

The City University of New York

2003-2004
Budget Request



supporting



preparing



creating



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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



We have all invested enormous energy into building CUNY into a world-class, fully integrated University. This effort has yielded outstanding results that have situated CUNY at the forefront of innovative education. Our colleges offer academic programs of national distinction. The CUNY Honors College provides an enriched education for the highest achievers and by extension fosters an inspirational learning environment throughout the University. Academic and student support services assist students as they adjust to college life and college-level work, and the College Now Program ensures that high school students who want to attend college are prepared to do so. The University's economic development initiatives help to create new business and provide the skilled workforce necessary to move the City forward.

The City University of New York's 2003–04 Budget Request details the specific programs and initiatives that constitute these broad efforts, and outlines our objectives for further improving the efficacy of our offerings at every level. We seek to expand the flagship environment and academic and student support efforts, as these are paramount in helping students achieve academic success. CUNY also looks to continue its role in improving the City's education system through its teacher education programs, Ph.D. Program in Urban Education, and principal/ leadership courses. Our top priority remains hiring new full-time faculty, who provide the academic foundation needed to sustain an institution of higher learning.

As we look to expand existing programs and create new ones, we are mindful of the financial difficulties facing all of us. However, at such a time, it is especially important to emphasize the University's crucial and unique role in addressing such difficulties through fostering, on numerous levels, the initiatives, programs, and human development critical for economic recovery. The creation and sharing of ideas and knowledge, the very essence of an academic institution, stimulates research and new business development. CUNY, as a producer of highly-skilled graduates, attracts industry to the City. On another level, our colleges offer various programs that serve to upgrade the skills of displaced workers.

In its long and storied history, CUNY has always been a crucial factor in New York City's health and development, and considering the importance of New York City to the well-being of the State and indeed the entire nation, the ability of CUNY to carry out its prescribed functions as specified in this document cannot be underestimated. In the present fiscal environment, doing what we do best fully coincides with the measures necessary to strengthen the economy and rejuvenate the City.

In prosperous times, CUNY is an integral part of the City's economic, social, and cultural vitality. In troubled times, CUNY has always been—and, with your support, will continue to be—at the forefront of renewal.

Respectfully submitted,

A handwritten signature in black ink that reads "Matthew Goldstein". The signature is written in a cursive, flowing style.

Matthew Goldstein,
Chancellor

Introduction

The City University of New York has, throughout its history, sought to advance the goals of public education, offering students an equal chance to succeed, regardless of birthplace, birthright, social standing or economic attainment. Our 2003–04 Budget Request reaffirms this historic mission, placing it in the context of present-day realities and the needs of our urban constituencies.

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

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

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

Financing the Request

The University’s operating budget request totals \$1.565 billion for the senior and community colleges, an increase of \$84.9 million, or 5.7%, over the 2002–2003 adopted budget level.

At the senior colleges, the total request is \$1.151 billion, a \$63.5 million, 5.8%, increase over the 2002–03 adopted level. Of this amount, \$39.3 million is for baseline needs and \$24.2 million is for programmatic increases. At the community colleges, the overall request is \$414.5 million, a \$21.4 million, 5.4%, increase over the 2002–03 adopted level. Of this amount, \$9.1 million is for baseline needs and \$12.3 million is for programmatic increases. Additional funds will be allocated in accordance with a strategic multi-year plan.

Due to the fiscal constraints the State and City are facing, the University is finding additional ways of supporting programmatic initiatives. CUNY is seeking State aid for the baseline needs of the senior colleges and for only \$14.8 million of the total programmatic needs of \$53.5 million. The \$14.8 million represents a 1.9% increase over the current state aid level. The University proposes funding the majority of the programmatic increases through productivity improvements, the redistribution of

existing funds, and revenue enhancements. For the community colleges, CUNY is seeking a \$75 per FTE increase, which will be used to cover a portion of the baseline needs. The University is requesting \$6.1 million, a 5% increase, in City support to cover baseline needs.

The 2003–04 Request will support:

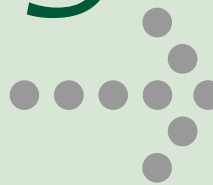
- 300 New Full-time Faculty;
- 60 Instructional Support Staff;
- Academic and Student Support Services;
- Workforce Development;
- Research Library;
- Doctoral Student Support;
- Management Information Technology; and
- Infrastructure Improvements.

The request for \$84.9 million incorporates CUNY's commitment to achieve productivity and program savings and to identify external funding sources for programmatic initiatives. The University proposes redirecting \$17 million in productivity savings and existing funds to support the programs highlighted in the request. This will be achieved, in part, through the effective use of technology to generate savings and foster productivity improvements that will allow us to re-deploy resources to high priority areas. In 2002-03 CUNY is establishing productivity initiatives that will generate \$10 million for investment in the University's core functions. Savings will also be achieved through the consolidation of various administrative functions. These measures are in addition to the self-funding already built into the cost of some of the initiatives highlighted in this document. For example, the cost estimates for full-time faculty assume University financing of a portion of the cost of the new hires from existing resources currently used for adjunct teaching.

The University's goal is to fund \$21.7 million of the request through revenue enhancements generated by projected enrollment growth. CUNY will also seek private funding in the context of supplemental support. Additionally, college philanthropy initiatives and economic development initiatives will be expected to generate revenues in support of new and ongoing projects.

Creating

**A Flagship
Environment**



“CUNY’s new Honors College and strengthened admission standards at its senior colleges have attracted some of the world’s best and brightest students to study, live and work here in New York City. CUNY has also become a prime destination for award-winning educators and top researchers.”

Mayor Michael Bloomberg



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

Flagship Programs and Cluster Hiring

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

The University began selecting areas for flagship investment during the 1999–2000 academic year. Cluster hiring began in four areas: Photonics, Teacher Education, Computers and New Media, and Foreign Languages.

Photonics

Photonics is the study of light as a source of energy with implications for advances in technology, medicine, and national security. CUNY has a long history of photonics expertise and excellence. We believe that we have the capability for development of a world class capacity in this area and it is a major part of our economic development initiative. Fifteen faculty positions and one staff position in photonics have been allocated to six colleges, including several associated with the Center for Advanced Technology at City College. Substantial funds have been committed to the renovation of

laboratories for these faculty and for start-up packages that are competitive with other research universities.

Computers and New Media

The colleges have been extremely successful in attracting excellent faculty in the other original cluster areas. In Computers and New Media, for example, the University has hired 33 new faculty. Many of these new faculty are assistant professors who are distinguishing themselves in this relatively young field. We have also attracted however, three Distinguished Professors to the Ph.D. program in Computer Science.

Teacher Education

In deference to the serious teacher shortage in New York City and New York State a total of 34 positions was allocated over three years in Teacher Education, including two for the new Ph.D. program in Urban Education. The colleges are recruiting faculty to train teachers in critical shortage areas such as math and science education, special education, and reading and literacy.



Dr. Hiroshi Matsui, Assistant

Professor of Chemistry, *joined the faculty of Hunter College because of the photonics initiative after a post-doctoral appointment at Columbia University. Though on the faculty for less than two years, he has already been awarded a research grant from the U.S. Department of Energy and a prestigious five-year CAREER award from the National Science Foundation.*

Foreign Languages

In Foreign Languages, CUNY is adding eight new faculty. Specialties include French, Spanish, Italian, and Chinese.

Biosciences, Nursing, and Art History

Our newest cluster areas, Biosciences, Nursing, and Art History were selected with input from CUNY faculty groups. The colleges are adding six new faculty in biosciences and three specifically in macromolecular assemblies.

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

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

readily perceived in the Center for Advanced Technology in photonics and the Center for Software Design and Development.

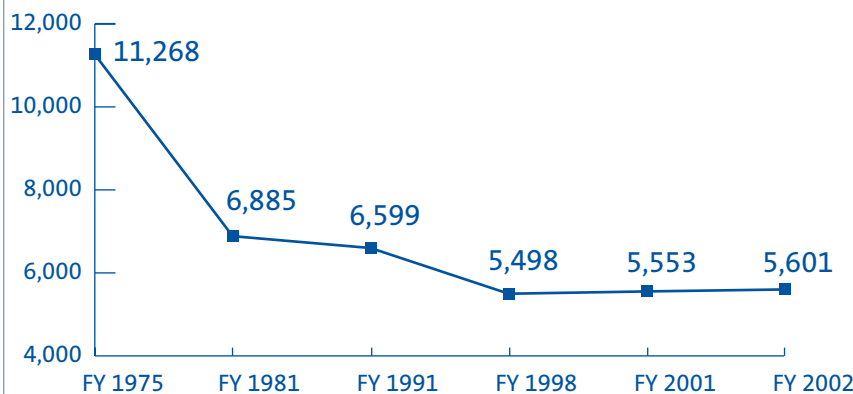
The success of the model has encouraged us to expand it further and to begin planning for the next set of cluster lines. The CUNY Institute of Environmental Science, Technology, and Education, which will explore the principle of environment equilibrium in an urban setting, will be authorized to recruit for eight lines. We have also set in motion the process that will enable us to move forward with the designation of architecture, sited in our award winning School of Architecture, Urban Design and Landscape, at City College, as a flagship program. We have also used this opportunity to allocate new lines to programs requiring just a modicum of extra attention to achieve or maintain national prominence, including Engineering at City College, Criminal Justice and Forensic Science at John Jay College, and the Ph.D. programs in Political Science, Anthropology, Sociology, and Philosophy.

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

Full-time Faculty

Above and beyond the cluster hiring initiative the University continues to engage in full-time faculty recruitment. We believe that the most critical component in building disciplinary strength is the replenishment of full-time faculty and the improvement of the ratio of full-time to part-time faculty. Building on past recruitment initiatives, the University is engaged in an aggressive campaign to recruit faculty to improve the full-time/part-time faculty ratio each year until we reach our goal in which 70% of instruction is provided by full-time faculty. Excessive reliance on adjunct teaching is counter to exemplary academic practice and was identified by the New York State Board of Regents’ Commission on Higher Education as one of the greatest threats to program quality in higher education. For fiscal year 2004, additional funding would support 300 new full-time faculty.

Full-time Faculty FY 1975-2002



Teacher Education

The City University of New York takes most seriously its commitment to the professional preparation of teachers and its role as a major provider of highly qualified and skilled teachers, administrators, and counselors for the New York City school system. The University has raised teacher education program performance and standards. All programs meet the new State standards for teacher education programs. Effective use of technology, close collaboration with local schools, community-based organizations, and cultural institutions, and a commitment to enhancing the quality of life for students in New York City combine to keep the University’s program at the forefront

of educational innovation. All programs are seen as partnerships among faculty in education, faculty in arts and science, and faculty in the public schools.

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

- The Teacher Empowerment Zone. This initiative exposes students in the early stages of teacher preparation — and in advance of the student teaching experience — to real life classroom situations. Linking college teacher education classes to classrooms in the New York City Public Schools via two-way video conferencing, the initiative transforms passive classroom observation, a standard feature of teacher education programs, into an interactive learning experience. It introduces college students to best practices and provides them an opportunity to participate in post-lesson question-and-answer sessions with experienced “master teachers.” The new technology to be deployed with this initiative will prepare students for the classroom situations they will experience by enabling them to be more effective in their ability to analyze classroom practice.
- Expanding campus-based programs in collaboration with local districts to sustain efforts to meet the need of City schools for high quality teachers.
- Continuing the Teaching Opportunity Program, a primary source of teachers for New York City in high need areas such as science, mathematics, Spanish, and literacy. The program recruits talented college graduates from CUNY colleges and elsewhere to work in city schools. Students receive summer program stipends, tuition at the Master’s level, support when they begin teaching, and ongoing study toward a Master’s degree. Students enter with transitional certification, and finish with professional certification. To date the University has raised more than \$2 million in private funds to support scholarships, stipends, and administrative costs. A major grant from AmeriCorps worth up to \$30 million will provide tuition for many TOP students.
- Working with the New York City Department of Education to continue the New York City Teaching Fellows Program. CUNY has taken the lead in the development and coordination of this program and will make available to the City the AmeriCorps grant that will reduce costs in the preparation of teachers.
- Undertaking a City-wide, longitudinal assessment of pathways into teaching in collaboration with the New York City Department of Education and the New York State Department of Education. This study is designed to assess the pathways into teaching in the City, including those offered by public and private colleges, private organizations, and alternative routes to teaching such as the TOP



**Domna C. Stanton,
Distinguished**

Professor of French at the Graduate Center, is considered the preeminent scholar of her generation in 17th Century French studies. Her impact has been felt for close to thirty years, as well, in other areas of French studies, in women’s studies, and within the human rights advocacy community. She was among the first to focus on the status of the feminine in literature and brought to the field the insights and methodologies of feminist criticism. She was one of the founding editors of *Signs*, a journal of feminist criticism, and is the author of seven influential books and a large body of essays and articles.

and New York City Teaching Fellows program. Comparisons of effectiveness in terms of student outcomes, teacher retention, and cost will be made.

- Working closely with the new administration of the New York City public schools by participating in work groups to reconceptualize education in the City and in collaboration with New Visions for the implementation of new small high schools throughout New York City.
- Developing, in collaboration with The New York City Department of Education, a program to prepare school leaders in compliance with new standards about to be adopted by the Regents.

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

Health Sciences

As the health care industry continues its rapid growth, it remains plagued by a shortage of personnel as well. In addition, the increasing diversity of the City has created new demands for bilingual-bicultural health and behavioral health care providers to serve patients speaking many different languages. CUNY plays a critical role as a major provider of well-educated and highly skilled professionals for the New York City health care delivery system. The University offers more than 110 programs in the health professions, allied health occupations, and behavioral health professions. New and established programs serve workforce and economic development needs in a variety of creative ways.

Recently, the City University developed a partnership agreement with the New York City Health and Hospitals Corporation, the largest public hospital system in the nation. This initiative has already resulted in the enrollment by a considerable number of hospital employees in degree programs. Particular attention has been focused as well on the nursing profession. In March 2001, CUNY co-sponsored a major conference with the Local 1199 Employment Training Job Security Fund. More recently the Chancellor established a Nursing Task Force; its report and recommendations were issued in June 2002. In response to those recommendations the University is engaged in an aggressive effort to recruit qualified nursing faculty. We have also initiated activities to raise nursing education program performance, to ensure that State requirements for nursing education programs are met, and to ensure that the University remains at the forefront of nursing education and innovation.

The following are among the University-wide initiatives planned for the next three years:

- The cluster hiring initiative now includes nursing. The colleges will hire 30 new faculty.
- The University will offer a post Master's Certificate in Nursing Education to increase the ranks of qualified nursing faculty.



Sergei N. Artemov,
Distinguished

**Professor of Computer
Science at the Graduate**

**Center, is one of the most
influential and important
researchers in the field of
logic in computer science.**

*At Moscow State University
he founded and directed
the renowned Local
Problems of Computer
Science Laboratory. Among
Professor Artemov's
most significant achieve-
ments are his solutions
of both the Godel and
the Brouwer-Heyting-
Kolmogorov problems.*

- We are seeking to increase the number of prospective nursing students from disadvantaged and minority backgrounds.
- We are creating additional collaborations with the Hospitals Network Systems to provide opportunities for their workers to go into nursing programs and provide courses to existing Registered Nurses to prepare them for administrative roles.
- We are working to create a College Now program for nursing.

Diversity Initiative

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

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



CUNY Honors College

The highly successful CUNY Honors College is now in its second year. This year, the program has expanded to Lehman and The College of Staten Island. 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 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 offers instruction at the colleges in which Honors College students are enrolled. Movement across the campuses is facilitated to allow Honors College students to work with CUNY's finest teachers and scholars and to take advantage of the University's most sophisticated instrumentation and facilities.

CUNY anticipates the continued success of this program. The University projects that the number of applicants will increase for FY2004. In order to support this expanding program the University needs additional funds.

The Research Library

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

Reference works and scholarly journals are increasingly published electronically. Back runs of journals and classic works are scanned and digitized so that they are also available via the web through license agreements with publishers. Students and faculty require access to these works to do their research. By licensing the electronic journals, reference works, and digitized classical texts, CUNY libraries are making these works accessible to our students 24 hours a day. All students including those engaged in distance learning courses and those in our traditional classes thus have access to a true library without walls that they can consult at any time and any place.

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

Doctoral Student Support: Fellowships

The University's Ph.D.-granting institution, the Graduate Center, is a unique consortium, built on CUNY's collective strengths, that has grown into one of the most highly regarded doctoral studies institutions in the Northeast. Doctoral students at the University are engaged in research that benefits the public sector and private industry. CUNY's Ph.D. Program in Urban Education is building partnerships with schools, communities, policy makers, and foundations to help apply social science to educational change. Students in the program are researching how to institute change in a complex education system like New York's. At the Graduate Center's New Media Lab, students are involved in new media research, software development, and analysis of the uses of the internet for both the educational and commercial sectors. Current student projects will contribute to the better understanding and development of superconductors and to the alleviation of traffic problems in urban areas.

The quality of the doctoral students at CUNY has a profound impact on the quality of the undergraduate instruction the University provides, on the quality of faculty it can attract, and on the success of the flagship initiative. The provision of tuition remission would increase dramatically the University's competitive position for the very best applicants to its doctoral programs. It would significantly enhance the Graduate Center's ability to recruit promising doctoral candidates in highly competitive fields such as science and technology and its ability to recruit and retain students from under-represented populations. Tuition scholarships for doctoral students who



Steven Penrod, Distinguished Professor of Psychology at John Jay College of Criminal Justice, *is one of the top figures nationally in the field of forensic psychology. One of the most widely published and most cited researchers in the history of Psychology and Law, his research includes assessing pretrial publicity effects, eyewitness identification, violence against women, and jury decision-making. He is currently president of the American Psychology-Law Society, the most important organization in the discipline.*

provide undergraduate instruction are standard at every research institution in the nation. The University needs dedicated State funding for this purpose.

Strengthening Undergraduate Curricula

A strong, comprehensive representation of the liberal arts is a fundamental component of the undergraduate curriculum of a liberal arts college. Over the past several years, CUNY faculties have been reviewing their colleges' general education requirements. 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.

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.

Centers and Institutes

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

We are currently discussing a proposed new *Institute of Environmental Science, Technology and Education*. The institute would be part of an interdisciplinary initiative that would address significant environmental issues faced by urban centers. It would involve faculty from many disciplines, including the natural and social sciences, engineering, transportation, urban planning, urban health, and economics. New faculty lines as well as funding for laboratory renovations and equipment would be committed to this area. Other institutes under consideration include the *Institute of Polymers, Engineered Materials and Biopolymers*, which would conduct research on plastics, including their preparation in forms that are readily recyclable or biodegradable, and the *Institute of Macromolecular Assemblies*, which will study the three-dimensional structure of biologically important large molecules in living



Dr. Luis Lopez-Molina obtained his M.Sc. and Ph.D. (1997) for research in the Department of Molecular Biology at the University of Geneva. His research was the molecular genetic mechanisms of circadian rhythms in mice. His post-doctoral research was at Rockefeller University where he was awarded the Human Frontier Organization Long Term Fellowship and the Swiss National Science Foundation Fellowships for Prospective Researchers and then for Advanced Researchers. At CCNY, he has already submitted a grant proposal to the NIH and is applying for grants from the USDA and NSF.

cells in order to better understand how diseases occur and can be treated. Each represents an area of emphasis on the part of funding agencies such as the National Science Foundation and the National Institutes of Health.

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

Instructional Equipment

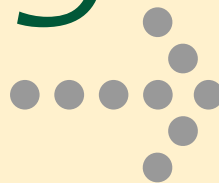
An important aspect of creating a flagship environment and improving the quality of all academic programs is the instructional equipment that is a component of these programs. The University's technology fee is dedicated to the provision of computer equipment, software, and computer-related equipment.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



Rafael Herrera,
Assistant
Professor in the Department of Mathematics at The College of Staten Island, earned a BSc degree at the National University of Mexico and a Ph.D. degree from Oxford University. Dr. Herrera is the recipient of the Jason Guggenheim Fellowship for 2002-2003. His research is on classification problems in Riemannian geometry of manifolds with special structures. Dr. Herrera fills a position in the department with special responsibilities in the program in Science, Letters, and Society, the liberal arts major for students wishing to become elementary school teachers.

Supporting

**Student Success
and Academic
Achievement**



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



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

College Now

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

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

Program Activities

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

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

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

The program also offers opportunities related to the development of the academic skills necessary for high school graduation and college preparedness.

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

For the first time in the summer of 2002, the program offered a full array of enrichment opportunities at nine different colleges. Approximately 1,100 high school students took advanced level courses in math, science, and theater arts.

All College Now courses and other activities are free to students.

Students and Teachers

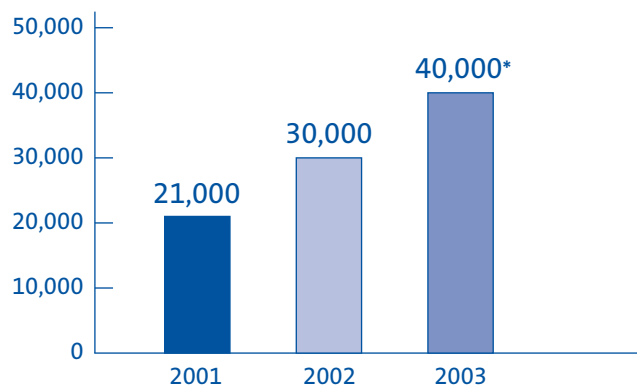
Enrollment in College Now courses and workshops is open to all New York City public high school students who meet specified eligibility requirements. In 2002–2003, students from almost two hundred public high schools are participating—most in classes at the high schools but a growing number in classes at the colleges.

All teachers of College Now courses, many of whom are from the high schools, have met college and/or departmental requirements for appointment to the faculty. In 2002–2003, approximately 700 individuals will teach College Now courses.

Reporting and Evaluation

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

College Now Enrollment



* Projected

Next Steps

The University has identified several priorities for strengthening and expanding the College Now Program.

- The first priority is to increase the number of high school students who are eligible to take college credit courses. This will be achieved by establishing a High School Reading Research & Development Project. The goals of the project will be the identification and promotion of effective administrative, instructional, counseling, and parent outreach strategies related to the development of sophisticated reading skills.
- A second, closely related priority is the development of new College Now courses to be taught to students in different grades who are at different stages of readiness in terms of reading and writing skills. The goal will be to integrate the development of reading and writing skills into the study of content that anticipates the demands of college level study.
- The third priority will be to conduct a major review, and possible reconfiguration, of the credit courses currently offered as part of the College Now program. The goal is to ensure that the introductory college level courses offered in the program enable students to acquire deeper understandings of, rather than superficial familiarity with, the course content. We intend to convene teams of faculty and administrators from across the colleges and disciplines to undertake this review.
- The fourth and final priority is the introduction of an Honors Now Program, a selected set of courses at colleges participating in the University's Honors College. Enrollment would be open to students from all high schools who demonstrate exceptional knowledge in particular disciplines. The courses would be identified in cooperation with the faculty and staff of the CUNY Honors College.



Elizabeth DePasquale,

a sophomore in the CUNY Honors College at Brooklyn College and one of the most outstanding students to graduate from Fontbonne Hall Academy, represented her high school at Yale University science seminars and at the United Nations conference on global warming. She won a first place award from the National Library of Poetry and a Women in Math and Science Award, as well as invitations to participate in the National Youth Leadership Forum in Washington, D.C. on both medicine and the law. A member of the National Honor Society and Greenpeace, she tutors grammar school children and is active in her church. Ms. DePasquale has a GPA of 3.9 and plans to pursue a double major in creative writing and biology.

Academic and Student Support Services

Coordinated Freshman Year Programs

The Coordinated Freshman Year Program at each college guides students through their first year of college studies. This fall, two CUNY colleges—Lehman College and LaGuardia Community College—were cited as an “Institution of Excellence in the First College Year” by the Policy Center of the First Year of College, a national research center with a mission to improve the first year of college. Both programs have designed first year activities to foster academic success within a cohesive framework as well as to create a sense of community and connectedness among a highly diverse group of students. Lehman and LaGuardia now join Brooklyn College and Queens College as having nationally recognized Freshman Year Programs.

Academic Support Services

The colleges remain committed to a number of curriculum strategies that support student academic achievement, particularly among commuter populations. These include creating community through block programming and integrated learning communities and creating opportunities for students to focus both on subject content and learning/study strategies through tutoring and supplemental instruction.

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



Cynthia Talbert,

a student at Bronx

Community College who is from the tiny Caribbean Island of Dominica, has won a scholarship for up to \$30,000 per year to pay for her to attend the four-year college of her choice. She has chosen Baruch College of the City University of New York and will study business. She plans to earn a Ph.D. in the next few years in international management and finance. Ms. Talbert was the only college student in New York City to receive the scholarship award from the Jack Kent Cooke Foundation. Seven college students from across the state and 79 students from across the country (out of 700 applicants) were awarded scholarships.

- The University Skills Immersion Program (USIP) provides students with an opportunity for intensive cost-free academic skills instruction during the summer and intersession.
- The CUNY Language Immersion Program (CLIP) provides intensive English language instruction at a low cost without using up a student's financial aid.
- Prelude to Success, a unique senior/community college partnership program, enables students who need a small amount of remedial instruction but who otherwise meet the admission standards of a particular senior college to take community college classes on that senior college campus. If they complete their remedial work in one semester they are automatically admitted to the senior college.

Writing Across the Curriculum

The Writing Across the Curriculum (WAC) initiative continues to grow, now offering over 700 writing intensive courses. Over 425 faculty and 114 Writing Fellows, from a broad spectrum of departments and disciplines across the entire curriculum, have impacted more than 22,000 students in the three years of the initiative. It is clear that Writing Across the Curriculum is helping to highlight the significance of undergraduate pedagogy and student learning. Faculty appreciate the writing to learn philosophy of WAC, and students appreciate the dual benefits of improving their comprehension of subject matter while strengthening their communication skills.

Higher Education Opportunity Programs

The University remains steadfast in its mission of serving all populations that reflect the immense diversity of New York City. With access and excellence as the core of this mission, the University continues its 40 year commitment to students who have faced overwhelming economic and educational challenges by offering access and opportunity through the SEEK (Search for Education, Elevation, and Knowledge) and College Discovery Programs. Students are provided enhanced academic support services, personal counseling, and financial assistance in an effort to make their

goal of higher education a reality. As with the Coordinated Freshman Year Programs, we have learned much about pedagogy and counseling methodologies that enable us to ensure students' successful academic progress.

Articulation and Transfer

Over the past several years CUNY has taken important steps toward revising and revitalizing its undergraduate curricula, particularly the general education component. Activities in this area have sought to ensure that each college not only sets appropriate academic goals for its students, but also that the general education offered by that college facilitates transfer for those students interested in doing so. Curricular changes, however, are only meaningful if students are able to register for the appropriate courses. Accordingly, the University has promoted a number of key initiatives, described below, that facilitate students' ability to take the courses they need.

The CUNY Transfer Information and Program Planning System (CUNY TIPPS) is an interactive web site that enables students to navigate among the colleges of the Integrated University. The site was first developed to provide information to help community college students who were planning to transfer to a senior college. Its scope has been expanding to include features that will be of value to CUNY students who plan to transfer to, or take a class at, any other college in the University. It will also be of value to potential CUNY applicants. The TIPPS web site now includes:

- Information about how courses at one institution are evaluated for transfer purposes by other colleges;
- Information about articulation agreements between associate and baccalaureate programs that enable students to earn both degrees more expeditiously;
- A searchable database of all degree and certificate programs in the University;
- Online course catalog information. Students can now search for undergraduate courses throughout the University by subject area, keyword, or institution. Plans are underway to link this information to each institution's online schedule of classes.
- Information about which courses students may take on permit at other colleges that their home colleges will count toward their degrees. Students must get permission to take courses on permit and plans are underway to automate the application process. Soon students will be able to initiate the process through a link to the online permit information on the TIPPS web site.



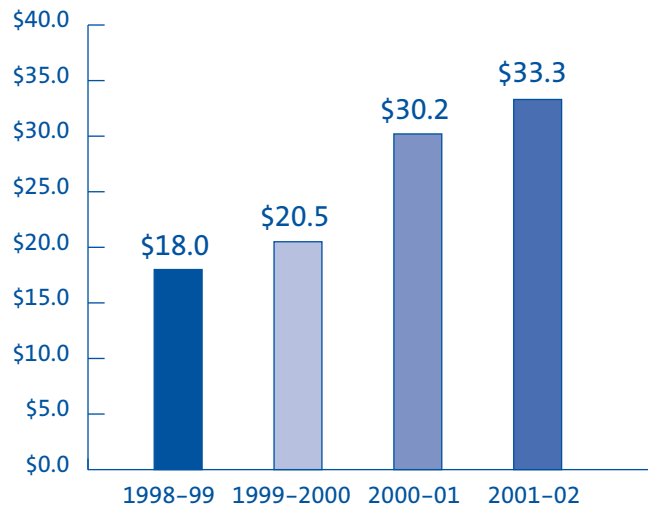
Mark Boykin was born and raised in the Crown Heights area of Central Brooklyn. After graduating high school, he enrolled at New York City College of Technology and worked at the Jackie Robinson Center for Physical Culture for six years before attaining his degree. Some years later, Mr. Boykin enrolled at Medgar Evers College and concentrated in biology, a subject for which he has demonstrated academic excellence. From Dean's List honors to a Thurgood Marshall Scholarship Fund Leadership Institute participant in 2001–2002, he excelled under the tutelage of the professors in the sciences at MEC. He was awarded an undergraduate fellowship at Downstate Medical Center as part of the Early Medical Program and a full scholarship from the Department of Defense to do research.

Weekend College

The expansion of weekend offerings represents another initiative that facilitates students' access to the courses they need and enables them to graduate in a timely manner. Colleges in all five boroughs now offer selected courses, and in some cases entire academic programs, on the weekend. Approximately 31,000 students are now attending CUNY on the weekends.

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

Distribution of Academic Support Funds (millions)



Student Support Services

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

CUNY students often face obstacles that are not typical of a traditional student body. For example, nearly half of the first-time freshmen were born outside the U.S. mainland and over half are not native speakers. In fact, 165 native languages are represented in this group. More than half work full- or part-time and 29% also support children. Their responsibilities outside the classroom often limit the time available for class and study. CUNY has been creative in finding ways to meet their needs. Among our 208,000 students, for example, the number of students who enrolled for at least one weekend course has grown from 20,000 last year to more than 31,000 in the current year.

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

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

Counseling and Advisement Services

Counseling

CUNY psychological counselors provide professional services to students in the areas of personal development, crisis intervention and referral, grief counseling, early degree program selection, and career planning. The demand for intense psychological counseling on campuses has increased since the World Trade Center (WTC) attacks. CUNY will continue to provide specialized training to assist counselors and advisors in recognizing and assisting students experiencing delayed symptoms of trauma. However, additional funding will be required in order to expand the availability of professional counseling services to CUNY students suffering from Post Traumatic Stress Disorder.

Academic Advisement

Academic advisement plays a significant role in enhancing academic performance and contributes to increased student retention. Advisors help students formulate sound educational and career plans based on their interests, values, and abilities. Scheduled advisement for program planning and course selection in groups or one-to-one, particularly for at-risk students, will increase academic performance and success.

Career Development and Placement Counseling

The Office of Career Development and Placement Counseling plays an important role in helping students select the appropriate academic majors and develop the professional skills they need to attain gainful employment. Students receive one-on-one career counseling as well as computer-assisted counseling. They may attend workshops on career exploration, résumé writing, and interview techniques. They have access to library resource materials, summer job referrals, and, on some campuses, supervised internships that integrate classroom learning with career-related work experience. In addition, graduating students receive job-search counseling, participate in CUNY-wide job fairs and on-campus recruitment with scheduled job interviews, and have access to on-going information on employment vacancy listings.



Radaisa Berroa, a single mother of three children, is working hard to achieve her educational goals. After graduating from Hostos Community College, she plans to transfer to a senior college to obtain a Bachelor's degree. In March, Radaisa was admitted to Sigma Kappa Delta, the English Honor Society for two-year college students, and last semester she made the Dean's List with a 3.74 grade point average. She serves as a volunteer for the "Viva Proyecto Mujer," a program at Lincoln Hospital dedicated to educating the community about breast cancer, its consequences, and its prevention and is very active with the "Single Woman's Club" at Hostos, a group that provides support and counseling to single women who are struggling to finish their education.

Student Exchange and Visitor Information System

The City University of New York has initiated a new application process to enable CUNY campuses to enroll international students through the Student Exchange and Visitor Information System (SEVIS) program. SEVIS is the federal program requiring all higher education institutions that enroll foreign students and exchange visitors to keep track of their international student populations. Such institutions must have filed applications and supporting documents by January 30, 2003 in order to participate. According to the Immigration and Naturalization Service, SEVIS will address the insufficiency of current measures to track non-immigrant foreign students, exchange visitors, and scholars. The system will provide CUNY campuses and INS with electronic reporting and information exchange capabilities, thereby avoiding fraudulent visa applications. The University enrolls approximately 15,000 non-immigrant foreign students.



Victor London,

who is pursuing a bachelor's degree in legal assistant studies at New York City College of Technology, was among 11 CUNY students awarded this year's prestigious PSC/CUNY Belle Zeller Scholarships. A returning student with a 4.0 GPA, Mr. London spent many years experiencing life in America as a construction laborer in wood mills, oil refineries, power plants, and fish canneries in locales as distant as Washington and Alaska. In Washington, he lived on a Native American reservation and created programs to preserve its culture and to enhance drug and alcohol awareness among its youth. Following graduation, Mr. London plans to work with organizations dedicated to improving an array of human and social conditions.

SEVIS will have an impact on CUNY's budget, planning, and administrative systems and procedures are being designed to facilitate the implementation of the system on all campuses. The final regulations that will be issued by INS will determine whether the University's current Student Information Management System (SIMS) can support this new program or whether a new software package designed to capture all SEVIS required data elements and interface with SIMS will need to be purchased.

In addition to the cost of designated school officials (DSO) who will administer SEVIS at the campuses, funding will also be needed to assist the campuses in meeting the cost of temporary data input staff. The system, for example, must track all newly enrolled students and all those who change their status, select a new major, or apply for reinstatement. By August, information on all currently enrolled non-immigrant students will have to be input into the system. The need for this temporary staff would be most critical at the initial implementation of the system, as well as during each registration period on the campuses.

Services for Students with Disabilities

CUNY currently enrolls more than 8,000 students with disabilities (self-identified). Support services and campus accessibility are critical to the retention and academic success of this special population. The recent implementation of the technology fee has enabled the University to make an investment in assistive technology devices. A wide range of programs is offered at the campuses to meet the multifaceted needs of these students.

Assistive Technology

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

Enhanced Recruitment Initiatives

We will continue recruitment programs that strengthen CUNY's ties with the New York City Department of Education and community-based agencies that serve students with disabilities.

Sign Language Interpreter Services for Deaf and Hard of Hearing Students

CUNY currently serves a population of over 400 deaf and hard of hearing students. Sign language interpreter services range from \$5,000–\$45,000 per student, per academic year.

Transition and Academic Support Programs

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

Child Care Services

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

Currently CUNY child care centers enroll more than 3,400 children providing quality service to over 2,100 student-parents. Affordable and accessible child care services are essential to the retention and successful graduation of this student population.

Financial Aid Matching Funds

Matching funds are required to be able to expend the University's federal allocations in the Federal Work-Study Program (FWS) and the Perkins Loan Program (FPL). These programs contain a matching requirement of one dollar of institutional funds for every three dollars of federal funds. The anticipated allocation for FWS for the University is approximately \$11.0 million and for FPL, approximately \$1.7 million. Without the availability of matching funds, the University will not be able to expend these federal funds to assist students.

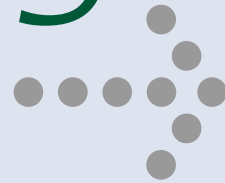


Michael Marsh,

30, was born in rural Jamaica. He worked in accounting for over 10 years after high school to help support his family, but always hoped to go to college. Upon learning about Kingsborough Community College, he made the commitment to move to New York City and begin his college career. At Kingsborough, Mr. Marsh excelled in academics and in student leadership. He maintained a 3.8 GPA majoring in computer information systems and was Vice President of the Corporate Career Honor Society, captain of the Kingsborough Soccer Team, vice chair of the International Student Senate, and a Peer Advisor to fellow students. Mr. Marsh graduated in December 2002 with his associates degree and will continue to study computers as he pursues his bachelors degree at Baruch.

Expanding

The Use of Technology in Teaching and Learning



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

Executive Vice Chancellor
Louise Mirrer



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

For CUNY's upwardly mobile students, technology-enhanced instruction has a crucial double benefit: teaching them by means of computers teaches them use of computers; they learn a valuable skill along with the course content.

Well-placed initiatives and grant-funded projects, notably CUNY Online (supported by a grant from the Sloan Foundation), have created a base from which to build. The University now offers hundreds of online courses and has trained hundreds of faculty to deliver online instruction. All campuses now have faculty development programs and oversight committees for instructional technology as well as academic technology centers. The critical steps now are to ensure that 1) pockets of activity spread to much more general use; 2) work with technology is not just disseminated but sustainable and significant; and 3) technology truly enhances and transforms possibilities for teaching and learning.

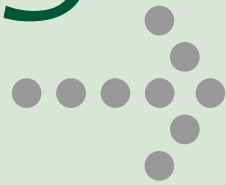
The University plans to facilitate and expand the use of technology in teaching by two innovative means:

- Faculty who teach with technology usually have to work alone. At the CUNY Graduate Center, a new certificate program in teaching with technology poses a powerful new opportunity: graduate students with special training can serve as “technology fellows”—a concept now being piloted successfully in the CUNY Honors College. Working to facilitate teaching with technology among experienced faculty achieves a double benefit. The graduate students’ technical expertise and the faculty members’ extensive teaching experience benefit both parties, while students benefit most of all from the enhanced and extended possibilities for instruction; and
- Faculty teaching with technology need ways of sharing resources and ideas. The University has already made faculty development for online teaching an online—and collaborative—experience. Now several new projects use “instructional technology specialists” to help faculty develop online material together, share resources and their expanding knowledge base, and preserve and maintain web-based materials. These specialists, with teaching as well as technical expertise, allow faculty to move beyond the do-it-yourself mode, and to work together in preparing online instruction across whole programs and disciplines.

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

Establishing

**A CUNY-wide
Economic
Development
Initiative**



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

Chancellor Matthew Goldstein



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

The CUNY Economic Development Corporation

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

ReSTART Central: Revitalizing the Lower Manhattan Economy

The destruction on September 11, 2001 of CUNY's pilot small-business incubator, the Telemedia Accelerator, located less than a block from ground zero, was a temporary setback for the University's plans to create a CUNY-wide network of small-business incubators as the first major initiative of the CUNY Economic Development Corporation. Before long, however, an opportunity presented itself for the University to undertake an important economic development initiative focused on helping to rebuild the Lower Manhattan economy.

In August 2002 the CUNY Economic Development Corporation assumed responsibility for ReSTART Central, a non-profit organization created shortly after September 11, 2001 to coordinate goods donated by businesses and services provided by professionals who had volunteered to help smaller businesses affected by the attacks on the World Trade Center.

ReSTART Central began as a joint project of the New York City Partnership, the New York City Economic Development Corporation, and the Empire State Development Corporation. During its first year ReSTART helped over 1,000 small businesses, including retailers and restaurants, non-profits and arts organizations, technology, import/export, and design companies, and a variety of financial and professional service businesses, providing them with over \$3.6 million in donated goods and services.

CUNY was successful in obtaining funding for ReSTART Central from the Ernst & Young Foundation, the September 11th Fund/UnitedWay/New York Community Trust, and the Empire State Development Corporation in conjunction with the United States Department of Housing and Urban Development. This funding will enable ReSTART to continue its mission for another year, through July 2003.

CUNY is seeking funding, both to continue ReSTART Central after its current resources are exhausted and to expand its services to small businesses beyond the Lower Manhattan area, working in particular with companies housed in CUNY's developing network of campus-based small business incubators.

Creating Jobs Through a Campus-based Network of Small Business Incubators

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



Gurpal Singh is an English and Political Science major at York College. He is a first generation college student and a first generation American. Mr. Singh is Vice President of York College Student Government and has received several awards, among which are The Minority Access to Research Careers Honors Scholarship, York College Academic Scholarship Award, and the Thomas W. Smith Fellow (CUNY BA Program). At the November 2002 Annual Biomedical Research Conference for Minority Students in Boston, MA, Mr. Singh presented his research study poster on "Race, Discrimination and Stress Post 9/11". Upon Graduation in June 2003, Mr. Singh, an Urban Fellow, plans an internship in the NYC Mayor's Office and will pursue graduate study in the fall.

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

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

Workforce Development

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

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

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

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

Supporting the Implementation of the Workforce Investment Act

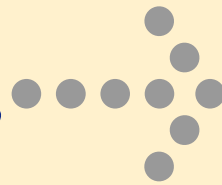
The University supports the City's federally-funded Workforce Investment Act (WIA) in a number of ways. CUNY is one of the mandated partners in the WIA delivery system because of its role as administrator of the federal post-secondary Vocational and Applied Technology Education Act funds. CUNY's many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



Simona Kokesova, an immigrant from Czechoslovakia, became the valedictorian of the 2002 graduating class at Queensborough Community College. Her perseverance—overcoming the pain of severe back problems and the difficult break-up of her family when she was only thirteen—brought her to New York, and then to Queensborough, where she maintained a 4.0 grade point average and received her Associate in Arts Degree. Ms. Kokesova was active in student life, as a Senator, Student Orientation Leader, and a member of the International Student Club. Her future plans include a Bachelor's degree in Psychology from Queens College and, ultimately, a Ph.D. in the field so that she may work with abused children.

Information Management

**for Productivity,
Accountability and
E-Procurement;
Infrastructure
Maintenance &
Repair**



*"I see this University realizing
its greatest potential as an
integrated institution, with
our campuses and our faculty
working together in ways that
are historically unprecedented."*
Chancellor Matthew Goldstein



Over the past several years, CUNY has aggressively addressed issues of strategic planning and implementation for IT by commissioning an extensive Administrative Systems study; creating the IT Steering Committee as the University's highest level IT policy review council; and implementing a coordinated effort to standardize on delivery platforms, tools, and applications. As a result of these efforts, CUNY has a launch pad for efficiently tackling the major technology upgrades that this planning and evaluation have charted as institutional priorities over the next five years.

The CUNY Portal as Transformational Technology

The CUNY Portal represents the web-based re-conceptualization of CUNY's multi-campus system as the integrated University—a virtual location that provides seamless, easy, and 24 hour access to the educational, informational, and administrative services of the University and its colleges to all of its constituencies—students, faculty, alumni, and friends. The CUNY Portal was released in January 2003, thanks to a special grant from the Mayor's Office for Technology. A suite of tools for enterprise portal management, user administration, and content deployment for the entire University are the underpinnings of this project, which will transform the way the University operates and the way that it builds and integrates IT applications and services for its entire community.

Web-based Applications and Services

The University is currently implementing its goals in the area of self-service applications across all IT systems. These goals include the introduction of a web-based E-procurement system that eliminates the need for paper requisitions, the incorporation of credit card payment into the already built e-SIMS system (the web-based interface to our legacy student information system) and online admissions application, and the development of a web-based financial aid system that was released in Fall 2002. These and other web-based applications that bear on the lives of the entire CUNY community will be available through the personalized delivery mechanism of the CUNY portal.

Enterprise Resource Program (ERP) Planning and Evaluation Effort

Web-based front-ends to legacy administrative systems (Human Resources, Financial, and Student Systems) will take the University only so far toward delivering a modern, integrated, and responsive decision-making and service delivery platform. Aging administrative systems have been and can be made more user friendly as a transitional approach, but new functionality cannot be built into disparate systems that are generations old, becoming difficult to staff, and increasingly clumsy and unresponsive to operational and planning requirements. The need for CUNY to acquire comprehensive administrative systems based on a modern architecture and delivery platform is paramount.

Enterprise Approaches and Standardization

The University's adoption of standardized database and application development environments in central systems has resulted in the containment of licensing costs, the consolidation of delivery platforms, and potential savings in application administration. CUNY's already successful program of aggregating the purchase of software licenses and computer desktops across the University has yielded dramatic results. For every four desktop computers purchased in Spring 2002, the University was able to deploy a fifth one at no additional cost. CUNY will continue to standardize efforts, reach further levels of college involvement in aggregated purchasing programs, and re-invest savings into hardware and software operations.

Infrastructure Planning and Implementation

The University has been able to support the increased demand that the implemented and planned systems and services described above have created and will continue to create. Major planning initiatives concerning Security and Disaster Recovery, Network Redundancy, Telecommunications (voice systems), and a Mainframe Upgrade Initiative are in progress. The Mainframe Upgrade Initiative is our highest priority in this area. The increased cost of maintenance and software licensing at the end of the lifecycle of our currently installed systems would more than offset the cost of acquiring new equipment. The University will begin to implement these initiatives in 2003-04.

Facilities Maintenance and Repair

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

The State and City have invested considerable resources into the acquisition, construction, and renovation of facilities. The University's multi-year capital budget has enabled CUNY to create new state-of-the-art facilities and to renovate and upgrade existing facilities. These facilities must be operated and maintained at the same or higher level as was designed and constructed in order to sustain their ongoing functionality. An example is the new library at Brooklyn College. The College renovated its library and expanded it to include an additional 100,000 square feet. The library will be the technological hub of the campus and its maintenance is crucial. Failure to maintain this environment could cause significant hardships for students, faculty, and staff.

The University has had to defer maintenance for years because of fiscal pressures. The result of the lack of funding to support maintenance programs has led to facility degradation in the near term and significantly increased facility operating and routine maintenance expenses. The University requires additional operating funds to maintain the various infrastructures of the campuses, not only the utilities, but the information technology networks, roads, walks, landscapes, and instructional and research equipment.

Environmental Health and Safety

The City University of New York has entered into an Audit Disclosure Agreement with the United States Environmental Protection Agency. This agreement stipulates that in exchange for performing self audits of CUNY's compliance with myriad Federal regulations governing air quality, hazardous materials, chemical management, water treatment, toxic substances, etc, the University will receive extended deadlines for correction of violations and reduced penalties or become eligible to perform supplemental environmental projects in lieu of penalties.

In order to bring the University into compliance with the rules and regulations stipulated by the various laws and policies, the University will need to create an Integrated Environmental Management System.

Capital Budget

“... With Mayor Bloomberg and CUNY, we will work to achieve a transformation of Governors Island, to make these historic facilities beacons of educational excellence. Let’s turn these crumbling vestiges of the past into a shining example of hope, opportunity and leadership for the future.”

Governor George Pataki



The University's 2003–04 capital request totals \$575.9 million, with a breakdown of \$417.3 million for the senior colleges and \$158.6 million for the community colleges. This request is part of a five-year capital budget plan of approximately \$2.6 billion for fiscal years 2003–04 through 2007–08.

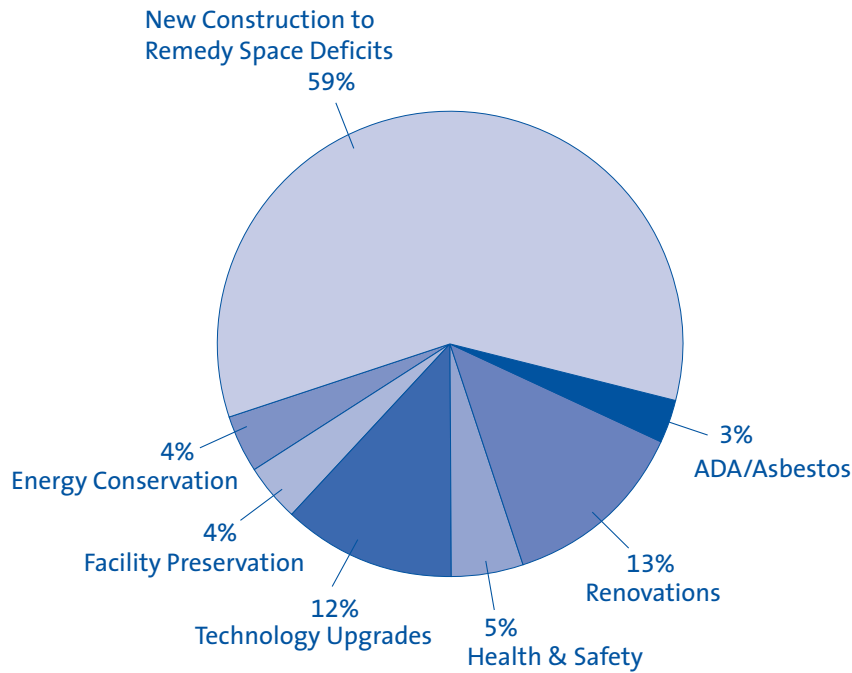
The objective of the Capital Outlay Program is to provide facilities appropriate to CUNY's approved educational programs, to create environments conducive to learning, and to ensure that the quality and quantity of facilities conform to the CUNY mission of providing equal access and opportunity for students, faculty, and staff. The FY2003–04 to FY2007–08 Capital Budget Plan includes funds for major new construction, rehabilitation, and capital equipment in support of the University's mission. In formulating specific projects in this plan, an effort will be made, where possible, to leverage available University real estate resources through public-private development.

The University's capital budget continues this year to emphasize remodeling and renovation of its infrastructure so that it can more effectively meet academic program planning objectives, campus master plans, and the changing needs of its student population. It also proposes projects to respond to new program needs of the colleges.

At the senior colleges, the capital budget request focuses on projects partially funded in earlier plans and on a new initiative to create science research and laboratory facilities. In support of the concept of the fully integrated University, a shared advanced research center is planned which will help attract top-notch faculty to the University's flagship programs such as photonics and bioscience. In addition, science facilities are to be started at City College, Hunter College, and Lehman College. Ongoing projects include the new West Quad building at Brooklyn College, the renovation of Y Building for the School of Architecture at CCNY, and Phase II construction at John Jay College. Funds are also requested for new academic buildings at Medgar Evers College and New York City College of Technology. The new space created as a result of these projects provides the colleges with the environments necessary to meet the instructional and support service needs of their students.

At the community colleges, funding is needed for ongoing projects including the renovation of the Chambers Street Building at BMCC, the renovation of Center 3 at LaGuardia Community College, the new North Instructional building at Bronx Community College, a new instructional building at Queensborough Community College, and the renovation of 500 Grand Concourse at Hostos Community College.

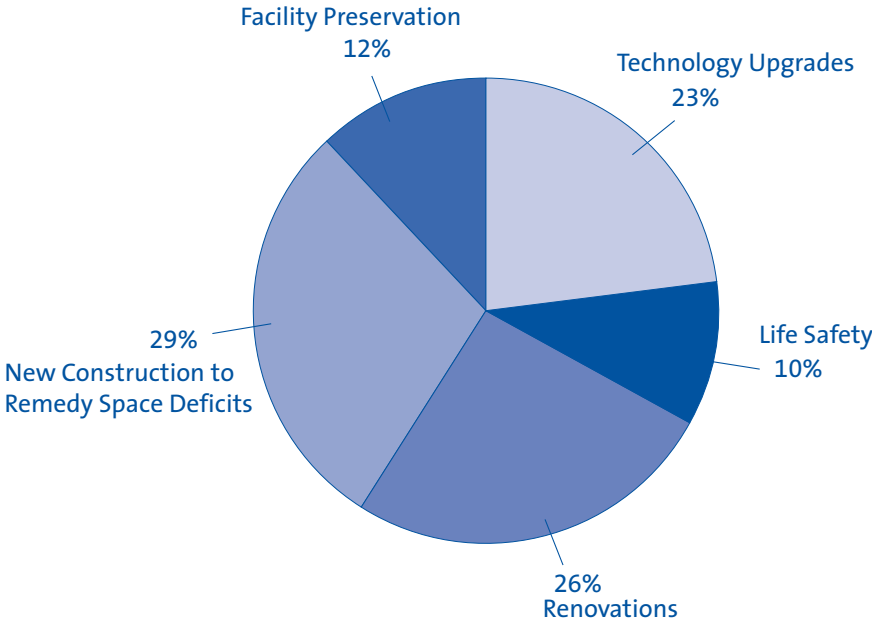
Major Bonded Projects



The University is seeking funding to continue the University-wide educational technology and campus-wide network infrastructure telecommunications projects. Support for these projects will facilitate the installation in CUNY buildings of wiring and other equipment to deliver network connectivity to classrooms, labs, library spaces, and faculty and administrative offices. A new initiative is planned this year to begin creating an integrated enterprise-wide information system to support effective strategic planning and enhancements to the delivery of administrative services. Other major University-wide projects provide funds for the purchase of science and technology equipment. These projects also promote the integrated University policy.

As in previous plans, projects to address issues of health and safety, facilities preservation, accessibility for the disabled, asbestos abatement, and energy conservation and minor repairs remain a high priority throughout the senior and community colleges.

Minor Rehabilitation Projects



Summary Tables

2003–2004 Operating Budget Request (Subject to Availability of Additional State & City Appropriations) Funding Sources (\$ millions)								
	2002-2003 Adopted Budget	2003-2004 Request	Mandatory Changes	% Change	Program Changes	% Change	Total Requested Change	% Change
Senior Colleges								
State Aid	663.1	710.0	39.3	5.9%	7.6	1.1%	46.9	7.1%
City Support **	32.3	32.3	0.0	0.0%	0.0	0.0%	0.0	0.0%
Tuition and Other Revenue	391.9	408.6	0.0	0.0%	16.7	4.2%	16.7	4.2%
Total Senior Colleges*	1,087.3	1,150.8	39.3	3.6%	24.2	2.2%	63.5	5.8%
Community Colleges								
State Aid	131.3	141.6	3.0	2.3%	7.2	5.5%	10.3	7.8%
City Support	122.7	128.8	6.1	5.0%	0.0	0.0%	6.1	5.0%
Tuition and Other Revenue	139.1	144.1	0.0	0.0%	5.0	3.6%	5.0	3.6%
Total Community Colleges	393.1	414.5	9.1	2.3%	12.3	3.1%	21.4	5.4%
University-wide								
State Aid	794.4	851.5	42.3	5.3%	14.8	1.9%	57.1	7.2%
City Support	155.0	161.1	6.1	3.9%	0.0	0.0%	6.1	3.9%
Tuition and Other Revenue	531.0	552.7	0.0	0.0%	21.7	4.1%	21.7	4.1%
Total University***	1,480.4	1,565.3	48.4	3.3%	36.5	2.5%	84.9	5.7%
Numbers may not add due to rounding * Excludes Income Fund Reimbursables and CUTRA. ** Includes City share of University Management, and Associate Degree programs at Staten Island, John Jay, NYC College of Technology and Medgar Evers. *** The University is committed to identifying and implementing productivity measures and other means to assist in financing this requested increase. In addition, other State and City sources, such as Jobs 2000 funding, may be identified to support certain initiatives outside the University's budget.								

**2003–2004 Operating Budget Request
Program Increases (\$000)**

	Senior Colleges	Community Colleges	Total
Creating a Flagship Environment	23,292.7	7,570.5	30,863.2
Funding for Full-time Faculty	9,843.3	5,070.8	14,914.1
Faculty Support	1,599.4	799.7	2,399.1
Instructional Equipment	3,000.0	1,000.0	4,000.0
Diversity Initiative	500.0	300.0	800.0
Centers and Institutes	1,500.0	0.0	1,500.0
Doctoral Fellowships	4,500.0	0.0	4,500.0
Research Library	1,250.0	250.0	1,500.0
Honors College	750.0	0.0	750.0
Strengthening Undergraduate Curricula	350.0	150.0	500.0
Supporting Student Success and Academic Achievement	8,450.0	4,000.0	12,450.0
Academic Support Services	4,000.0	1,000.0	5,000.0
Collaborative Programs w/ NYC Dept. of Ed./College Now	1,500.0	1,500.0	3,000.0
Articulation/Testing	1,300.0	700.0	2,000.0
Services for Students with Disabilities	500.0	250.0	750.0
Child Care	500.0	250.0	750.0
Financial Aid Matching Funds	650.0	300.0	950.0
Expanding Use of Technology in Teaching and Learning	750.0	250.0	1,000.0
CUNY Online & Faculty Development	750.0	250.0	1,000.0
Economic Development	500.0	550.0	1,050.0
Business Incubator Facilities	0.0	300.0	300.0
Workforce Development	500.0	250.0	750.0
Upgrading Management Information & Infrastructure	5,750.0	2,400.0	8,150.0
CUNY Portal	750.0	250.0	1,000.0
Enterprise Resource Plan	500.0	250.0	750.0
E-procurement	500.0	250.0	750.0
Facilities Maintenance and Repair	3,500.0	1,500.0	5,000.0
Environmental Health and Safety	500.0	150.0	650.0
Total Program Increases	38,742.7	14,770.5	53,513.2
Less Base Redistribution	(14,500.0)	(2,500.0)	(17,000.0)
Total Mandatory Needs (Est.)	39,284.5	9,147.8	48,432.3
Grand Total Request	63,527.2	21,418.3	84,945.5

**2003–2004 Operating Budget Request
Senior Colleges and University-wide Programs (\$000)**

	2002–2003 Adjusted Base Budget	2003–2004 Mandatory Increases	2003–2004 Program Changes	Total Changes	2003–2004 Request
Colleges	691,586.6	8,850.2	0.0	8,850.2	700,436.8
Baruch	67,070.3	825.6	0.0	825.6	67,895.9
Brooklyn	76,863.7	1,023.2	0.0	1,023.2	77,886.8
City	75,021.1	689.8	0.0	689.8	75,710.9
–Center for Worker Education	1,115.9	6.2	0.0	6.2	1,122.1
–Sophie Davis	8,137.7	140.7	0.0	140.7	8,278.4
Hunter	80,750.8	1,172.9	0.0	1,172.9	81,923.6
John Jay	38,544.3	617.7	0.0	617.7	39,162.1
Lehman	46,597.1	504.8	0.0	504.8	47,102.0
Medgar Evers	26,883.1	564.1	0.0	564.1	27,447.2
New York City College of Technology	45,778.2	563.2	0.0	563.2	46,341.4
Queens	74,769.0	692.0	0.0	692.0	75,461.0
Staten Island	52,430.8	693.4	0.0	693.4	53,124.1
York	27,879.6	304.6	0.0	304.6	28,184.2
Graduate School	60,625.2	828.2	0.0	828.2	61,453.4
Law School	9,119.9	223.7	0.0	223.7	9,343.6
Creating a Flagship Environment	5,627.0	0.0	23,292.7	23,292.7	28,919.7
Full-time Faculty	1,060.0	0.0	9,843.3	9,843.3	10,903.3
Faculty Support	0.0	0.0	1,599.4	1,599.4	1,599.4
Instructional Equipment	0.0	0.0	3,000.0	3,000.0	3,000.0
Research Library	0.0	0.0	1,250.0	1,250.0	1,250.0
Diversity Initiative	0.0	0.0	500.0	500.0	500.0
Fellowships	0.0	0.0	4,500.0	4,500.0	4,500.0
Honors College	0.0	0.0	750.0	750.0	750.0
Strengthening Undergraduate Curricula	0.0	0.0	350.0	350.0	350.0
PSC Research Awards	3,059.0	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	93,915.4	288.5	8,450.0	8,738.5	102,654.0
Academic Support Services	7,100.0	0.0	4,000.0	4,000.0	11,100.0
Adjuncts	46,604.0	0.0	0.0	0.0	46,604.0
Articulation/Testing	0.0	0.0	1,300.0	1,300.0	1,300.0
Calandra Institute at Queens College	1,288.1	20.6	0.0	20.6	1,308.7
Child Care	1,230.0	0.0	500.0	500.0	1,730.0
City University Supplemental Tuition Assistance (CUSTA)	1,060.0	0.0	0.0	0.0	1,060.0
Collaborative Programs w/ NYC Dept. of Ed./College Now	5,200.0	0.0	1,500.0	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	1,070.0	0.0	0.0	0.0	1,070.0
SEEK Program	15,108.3	267.9	0.0	267.9	15,376.2
Students with Disabilities	2,128.0	0.0	500.0	500.0	2,628.0
Tuition Reimbursement	5,900.0	0.0	0.0	0.0	5,900.0
Expanding Use of Technology in Teaching and Learning	7,753.7	110.0	750.0	860.0	8,613.7
Equipment Replacement	2,289.0	0.0	0.0	0.0	2,289.0
Computer Access	2,545.0	0.0	0.0	0.0	2,545.0
CUNY Online & Faculty Development	0.0	0.0	750.0	750.0	750.0
Instructional Technology	2,919.7	110.0	0.0	110.0	3,029.7
Economic Development	1,018.0	0.0	500.0	500.0	1,518.0
Business Incubator Network	0.0	0.0	0.0	0.0	0.0
Workforce Development	1,018.0	0.0	500.0	500.0	1,518.0
Upgrading Management Information & Infrastructure	287,387.2	30,035.9	5,750.0	35,785.9	323,173.1
Building Rentals	17,500.0	0.0	0.0	0.0	17,500.0
Central Administration	21,886.0	608.6	0.0	608.6	22,494.6
Management Information Systems	5,361.4	155.0	0.0	155.0	5,516.4
CUNY Portal	0.0	0.0	750.0	750.0	750.0
Enterprise Resource Plan	0.0	0.0	500.0	500.0	500.0
E-Procurement	0.0	0.0	500.0	500.0	500.0
Facility Maintenance	1,844.0	0.0	3,500.0	3,500.0	5,344.0
Environmental Health & Safety	0.0	0.0	500.0	500.0	500.0
Neighborhood Work Project	635.0	0.0	0.0	0.0	635.0
Fringe Benefits	184,125.8	23,647.2	0.0	23,647.2	207,773.0
John Jay Lease	20,100.0	0.0	0.0	0.0	20,100.0
Utilities	35,935.0	5,625.0	0.0	5,625.0	41,560.0
Total Programs	395,701.3	30,434.4	38,742.7	69,177.1	464,878.4
Less Base Redistribution	0.0	0.0	(14,500.0)	(14,500.0)	(14,500.0)
Net Program Request	395,701.3	30,434.4	24,242.7	54,677.1	450,378.4
Total Senior Colleges	691,586.6	8,850.2	0.0	8,850.2	700,436.8
Grand Total	1,087,288.0	39,284.5	24,242.7	63,527.2	1,150,815.2

Numbers may not add exactly due to rounding.

**2003-2004 Operating Budget Request
Community Colleges and University-wide Programs (\$000)**

	2002-2003 Base	2003-2004 Mandatory Increases	2003-2004 Program Changes	Total Changes	2003-2004 Request
Colleges	259,220.5	6,647.8	0.0	6,647.8	265,868.3
Borough of Manhattan	56,231.2	1,536.5	0.0	1,536.5	57,767.7
Bronx	36,382.6	768.7	0.0	768.7	37,151.3
Hostos	25,549.7	606.1	0.0	606.1	26,155.8
Kingsborough	48,571.0	1,227.1	0.0	1,227.1	49,798.1
LaGuardia	49,948.0	1,658.5	0.0	1,658.5	51,606.5
Queensborough	42,538.0	851.0	0.0	851.0	43,389.0
Creating a Flagship Environment	5,500.0	0.0	7,570.5	7,570.5	13,070.5
Full-time Faculty	5,500.0	0.0	5,070.8	5,070.8	10,570.8
Faculty Support	0.0	0.0	799.7	799.7	799.7
Instructional Equipment	0.0	0.0	1,000.0	1,000.0	1,000.0
Diversity Initiative	0.0	0.0	300.0	300.0	300.0
Research Library	0.0	0.0	250.0	250.0	250.0
Strengthening Undergraduate Curricula	0.0	0.0	150.0	150.0	150.0
Supporting Student Success & Academic Achievement	30,836.7	0.0	4,000.0	4,000.0	34,836.7
Academic Support Services	0.0	0.0	1,000.0	1,000.0	1,000.0
Collaborative Programs w/ Dept. of Ed. /College Now	11,200.0	0.0	1,500.0	1,500.0	12,700.0
Articulation/Testing	0.0	0.0	700.0	700.0	700.0
Language Immersion Program	2,721.2	0.0	0.0	0.0	2,721.2
College Discovery	4,000.0	0.0	0.0	0.0	4,000.0
Adult & Continuing Education	5,275.5	0.0	0.0	0.0	5,275.5
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
Services for Students with Disabilities	350.0	0.0	250.0	250.0	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
Expanding Use of Technology in Teaching and Learning	0.0	0.0	250.0	250.0	250.0
CUNY Online & Faculty Development	0.0	0.0	250.0	250.0	250.0
Economic Development	500.0	0.0	550.0	550.0	1,050.0
Business Incubator Facilities	0.0	0.0	300.0	300.0	300.0
Workforce Development/Contract Courses	500.0	0.0	250.0	250.0	750.0
Upgrading Management Information & Infrastructure	97,065.8	2,500.0	2,400.0	4,900.0	101,965.8
Fringe Benefits	64,891.0	2,500.0	0.0	2,500.0	67,391.0
Building Rentals*	1,173.8	0.0	0.0	0.0	1,173.8
CUNY Portal	0.0	0.0	250.0	250.0	250.0
Enterprise Resource Plan	0.0	0.0	250.0	250.0	250.0
E-Procurement	0.0	0.0	250.0	250.0	250.0
Facilities Maintenance	0.0	0.0	1,500.0	1,500.0	1,500.0
Environmental Health and Safety	0.0	0.0	150.0	150.0	150.0
University-wide Objectives	16,792.9	0.0	0.0	0.0	16,792.9
Utilities	14,208.1	0.0	0.0	0.0	14,208.1
Total Programs	133,902.5	2,500.0	14,770.5	17,270.5	151,173.0
Less Base Redistribution	0.0	0.0	(2,500.0)	(2,500.0)	(2,500.0)
Net Program Request	133,902.5	2,500.0	12,270.5	14,770.5	148,673.0
Total Community Colleges	259,220.5	6,647.8	0.0	6,647.8	265,868.3
Grand Total	393,123.0	9,147.8	12,270.5	21,418.3	414,541.3

* Does not include \$1.286 million in rental costs at BMCC.

2003-2004 State Aid Request Community Colleges									
	2002-03 Base			2003-04 Request			Difference		
	Total FTE	Rate (\$)	State Aid (\$000)	Total FTE	Rate (\$)	State Aid (\$000)	Total FTE	Rate (\$)	State Aid (\$000)
STATE OPERATING AID									
Base Aid	55,674	2,300	128,050	57,667	2,375	136,959	1,993	75	8,909
Building Rentals			587			587			0
Subtotal State Operating Aid	55,674	2,300	128,637	57,667	2,375	137,546	1,993	75	8,909
PROGRAMS & INITIATIVES									
Child Care			865			1,115			250
College Discovery			764			764			0
Contract Courses, Child Care, Economic Development			1,000			2,100			1,100
Subtotal Programs and Initiatives			2,629			3,979			1,350
GRAND TOTAL			131,266			141,525			10,259

Senior College Capital Budget Request (\$000)

Trustees Priority	College	Project Name	Estimated Total Cost	Funding Received	2003-2004 Request			Total 2003-04 Request		
					Design	Construction	Equipment			
MAJOR BONDED PROJECTS										
1	CUNY Wide	Condition Assessment: Health & Safety	On-going	141,650	1,091	13,909	0	DC	15,000	
2	CUNY Wide	Condition Assessment: Facilities Preservation	On-going	110,588	1,091	13,909	0	DC	15,000	
3	CUNY Wide	Condition Assessment: ADA	On-going	37,011	387	4,613	0	DC	5,000	
4	CUNY Wide	NIT Info Sys & Admin Apps	On-going	0	508	7,304	32,188	DCE	40,000	
5	CUNY Wide	Science Research Center		376,949	0	15,000	0	D	15,000	
6	Brooklyn	West Quad		95,300	76,300	0	15,712	3,288	CE	19,000
7	John Jay	Phase II		457,914	225,650	0	136,650	0	C	136,650
8	City	School of Architecture Renovation-Phase II		42,298	5,100	0	33,328	3,870	CE	37,198
9	City	New Science Facility-Phase I		88,768	0	5,519	6,475	0	DC	11,994
10	Hunter	New Science Lab Building-Phase I		100,849	0	6,276	7,359	0	DC	13,635
11	Lehman	New Science Facility-Phase I		64,607	0	4,010	4,701	0	DC	8,711
12	Queens	Bio Science Facility-Phase I		40,175	0	2,843	0	0	D	2,843
13	NYCC Technology	Academic Building I		477,290	0	19,000	0	0	D	19,000
14	Hunter	Roosevelt House		16,539	1,468	0	7,500	0	C	7,500
15	CUNY Wide	Asbestos Abatement	On-going	29,070	546	6,454	0	DC	7,000	
16	CUNY Wide	Upgrade Bathroom Facilities	On-going	16,300	227	2,773	0	DC	3,000	
17	Hunter	Visual & Performing Arts		96,102	0	6,761	0	0	D	6,761
18	Graduate Center	Doctoral Student Housing		0	1,000	0	0	0	D	1,000
		Subtotal		1,856,791	643,137	64,259	260,687	39,346		364,292
SPECIAL FUNDING INITIATIVES										
	CUNY Wide	Energy Conservation	On-going	44,417	1,248	16,752	0	DC	18,000	
	CUNY Wide	Science & Technology Equipment	On-going	51,250	0	0	5,000	E	5,000	
	CUNY Wide	Educational Technology Initiative	On-going	42,000	0	0	3,000	E	3,000	
		Subtotal		137,667	1,248	16,752	8,000		26,000	
	CUNY Wide	Project Administration	On-going						7,000	
		Subtotal		0	0	0	0		7,000	
		Subtotal Major Bonded Projects		1,856,791	780,804	65,507	277,439	47,346		397,292
HARD DOLLAR MINOR REHABILITATIONS										
1	CUNY Wide	Minor Repairs	On-going	11,681	750	1,500	750	DCE	3,000	
2	CUNY Wide	Feasibility Studies/Master Plans	On-going	7,235	2,000	0	0	D	2,000	
3	CUNY Wide	Environmental Remediation	On-going	0	500	1,500	0	DC	2,000	
4	CUNY Wide	Alterations and Improvements to Libraries	On-going	5,376	0	0	1,000	E	1,000	
5	CUNY Wide	CUNY TV Renovations		2,000	0	130	1,345	525	DCE	2,000
6	CUNY Wide	Cost Estimating	On-going	0	500	0	0	D	500	
7	Lehman	Site Security Lighting-Phase II		1,700	0	131	1,412	157	DCE	1,700
8	CUNY Law	Site Safety Improvements		2,000	0	137	1,363	0	DC	1,500
9	Hunter	Media Lab Renovations in North Building		2,000	0	140	860	0	DC	1,000
10	Brooklyn	Theatre Renovations		2,000	0	150	1,850	0	DC	2,000
11	NYCC Technology	Student Activity Center		2,000	0	164	836	0	DC	1,000
12	York	Women's Softball Field		900	0	79	21	0	DC	100
13	City	Aaron Davis Plaza Rehabilitation		2,000	0	141	1,713	0	DC	1,854
14	Staten Island	Transportation /Parking Study		200	0	200	0	0	D	200
15	Queens	Redesign of Campus Entrance		2,000	0	146	0	0	D	146
		Subtotal Minor Rehabilitations		16,800	24,292	5,168	12,400	2,432		20,000
		Total Senior Colleges		1,873,591	805,096	70,675	289,839	49,778		417,292

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

Community College Capital Budget Request (\$000)									
Trustees Priority	College	Project Name	Estimated Total Cost	Funding Received	2003-2004 Request			Total 2003-04 Request	
					Design	Construction	Equipment		
MAJOR BONDED PROJECTS									
1	CUNY Wide	Condition Assessment: Health & Safety	On-going	10,500	731	9,330	0	DC	10,061
2	CUNY Wide	Condition Assessment: Facilities Preservation	On-going	3,158	430	5,503	0	DC	5,933
3	CUNY Wide	Condition Assessment: ADA	On-going	3,112	151	1,849	0	DC	2,000
4	CUNY Wide	Asbestos Abatement	On-going	3,500	151	1,849	0	DC	2,000
5	CUNY Wide	Network Infrastructure/Telecommunications	On-going	0	714	8,490	746	DCE	9,950
6	CUNY Wide	NIT Info Sys & Admin Apps	On-going	0	0	0	1,500	E	1,500
7	CUNY Wide	Educational Technology Initiative-Phase III	On-going	2,770	0	0	5,300	E	5,300
8	CUNY Wide	Energy Conservation	On-going	300	297	3,703	0	DC	4,000
9	Medgar Evers	Academic Building I	137,795	19,000	0	78,910	0	C	78,910
10	BMCC	Chambers St. Building Renovation-Phase I	20,000	9,000	0	10,321	679	CE	11,000
11	LaGuardia	Center 3 Renovation-Phase I	15,045	9,250	0	3,795	0	C	3,795
12	Bronx	North Instructional Building	77,563	3,000	1,755	3,796	0	DC	5,551
13	Hostos	500 Grand Concourse-Phase I	8,000	2,000	0	5,369	631	CE	6,000
14	Queensborough	Scope Development/Instructional Building	86,175	3,000	5,000	0	0	D	5,000
15	Queensborough	Upgrade Campus Wide Electric System	10,433	0	936	0	0	D	936
16	CUNY Wide	Project Management	On-going						652
		Subtotal Major Bonded Projects		355,011	68,590	10,165	132,915	8,856	152,588
HARD DOLLAR MINOR REHABILITATIONS									
1	BMCC	Infrastructure Upgrade 1st Floor South	860	0	75	785	0	DC	860
2	Hostos	Emergency Generator	1,852	0	155	758	0	DC	913
3	Queensborough	Campus Wide Security	4,480	0	331	919	0	DC	1,250
4	Kingsborough	ADA Elevator	1,806	0	115	957	0	DC	1,072
5	BMCC	Dedicated Exhaust System	702	0	61	641	0	DC	702
6	Hostos	Walton Ave. Windows	255	0	22	233	0	DC	255
7	Bronx	Alumni Gym Locker Upgrade	2,987	0	205	743	0	DC	948
		Subtotal Minor Rehabilitations	12,942	0	964	5,036	0		6,000
		Total Community Colleges	367,953	68,590	11,129	137,951	8,856		158,588

Medgar Evers is a Senior College but is funded as a Community College

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

		Grand Total University	2,241,544	873,686	81,804	427,790	58,634		575,880
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The Colleges



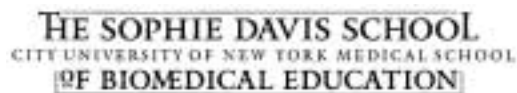
Baruch College is a senior college in the City University with a primary mission to educate students for positions of global leadership and management in business, government, and nonprofit corporations. At the undergraduate level, Baruch integrates these successful specialties with a critical foundation 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 a 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 Sydney Mishkin Gallery and the internationally acclaimed Orpheus Chamber Orchestra.



Brooklyn College is a recognized national leader in innovative educational programs, such as its widely renowned 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 and by participation in the doctoral programs of The City University of New York. The College offers a wide variety of majors in the arts and sciences; pre-professional programs in medicine, dentistry, health-related careers, and engineering; teacher education from pre-school to high school; professional, business, and other career-oriented programs; and programs in fine and performing arts, television and radio production, and print and broadcast journalism.



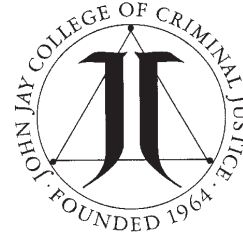
The City College was founded in 1847 to offer higher education to the children of the working class and immigrants. Today's CCNY offers a wide range of undergraduate and graduate programs and is really a small university. It includes Schools of Architecture, Education and Engineering, along with the College of Liberal Arts and Science and the Sophie Davis School of Biomedical Education / CUNY Medical School. Renowned as a great teaching institution, CCNY is also known internationally for the research of its faculty in a host of fields. Last year City's faculty received research grant support totaling over \$31 million. CCNY students participate in the largest undergraduate research program in the New York metropolitan area, allowing them to work side-by-side with world-renowned scientists and scholars. The Institute for Ultrafast Spectroscopy and Lasers (IUSL) is one of the world's leading laser research centers. The Colin Powell Center for Policy Studies is dedicated to the research and public discussion of social policy issues that affect the quality of life and promote social justice and economic development. CCNY is also home to the New York Structural Biology Center, a world-class research facility that brings together eminent scientists to explore life at the cellular level. The School of Architecture, Urban Design and Landscape Architecture is the only public architecture school in New York City and one of only two in the State. The College recently added an undergraduate degree program and department of biomedical engineering that is also home to the CUNY Ph.D. and CCNY M.S. programs in biomedical engineering. City is among the leaders in graduating minority engineers. Eight alumni are Nobel Laureates, placing CCNY among the top ranks of public colleges and universities.



The Sophie Davis School of Biomedical Education of the City University of New York Medical School began 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 underserved 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 health-care 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

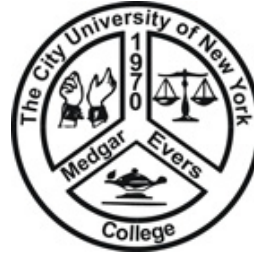
Hunter College has a long tradition of high-quality programs for undergraduate and graduate students in the liberal arts and sciences, education, health professions, and social work. With a curriculum designed to meet the highest academic standards, the College offers over 150 undergraduate and graduate 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 neurosciences, geographic information systems, film and media, art, performing arts, and languages.



John Jay College of Criminal Justice is a liberal arts institution with a specialized mission in the fields of criminal justice, fire science, and related areas of public safety. During the last decade, student enrollment has increased to more than 12,400. John Jay's student body reflects the ethnic and cultural diversity of New York City; women constitute a majority (58 percent) of its students. The College offers degree programs at all levels: the certificate, associate, baccalaureate, and master's degrees in Forensic Psychology, Legal Studies, Criminal Justice, Computer Information Systems, and Public Administration. In 1998 and 2001, the only years that U.S. News & World Report rated Graduate School programs in Criminal Justice Policy, John Jay's Master's in Public Administration was ranked number one in the country. In 2004, John Jay will offer a Master's Degree in Forensic Computing, the first such course in the nation. The College houses the City University of New York's Ph.D. Program in Criminal Justice. International initiatives, especially in Eastern Europe, Latin America, and Southeast Asia, coupled with a broad network of training programs for city, state, and federal officers and agents, contribute to the fulfillment of the College's mission.



The only public comprehensive college in the Bronx, **Lehman College** offers close to 100 programs in the arts and sciences, as well as in teaching, health care, and other professions. The latest to receive Regents approval is the Bachelor of Business Administration degree, making Lehman only the second CUNY college to offer this program. Other academic areas are also experiencing growth, as well as recognition. Funded research reached a record total of over \$4 million in 2002, raising Lehman to the rank of fourth among CUNY colleges in terms of funded research and third in terms of federal grant and contract dollars awarded. Lehman is also the first CUNY college to win accreditation from the National Council on the Accreditation of Teacher Education (NCATE)—and one of only 13 colleges across the country chosen as an “institution of excellence” for the quality of its freshman programs. In Fall 2002, Lehman partnered with the two other CUNY institutions in the Bronx to launch “CUNY on the Concourse,” a new workforce education center. It also joined with the City’s Department of Education and the Gilder-Lehrman Institute to open The High School of American Studies at Lehman College, the first specialized high school to focus on history and social studies, and is serving as the lead partner in four other high school initiatives in the borough.



Medgar Evers College is committed to meeting the educational and social needs of the central Brooklyn community. It serves students with diverse educational, socio-economic, 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 associate and baccalaureate degrees. The School of Continuing Education offers extensive programs that address the needs of students seeking specialized training, career advancement, and personalized development. 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 Centers are 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 College of Technology

provides access to education and professional skills for success in an evolving technological world. In its unique mission as the City University's senior college of technology, City Tech 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, advertising and publishing, 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. The college has more specialized laboratories than general classrooms. 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 has a strong foundation in the liberal arts, offering more than 70 undergraduate majors and minors, including innovative programs in the arts, humanities, education, mathematics, and the natural and social sciences. The curriculum now includes courses of study in journalism, a unique business and liberal arts program that integrates liberal arts studies with the world of work, and the largest and arguably most successful teacher education program in New York City. The College has also developed a respected Graduate School of Library and Information Studies, one of the nation's largest nutrition programs, and other programs with national reputations, including music, art history, and psychology. Graduate education and research are now essential elements of the College's mission. It offers over 50 master's degrees and advanced certificates and is a major participant in the CUNY Graduate School. The superb faculty, many of whom are renowned scholars, researchers, and artists, all participate in research, service, and the challenge of teaching a richly diverse student body and ensuring that they receive an excellent and affordable college education.



The College of Staten Island, a senior college with more than 12,000 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 5,700 students, conferring baccalaureate degrees in over 40 majors in the liberal arts and sciences, and a broad array of professional programs including accounting, business management, computer studies, education, nursing, the health professions, and social work. The College is the only institution in The City University of New York that offers undergraduate majors in occupational therapy, gerontology, biotechnology, and information systems management and is the only college in Queens with an accredited social work major. The College has developed a Master of Science Degree in Occupational Therapy that will be implemented during the 2003-04 academic year. This will be the first master's degree program offered by York. York College is the lead CUNY institution in developing New York City's first Aviation Institute, and the first university based aviation program created in the aftermath of September 11, 2001. With a start up grant from the Port Authority of New York and New Jersey, the Aviation Institute will conduct research, disseminate information, provide professional development and training for aviation workers, and facilitate the development of aviation learning materials for high schools.



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 3,700 students in 32 doctoral programs and six master's degree programs in the humanities, social sciences, and sciences, and offers a wide range of continuing education and cultural programs of interest to the general public. The Graduate Center's doctoral programs received significant recognition when the National Research Council ranked more than a third of the school's rated Ph.D. programs in the top 20 among the nation's public and private universities. Nearly a quarter place among the top ten when compared to other public institutions. Twenty eight research centers and institutes create opportunities for interdisciplinary applied research in fields ranging from urban education to human environments, software design to social issues, international relations to immigration.



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



Borough of Manhattan Community College (BMCC) serves more than 18,000 students in its degree programs, 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 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 attacks. The collapse of 7 World Trade Center severely damaged Fiterman Hall just as the college had finished a \$64 million renovation. Not including the replacement cost for a new building, the total estimated losses to BMCC during the September 11 events was \$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, nearly 1,000 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 the students of each graduating class continue their education at CUNY, SUNY, and private colleges and universities.



Eugenio María de Hostos Community College was established 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 100 nations, the College offers 30 associate degree and 2 certificate programs, including programs that are not offered elsewhere in New York City. LaGuardia provides a unique academic environment through the use of thematic learning communities, intensive courses, mentoring, supplemental instruction, and 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 partnerships with many businesses in Manhattan and its western Queens neighborhood, which is the most rapidly growing area of New York City. This year, the college was one of 13 colleges and one of only two community colleges in the country to receive an excellence award from the Policy Center on the First Year of College.



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

The City University of New York Facts and Figures

2002–03 Adopted Budget (\$ millions)		
Senior Colleges		
State Aid	663.1	61.0%
City Support	32.3	2.9%
Tuition	391.9	36.1%
Total	1,087.5	
Community Colleges		
State Aid	131.3	33.4%
City Support	122.7	31.2%
Tuition	139.1	35.4%
Total	393.1	
Total University		
State Aid	794.4	53.7%
City Support	155.0	10.5%
Tuition	531.0	35.9%
Total	1,480.4	

Enrollment (Headcount) Fall 2002				
	Full-time	Part-time	Total	% P-T
Senior				
Undergraduate	72,094	39,117	111,211	35.2%
Graduate	7,255	22,723	29,978	75.8%
Total Senior	79,349	61,840	141,189	43.8%
Community	39,044	28,541	67,585	42.2%
Total	118,393	90,381	208,774	43.3%

Enrollment (Full-time Equivalent) Fall 2002		
Senior	Community	Total
100,595	49,512	150,107

Adult & Continuing Education Enrollment 2001–02		
Senior	Community	Total
115,914	92,529	208,443

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

Acknowledgements

The Request document was prepared by the University Budget Office.
Editor: Catherine Abata

Special thanks to the staffs of the Office of Budget and Finance, the Office of Academic Affairs, the Office of the Senior Vice Chancellor, the Office of Facilities Planning, Construction, and Management, the Office of University Relations, and the colleges who contributed to this document.

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Antonio Perez
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Marlene Springer
The College of Staten Island

Carolyn G. Williams
Bronx Community College

Gregory H. Williams
The City College

Professional Schools

Kristin Booth Glen, Dean
City University School of Law
at Queens College

Stanford A. Roman, Jr., Dean
City University of New York
Medical School

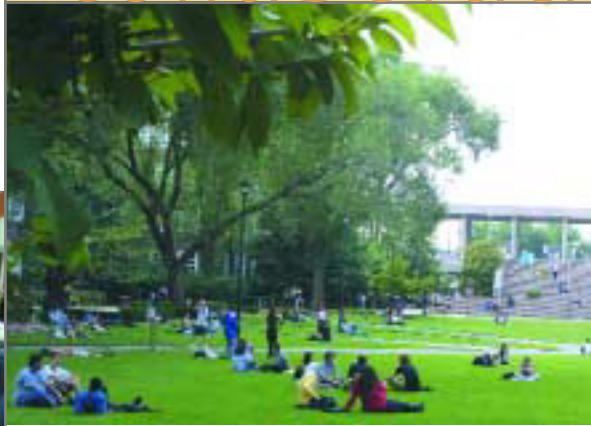


expanding



THE CITY founded 1847
UNIVERSITY
OF NEW YORK

collaborating



initiating

