange setting that college may be. Academic advising and counseling are critical to student adjustment and retention. Too often students, especially those who are deemed at-risk, experience a sense of being marginal to the social and intellectual climate of the college. Academic advising is one of the most significant mechanisms available on most college campuses for helping students to overcome social and emotional barriers and increase their chances for persistence. Advisers play an important role in helping students formulate sound educational and career plans based on their values, interests, and abilities, thus increasing the students' chances for academic success and satisfaction.

In an effort to address the counseling needs of CUNY students effectively, CUNY psychological counselors and advisers provide high quality services to students in the areas of personal development, crisis intervention and referral, early college major selection, and career advisement. In addition, most colleges provide modest peer counseling programs. Changing demographics within the CUNY student population, coupled with fiscal constraints, demand that the University find cost-effective means of expanding existing services.

The University is still assessing the numbers of students who have not been to class since the World Trade Center bombing. We know that several dozen students were victims themselves and that several times that number have lost close family members and/or friends. Many others are involved in the rescue and recovery operation or have taken

on additional work hours to cover for others working on the recovery operation. Others are severely traumatized, finding it impossible to travel around the city. At BMCC alone, over 240 students did not return to complete the semester following the terrorist attack. The University plans to make an extra effort over the next year to reach out to formerly enrolled students to provide counseling and an opportunity to re-enroll and continue their studies. Ultimately, this may mean an opportunity to transfer to a campus closer to home or to return gradually to the same campus with a reduced credit load.

The demand for psychological counseling services on the campuses has grown tremendously since the World Trade Center attacks. In addition to the short-term needs, most mental health experts are predicting delayed or long-term responses to the trauma. CUNY has already begun to provide its counselors with special training to recognize and address the symptoms of trauma and will likely need to do a great deal more in this area.

The colleges are also committed to a number of curriculum strategies aimed at supporting academic achievement. These include block programming and integrated learning communities. Freshman year programs will continue to be enhanced and student progress will be closely monitored using academic portfolios. We will continue to link basic skills to general education requirements and will provide underprepared students with an opportunity to develop background knowledge along with the communication skills necessary to succeed in college level work. Throughout the year, skills immersion workshops or cooperative learning groups targeting specific subject areas or student sub-populations will be available.

Student Services

Many of CUNY's non-traditional students sandwich studies between work and other family responsibilities, enrolling for classes in the evenings and on weekends. Over the last year, 20,000 students enrolled for at least one course over the weekend. That number is expected to increase as many students' jobs have been relocated.

In order to enrich the academic and co-curricular experience for these students, it is important for the University to improve the operations of student service offices such as registration, financial aid, and career counseling by undertaking the following initiatives:

- Implement one-stop registration, which enables a student to register either by telephone, computer, or in-person without the need to go elsewhere to complete transactions;
- Schedule courses as determined by student demand;
- Provide all transfer students with course evaluations prior to registration;
- Provide staff development for employees with the expectation that all students will be treated in a friendly and responsible manner;
- Enhance career counseling services; and
- Keep services open during times students are on campus such as evenings and weekends.

Freshman Year Programs

The University understands the importance of all students having the opportunity to acquire basic skills prior to beginning matriculation. We have learned a good deal through our Coordinated Freshman Year Program about how to ensure that students are in the best position to begin college as well as how to guide them through the first year of college level studies.

The University plans to expand the opportunities available to students at this critical point in their academic careers. Initiatives in this area will focus on expansion of the Coordinated Freshman Year Program, including the very successful summer and intersession immersion programs (which have always been centers for innovation in curriculum and teaching) and the establishment of a basic skills pilot program for English proficient students, to complement our Language Immersion Program. This pilot program would provide up to one year of part-time and full-time instruction in reading, writing, and mathematics, and in the use of computer-related applications. Additional funding will enable us to go forward in these areas and to develop and implement more sophisticated curricular and instructional approaches and technologies within the framework of these programs.

Services for Students with Disabilities

The City University has implemented a wide range of programs designed to meet the needs of special populations, many of whom, because of social, economic, or other circumstances, have been historically limited in educational attainment. As the impact of Section 504 of the Rehabilitation Act (ADA) has broadened, the demand for services by students with a wide variety of disabilities has significantly increased. Since 1985, the number of students attending CUNY who have identified themselves as disabled has quadrupled. The University currently supports approximately 7,000 enrolled students and is committed to providing opportunities for access and retention for students with disabilities.

Enhanced Recruitment Initiatives

The University seeks funding to develop informational programs that promote the concept of higher education as a viable post-secondary option for students with disabilities. CUNY also seeks to implement enhanced external recruitment programs for students with disabilities that include strengthening linkages with the New York City Board of Education Special Education Programs and with other community based agencies serving disabled individuals in pursuit of higher education and training.

Transition and Academic Support Programs

The University seeks to establish transition programs on CUNY campuses which better prepare students with disabilities to achieve academic success in college. As part of its transition plan for students with disabilities, the University will establish a formalized program with High School Transition Coordinators in each borough to facilitate student entrance into CUNY. As a result of recently strengthened University-wide academic programs and higher standards for admission and transfer to CUNY senior colleges, some students with disabilities will require additional support services in order to meet more

rigorous academic demands. The University seeks increased funding for support services in areas such as tutoring, academic advisement, and personal and career counseling, which will be provided during the summer prior to admission and in the first academic year. Currently, students with learning disabilities represent approximately one-third of CUNY's enrolled students with disabilities. Additional funding would allow CUNY to develop a systemized model of diagnostic assessment and intervention to improve the cognitive skills of this population.

Assistive Technology
Increasingly, faculty have integrated the use of computers and other technologies into their course curriculum. It is essential that students with disabilities have access to computer-based and other technological materials, adapted to meet their needs. CUNY seeks funding to provide appropriate assistive technology in the academic curriculum and in all aspects of University life for students with disabilities.

Sign Language Interpreter Services for Deaf and Hard of Hearing Students
In order to ensure access to academic programs for students who are deaf or hard of hearing, the University is committed to providing sign language interpreter services for these students. The cost of sign language interpreter services ranges from $5,000–45,000 per student per academic year. The University needs additional funding in order to provide this necessary support to this population.

The University requests funding in the amount of $2 million to provide these important support services.

Child Care Services

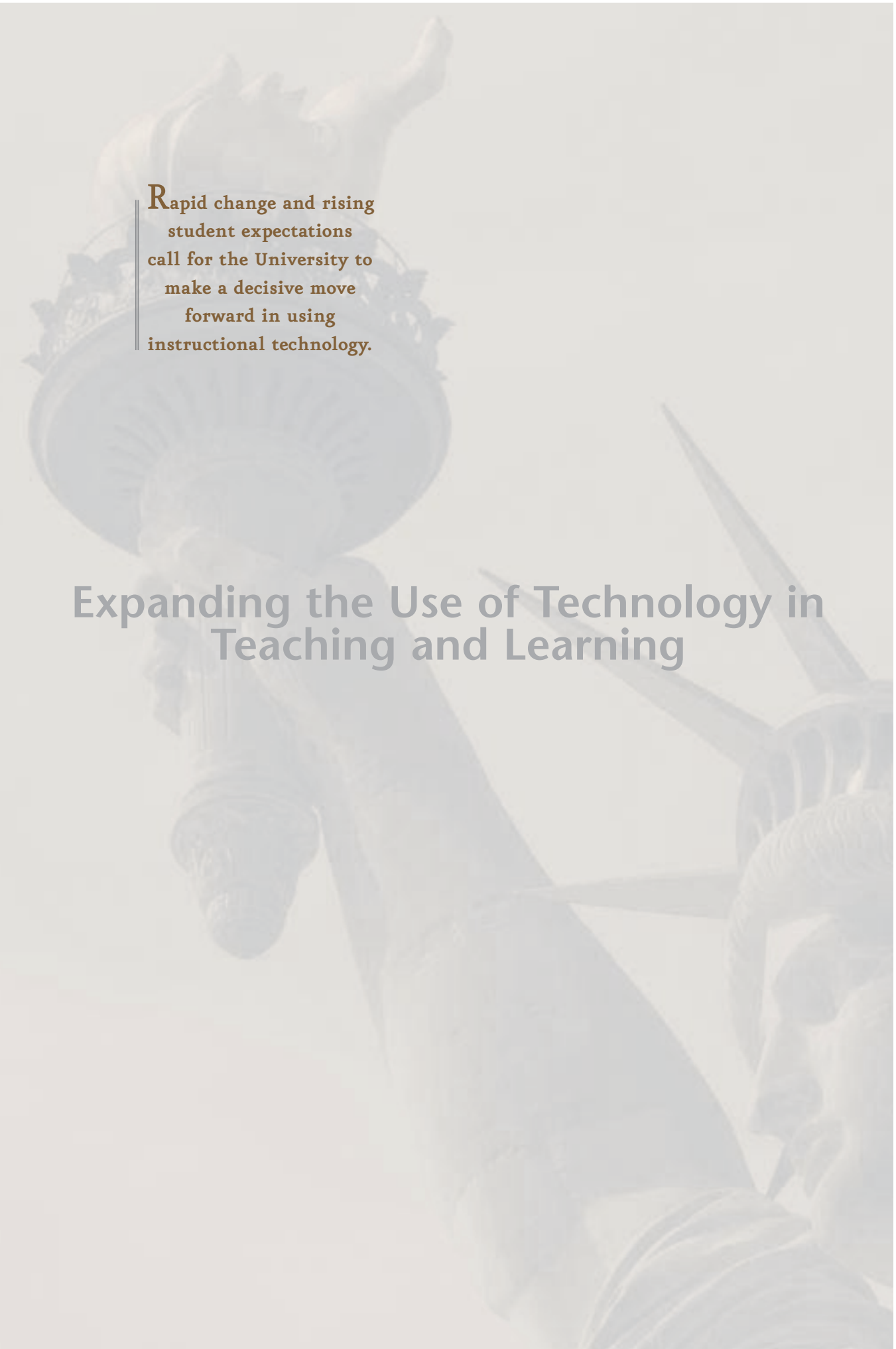
The availability of child care services on the CUNY campuses has addressed very crucial needs of a large segment of the CUNY student population who are parents of young children. Through increased funding for the centers, the University has been able to expand the hours of operation of many centers to include after school, weekends, and summer programs and to renovate and/or expand facilities, equipment, and security to accommodate additional children. Most important, the centers have been able to provide teachers with modest salary increases to meet competitive demand and to offer benefits to the staff.

At this point, CUNY child care centers serve 3,242 children and maintain a waiting list to serve another 2,295 children representing 2,042 student parents. As families adjust to the voids created by the loss of family members or family income, we anticipate an increased demand for more accessible and affordable child care on the campuses.

The University is seeking to provide child care center staff with training and staff development tools. The retention and graduation of student parents will seriously impact the quality of life for two generations of New Yorkers. The University is requesting an additional $800,000 to expand childcare services.

Financial Aid Matching Funds

Matching funds are required in order to spend the University's federal allocation for the Federal Work-Study Program (FWS) and the Perkins Loan Program (FPL). These programs contain a matching requirement of one dollar of institutional funds for every three dollars of federal funds. The anticipated allocation for FWS is approximately $10.5 million and for FPL, approximately $2 million. Without matching funds, the University cannot spend these federal funds to assist students. Although the State partially provides funds to match these programs, the University needs an additional $1.0 million.



Rapid change and rising student expectations call for the University to make a decisive move forward in using instructional technology.

Expanding the Use of Technology in Teaching and Learning

Expanding the Use of Technology in Teaching and Learning

The University is mounting technology initiatives designed to enhance instruction and equip graduates with the skills they need to contribute to the City's and State's economic vitality in the new information-based economy.

For CUNY's upwardly mobile students, technology-enhanced instruction has a crucial double benefit: teaching them by means of computers teaches them the use of computers; they learn a valuable skill along with the course content. A recent survey of CUNY students shows that most now have access to computers and the Internet at home. Rapid change and rising student expectations call for the University to make a decisive move forward in using instructional technology, and to make that move efficiently.

Seeking synergies and efficiencies, the University plans three distinctive programs:

- Too often faculty development for technology is done in flash workshops focusing on the "how to" aspects. A cross-campus program modeling successful work by pioneering faculty will move beyond the techniques of online instruction to close attention to the goals and effects, ends as well as means. The "Visible Knowledge" project, co-sponsored by Georgetown University and CUNY's LaGuardia Community College, is an example and model of this deeper look at teaching with technology.

- Most faculty who offer online instruction have never experienced it. The University will make faculty development for online teaching an online experience. In addition to self-paced development through web-based tutorials, discussion boards, and resource collections, faculty will have access to online courses in how to teach online, getting the students' perspectives on such instruction even as they learn to provide it.

- Faculty who teach with technology usually have to work alone. At the CUNY Graduate Center, a new certificate program in teaching with technology poses a powerful new opportunity. Graduate students with special training are being paired with experienced faculty in their disciplines to design online projects. The graduate students' technical expertise and their mentors' extensive teaching experience will make the two-way project beneficial to both.

Even among full-time faculty, where work with and support for instructional technology is strongest, only one in ten feels knowledgeable enough about technology to use it in teaching. These innovative programs will increase the percentage of full-time faculty who feel able to use technology in their teaching from approximately 10% to almost 40% (from 550 to 2200), tipping the scale toward real institutional change, making mentors widely available for greater growth in coming years, and fully integrating uses of technology in the University's instructional programs. The University requests $2 million for technology expansion.

The City University is the largest single institution engaged in preparing New York City's resident workforce to meet the requirements of its constantly evolving economy. The challenges confronting the University include the need to adapt to continuous changes in technology, the increasing globalization of business and commerce, and the need for the local economy to provide the services that are essential to the City's population and its business community.

Establishing a CUNY-wide Economic Development Initiative

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The University is committed to a significantly expanded role in helping to stimulate the New York Region's economic development. In addition to its ongoing role in developing the region's skilled workforce through academic degree and continuing education programs, the University has undertaken a number of CUNY-wide and campus-based initiatives targeted to specific economic goals.

These include a Business Incubator Project, the CUNY Institute for Software Design and Development, the CUNY Photonics Center for Advanced Technology, and several workforce-development initiatives. The CUNY Business Leadership Council, consisting of business leaders in key sectors of the City's economy, is providing guidance from the City's employer community for the University's economic development efforts.

Workforce Development—Rebuilding New York

In the wake of tragic events of September 11th, the University plans a number of workforce development programs targeted to those affected by the attack on the World Trade Center. These include assistance for dislocated workers who have lost their jobs, for the families of victims who have lost their primary means of economic support, and for small businesses forced to relocate or to revise their business strategies in order to survive.

In the wake of tragic events of September 11th, the University plans a number of workforce development programs targeted to those affected by the attack on the World Trade Center.

Labor Market Intelligence Network (LMIN)

The LMIN will consist of fifteen employer task forces whose members are committed to providing up-to-date information on their industries' current and anticipated workforce education and training needs. Periodic reports, based on the information provided by the LMIN, will be made available through the Internet to CUNY colleges and to job-seekers at the City's Workforce Investment Act's "One-Stop" service centers and September 11th-related job fairs. LMIN reports will address the following sectors: publishing, telecommunications, manufacturing, broadcast television, sound design, food services, public relations, management consulting, financial services, advertising, legal services, accounting services, health services, real estate, and not-for-profit organizations.

Credit and Non-credit Certificate/Training Programs

One of the most effective ways to deliver specific education and training required for the rebuilding of New York is through short-term programs offered primarily by the University's community colleges. These programs enable dislocated workers to acquire or upgrade specific sets of skills or to prepare for new careers while accumulating credit that can lead to an undergraduate or advanced degree in their chosen fields. The programs also provide ESL and basic skills instruction, laying a foundation for further education and degree program eligibility. Funding will support curriculum development, academic and career advisement, and instruction.

Foreign Language Instruction
The University's Research Institute for the Study of Languages in the Urban Setting is preparing a database of foreign language experts at CUNY. Immersion courses would be offered in languages needed for employment in security and public safety.

Career Counseling Services
University volunteers have been providing career counseling services to participants in the Jobs Clearinghouse sponsored by the New York City Partnership and the Central Labor Council. Additional funding would permit the provision of services on a regular basis.

Workforce Investment Act
The Workforce Investment Act (WIA) defines the delivery system for federally-funded employment and training programs. The University participates in WIA governance through its membership on the local Workforce Investment Board (WIB) and, as the administrator of federal post-secondary Vocational and Technical Education Act funds, is one of the mandated partners in the WIA service-delivery structure. CUNY participates in the Education and Training Committees of local One-Stop service centers and provides training services to WIA clients through numerous campus-based programs. Funding from WIA will enable the University to support staff that can participate in the WIA delivery system in all of its One-Stop service centers, coordinate all of the University's activities related to WIA, and assure that the University's programs are tailored to the needs of all WIA clients.

The University requests $5 million for the rebuilding New York initiative and $1.8 million for the workforce development initiative.

Business Incubator Project

In response to an opportunity created by New York State in the Jobs 2000 legislation enacted in 1999, CUNY and the New York City Investment Fund (NYCIF) have worked jointly to develop a University-wide business incubator network. Beginning in Fall 1999, NYCIF has worked with CUNY to conduct a feasibility study and develop a business plan for this network. A conclusion of this study is that investment in an extensive incubator program is essential if the University is to meet the challenge of preparing students for jobs in the 21st century's knowledge-based economy. A public-private partnership has been structured to enable CUNY to create an incubator network designed to achieve the following goals:

- Establish relationships between CUNY and the business community that will produce graduates who are prepared for jobs in technology-related industries;

- Apply the resources of the University to create a more supportive and inclusive environment for entrepreneurial ventures in the five boroughs; and

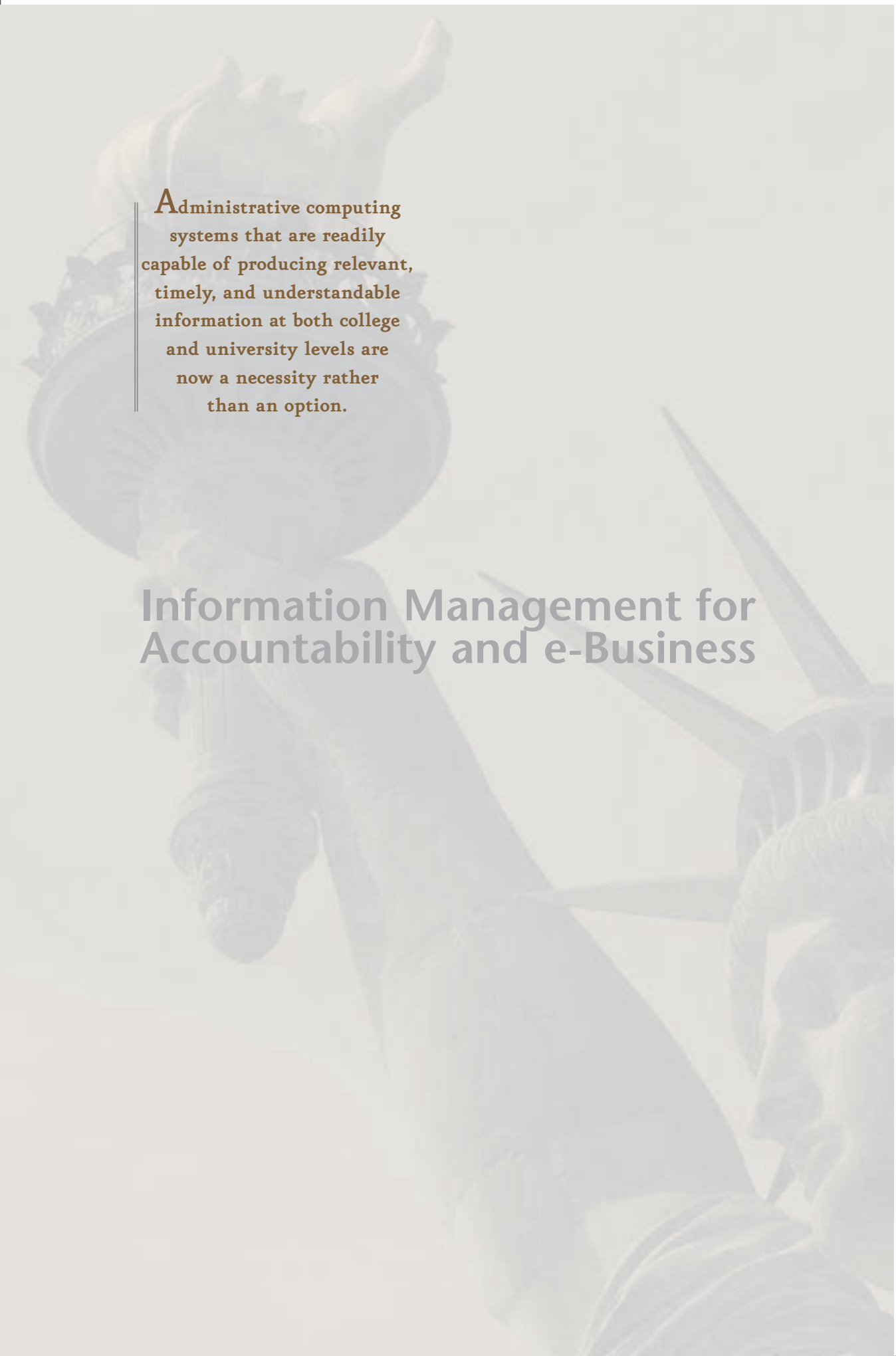
- Generate opportunities for University faculty and students to become involved in new and advanced technology, entrepreneurship, and economic and community development, through internships, employment, and consultant positions.

The incubator network involves the development of a series of business incubation facilities to be located on or in proximity to CUNY campuses. Each incubator will be structured as a separate joint venture between a not-for-profit corporation which has a relationship with the local college and a for-profit business incubator holding company, the New York City Accelerator. The holding company will be responsible for overall management of the network and for providing every incubator with management, venture capital expertise, and operating funds. It will also provide the business development services and seed capital required to attract the most promising entrepreneurial ventures to locate in CUNY-based incubators.

To maximize the educational benefits of the Incubator project to CUNY, an Advisory Council comprised of employers in growth industries that are the focus of the incubator network will be convened. This Council will focus on the on-going faculty training, curriculum upgrading, and other requirements that CUNY must address to establish its graduates as the preferred first source for the City's rapidly expanding employment opportunities in technology-related industries. The University requests $2.8 million for the business incubator program.

Administrative computing systems that are readily capable of producing relevant, timely, and understandable information at both college and university levels are now a necessity rather than an option.

Information Management for Accountability and e-Business



Information Management for Accountability and e-Business

CUNY is fundamentally transforming itself for success in an era of diminished resources and heightened performance expectations. That transformation is driving a cascade of needs for more, better, and different kinds of information, both internal and external. Internal information is essential to measuring results against both the strategic objectives profiled in the University's Master Plan and the tactical goals and targets committed to by each senior manager in the University's new performance management system. External information is similarly critical to understanding best practices, establishing corresponding standards and accountabilities, and improving customer service at every level.

Administrative computing systems that are readily capable of producing relevant, timely and understandable information at both the college and university levels are now a necessity rather than an option with respect to effective performance measurement and improvement.

CUNY maintains four core administrative computing systems that support the needs o f both the colleges and the Central Office, including SIMS—Student Information Management; FIS/FAS—Financial Information and Accounting; CUPS—Human Resources Management; and CAS/SFA/FAP—Admissions Processing and Student Financial Aid /Processing. These legacy systems, originally designed for transaction processing at individual colleges, are inadequate for the present leadership tasks of strategic and process change across the University. Other important systems limitations include:

- Age. The systems were installed in the early to middle 1980s and do not incorporate industry standard functionality or technology. They are custom programmed in dated languages for which it is increasingly difficult to recruit knowledgeable staff.

- Interoperability. The systems cannot readily communicate because they do not share a common technical platform. Data queries that cut across systems require manual intervention that is unduly time and resource intensive.

- User friendliness. The systems were designed to support agency and regulatory reporting, not the decision support that different users now require. Simple data queries and report generation are unintuitive and cumbersome as a result.

- Data definition. Because the systems grew up independently, data definition is non-uniform and results in chronic integrity issues across systems. Moreover, data can not be readily shared among systems.

In parallel with resolving these deficiencies, the University has committed itself to redesigning several of the key underlying operational processes. These processes for example, the process of hiring employees or registering students, have the potential for both radical

simplification and much greater customer responsiveness. The old models—work disaggregated into discrete tasks—simply cannot produce the performance required in the current competitive and economic contexts.

The University plans to move forward aggressively with a tripartite strategy to lay the groundwork for revitalizing its information systems over the next several years. First, CUNY will compile a comprehensive information services plan that identifies desirable approaches for aligning University objectives with the information resources and technologies required for supporting them. The plan will incorporate extensive input from both internal constituencies and outside professionals in order to assure achievable returns on investment of time and financial resources. The plan will specify not only the information systems and technologies to be installed, but also a migration strategy for assuring uninterrupted service.

Second, the University is assembling an Information Technology Steering Committee that will guide development and implementation of the information services plan. It will specifically be responsible for setting priorities, monitoring resources and progress, integrating college and University plans, promoting data/systems integration, coordination and standardization, and arranging for user education. Its membership will consist of senior managers from the colleges and University as well as designated system "owners" who have ultimate responsibility for the success of each key system. The Committee will also charter project work teams as required. The Committee's charter and composition reflect a strong conviction that actually realizing information technology benefits depends on carefully defining them and assigning specific accountabilities in advance.

Finally, CUNY will use the next year to aggressively reengineer key business processes that underlie the four core systems outlined above. Reengineering will focus on results rather than activities and team rather than hierarchical structures, all with the goal of making core processes much more efficient and customer oriented prior to automation. Dramatic, not marginal, improvement and process replacement, not enhancement, are the stated goals of the reengineering process. Upgrading the University's management information systems will require an additional $2.5 million in new funds for fiscal year 2003.

Facilities Maintenance

In order to attract and retain the best students and faculty it is important to provide a safe, inviting, and comfortable environment. The University's multiyear capital budget has enabled CUNY to create new state-of-the-art facilities and to renovate and upgrade existing facilities. However, it is imperative that we have the ability to maintain these facilities, which includes cleaning and minor repairs. Therefore, the University is requesting $6 million so that the campuses can sufficiently carry out routine maintenance functions in all facilities.

The physical plant is a beacon for students not only to come but to stay on campus and participate in its life. Universities are organic, they can only live and breathe if students are there, and they will only be there if they feel they are in a pleasant and exciting environment.

Capital Budget

Capital Budget

The University's 2002–2003 capital request totals $427 million: $252 million for senior colleges and $175 million for community colleges.

The capital budget request addresses the major construction, rehabilitation, and capital equipment needs of the University. The objective of CUNY's capital construction program and the overall rationale for the capital budget request are to:

- fund projects that concentrate on life-safety, security, code compliance, and asset preservation;
- provide funds for the completion of previously approved and ongoing projects;
- fund new projects, giving priority to campuses with the greatest deficits in space quantity or quality and/or with the greatest enrollment growth projections, to support the University's mission;
- promote utilitarian projects with good cost-benefit pay-backs, those that replace temporary buildings, and those that provide permanent quarters in lieu of leased space; and
- accommodate other projects as needed.

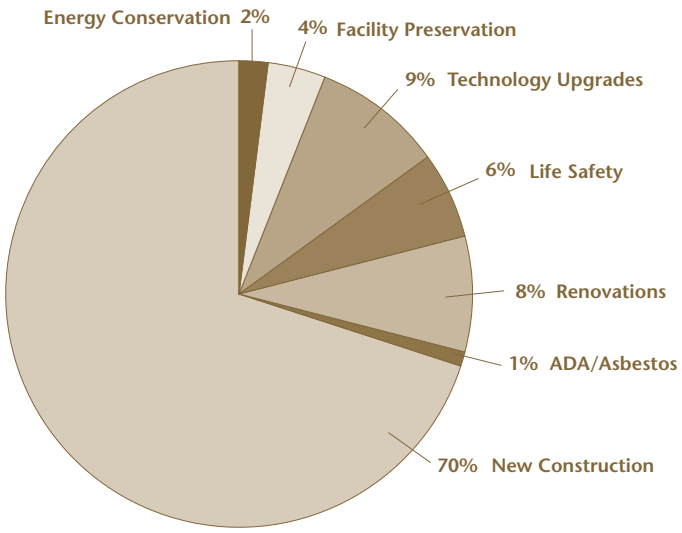
Seventy percent of the University's capital request is for new construction projects; the remaining 30 percent is devoted to important facility renovation and preservation, and critically needed technology upgrades.

Fiscal Year 2002/2003 is the fifth year of the five-year capital budget program recommended by the Governor and approved by the legislature in 1998/1999. The entire five-year program (Fiscal Year 1998/99 to 2002/03) totals approximately $1 billion dollars in bonded projects and $25 million dollars in minor rehabilitation projects.

The major bonded projects requested in 2002–2003 include:

- the third phase of construction for the Phase II—Haaran Hall Extension at John Jay College;
- the fourth phase construction for the West Quad Building at Brooklyn College;
- the first phase of construction for Academic Building I at Medgar Evers;
- the second phase of design and construction funds for Center 3 at LaGuardia Community College;

Major Bonded Projects

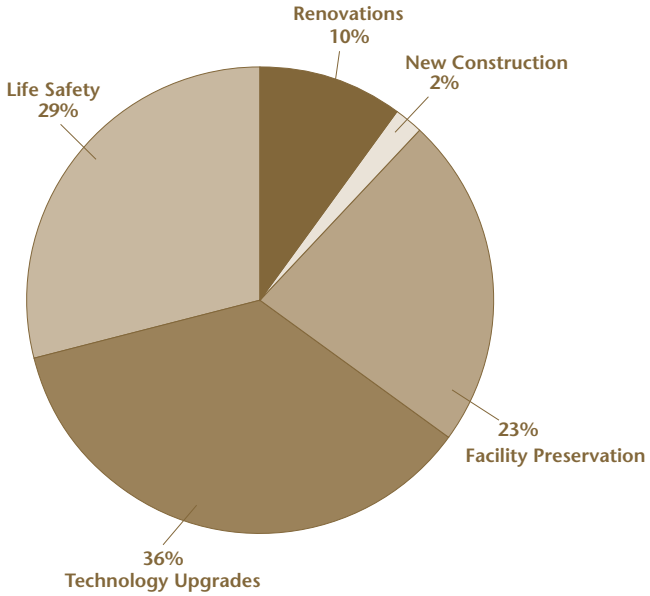


- the second phase of design for the North Instructional Building at Bronx Community College;
- construction funds for BMCC's Chambers Street Building Renovation Phase I;
- design and construction funds for the 500 Grand Concourse Renovation at Hostos Community College; and
- the second phase of design for the Scope Development/New Instructional Building Phase I at Queensborough Community College.

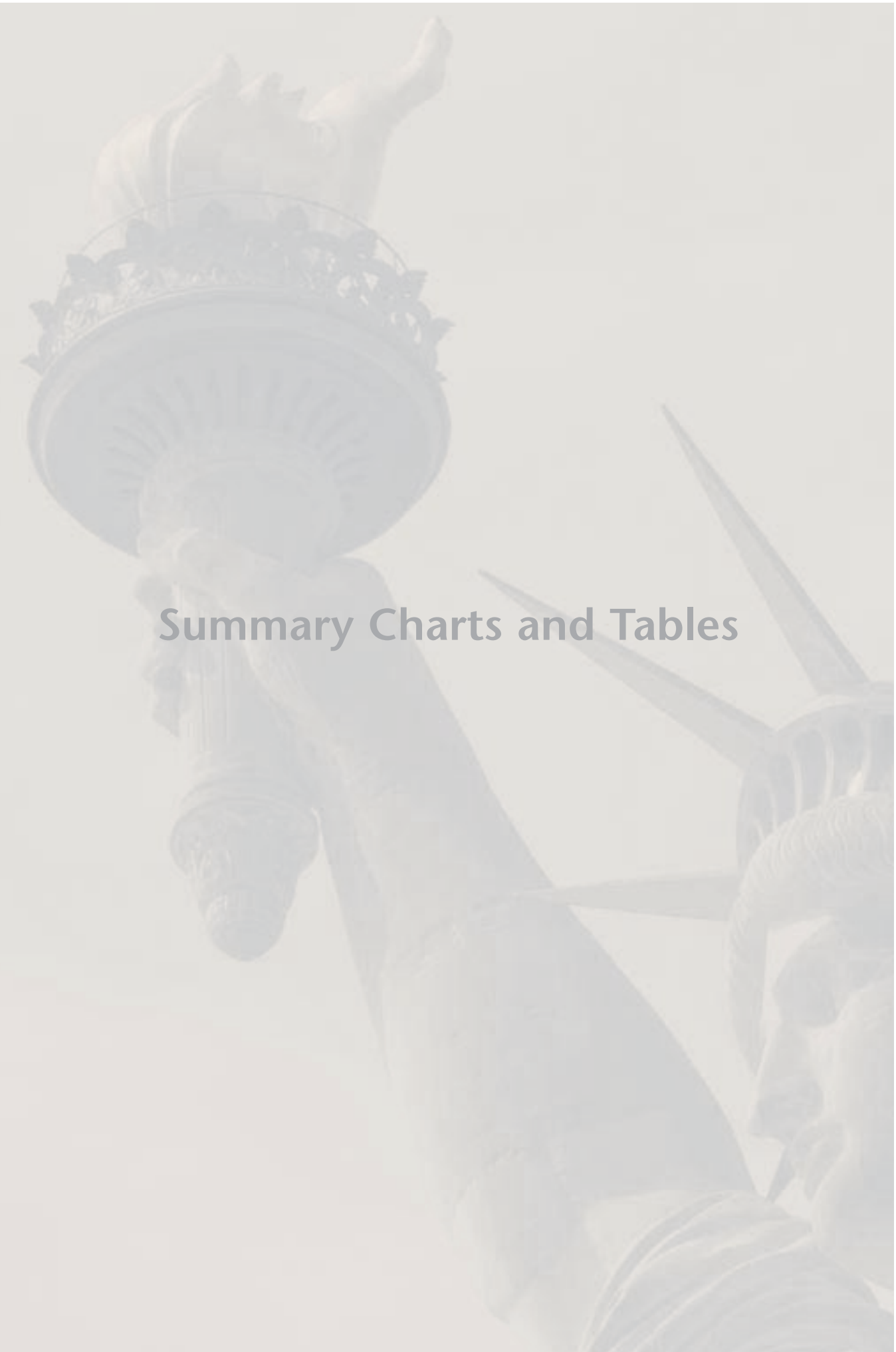
Funds to implement the next phase of CUNY's University-wide educational technology project and the campus-wide Network Infrastructure/Telecommunications initiative are also requested. Support for these projects will facilitate the installation in CUNY buildings of proper wiring and other equipment to deliver network connectivity to classrooms, labs, library spaces, and faculty and administrative offices. These projects will enable students and faculty to participate in the ever-growing world of digitally-transmitted information by establishing technology research and developing video conferencing and distance learning centers.

Another major University-wide project is the purchase of science and technology equipment for the continuation of the Graduate Research Initiative, now known as the CUNY-Wide Science and Technology Equipment program. Over $32 million in non-State matching funds has been procured for research. Based on this level of achievement in a relatively short period of time, we anticipate that the amount of matching funds will increase dramatically over the next five years as newly acquired equipment is placed into service.

Minor Rehabilitation Projects



Individual project requests in this category are developed in accordance with the established University priority system. Design, construction and equipment funds are requested for alterations and improvements to CUNY libraries and for minor repairs at each campus. Additionally, projects that will provide funds for feasibility studies and facilities master plan updates are proposed for several campuses.



Summary Charts and Tables

2002–2003 Operating Budget Request
(Subject to Availability of Additional State Funds)
Funding Sources
($ millions)

	2001–2002 Adopted Budget +	2002–2003 Request	Mandatory Changes	% Change	Program Changes	% Change	Total Requested Change	% Change
Senior Colleges								
State Aid	618.0	649.8	18.3	3.0%	13.5	2.2%	31.8	5.1%
City Support **	32.3	32.3	0.0	0.0%	0.0	0.0%	0.0	0.0%
Tuition and Other Revenue	383.2	413.2	0.0	0.0%	30.0	7.8%	30.0	7.8%
Total Senior Colleges*	**1,033.5**	**1,095.3**	**18.3**	**1.8%**	**43.5**	**4.2%**	**61.8**	**6.0%**
Community Colleges								
State Aid	124.7	134.8	0.0	0.0%	10.1	8.1%	10.1	8.1%
City Support +	101.0	112.1	11.1	11.0%	0.0	0.0%	11.1	11.0%
Tuition and Other Revenue	135.5	140.5	0.0	0.0%	5.0	3.7%	5.0	3.7%
Total Community Colleges	**361.2**	**387.4**	**11.1**	**3.1%**	**15.1**	**4.2%**	**26.2**	**7.3%**
University-wide								
State Aid	742.7	784.6	18.3	2.5%	23.6	3.2%	41.9	5.6%
City Support	133.3	144.4	11.1	8.3%	0.0	0.0%	11.1	8.3%
Tuition and Other Revenue	518.7	553.7	0.0	0.0%	35.0	6.7%	35.0	6.7%
Total University***	**1,394.7**	**1,482.7**	**29.4**	**2.1%**	**58.6**	**4.2%**	**88.0**	**6.3%**

Numbers may not add due to rounding

\+ The FY 2001–2002 Community College base budget reflects the City's November Financial Plan, which is $4.7 million less than the City Adopted Budget. In the November Financial Plan, $10.5 million of State funds were redesignated as City funds. In addition, City support for the Community Colleges was reduced by $4.7 million.

* Excludes Income Fund Reimbursables and CUTRA.

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

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

2002-2003 Operating Budget Request Program Increases ($ millions)			
	Senior Colleges	Community Colleges	Total
Creating a Flagship Environment	**29,250.0**	**5,050.0**	**34,300.0**
Funding for Full-time Faculty	11,300.0	2,800.0	14,100.0
Chancellor's Research Fellows	1,500.0	0.0	1,500.0
Faculty Support	2,700.0	700.0	3,400.0
Instructional Equipment	2,500.0	500.0	3,000.0
Diversity Initiative	500.0	300.0	800.0
Teacher Education	2,000.0	0.0	2,000.0
Centers and Institutes	1,500.0	0.0	1,500.0
Fellowships	3,000.0	0.0	3,000.0
Research Library	3,000.0	500.0	3,500.0
Honors College	1,000.0	0.0	1,000.0
Strengthening Undergraduate Curricula	250.0	250.0	500.0
Supporting Student Success and Academic Achievement	**9,150.0**	**5,050.0**	**14,200.0**
Academic Support Services	4,000.0	2,000.0	6,000.0
Collaborative Programs w/ NYC Board of Ed./College Now	1,500.0	1,500.0	3,000.0
Articulation/Testing	1,000.0	500.0	1,500.0
Services for Students with Disabilities	1,500.0	500.0	2,000.0
Child Care	500.0	250.0	750.0
Financial Aid Matching Funds	650.0	300.0	950.0
Expanding Use of Technology in Teaching and Learning	**1,500.0**	**500.0**	**2,000.0**
CUNY Online & Faculty Development	1,500.0	500.0	2,000.0
Economic Development	**4,600.0**	**5,000.0**	**9,600.0**
Incubator Facilities	1,800.0	1,000.0	2,800.0
Workforce Development	1,300.0	500.0	1,800.0
Rebuilding New York Initiative	1,500.0	3,500.0	5,000.0
Upgrading Management Information & Infrastructure	**6,500.0**	**2,000.0**	**8,500.0**
Information Management Technology	2,500.0	0.0	2,500.0
Facilities Improvements	4,000.0	2,000.0	6,000.0
Total Program Increases	**51,000.0**	**17,600.0**	**68,600.0**
Less Base Redistribution	**(7,500.0)**	**(2,500.0)**	**(10,000.0)**
Net Program Request	**43,500.0**	**15,100.0**	**58,600.0**
Total Mandatory Needs	**18,274.0**	**11,100.0**	**29,374.0**
Grand Total Request	**61,774.0**	**26,200.0**	**87,974.0**

2002–2003 Operating Budget Request
Senior Colleges and University-wide Programs
($ millions)

	2001–2002 Adjusted Base Budget	2002–2003 Mandatory Increases	2002–2003 Program Changes	Total Changes	2002–2003 Request
Colleges	**639,959.8**	**8,244.4**	**0.0**	**8,244.4**	**648,204.2**
Baruch	57,351.8	725.8	0.0	725.8	58,077.6
Brooklyn	71,918.2	1,095.9	0.0	1,095.9	73,014.1
City	70,521.1	728.1	0.0	728.1	71,249.2
– Center for Worker Education	1,073.1	5.0	0.0	5.0	1,078.1
– Sophie Davis	7,591.8	148.6	0.0	148.6	7,740.4
Hunter	75,164.0	1,251.7	0.0	1,251.7	76,415.7
John Jay	35,665.9	302.9	0.0	302.9	35,968.8
Lehman	43,406.2	498.3	0.0	498.3	43,904.5
Medgar Evers	24,947.5	493.3	0.0	493.3	25,440.8
New York City Technical	42,052.0	456.8	0.0	456.8	42,508.8
Queens	68,988.4	606.0	0.0	606.0	69,594.4
– Center for Worker Education	576.7	5.0	0.0	5.0	581.7
Staten Island	49,078.7	815.7	0.0	815.7	49,894.4
York	25,989.0	326.1	0.0	326.1	26,315.1
Graduate School	57,052.1	632.4	0.0	632.4	57,684.5
Law School	8,583.3	152.8	0.0	152.8	8,736.1
Creating a Flagship Environment	**4,567.0**	**0.0**	**29,250.0**	**29,250.0**	**33,817.0**
Full-time Faculty	0.0	0.0	11,300.0	11,300.0	11,300.0
Chancellor's Research Fellows	0.0	0.0	1,500.0	1,500.0	1,500.0
Faculty Support	0.0	0.0	2,700.0	2,700.0	2,700.0
Instructional Equipment	0.0	0.0	2,500.0	2,500.0	2,500.0
Research Library	0.0	0.0	3,000.0	3,000.0	3,000.0
Diversity Initiative	0.0	0.0	500.0	500.0	500.0
Teacher Education	0.0	0.0	2,000.0	2,000.0	2,000.0
Fellowships	0.0	0.0	3,000.0	3,000.0	3,000.0
Honors College	0.0	0.0	1,000.0	1,000.0	1,000.0
Strengthening Undergraduate Curricula	0.0	0.0	250.0	250.0	250.0
PSC Research Awards	3,059.0	0.0	0.0	0.0	3,059.0
Research Collection Development	341.0	0.0	0.0	0.0	341.0
University Centers, Institutes, and Consortia	1,167.0	0.0	1,500.0	1,500.0	2,667.0
Supporting Student Success & Academic Achievement	**85,914.3**	**135.7**	**9,150.0**	**9,285.7**	**95,200.0**
Academic Support Services	7,100.0	0.0	4,000.0	4,000.0	11,100.0
Adjuncts	41,156.0	0.0	0.0	0.0	41,156.0
Articulation/Testing	0.0	0.0	1,000.0	1,000.0	1,000.0
Calandra Institute at Queens College	1,205.0	9.9	0.0	9.9	1,214.9
Child Care	1,230.0	0.0	500.0	500.0	1,730.0
City University Supplemental Tuition Assistance (CUSTA)	1,060.0	0.0	0.0	0.0	1,060.0
Collaborative Programs w/ NYC Board of Ed./College Now	5,200.0	0.0	1,500.0	1,500.0	6,700.0
Financial Aid Matching Funds	1,444.0	0.0	650.0	650.0	2,094.0
Freshman Year Programs	5,783.0	0.0	0.0	0.0	5,783.0
Language and Skills Immersion Programs	1,000.0	0.0	0.0	0.0	1,000.0
SEEK Program	11,846.0	125.8	0.0	125.8	11,971.8
Students with Disabilities	2,128.0	0.0	1,500.0	1,500.0	3,628.0
Student Services	0.0	0.0	0.0	0.0	0.0
Tuition Reimbursement	6,762.3	0.0	0.0	0.0	6,762.3
Writing-Across-the-Curriculum	0.0	0.0	0.0	0.0	0.0
Expanding Use of Technology in Teaching and Learning	**7,550.8**	**277.2**	**1,500.0**	**1,777.2**	**9,328.0**
Equipment Replacement	2,289.0	0.0	0.0	0.0	2,289.0
Computer Access	2,545.0	0.0	0.0	0.0	2,545.0
CUNY Online & Faculty Development	0.0	0.0	1,500.0	1,500.0	1,500.0
Instructional Technology	2,716.8	277.2	0.0	277.2	2,994.0
Economic Development	**1,018.0**	**0.0**	**4,600.0**	**4,600.0**	**5,618.0**
Incubator Facilities	0.0	0.0	1,800.0	1,800.0	1,800.0
Workforce Development	1,018.0	0.0	1,300.0	1,300.0	2,318.0
Rebuilding New York Initiative	0.0	0.0	1,500.0	1,500.0	1,500.0
Upgrading Management Information & Infrastructure	**294,458.1**	**9,616.7**	**6,500.0**	**16,116.7**	**310,574.8**
Building Rentals	20,500.0	0.0	0.0	0.0	20,500.0
Central Administration	20,263.4	458.3	0.0	458.3	20,721.7
Management Information Systems	5,009.7	152.4	2,500.0	2,652.4	7,662.1
Facility Maintenance	1,844.0	3,967.0	4,000.0	7,967.0	9,811.0
Neighborhood Work Project	635.0	0.0	0.0	0.0	635.0
Fringe Benefits	168,671.0	5,039.0	0.0	5,039.0	173,710.0
Collective Bargaining (DC 37)	20,000.0	0.0	0.0	0.0	20,000.0
John Jay Lease	20,200.0	0.0	0.0	0.0	20,200.0
Utilities	37,335.0	0.0	0.0	0.0	37,335.0
Total Programs	**393,508.2**	**10,029.6**	**51,000.0**	**61,029.6**	**454,537.8**
Less Base Redistribution	**0.0**	**0.0**	**(7,500.0)**	**(7,500.0)**	**(7,500.0)**
Net Program Request	**393,508.2**	**10,029.6**	**43,500.0**	**53,529.6**	**447,037.8**
Total Senior Colleges	**639,959.8**	**8,244.4**	**0.0**	**8,244.4**	**648,204.2**
Grand Total	**1,033,468.0**	**18,274.0**	**43,500.0**	**61,774.0**	**1,095,242.0**

Numbers may not add exactly due to rounding.

2002–2003 Operating Budget Request Community Colleges and University-wide Programs ($ millions)					
	2001–02 Base	2002–03 Mandatory Increases*	2002–03 Program Changes	Total Changes	2002–03 Request
Colleges	**240,288.0**	**10,000.4**	**0.0**	**10,000.4**	**250,288.4**
Borough of Manhattan	51,754.0	1,922.3	0.0	1,922.3	53,676.3
Bronx	33,458.0	1,335.2	0.0	1,335.2	34,793.2
Hostos	23,812.0	1,048.9	0.0	1,048.9	24,860.9
Kingsborough	44,781.0	2,015.3	0.0	2,015.3	46,796.3
LaGuardia	46,923.0	2,334.0	0.0	2,334.0	49,257.0
Queensborough	39,560.0	1,344.8	0.0	1,344.8	40,904.8
Creating a Flagship Environment	**5,500.0**	**0.0**	**5,050.0**	**5,050.0**	**10,550.0**
Full-time Faculty	5,500.0	0.0	2,800.0	2,800.0	8,300.0
Faculty Support	0.0	0.0	700.0	700.0	700.0
Instructional Equipment	0.0	0.0	500.0	500.0	500.0
Diversity Initiative	0.0	0.0	300.0	300.0	300.0
Research Library	0.0	0.0	500.0	500.0	500.0
Strengthening Undergraduate Curricula	0.0	0.0	250.0	250.0	250.0
Supporting Student Success & Academic Achievement	**30,743.8**	**0.0**	**5,050.0**	**5,050.0**	**35,793.8**
Academic Support Services	0.0	0.0	2,000.0	2,000.0	2,000.0
Collaborative Programs w/ NYC Board of Ed./College Now	11,200.0	0.0	1,500.0	1,500.0	12,700.0
Articulation/Testing	0.0	0.0	500.0	500.0	500.0
Language Immersion Program	2,817.8	0.0	0.0	0.0	2,817.8
College Discovery	3,810.0	0.0	0.0	0.0	3,810.0
Adult & Continuing Education	5,276.0	0.0	0.0	0.0	5,276.0
Adult Literacy	3,025.0	0.0	0.0	0.0	3,025.0
Freshman Year Programs	2,600.0	0.0	0.0	0.0	2,600.0
Child Care	1,665.0	0.0	250.0	250.0	1,915.0
Financial Aid Matching Funds	0.0	0.0	300.0	300.0	300.0
Students with Disabilities	350.0	0.0	500.0	500.0	850.0
Expanding Use of Technology in Teaching and Learning	**0.0**	**0.0**	**500.0**	**500.0**	**500.0**
CUNY Online & Faculty Development	0.0	0.0	500.0	500.0	500.0
Economic Development	**500.0**	**0.0**	**5,000.0**	**5,000.0**	**5,500.0**
Incubator Facilities	0.0	0.0	1,000.0	1,000.0	1,000.0
Workforce Development	500.0	0.0	500.0	500.0	1,000.0
Rebuilding New York Initiative	0.0	0.0	3,500.0	3,500.0	3,500.0
Upgrading Management Information & Infrastructure	**84,201.2**	**1,144.0**	**2,000.0**	**3,144.0**	**87,345.2**
Fringe Benefits	59,610.2	1,144.0	0.0	1,144.0	60,754.2
Building Rentals	1,175.4	0.0	0.0	0.0	1,175.4
Facilities Improvements	0.0	0.0	2,000.0	2,000.0	2,000.0
University-wide Objectives	10,855.6	0.0	0.0	0.0	10,855.6
Utilities	12,560.0	0.0	0.0	0.0	12,560.0
Total Programs	**120,945.0**	**1,144.0**	**17,600.0**	**18,744.0**	**139,689.0**
Less Base Redistribution	**0.0**	**0.0**	**(2,500.0)**	**(2,500.0)**	**(2,500.0)**
Net Program Increase	**120,945.0**	**1,144.0**	**15,100.0**	**16,244.0**	**137,189.0**
Total Community Colleges	**240,288.0**	**10,000.4**	**0.0**	**10,000.4**	**250,288.4**
Grand Total	**361,233.0**	**11,144.4**	**15,100.0**	**26,244.4**	**387,477.4**

***Includes DC37 collective bargaining costs.**

2002–2003 State Aid Request Community Colleges									
	2001–2002 Base			2002–2003 Request			Difference		
	Total	Rate	State Aid	Total	Rate	State Aid	Total	Rate	State Aid
	FTE	($)	($000)	FTE	($)	($000)	FTE	($)	($000)
STATE OPERATING AID									
Base Aid	54,059	2,250	121,633	54,814	2,380	130,457	755	130	8,824
Building Rentals			626			626			0
Subtotal State Operating Aid	**54,059**	**2,250**	**122,259**	**54,814**	**2,380**	**131,083**	**755**	**130**	**8,824**
PROGRAMS & INITIATIVES									
Child Care			865			865			0
College Discovery			574			574			0
Contract Courses, Child Care,									
Economic Development			1,000			1,000			0
Other Categorical						1,276			1,276
Subtotal Programs and Initiatives			**2,439**			**3,715**			**1,276**
GRAND TOTAL			**124,698**			**134,798**			**10,100**

Senior College Capital Budget Request ($ thousands)

Trustees Priority	College	Project Name	Preliminary Total Cost	Prior Funding To Date	FY 02/03 Request			Total Request	
					Design	Construction	Equipment		
MAJOR BONDED PROJECTS									
1	CUNY Wide	Condition Assessment Health & Safety	493,770	129,652	2,280	9,720		DC	12,000
2	CUNY Wide	Condition Assessment Facilities Preservation	602,905	90,988	1,900	8,100		DC	10,000
3	CUNY Wide	Condition Assessment Disabled Accessibility	49,770	35,711	247	1,053		DC	1,300
4	CUNY Wide	Network Infrastructure/Telecommunications	78,300	36,700	2,000	8,000		DC	10,000
5	CUNY Wide	Educational Technology Initiative Phase IV	TBD	37,000			5,000	E	5,000
6	Brooklyn	West Quad Bldg.	83,300	48,800		27,500		C	27,500
7	John Jay	Phase II – Haaren Hall Extension	421,000	156,450		171,350		C	171,350
		Subtotal	**1,729,045**	**535,301**	**6,427**	**225,723**	**5,000**		**237,150**
SPECIAL FUNDING INITIATIVES									
	CUNY Wide	Energy Conservation/Performance	TBD	39,337	1,000	4,000		DC	5,000
	CUNY Wide	Science & Technology Equipment	TBD	46,250			5,000	E	5,000
		Subtotal	**0**	**85,587**	**1,000**	**4,000**	**5,000**		**10,000**
		Subtotal Major Bonded Projects	**1,729,045**	**620,888**	**7,427**	**229,723**	**10,000**		**247,150**
HARD DOLLAR MINOR REHABILITATIONS									
1	CUNY Wide	Alterations and Improvements to Libraries	12,800	6,376	50	250	2,200	DCE	2,500
2	CUNY Wide	Feasibility Studies/Master Plan Updates	TBD	3,070	1,160			D	1,160
3	CUNY Wide	Minor Repairs	on going	7,991	238	952		DC	1,190
4	Baruch	Replacement of PBX	1,500	850			150	E	150
		Subtotal Minor Rehabilitations	**14,300**	**18,287**	**1,448**	**1,202**	**2,350**		**5,000**
		Total Senior Colleges	**1,743,345**	**639,175**	**8,875**	**230,925**	**12,350**		**252,150**

A= Acquisition D= Design C=Construction E= Equipment TBD= To be Determined

Note: All cost projections are based on normal market conditions that existed prior to September 11, 2001. Revisions to these projections may be required due to availability of construction trades, materials, and associated factors based upon the development of reconstruction strategies in the metropolitan New York area.

Community College Capital Budget Request ($ thousands)

Trustees Priority	College	Project Name	Preliminary Total Cost	Prior Funding To Date	FY 02/03 Request			FY 02/03 Request	
					Design	Construction	Equipment		
MAJOR BONDED PROJECTS									
1	CUNY Wide	Condition Assessment Health & Safety	164,140	10,500	2,368	10,093		DC	12,461
2	CUNY Wide	Condition Assessment Facility Preservation	200,615	3,158	1,317	5,616		DC	6,933
3	CUNY Wide	Condition Assessment Disabled Accessibility	17,908	3,112	$380	1,620		DC	2,000
4	CUNY Wide	Asbestos Abatement	13,755	3,500	$380	1,620		DC	$2,000
5	CUNY Wide	Network Infrastructure/Telecommunications	TBD	$0	2,461	10,490		DC	12,950
6	CUNY Wide	Educational Technology Initiative – Phase III	TBD	27,700			5,300	E	5,300
7	CUNY Wide	Energy Conservation	TBD	300	760	3,240		DC	4,000
8	Medgar Evers	Academic Building I (a)	108,369	5,000		78,910		D	78,910
9	LaGuardia	Center III Renovation – Phase I	11,795	5,000		6,795		DC	6,795
10	Bronx	North Instructional Building	50,245	3,000		6,551		D	6,551
11	Manhattan	Chambers St. Building Renovation – Phase I	20,000	1,000	400	17,200		DC	17,600
12	Hostos	500 Grand Concourse Renovation	10,462	2,000	1,520	6,480		DC	8,000
13	Queensborough	Scope Development/Instructional Bldg. – Phase I	62,620	2,000	3,000	3,000		D	6,000
		Subtotal Major Bonded Projects	**659,909**	**66,270**	**12,585**	**151,615**	**5,300**		**169,500**
HARD DOLLAR MINOR REHABILITATIONS									
1	CUNY Wide	Minor Repairs	on going	675	400	1,600		DC	2,000
2	Hostos	Emergency Generator	1,333	0	113	504		DC	617
3	BMCC	Infrastructure Upgrade 1st Floor South	600	0	114	486		DC	600
4	LaGuardia	Roof Top Sign	1,200	0	200	1,000		DC	1,200
5	BMCC	Dedicated Exhaust System for Central Shop	683	0	130	553		DC	683
6	LaGuardia	Pool Repairs	500	0	95	405		DC	500
7	Hostos	Renovate Lobby	1,049	0	199	201		DC	400
		Subtotal Minor Rehabilitations		**675**	**1,251**	**4,749**	**0**		**6,000**
		Total Community Colleges	**659,909**	**66,945**	**13,836**	**156,364**	**5,300**		**175,500**
(a) Medgar Evers is a Senior College but is funded as a Community College A= Acquisition D= Design C=Construction E= Equipment TBD= To be Determined									
		University Grand Total	**2,403,254**	**706,120**	**22,711**	**387,289**	**17,650**		**427,650**

Note: All cost projections are based on normal market conditions that existed prior to September 11, 2001. Revisions to these projections may be required due to availability of construction trades, materials, and associated factors based upon the development of reconstruction strategies in the metropolitan New York area.

The idea of an integrated University is both real and a state of mind. To pursue this idea we must first and foremost challenge the frontiers between distinct areas of inquiry and encourage disciplinary diversity in faculty teams whose scholarship stretches the boundaries of knowledge and methodology.

The Colleges

Baruch College is a senior college in the City University with a primary mission to educate students for positions of global leadership and management in business, government, and nonprofit corporations. At the undergraduate level, Baruch integrates these successful specialties with a critical foundation of learning in the liberal arts, with every first- and second-year student, regardless of intended major, enrolled in The Mildred and George Weissman School of Arts and Sciences. Baruch's Zicklin School of Business is the City University's only business school and the largest business school in the nation, fully accredited by the Association to Advance Collegiate Schools of Business. It serves as home to more than 11,000 undergraduates and to more than 2,000 graduate students in its full-time, part-time, and executive MBA programs. The School of Public Affairs, also unique within the University, offers both undergraduate and graduate programs and is accredited by the National Association of Schools of Public Affairs and Administration. Additionally, Baruch College houses 10 research centers for scholarship and teaching, including The Subotnick Financial Services Center, The Lawrence N. Field Center for Entrepreneurship and Small Business, The Weissman Center for International Business, and the Newman Programs in Real Estate. The College also hosts the Sidney Mishkin Gallery and the internationally-acclaimed Orpheus Chamber Orchestra.

Brooklyn College is a recognized national leader in innovative educational programs, particularly through its widely acclaimed Core Curriculum which provides a common educational experience for all undergraduates and assures that those concentrating on professional and technical training receive a solid foundation in the liberal arts. Brooklyn College carries out its mission to serve the educational needs of the metropolitan area and especially the borough of Brooklyn through a broad spectrum of undergraduate and graduate programs as well as through participation in the doctoral programs of The City University of New York. The College offers a wide variety of majors in the liberal arts and sciences; preprofessional programs in medicine, dentistry, health-related careers, and engineering; teacher education from preschool to high school; professional, business, and other career-oriented programs; and programs in performing and fine arts, television and radio production, and print and broadcast journalism.

City College was founded in 1847 to offer higher education to the children of the working class and immigrants. City is equivalent to a university; it is the site of 10 doctoral programs; it includes a comprehensive college of Liberal Arts and Sciences, Schools of Architecture, Education, Engineering, and the Sophie Davis School of Biomedical Education. Renowned as a great teaching institution, CCNY also is known internationally in multiple fields for the research activities of its faculty. City's faculty received more then $30 million in research this year. CCNY students participate in the largest undergraduate research program in the New York metropolitan area, allowing them to work side-by side with world-renowned scientists and scholars. Its Institute for Ultrafast Spectroscopy and Lasers (IUSL) is one of the world's leading laser research centers. City College is the home of the New York State Structural Biology Center, a consortium of nine universities, which will give City the lead in one of the most important scientific fields of the 21st Century. Its accredited School of Architecture, Urban Design and Landscape Architecture—the only public school of architecture from Maine to Maryland on the East Coast—is rapidly becoming a major center for the study of urban architecture. Recently, the College has added three new programs: Computer Engineering, Biomedical Engineering, and a graduate program in Architecture.

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

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

John Jay College of Criminal Justice is a liberal arts institution with a specialized mission in the fields of criminal justice, fire science, and related areas of public safety. During the last decade, student enrollment has increased to more than 11,600. John Jay's student body reflects the ethnic and cultural diversity of New York City; women constitute a majority (58 percent) of its students. The College offers degree programs at all levels: the certificate, associate, baccalaureate, and master's degrees in Forensic Psychology, Legal Studies, Criminal Justice, Computer Information Systems, and Public Administration. In 1998 and 2001, the only years that U.S. News and World Report rated Graduate School programs in Criminal Justice Policy, John Jay's Masters in Public Administration was ranked number one in the country. John Jay College also houses the City University of New York Ph.D. Program in Criminal Justice. International initiatives, especially in Eastern Europe, Latin America, and Southeast Asia, coupled with a broad network of training programs for city, state, and federal officers and agents, contribute to the fulfillment of the college's mission.

More than 9,000 men and women from throughout New York City, Westchester County, and the region study every semester at **Lehman College**, the only public comprehensive college in the Bronx. Lehman, which has graduated 40,000 alumni since its founding in 1968, offers over 90 undergraduate and graduate programs in the arts and sciences as well as in teaching, health care, and other professions. Its award-winning faculty includes U.S. Poet Laureate Billy Collins, Academy Award and Pulitzer Prize-winning composer John Corigliano, and notable scientists who are pursuing groundbreaking work in biology, physics, mathematics, and computing. Lehman institutes in literacy and Irish American studies contribute new research in their fields, while its theatres, art gallery, and concert hall provide a rich cultural resource for the region, showcasing the talent of both Bronx-based and internationally acclaimed artists. At the same time, through an extensive network of partnerships within the public schools, Lehman is delivering training in technology to residents and schoolchildren, expanding professional development opportunities for K-12 teachers, and successfully collaborating with parents and educators to improve graduation rates and academic preparation among the borough's students.

Medgar Evers College is committed to meeting the educational and social needs of the central Brooklyn community. It serves students with diverse educational, socioeconomic, political, cultural, and national backgrounds. The College's mission is to develop and maintain high-quality, professional, career-oriented undergraduate degree programs within the context of a liberal education. To fulfill this mission, Medgar Evers offers outstanding programs, including marketing, nursing, business, liberal arts, science, public administration, elementary education, computer science, mathematical science, environmental science, computer applications, and several certificate programs. The College offers both baccalaureate and associate degrees. The School of Continuing Education offers extensive programs that address the needs of students seeking specialized training or career advancement. In addition to the comprehensive academic and technical training offered at the College, Medgar Evers extends its services to the broader community through various specialized centers. These include the Jackie Robinson Center for Physical Culture, The Center for Religious Studies, The Center for Law and Social Justice, The Caribbean Research Center, and The DuBois-Bunche Center for Public Policy.

New York City Technical College, in its unique mission as the City University's senior college of technology, serves the region by providing academically and technologically proficient graduates for the arts, entertainment, and computer, architectural, and engineering technologies, as well as for the health, human services, and hospitality and law-related professions. City Tech also offers technology teacher and occupational teacher education and programs in the liberal arts and sciences. Technical and community-assistance programs, staffed by faculty and students, and expansive internship experiences enable students to benefit from hands-on, real-world experience essential to a successful education. In the area of economic development and research, the Business and Industry Training Center provides training and technical assistance to corporations, unions, and nonprofit and public agencies whose employees are in need of skills upgrading to remain competitive in the New York economy.

Queens College is a comprehensive college with strong programs in liberal arts and sciences and education, as well as professional programs at both undergraduate and graduate levels. There are many exciting opportunities for honors students in the humanities, mathematics, and the natural sciences; for students in pre-law, pre-medicine, and business; and for adults and foreign-language speakers. Graduate education and research are essential elements of Queens College's mission. The College offers master's degrees and certificates in more than fifty disciplines and is a major participant in many CUNY Ph.D programs. Nontraditional students have opportunities through Adult College Education, Worker Education, and the Weekend College. The College has many nationally respected schools including the Aaron Copland School of Music, the Graduate School of Library and Information Studies, and the School of Earth and Environmental Sciences.

The College of Staten Island, a senior college with more than 10,000 students, offers outstanding programs in the liberal arts and sciences and has particular strengths in programs focused on career preparation in business, computer science, education, engineering, and the health sciences. The associate's degree is awarded in selected areas that articulate with baccalaureate programs; master's degrees and a professional certificate are awarded in 13 areas; and the College participates in five CUNY doctoral programs. The CSI Honors College, introduced in 1997, is fully integrated with the CUNY Honors College, effective fall 2002. The success of the CSI Discovery Center in professional development programs for teachers led to its recent conversion to a University Institute.

York College currently enrolls more than 5,000 students, conferring baccalaureate degrees in more than forty majors in the liberal arts and sciences and a broad array of professional programs including accounting, business, computer studies, education, allied health professions, mathematics, and social work. The College plans to offer its first Master's degree in Occupational Therapy in the fall 2003. Distinguished faculty and strong academic programs in the natural sciences provide an excellent environment for undergraduates to prepare for graduate or professional schools, both through curricula and research experiences. Research and cooperative education opportunities are also available to undergraduate students in many of the College's major areas of study. The regional offices and laboratories of the U.S. Food and Drug Administration are located on the York Campus. York has developed an agreement with the FDA to provide for a sharing of resources in the educational environment among students and faculty of the college and the agency. The College has recently received funding from the Port Authority of New York and New Jersey to develop an Aviation Institute focusing on intermodal transportation.

The Graduate School and University Center is the doctorate-granting institution of the largest urban university in the United States. The only consortium of its kind in the nation, The Graduate Center draws its faculty mainly from the CUNY senior colleges and from cultural and scientific institutions throughout New York City. It has an enrollment of about 3,500 students in 32 doctoral programs and 7 master's degree programs in the humanities, social sciences, and sciences, and offers a wide range of continuing education and cultural programs of interest to the general public. The Graduate Center's doctoral programs received significant recognition when the National Research Council ranked more than a third of the school's Ph.D. programs in the top 20 among the nation's public and private universities. Nearly a quarter place among the top ten when compared to other public institutions. Thirty research centers and institutes create opportunities for interdisciplinary and applied research in fields ranging from hearing problems to the humanities, logistics to literature, international relations to immigration.

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

Borough of Manhattan Community College (BMCC) serves more than 16,000 students in its degree programs, making it the largest community college in New York City. BMCC offers associate degrees in more than 20 fields. New majors include theatre, writing and literature, and multimedia programming and design. BMCC is unique in New York City for its respiratory therapy, paramedic, and corporate and cable communications programs. According to data from the U.S. Department of Education, BMCC grants more associate degrees to African-American students than any other college in the nation and ranks second nationwide in granting associate degrees to minority students. Consistently forging innovative partnerships, BMCC has recently implemented Nursing Now, an outreach program to encourage high school students to enter the nursing profession. This spring, BMCC will unveil the Skills Exchange, a cutting-edge workforce development operation. It will offer assessment, certification, training, and career guidance to workers and employers. BMCC continues to develop these initiatives despite the toll of the September 11 terrorist attack. The collapse of 7 World Trade Center severely damaged Fiterman Hall just as the college had finished a $64 million renovation. The total estimated cost to BMCC of the September 11 events is $10 million. To alleviate the overcrowding on the downtown campus, BMCC began to offer classes on the campus of City College in January 2002. This semester, hundreds of BMCC students are taking courses on the City College campus.

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

Eugenio María de Hostos Community College was established in 1968 to serve the culturally and linguistically diverse South Bronx community. Its mission is to provide opportunities leading to socioeconomic mobility for first- and second-generation Hispanics, Blacks, and other residents of New York City who have encountered significant barriers to higher education. Hostos is committed to offering rigorous A.A., A.S., and A.A.S. programs that lead to meaningful employment or successful pursuit of higher-level studies. Between 1998 and 2000, this institution was involved in an initiative called the Hostos Renaissance, a two-year time frame established to work toward the objective of institutional excellence. In the next stage of college-wide revitalization, the Hostos Age of Discovery, the vision is "to make Eugenio María de Hostos Community College 'a school of excellence' for students seeking liberal arts or career education in a dual language, multicultural learning environment."

Kingsborough Community College is Brooklyn's comprehensive community college with a mission to serve the educational, social, and vocational needs of an increasingly diverse community in one of the most international cities in the world. The College has a well-developed core curriculum of liberal arts and sciences, as well as degree programs in business, human services, health-related careers, marine technology, information technologies, tourism and hospitality, and the sciences. Kingsborough is an acknowledged leader in the development of collaborative programs, particularly with the New York City Public Schools. Among them are College Now, Diploma Now, Family College, and Leon M. Goldstein High School for the Sciences.

LaGuardia Community College has established a tradition of innovation that has made it a nationally and internationally recognized leader in community college education. With an ethnically diverse student body from more than one hundred nations, the College offers 30 associate degree and two certificate programs. LaGuardia provides a unique academic environment through the use of thematic learning communities, express courses, supplemental instruction, as well as collaborative and cooperative learning. One of the major premises underlying LaGuardia's educational model is that learning takes place in many different settings, both in and out of the classroom. This is vividly embodied in its Cooperative Education internship program that facilitates the integration of knowledge and direct practical training through its educational partnership with many businesses.

Queensborough Community College, established in 1958, has a long tradition of providing quality postsecondary education leading to an associate degree. Students may choose from a wide variety of liberal arts and sciences and career programs that will prepare them for transfer to baccalaureate-granting institutions or for entry into the job market. In response to changing student needs and employment trends, Queensborough has also established six one-year certificate programs and numerous non-credit training programs. The College is a leader in technology education with programs that are supported by major grants from the National Science Foundation each year. Its Laser and Fiber Optics Technology program is one of the few nationwide, and its Music Electronic Technology Program is the only one within The City University of New York. The College inaugurated a New Media Technology Program and a Digital Art and Design Program and plans to enroll its first class in September 2002. Queensborough also offers special services, such as the model External Education Program for the Homebound. And, serving the vocational, cultural, and recreational interests of the general community, QCC offers an extensive noncredit Continuing Education Program, the QCC Art Gallery, the Professional Performing Arts Series, and the Holocaust Resource Center and Archives—the only facility of its kind serving New York and Long Island.

The City University of New York
Facts and Figures

2001–02 Adopted Budget ($ millions)

Senior Colleges		
State Aid	618.0	59.8%
City Support	32.3	3.1%
Tuition	383.2	37.1%
Total	**1,033.5**	
Community Colleges		
State Aid	124.7	34.5%
City Support	101.0	28.0%
Tuition	135.5	37.5%
Total	**361.2**	
Total University		
State Aid	742.7	53.3%
City Support	133.3	9.6%
Tuition	518.7	37.2%
Total	**1,394.7**	

Enrollment (Headcount) Fall 2001

	Full-time	Part-time	Total	% P-T
Senior				
Undergraduate	68,357	38,239	106,596	35.9%
Graduate	6,700	20,976	27,676	75.8%
Total Senior	75,057	59,215	134,272	44.1%
Community	35,902	26,796	62,968	42.6%
Total	110,959	86,011	197,240	43.6%

Enrollment (Full-time Equivalent) Fall 2001

Senior	Community	Total
95,005	45,772	140,777

Adult & Continuing Education Enrollment 2000-01

Senior	Community	Total
105,995	98,687	204,682

Tuition

Senior Colleges	
Undergraduate resident full-time	$3,200
Undergraduate non-resident full-time	$6,800
Per credit resident	$135
Per credit non-resident	$285
Graduate resident full-time	$4,350
Graduate non-resident full-time	$7,600
Per credit resident	$185
Per credit non-resident	$320
Community Colleges	
Resident full-time	$2,500
Non-resident full-time	$3,076
Resident per credit	$105
Non-resident per credit	$130

Undergraduate Profile (Fall 2000)

	Senior	Community
Work full-time or part-time	63.7%	50.4%
Attended NYC Public High Schools	71.7%	59.3%
Age 25 or older	39.8%	36.7%
Support children	24.5%	35.5%
Born outside U.S. Mainland	42.2%	53.4%
Native Language not English	47.8%	58.5%
Receive Pell	45.3%	55.5%
Receive TAP	38.1%	42.6%
Ethnicity/Gender		
Black	31.7%	31.8%
Hispanic	22.1%	31.4%
Asian	13.8%	13.5%
White	32.2%	23.1%
Native American	0.2%	0.2%
Female	61.9%	62.6%

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