MINUTES OF THE MEETING OF THE BOARD OF TRUSTEES OF THE CITY UNIVERSITY OF NEW YORK

HELD

MAY 22, 2000

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

The Chairperson called the meeting to order at 4:35 P.M.

There were present:

Herman Badillo, Chairman
Benno C. Schmidt, Jr., Vice Chairman

John J. Calandra
Michael C. Crimmins
Alfred B. Curtis, Jr.
Ronald J. Marino
John Morning

Kathleen M. Pesile
George J. Rios
Nilda Soto Ruiz
Jeffrey S. Wiesenfeld

Md. Mizanoor R. Biswas, ex officio
Bernard Sohmer, ex officio

Secretary Genevieve Mullin
Roy P. Moskowitz, Acting General Counsel and Acting Vice Chancellor for Legal Affairs
Hourig Messerlian, Executive Assistant
Lorrie Christian
Gloria Washington

Chancellor Matthew Goldstein
Interim Deputy Chancellor Patricia Hassett
President Fred W. Beaufait
President David A. Caputo
President Dolores Fernandez
President Ricardo R. Fernandez
President Frances Degen Horowitz
President Edison O. Jackson
President Charles C. Kidd, Sr.
President Christoph M. Kimmich
Interim President Howard L. Lapidus
Interim President Sidney I. Litzman
President Gerald W. Lynch

Interim President Roberta S. Matthews
President Antonio Perez
Int. Pres. and Dean Stanford R. Roman, Jr.
President Allen Lee Sessoms
President Marlene Springer
President Carolyn G. Williams
Interim President Michael Zibrin
Dean Kristin Booth Glen
Interim Vice Chancellor Sherry Brabham
Vice Chancellor Jay Hershenson
Vice Chancellor Emma E. Macari
Vice Chancellor Brenda Richardson Malone
Vice Chancellor Louise Mirrer

The absence of Trustees Satish K. Babbar, Kenneth E. Cook, and Randy M. Mastro was excused.
A. VIDEO TAPING OF BOARD MEETING: Chairman Badillo announced that as in the past this meeting will be carried live on CUNY TV Channel 75 so that the public may know what is going on during our deliberations.

At this point Trustee Calandra joined the meeting.

The calendar items were considered in the following order:

Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 6 and 12)

NO. 6. COMMITTEE ON ACADEMIC POLICY, PROGRAM, AND RESEARCH: RESOLVED, That the following items be approved:

A. BARUCH COLLEGE – CENTER FOR TRANSITION AND LEADERSHIP IN GOVERNMENT:

RESOLVED, That the Center for Transition and Leadership in Government be established at Baruch College in accordance with the Policy Guidelines on Research Centers and Institutes set forth by the Board of Trustees, February 27, 1995, Cal. No. 5.B.

EXPLANATION: The purpose of the proposed Center is to provide access to non-partisan, scholarly policy research that would allow newly elected decision-makers in New York City government to grapple with complex issues without first having to acquire years of “on the job experience.” The Center will bring together outstanding individuals with distinguished government careers as well as scholars and other relevant experts to focus on the demands of governing New York City -- providing public services and regulating non-governmental activities that impact New York’s citizens.

Term limit laws are beginning to affect the governance of large municipalities across the nation. New York City is confronted with the challenge to mitigate the negative impacts of term limits due to the loss of institutional memory and experienced government leadership. The vast majority of New York City’s elected officials, including the Mayor, Comptroller, Public Advocate, four of the five Borough Presidents and 36 of the 51 members of the City Council, are ineligible to run for reelection for their current Offices. Thus, there is a major need for transition planning that encompasses the City Council, the Executive Branch, Oversight Agencies and, because of education’s importance to the future of the City, the Board of Education. Hence, the need for the proposed Center for Transition and Leadership in Government.

The Center’s activities will be conducted in accordance with standard University policies and procedures, including but not limited to those regarding contracts, grants, custody and reimbursement of funds.

B. BARUCH COLLEGE – CENTER FOR EDUCATIONAL LEADERSHIP:

RESOLVED, That the Center for Educational Leadership be established at Baruch College in accordance with the Policy Guidelines on Research Centers and Institutes set forth by the Board of Trustees, February 27, 1995, Cal. No. 5.B.

EXPLANATION: The purpose of the proposed Center is to provide the opportunity for research, training, and technical assistance in educational leadership. The primary research focus of the Center will be the study of educational leadership in urban educational systems and the dissemination of information related to research findings and best practices. This research agenda will include the financing and administration of schools, the creation of new instructional delivery systems for education, a comparative analysis of alternative governance structures employed by other urban school systems, the practice of instructional leadership in urban schools, and management strategies for implementing change.

The Center will also develop wide-ranging professional development programs to serve New York City’s public school administrators. Programs to be developed will include mentoring of new administrators, teaching planning and
management strategies to district and school administrative personnel, developing coordination between information technologies and the administration of districts, and conducting experimental projects with selected schools and districts involving new instructional strategies and administrative structures.

The Center’s activities will be conducted in accordance with standard University policies and procedures, including but not limited to those regarding contracts, grants, custody and reimbursement of funds.

NO. 12. COMMITTEE ON LONG RANGE PLANNING: RESOLVED, That the following item be approved:

A. THE CITY UNIVERSITY OF NEW YORK – MASTER PLAN FOR THE CITY UNIVERSITY OF NEW YORK—2000 - 2004:

Statement of Chancellor Goldstein regarding the Master Plan:

The Master Plan that is under consideration is required by State law to be filed with the New York State Board of Regents and the State Education Department. This is a cyclical process and every five years we have to put forward a new Master Plan.

I would say without equivocation that this Master Plan is probably the most comprehensive lens that I have seen, in the time that I have been at The City University of New York, with some important ideas, challenges, and the capacities and capabilities that this University has to really make an important impact in the society in which we live, especially in training our students for a very complex world that they will be facing as they leave the University.

One of the things I would like to say is that there has been very extensive consultation as this Master Plan was in its developmental stage. All of you should have received the memorandum from me detailing the number of meetings that took place by the Chancellery over the past several months to truly engage the community. And by the community I mean, faculties from all of our campuses, the University Faculty Senate, students, people connected with our classroom work, academic support services, and so forth. That extensive set of consultations says to me that this really is derived from those consultations and certainly is not a top down kind of process. Many committees were formed that Vice Chancellor Mirrer, in particular, and her staff consulted with. The presidents all were asked to work extensively with their faculties as appropriate and, of course, the Faculty Senate was consulted. We received written responses from the Faculty Senate and much of their concerns or ideas have been incorporated into the document as well.

Having said that, however, I still believe that there are individuals in this large community that we call The City University of New York, that may have felt that they were not a part of the number of meetings that took place over the past several months. They may not have been people connected with the University Faculty Senate and they may have felt for whatever reasons that they did not engage with the presidential processes that took place over the past several months. At the Public Hearing there was something like 45 people that were signed to testify, and about 30 of them who testified were very supportive and felt engaged by the planning process and said. But there were others that felt that they didn’t have adequate time to read the document and participate as fully as they would have liked. Having listened to those testimonies and in order to insure that there is even further consultation I have decided to conduct a Chancellor’s Forum that will take place here in this room on June 15, from 10 A.M., to 12 noon, and on June 16 from 10 A.M., to 12 noon. It just appears to me that it would be the right and proper thing to hold these forums. I will conduct them and the Chancellery will be there, and we will get this out to the community as early as tomorrow so that people can adjust their calendars.

Based on what we hear and areas that we feel are compelling that were not captured in the document that we will vote on tonight, I will recommend that the Board consider some of these ideas at our June Board meeting. I would like to reach the date of June 1, on which we are legally responsible to submit the full document and which I hope we will.

I would only conclude by saying that we have wonderful opportunities at this University, the way that we are structured and some of the vision that has been created for us by all of these various groups that I have mentioned, to really do some extraordinary things. We have great challenges in our teacher education programs. All of us know
about the crises that we are facing not only in this City by beyond, and we are going to provide a great focus on that. The Master Plan speaks very intelligently and forthrightly about where we are going to go.

It also talks about the need for this University to start building distinguished programs. The concept of the flagship environment will create great opportunities and bring great attention to this University. The need to revisit the whole basics of liberal learning and what it means to have a liberal education at The City University of New York is very much a part of this document. The degree to which we are going to provide new modalities for academic support services that this University has not done much of in the past. We know that we need to create those safety nets for students and the document speaks very forcefully about how we intend to proceed.

And, of course, there are all of our new collaboratives with the Board of Education. It is wonderful that Chancellor Levy is the first Chancellor in a very long time that really sees a K-16 seamless transition as we do at this University and I think that is going to have a profound impact. And, the degree to which this University can really provide an opportunity to help the economic climate of this City in ways that are important and helpful, not only to our students but to businesses, in providing a work force for those businesses. I think these are things that this University is starting to think of in fresh ways. Those are some of the things that I think highly of in this Master Plan and look to engage the community even beyond this evening.

Statement of Trustee Crimmins regarding the Amendment to the Master Plan:
I wanted to just introduce a very simple and straightforward amendment probably to the preamble of the Master Plan that has been presented. I just would like to add the following sentence: “As the cost of the tuition is a hardship for many students and limits their access to the University, every effort should be made to keep or lower tuition levels for the next four years.” It would seem to me that tuition increases were introduced at a time when there was a fiscal emergency. Now after all these years have gone by and we seem to have such a tremendous surplus in terms of the budget, we should be committed at least to making every effort to hold the line. We should go on record as the Board of Trustees for the University to try to keep or lower tuition for the next four years. That should be, to me, a part of the Master Plan that is pretty self-evident.

I think one of the things we are doing as Trustees is we are supposed to be Trustees for the students, as well as for the University, and I don’t see any reason why we can’t take a position in favor of keeping the tuition low. Obviously it will have to be worked out in terms of what negotiations go on with the Governor and with the Legislature. But I certainly think we as Trustees have a right to put in our proposed Master Plan that we believe that tuition should be held and, if possible, lowered. I think that’s a good thing for us to go on record saying.

Statement of Chairman Badillo regarding the Amendment to the Master Plan:
As you know, I was never in favor of tuition when I was in Congress, but as I pointed out to you, that was imposed upon us by the Congress. The reality is that the question of tuition is something that comes from the Governor and the State legislature and the Mayor and the City Council. Therefore, while I have worked with them to propose increases in tuition, I think that is a question that we have to debate every year with whoever the Mayor or the Governor is. As you know, and I have said over and over again, when we had a Democratic Governor, Mario Cuomo, and a Democratic Mayor, David Dinkins, tuition was increased, as well as when we had a Republican Governor and Mayor. But it is not really a function of the Board of Trustees, and while we would all like to do it, I don’t think that we should be assuming that we can overcome the legislative mandates.

Statement of Vice Chairman Schmidt regarding the Amendment to the Master Plan:
I certainly share the view that the opportunity for students to attend CUNY should not be limited by any consideration of ability to pay. But I think there is a serious policy question about which reasonable people could differ as to whether increasing and improving the Tuition Assistance Program, and that type of legislation which provides tuition benefits and at very high levels, and I wish even higher levels, for people who lack the financial means to afford higher education. I think there is a very legitimate issue about whether that, as a general policy, is a better policy for the State as a whole and even for The City University than a policy of lowering tuition. So, it is because I see that as a legitimate issue for debate that I would not support your motion, but I do think we all, I can’t speak for anyone else, share your view that CUNY should be fully accessible.
Statement of Trustee Wiesenfeld regarding the Amendment to the Master Plan:
The Vice Chairman’s point is well taken. The approach of attempting to supplement TAP is the correct approach because with all resources being finite, if we are holding the line on tuition, we are, in fact, bringing the students, if you will ahead of the game over time with inflation being existent, although smaller than it used to be. At the same time we are engaged in an advocacy as members of the Board of Trustees for additional full time faculty, increases in our capital program, and so forth. With all due respect this would become a diversion. It is not a realistic approach to the economy of City University in this century.

Statement of Trustee Morning regarding the Amendment to the Master Plan:
I feel it would be appropriate for members of this Board to go on record as being opposed to any tuition increases over the next four years. I understand your reluctance, but it seems to me that there is no harm in making our position on this matter perfectly clear, unless some of us may have some sense that indeed there is a threat to tuition in the near or long term future. Barring that, I think it would be helpful to our students to at least let them know that this Board is opposed to any tuition increases, even if it is out of our hands. I think we would be sending a very clear signal to City Hall and Albany.

Statement of Trustee Ruiz regarding the Amendment to the Master Plan:
It seems to me that many of the members have expressed support for the students. The issue here is how do we support the students and make The City University affordable, and I have heard this sentiment from many of my colleagues. Perhaps what we need here is a compromise in exacting language that portrays the sentiment of support of the students, within fiscal realities, if TAP is again something that we should be negotiating and advocating for. The bottom line is that we want to make it easier for students, more realistic for students to attend The City University within fiscal realities that we do not have control over. So perhaps we can come to some language that expresses our support and yet also acknowledges that we have to work within the reality of the economic situation.

Statement of Trustee Rios regarding the Amendment to the Master Plan:
At one level I can sympathize with this motion tremendously. But I would likely vote against it for the simple reason that I have been trained in management by objectives. If we put this into our Master Plan within six months to a year we ought to have a benchmark of how far and how many efforts and how many calculations we did. We can't embrace progress in that direction at six months, in my foreseeable future, one year or the four-year time line. I believe almost everyone at this table, the presidents, Chancellor, prior chancellors have given testimony at the time of these deliberations in all the forms highlighted by our Chairman and Vice Chair, and I see it simply as more appropriate to wage the battle where the battle is. In our Master Plan this a bench mark where we hold ourselves policy wide. And I just can't see it operating at six months or one year. I don’t see how I would fold this into the Mayor’s management by objectives and tally it. So, I hear it warmly. I just don’t see it for the Master Plan via amendment.

Statement of Trustee Sohmer regarding the Amendment to the Master Plan:
The sentiment is clear. It is inconceivable for me that anyone around this table doesn’t accept the sentiment. I believe that actually Msgr. Crinmins’ statement should be augmented by another statement which says that it is an obligation of the State to support public higher education in the State of New York. The argument against this is, that at some point in the future, the people in Albany will decide that they are even less responsible for what they should be responsible for and, therefore, this Board, which is the only Board that has the authority to vote for a tuition increase, would be forced to vote for a tuition increase because of a default in Albany. And, therefore it seems to me that the sentiment and iterate sentiment, about tuition should be incorporated in this Master Plan and, unfortunately, I can’t vote for it, not because of my not believing in it very strongly, but because I have been denied the vote.

Statement of Trustee Marino regarding the Amendment to the Master Plan:
I would like to continue what Trustee Wiesenfeld was saying earlier, and that is these decisions are always trade-offs. Is it more important for the students to have a maintenance of a lower of tuition or is it more important to allow us to give raises to faculty members so that better faculty members are attracted to the University in order to educate those students? Or is it more important to make sure we have an adequate capital budget in order to improve the facilities that the students will use? If we found ourselves in a situation like today and we could project forever that the
The economy would simply be going north in a positive way, that would be great, but we know these go in cycles. We might find ourselves in two years where if we agree that we shouldn’t raise tuition, what would be the result? Would the result then be after a series of increases for the faculty we would force ourselves into actually cutting faculty members in order to stay within budget? That’s probably a goal that is antithetical to exactly where you want to go, Monsignor. You want to have a better University for those same students. All I am saying is that there might have to be the consideration or a tuition increase at some time in the future, I don’t know. I hope we don’t. I think we agree with your sentiment, but the reality of the situation is that we might have to deal with that issue some time in the future.

The motion to amend the Master Plan was defeated by a vote of three ayes, seven noes, and one abstention.

RESOLVED. That the Board of Trustees of The City University of New York adopt the Master Plan of The City University of New York, 2000-2004, for submission to the Board of Regents.

EXPLANATION: New York State Education Law requires that the University submit a Master Plan, or Master Plan update, to the Regents every four years, and that it “make recommendations . . . for the organization, development, and coordination” of the University.

This Master Plan lays out a vision for the University for the next five years. It builds on planning initiatives which have taken place over the past five to ten years and reinforces the themes and directions addressed in the University’s 2000-2001 budget report. It references the goals put forth in the Report of the Mayor’s Task Force on The City University and describes initiatives to be undertaken by the University and the colleges:

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

It also discusses, relevant to the next five years: admissions, assessment, recruitment, retention and enrollment, administrative structures and systems, and resources, and sets benchmarks in many of these and other areas.

The plan reflects changes at CUNY under new leadership on the Board and in the Chancellory. Trustee Michael C. Crimmins abstained.

NOTE: See Appendix D

At this point Trustee Ruiz left the meeting.

B. TRUSTEE HONORS: Chairman Badillo stated that on behalf of the Board of Trustees and the Administration, I would like to congratulate Vice Chairman Benno Schmidt on the birth of his granddaughter. Congratulations.

Chairman Badillo offered congratulations on behalf of the Board of Trustees and the Administration to Trustee Alfred Curtis who received the Community Service Award from Vision Services for the Blind and Visually Impaired. This is a non profit agency whose mission is to provide services to help blind and visually impaired seniors to maintain their independence at home in their communities. Congratulations, Trustee Curtis.

At this point Trustee Pesile joined the meeting.

Chairman Badillo offered congratulations on behalf of the Board of Trustees to Trustee Bernard Sohmer on his reelection as Chairman of the University Faculty Senate. Congratulations also to the officers of the University Faculty Senate, who were also reelected for a two year term: Prof. Cecelia McCall, Vice Chair; Prof. Karen Kaplowitz, Treasurer; and Prof. Susan O’Malley, Secretary.
C. CONDOLENCES: On behalf of the Board of Trustees and the Administration, Chairman Badillo offered condolences to the family of the late Dr. Gurston Goldin who served as a member of the Board of Higher Education from January 25, 1974 to June 11, 1980. Dr. Goldin chaired the Board’s Committee on Academic Affairs and was an advocate for teacher education. Dr. Goldin also served as a member of the City University Construction Fund from 1978 to 1979 and again from 1981 to 1997.

Chairman Badillo also offered condolences on behalf of the Board of Trustees and the Administration to the family of the late Dr. Emanuel R. Piore, who served as a member of the Board of Higher Education from August 2, 1976 to June 11, 1980. Dr. Piore served as a member of the Board’s Committee on Academic Affairs.

D. PRESIDENTS HONORS: Chairman Badillo called on Trustee Curtis, who announced the following:

1. President Ricardo Fernandez of Lehman College and President Carolyn Williams of Bronx Community College received “Child’s Champion” Awards from the Bronx Council Boy Scouts of America for their outstanding achievements.

2. President Allen Lee Sessoms of Queens College will be awarded an honorary doctorate from Soka University in Tokyo on Wednesday, March 31, 2000 in recognition of his efforts in the fields of public higher education, international understanding between peoples and non-governmental organizations, and public diplomacy.

E. FACULTY HONORS: Chairman Badillo called on Trustee Curtis, who announced the following:

1. Joyce E. King, Associate Provost and professor in the School of Liberal Arts and Education at Medgar Evers College received a “Distinguished Career Contribution” award for her research on emancipatory education, alienation in education, teacher development and consciousness, the ideology of race, and Black women’s leadership from the American Educational Research Association.

2. Dr. Paul J. Gottlieb, Assistant Professor of Medicine in the Department of Microbiology and Immunology at the Sophie Davis School of Biomedical Education at City College, has received a prestigious “Career Award” from the National Science Foundation for the development of a program for integrated study and research in virology.

3. Dr. Jimmy Feng, Associate Professor of Mechanical Engineering in the Benjamin Levich Institute for Physico-Chemical Hydrodynamics at City College has received a prestigious “Career Award” from the National Science Foundation for pursuit of a fluid-mechanical study of the processing of self-reinforced polymer composites.

F. STUDENT/ALUMNI HONORS: Chairman Badillo called on Trustee Crimmins, who announced the following:

David Kovacs and Matthew Rotando, students in the English Department at Brooklyn College have been selected to receive Fulbright Student Awards. Both students will be graduating in 2000 with Master’s Degrees in Fine Arts. Mr. Kovacs will be teaching English as a foreign language at the University of Budapest. Mr. Rotando will be studying creative writing at the University of Peradeniya in Sri Lanka.

Ms. Marcia Lillian DeVoe, a classics major at Brooklyn College, is the recipient of a 2000 Beinecke Brothers Memorial Scholarship. This substantial award is granted to college juniors of exceptional academic promise, who plan to attend graduate school in the arts, humanities or social sciences. Ms. DeVoe is the only student from a public urban college to receive this award and one of only 21 in the country.

Ms. Lia Lynch, an honor student at Hunter College has been awarded the Ford Foundation Predoctoral Fellowship. Last month we congratulated Ms. Lynch for being named a recipient of the Andrew W. Mellon Fellowship in Humanistic Studies. Her dilemma is that she can accept only one of these very prestigious nationally competitive fellowships.
Mr. Imran Chowdhury and Ms. Jillian Lubow, students at Hunter College have been selected as Jeannette K. Watson Summer Fellows. This program offers freshman and sophomore students the opportunity to participate in valuable summer internships for three consecutive summers. Mr. Chowdhury and Ms. Lubow are two of only fifteen students from New York colleges selected for this new Summer Fellowship Program of the Thomas J. Watson Foundation.

Mr. Paul Pfeiffer, a recent graduate of Hunter College's MFA Program was awarded the recently established Bucksbaum Award. This award is to be given to an emerging artist whose work is included in the Whitney Biennial.

G. GRANTS: Chairman Badillo presented for inclusion in the record the following report of Grants of $100,000 or above received by the University subsequent to the April 24, 2000 Board meeting:

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

A. $134,481 NEW YORK STATE EDUCATION DEPARTMENT to Deagan, D., for “Adult Education Literacy Program (WAI) Workforce Investment Act.”

THE CITY COLLEGE

A. $565,315 NYC/HRA to Mackillop, J., Ace, for “Poised-Perfect Opportunity for Individual Skills and Educational Development – A Program for Pregnant Tariq Participants.”
B. $500,000 NASA to Alfano, R., IUSL, for “Tunable Solid State Lasers and Optical Imaging Program.”
C. $330,996 NEW YORK STATE EDUCATION DEPARTMENT to Slater, M., Med. School-Admin., for “Step-Gateway to Higher Education Program.”
D. $315,000 DOE to Alfano, R., IUSL, for “Center for Laser Imaging and Cancer Diagnostics.”
E. $255,200 NEW YORK STATE EDUCATION DEPARTMENT to Plaisir, J., Education-Admin., for “Bilingual Education.”
F. $248,289 ROCKLAND TEACH CTR. to Posamentier, A., EDA, for “Mathematics and Science Certification Program.”
G. $220,001 NIH to Levitt, J., Biology, for “Mechanisms of Visual Context Effects in Visual Cortex.”
H. $197,289 NJ DOT/US DOT to Holguin-Vera, J., Transportation, for “NJ Link to 21st Century Phase 1.”
I. $177,834 LOCKHEED to Saadawii, T., Elec. Engineering, for “ARL/BAA Telecommunication.”
J. $150,000 NYSERDA to Diyamandoglu, V., Civ. Engineering, for “Disinfection By-Product Formation during Sequential Application of Ozone-Chlorine & Ozone-Chloramine...”
K. $110,000 DOE to Sarachik, M., Physics, for “Metal-Insulator Transitions in Two and Three Dimensions.”
L. $102,000 NSF to Mauri, R., Chem. Engineering, for “Coalescence & Phase Separation during Spinodal Decomposition of Solvent Mixtures Far from The Critical Point.”
M. $100,000 NEW YORK STATE EDUCATION DEPARTMENT to Job, Y., Administration, for “Extended School Day/Violence Prevention Program.”

THE GRADUATE SCHOOL AND UNIVERSITY CENTER

A. $295,528 MTA/LIRR to DiBello, L., for “Training and Evaluation on the RSMS.”
B. $150,000 CITIGROUP FOUNDATION to Birenbaum, H., for “Project Stretch.”
NEW YORK CITY TECHNICAL COLLEGE

A. $286,331 NASA/UNCF to Woytowich, R., for “Computer Engineering Technology Computer-Based Control.”

B. $200,000 NATIONAL SCIENCE FOUNDATION to Soiffer, S., for “Computer Science, Engineering and Mathematics Scholarship (CSEMS) Program.”

C. $170,000 NYC HEALTH AND HOSPITALS CORPORATION to Melikian, Y., for “Medical Billing and Coding Specialist Training.”

QUEENS COLLEGE

A. $830,859 NEW YORK CITY BOARD OF EDUCATION to Schwartz, S., The School of Education, for “CUNY Literacy Enhancement Project.”

THE COLLEGE OF STATEN ISLAND

A. $135,000 NYSED/DDE to Ciaccio, L., and Sanders, J., for “Dwight D. Eisenhower Professional Development Program.”

YORK COLLEGE

A. $292,947 NYS SMALL BUSINESS ADMINISTRATION to Thomas, R., and Cook, K., Institutional Advancement, for “York College Small Business Development Center.”

B. $166,612 NEW YORK CITY to Thomas, R., and Williams, M., Adult and Continuing Education, for “New York City Adult Literacy Initiative.”

H. ORAL REPORT OF THE CHANCELLOR: Chancellor Goldstein reported the following:

1. I would like the record to read that Vice Chairman Benno Schmidt’s new granddaughter’s name is Silvy. It is a lovely name. I too would like to extend congratulations to Trustee Alfred Curtis on the award he received last week from the Brooklyn Advisory Board of Vision Services for the Blind & Vision Impaired and to congratulate Trustee Sohmer as well, and other members who were elected to new terms in the Faculty Senate.

I would also like to congratulate Dr. Barbara Bowen of Queens College on her election as President of the Professional Staff Congress and extend congratulations to the other officers on their election. We look forward to working with her and others of the PSC.

2. I would like to note that Trustee Nilda Soto Ruiz’s husband Israel is being operated on as we speak and that is the reason that Trustee Ruiz had to leave early. Our prayers are with the family that he has a speedy recovery.

3. I would like to congratulate President Gerald Lynch and his wife Gay on the marriage of their daughter, Elizabeth Alice Lynch to Kevin Joseph Mulhern.

4. Congratulations to University Security Coordinator Jose A. Elique on his appointment as Chief of Police at the University of Nevada, the Las Vegas Campus. We will have an ample going away party for him. We appreciate his long and distinguished service to this University.

5. I am pleased to announce that Dr. Nicholas Michelli is here with us this evening. You may know that he was recently offered the position of University Dean for Teacher Education. In fact it is on the University Report, and he is now officially a part of the CUNY family. Dr. Michelli comes with a long and distinguished history in matters of teacher education. He is a reformer and I think he is going to have an enormous impact as this University works closely with the schools to insure not only an adequate supply of teachers, but that they are well trained and provide
the kinds of the opportunities for young people that desperately need inspired teachers in the classroom. I would like him to stand so that he can be recognized.

6. The Board will be awarding eight Salk Scholarships tonight along with five honorary awards. There will be a Salk Scholarship ceremony on Tuesday, May 30, at 9:15 A.M. in the Hunter College faculty dining room. NBC TV Health News Reporter Max Gomez is the guest speaker. I hope that all presidents and Trustees are able to attend this event, as it is one of the great showcases of CUNY graduates.

7. I sent to the Board under separate cover a very comprehensive memorandum detailing the adopted State budget. I would like the record to read that we see this adopted budget as a true turn-around budget for The City University of New York. This is the first time that we have seen in quite some time some real increases to the body of our funds to really make a difference in the University. Very shortly we will be going through the allocation algorithms to start deploying resources so that our presidents can start a hiring process that we feel will lead to great depth and robustness in our academic programs on our campuses.

8. I testified before the City Council’s Finance and Higher Education Committees several days ago and that was a good exchange of views. I spoke to Chairman Berman just a couple of hours ago and reinforced to him that we are hoping the City Council will augment the Executive Budget so that we can get even further resources for the faculty line request that is pending with that Council. I do want to thank our presidents, faculty, staff, students, and friends of the University for the tireless work that they continue to do as of today, working with the Council and, of course, helping to get a relatively good budget at the State level.

9. I was pleased to participate in our third meeting with the CUNY Business Leadership Council. I was joined by Chairman Badillo and Vice Chair Schmidt. The Council has now grown to a good solid critical mass of very, very prominent citizens in this City. I am even more pleased to say that they are actively involved now, not just listening to me giving lectures about all of the good things that are happening at the City University, but really working with us hand-in-hand as we address some of the issues that we can certainly use help with.

10. I was negligent while we were discussing the Master Plan to point out, although I think most people know, that the person who really shouldered the great majority of the work here, whose work was exemplary beyond imagination was Vice Chancellor Louise Mirrer. I think she just needs to be given special recognition for the work that she did really in writing and thinking through and working through all of the constituencies for what I think is a fine plan for the University.

11. And, finally, I thank all of you who attended a reception last week that we hosted for Board of Education Chancellor Harold Levy. This was a serendipitous scheduling event for us. Several weeks ago we planned this for May 18th, and we were very prophetic to the extent that we knew he was going to be appointed Chancellor on May 17th. A good time was had by all and Chancellor Harold Levy affirmed again that he is very anxious to see City University as a true partner in developing the K through 16 fabric that we feel is so essential for this University really to make an impact on the lives of our students in the City.

Chairman Badillo stated that the University Report includes the appointment of Dr. Nicholas Michelli, to whom the Chancellor referred as Dean for Teacher Education. This, as many of us know, is a very important appointment, because it really is a new appointment. We have had the position of Dean for Teacher Education in the past in the 70’s, but we hadn’t filled that position for many years. We needed to fill that position, because you remember some years ago the Vice Chairperson of the Board of Regents was here and she pointed out that at some of the colleges of the City University, the teachers who were graduating were not passing the Regents exam on teacher education. We now can move with a new Dean for Teacher Education to insure that every college is able to perform at top level, especially because, as we all know, the largest percentage of teachers in the Board of Education come from the City University. So this is, to us, a very important appointment.
Upon motions duly made, seconded and carried, the following resolutions were adopted: (Calendar Nos. 1 through 5 and 7 through 11)

NO. 1. UNIVERSITY REPORT: RESOLVED, That the University Report for May 22, 2000 (including Addendum Items) be approved:

(a) ADDENDUM: Revise the following:

D.4. ADMINISTRATIVE DESIGNATION – COMMITTEE APPROVAL NOT REQUIRED – REM TITLES CONVERTED INTO EXECUTIVE COMPENSATION PLAN TITLES AS OF MAY 1, 2000:

Page 4 THE CITY COLLEGE – The salary rate for Doris Cintron is revised to read “$72,042”.

Page 5 HUNTER COLLEGE – The salary rate for Larry Joyce is revised to read “$79,488”.

Page 8 LAGUARDIA COMMUNITY COLLEGE – The payroll title for Colette Wagner is revised to read “Assistant Dean” instead of “Professor/Assistant Dean”.

Page 11 QUEENSBOROUGH COMMUNITY COLLEGE – The payroll title for Diane H. Call is revised to read “Assistant Dean” instead of “Professor/Assistant Dean”.

Page 16 THE CENTRAL OFFICE – The department title for Catherine Yang is revised to read “Vice Chancellor for Facilities Planning, Construction and Management”.

NO. 2. CHANCELLOR’S REPORT: RESOLVED, That the Chancellor’s Report for May 22, 2000 (including Addendum Items) be approved:

NO. 3. APPROVAL OF MINUTES: RESOLVED, That the minutes of the regular Board meeting and Executive Session of April 24, 2000 be approved.

NO. 4. BOARD MEETING DATES FOR THE 2000-2001 ACADEMIC YEAR: RESOLVED, That the following schedule of meeting dates be approved for the academic year 2000-2001:

- Monday, September 25, 2000
- Monday, October 23, 2000
- Monday, November 20, 2000
- Monday, January 29, 2001
- Monday, February 26, 2001
- Monday, March 26, 2001
- Monday, April 23, 2001
- Monday, May 21, 2001
- Monday, June 25, 2001

NO. 5. COMMITTEE ON FISCAL AFFAIRS: RESOLVED, That the following items be approved:

A. BARUCH COLLEGE – MARKETING CONTRACT:

RESOLVED, That the Board of Trustees of The City University of New York authorize the Secretary of the Board to execute a contract on behalf of Baruch College to provide marketing and advertising services. The contract shall be awarded on the basis of best value to a responsive and responsible proposer after public advertising and submission of sealed proposals in response to a Request for Proposal pursuant to law and University regulations. The solicitation and evaluation process shall be conducted by the College. The initial term shall be one year and the contract shall include up to four one-year options for the University to renew in its best interest. Such purchase shall not exceed a total estimated cost of $500,000, chargeable to FAS Code 232601407, during the fiscal year ending June 30, 2001. The contract shall be subject to approval as to form by the University Office of General Counsel.

EXPLANATION: The College will obtain these services to develop and implement promotional strategies for the purpose of increasing the College’s market share of qualified students in the metropolitan area.
B. THE COLLEGE OF STATEN ISLAND – NETWORK INFRASTRUCTURE (NII):

RESOLVED, That the Board of Trustees of The City University of New York authorize The College of Staten Island to purchase wiring and installation from Digital Equipment Corporation under existing New York State Contract Number PS00230, pursuant to law and University regulations; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize The College of Staten Island to purchase network switches and routers from Cisco Systems, Inc., under existing New York State OGS Contract Number PT00313, pursuant to law and University regulations; and be it further

RESOLVED, That the total of both such purchases shall not exceed a cost of $1,580,000, chargeable to Capital Project Number 144900.

EXPLANATION: On February 22, 1999, Cal. No. 4.C., the Board approved the first phase of The College of Staten Island’s multi-year information technology plan to upgrade its network infrastructure for faculty, staff, and students. On October 25, 1999, Cal. No. 4.E., the Board approved the second phase of such plan. This third phase involves wiring and network electronic upgrading to create a new network backbone including network switches and routers. The new backbone will provide high-speed switching capabilities within the College and will facilitate electronic communication and access to the Internet and provide sufficient capacity for other initiatives such as access to the College’s email servers, web servers, and various databases.

C. THE GRADUATE SCHOOL AND UNIVERSITY CENTER – UNIFORMED GUARD SERVICE:

RESOLVED, That the Board of Trustees of The City University of New York authorize The Graduate School and University Center to purchase Level II and Level III uniformed guard service under New York State Contract Number PS00518, pursuant to law and University regulations. Such purchase shall not exceed a total estimated cost of $668,000, chargeable to FAS Code 234803409, during the fiscal year ending June 30, 2001.

EXPLANATION: This contract will provide uniformed guard service at the College’s new campus. All guards assigned to The Graduate Center are fingerprinted and undergo extensive background checks prior to assignment.

D. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) – PURCHASE OF UNIVERSITY-WIDE INTEGRATED LIBRARY SYSTEM:

RESOLVED, That the Board of Trustees of The City University of New York authorize the University Contracting Office to purchase servers from Sun Microsystems Incorporated under existing State of New York Contract Number PT00086, pursuant to law and University regulations; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize the University Contracting Office to purchase servers from IBM Corporation under existing State of New York Contract Number P006142, pursuant to law and University regulations; and be it further

RESOLVED, That the Board of Trustees of The City University of New York authorize the University Contracting Office to purchase an Aleph 500 library system from ExLibris USA Incorporated under existing State University of New York Contract pursuant to law and University regulations; and be it further

RESOLVED, That the total of all such purchases shall not exceed $2,000,000, chargeable to Capital Project 144900.

EXPLANATION: The University will replace its obsolete library system with Aleph 500, a library system which is Internet based and will permit instant retrieval of electronic books and articles.
E. THE CITY UNIVERSITY OF NEW YORK (UNIVERSITY CONTRACTING OFFICE) – UNIVERSITY-WIDE ELEVATOR, ESCALATOR, AND DUMBWAITER MAINTENANCE SERVICES:

RESOLVED, That the Board of Trustees of The City University of New York authorize the University Contracting Office to purchase maintenance services for elevators, escalators, and dumbwaiters under existing New York State Contract Numbers CMS0134, CMS0135, CMS0136, CMS0138, CMS0215, CMS0242 and CMS0357, pursuant to law and University regulations. Such purchases shall not exceed a total estimated cost of $2,700,000, chargeable to the appropriate colleges' FAS Codes, during the fiscal year ending June 30, 2001.

EXPLANATION: These State contracts will provide the colleges with maintenance and repair services for elevators, escalators, and dumbwaiters.

NO. 7. COMMITTEE ON FACULTY, STAFF, AND ADMINISTRATION: RESOLVED, That the following item be approved:

A. QUEENS COLLEGE – AMENDMENTS TO THE GOVERNANCE PLAN:

RESOLVED, That the following amendments to Sections II(B) and VIII(B) of the Queens College Academic Senate Charter (Governance Plan) be approved, and that the indicated descriptive headings be added to each section of the Governance Plan.

1. Section II(B) regarding the student composition of the Academic Senate is amended to read as follows:

   B. Students – 30

   1. Undergraduate – [Twenty-seven (27)] Twenty-four (24) who on the record date approved by the Academic Senate have a cumulative index of at least 2.0 and are not on probation.

      a) Seventeen (17) Day Session student Senators.

         1. Eight (8) Day Session student Senators shall be elected at large by Day Session students.

         2. Three (3) Day Session student Senators shall be elected by Day Session students from each of the following groups:

            a. Lower sophomore, upper freshman, and lower freshman classes;

            b. Lower junior and upper sophomore classes;

            c. Upper senior, lower senior, and upper junior classes.

      b) [Six (6)] Three (3) Evening student Senators shall be elected at large by Evening students.

      c) Two (2) SEEK student Senators shall be elected at large by SEEK students.

      d) Two (2) ACE student Senators shall be elected at large by ACE students.

2. [Three (3)] Six (6) Graduate Division student Senators who on the record date approved by the Academic Senate have a cumulative index of at least 3.0 and are not on probation, shall be elected at large by Graduate Division students.
2. Section VIII(B) regarding the election of committee members by the Academic Senate is amended to read as follows:

   B. All committee members shall be elected by the Academic Senate in accordance with its Bylaws. [from among nominees provided by a nominating committee and/or by nominations from the floor.]

3. The following descriptive headings be added to each section of the Governance Plan.

   Section I – Responsibilities of the Academic Senate
   Section II – Membership of the Academic Senate
   Section III – Election of Members
   Section IV – Meetings of the Academic Senate
   Section V – Rules of Order
   Section VI – Officers and Executive Committee
   Section VII – Term Limits for Officers
   Section VIII – Academic Senate Committees
   Section IX – College-wide Committees
   Section X – Selection and Review of Academic Officers
   Section XI – Voting Rights of Lecturers, Promotion to Full Professor
   Section XII – Presidential Search Committee
   Section XIII – Amending the Academic Senate Charter

EXPLANATION: These amendments to the Queens College Governance Plan have been approved by the Queens College Academic Senate and are recommended by the College President. The Academic Senate of Queens College is composed of 90 voting senators, with 60 faculty senators and 30 student senators. The first amendment changes the allocation of the 30 student senators to reflect changes in student enrollment figures, by reducing evening undergraduate representation from six seats to three and doubling the graduate division representation from three to six. The proposed student composition will consist of 24 undergraduate and six graduate students, with the 24 undergraduates divided as follows: 17 day session, 3 evening, 2 SEEK, and 2 ACE (Adult Continuing Education).

The second amendment provides that all committee members shall be elected in accordance with the Bylaws of the Academic Senate, rather than under a nomination process set forth in the Governance Plan which currently provides that the committee members shall be elected from among nominees provided by a nominating committee or by nominations from the floor. The third amendment adds a descriptive heading to each of the 13 sections of the Governance Plan.

NOTE: Matter underlined is new; matter in brackets is deleted. (See Appendix C)

NO. 9. COMMITTEE ON STUDENT AFFAIRS AND SPECIAL PROGRAMS: RESOLVED, That the following items be approved:

A. BROOKLYN COLLEGE – STUDENT ACTIVITY FEE INCREASE:

RESOLVED, That the student activity fees paid by students at Brooklyn College be increased by $5.00 per semester and summer session, effective the Fall 2000 semester, in accordance with the following student activity fee schedules for the (1) College of Liberal Arts and Sciences (Day Session); (2) School of General Studies (Evening); (3) Undergraduate Summer Session; (4) Graduate Division; and (5) Graduate Summer Session.

EXPLANATION: The student activity fee schedules represent an increase of $5.00 which will be earmarked for the Student Center Board, increasing the allocation for the student union for $27.50 to $32.50 in each category. This portion of the fee was last increased 1991.

A referendum was held March 11-March 16, 2000. In accordance with Section 16.12(c), the College President authorized a referendum to take place at a time other than in conjunction with student government elections because
this fee will be paid by the entire student body of the College, and the three student governments have their elections at different times. The vote was 510 in favor and 186 opposed, with 5% of the eligible students voting. The College President supports the increase.

The earmarkings to the allocating bodies as set forth in the schedules have been approved by the Board and may only be changed by further Board action. Local earmarkings at the College are also set forth below for each of the student activity fee schedules. The local earmarkings have been established and are subject to change at the College in accordance with the referendum process set forth in Board Bylaw section 16.12, provided there is no change in the total fee. The student activity fees allocated by NYPIRG are refundable, in accordance with procedures subject to the approval of the College President.

STUDENT ACTIVITY FEE SCHEDULES

(1) College of Liberal Arts and Sciences (Day Session)

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE</th>
<th>PROPOSED FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Government</td>
<td>$8.50</td>
<td>$8.50</td>
</tr>
<tr>
<td>Student Center Board</td>
<td>27.50</td>
<td>32.50</td>
</tr>
<tr>
<td>College Association</td>
<td>47.70</td>
<td>47.70</td>
</tr>
<tr>
<td>College Assn./Student Govt.</td>
<td>4.00</td>
<td>4.00</td>
</tr>
<tr>
<td>NYPIRG</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>University Student Senate</td>
<td>.85</td>
<td>.85</td>
</tr>
<tr>
<td><strong>Total Student Activity Fee</strong></td>
<td><strong>$91.55</strong></td>
<td><strong>$96.55</strong></td>
</tr>
</tbody>
</table>

Within the $47.70 College Association fee, the following local earmarkings will exist: $18.60 for Athletics and Recreation, $5.00 for the Career Service Center, $2.00 for the Emergency Medical Service, $1.00 for Student Concerts, $1.00 for the Radio Station, $3.50 for the Academic Club Association, $0.20 for the Drop-in Center, $1.00 for SOFEDUP (disabled students), $2.40 for the Student Forensics Society, $10.00 for the Health Care Clinic, and $3.00 for Child Care. Within the $8.50 Student Government Fee, the following local earmarkings exist: $0.20 for the Riverrun Journal, $0.50 for the Broeklundia Yearbook, $0.50 for the Student Film Society, $0.25 for Hatikvah, and $0.25 for On Campus, with the remaining $6.80 going to Student Government, clubs, and other activities. Four dollars ($4.00) of the student activity fee is jointly allocated by the College Association and the Student Government, with $2.50 locally earmarked for student newspapers and $1.50 to the Law Advocate Program. Both the Student Government and the College Association must approve the budgets for the student newspapers and the Law Advocate Program.

(2) School of General Studies (Evening Session):

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE</th>
<th>PROPOSED FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Government</td>
<td>$5.00</td>
<td>$5.00</td>
</tr>
<tr>
<td>Student Center Board</td>
<td>27.50</td>
<td>32.50</td>
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<tr>
<td>College Association</td>
<td>16.00</td>
<td>16.00</td>
</tr>
<tr>
<td>NYPIRG</td>
<td>2.00</td>
<td>2.00</td>
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<tr>
<td>University Student Senate</td>
<td>.85</td>
<td>.85</td>
</tr>
<tr>
<td><strong>Total Student Activity Fee</strong></td>
<td><strong>$51.35</strong></td>
<td><strong>$56.35</strong></td>
</tr>
</tbody>
</table>

LOCAL EARMARKINGS: Within the Student Government fee, the following local earmarkings exist: $1.26 for the Nightcall newspaper, with the remaining $3.74 for clubs, Student Government and other activities. Within the $16.00 College Association fee, the following local earmarkings exist: $5.00 for Athletics, $1.00 for the Emergency Medical Service and $10.00 for the Health Care Clinic.
(3) Undergraduate Summer Session:

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE</th>
<th>PROPOSED FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Government</td>
<td>$2.50</td>
<td>$2.50</td>
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<tr>
<td>Student Center Board</td>
<td>27.50</td>
<td>32.50</td>
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<tr>
<td>College Association</td>
<td>24.00</td>
<td>24.00</td>
</tr>
<tr>
<td>University Student Senate</td>
<td>.85</td>
<td>.85</td>
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<tr>
<td><strong>Total Student Activity Fee</strong></td>
<td><strong>$54.85</strong></td>
<td><strong>$59.85</strong></td>
</tr>
</tbody>
</table>

Within the $24.00 Undergraduate Summer Session College Association Fee, the following local earmarkings will exist: $10.00 for Athletics, $1.00 for the Emergency Medical Service, $10.00 for the Health Care Clinic, and $3.00 for Child Care.

(4) Graduate Division:

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE</th>
<th>PROPOSED FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Center Board</td>
<td>$27.50</td>
<td>$32.50</td>
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<tr>
<td>Student Government</td>
<td>16.75</td>
<td>16.75</td>
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<tr>
<td>College Association</td>
<td>10.00</td>
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</tr>
<tr>
<td>University Student Senate</td>
<td>.85</td>
<td>.85</td>
</tr>
<tr>
<td><strong>Total Student Activity Fee</strong></td>
<td><strong>$55.10</strong></td>
<td><strong>$60.10</strong></td>
</tr>
</tbody>
</table>

LOCAL EARMARKINGS: The following local earmarkings exist within the Student Government fee: $2.00 for the graduate student newsletter, $1.00 for first-class mailings, $2.00 for equipment, $1.00 for personnel and $0.75 for audit. The College Association fee of $10.00 is locally earmarked for the Health Care Clinic.

(5) Graduate Summer Session:

<table>
<thead>
<tr>
<th>EARMARKED ALLOCATING BODY</th>
<th>CURRENT FEE</th>
<th>PROPOSED FEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Center Board</td>
<td>$27.50</td>
<td>$32.50</td>
</tr>
<tr>
<td>Student Government</td>
<td>2.50</td>
<td>2.50</td>
</tr>
<tr>
<td>College Association</td>
<td>10.00</td>
<td>10.00</td>
</tr>
<tr>
<td>University Student Senate</td>
<td>.85</td>
<td>.85</td>
</tr>
<tr>
<td><strong>Total Student Activity Fee</strong></td>
<td><strong>$40.85</strong></td>
<td><strong>$45.85</strong></td>
</tr>
</tbody>
</table>

LOCAL EARMARKINGS: The College Association fee of $10.00 is locally earmarked for the Health Care Clinic.

B. THE CITY UNIVERSITY OF NEW YORK – ESTABLISHMENT OF MINIMAL STANDARDS FOR A HEALTH SERVICES OFFICE:

RESOLVED, That the Board of Trustees of New York require all colleges to adopt the minimal standards set forth in the document *A Model for Health Services Provision at The City University of New York: The Minimal Standards*. Colleges will provide health and wellness awareness education, administer and manage the immunization program, maintain referral resources, provide a resting area, and administer first aid treatment that includes over-the-counter medication; and be it further

RESOLVED, That the use of student activity fees to support health services be limited to the establishment of more comprehensive services.

EXPLANATION: This resolution serves to ensure that all colleges will provide students with a base level of health and wellness education and access to health care. Health education leads to a decrease in risk-taking behavior and promotes a more positive attitude. A student’s well being is an important factor influencing the successful completion of his/her college education. Health education and access are critical components to student health and, therefore, to student retention and academic success. The aforementioned services will be provided in an appropriate space
identified by the College utilizing existing resources. Colleges may, however, expand the level of health care services by combining tax levy/college resources with student activity fees and other grant funds.

**Chairman Badillo** stated that as you know I have been carrying on a campaign to insure that the students who have children under nineteen get registered and get covered by Child Health Plus because we have 40,000 students who have children under nineteen. Because they are poor by definition, they generally don’t have health insurance or coverage by any HMO, and because they are poor, they can get Child Health Plus free of charge. So, therefore, I have gone to some of the colleges, but this should be an ongoing year-round campaign, which ties in with the health services that Trustee Crimmins is talking about.

**NO. 8. COMMITTEE ON FACILITIES, PLANNING, AND MANAGEMENT:** RESOLVED, That the following items be approved:

**A. KINGSBOROUGH COMMUNITY COLLEGE – ACADEMIC VILLAGE:**

RESOLVED, That the Board of Trustees of The City University of New York accept the design of the Academic Village at Kingsborough Community College, as prepared by Gruzen Samton LLP/Davis Brody Bond LLP, Associated Architects, with a construction budget of approximately $16.2 million; and be it further

RESOLVED, That the City University Construction Fund be requested to authorize the Dormitory Authority of the State of New York to complete the contract documents, to bid and award contracts and to supervise the construction of this project.

**EXPLANATION:** The Academic Village is the first new structure to be built on the Kingsborough Community College campus under the school’s 1994 Master Plan. It will accommodate, in 41,350 square feet, offices for community-related programs such as Continuing Education, College Now for high school students, and community outreach programs, including a Distance Learning Center. The Early Childhood Education Department and the Child Care Center will be housed in the building, and there will be 5,500 square feet of general academic instructional space. Site improvements include parking for 271 cars and a shaded walkway leading to the Leon M. Goldstein High School for the Sciences, now in construction on a site northeast of the Academic Village.

**B. THE CITY UNIVERSITY SCHOOL OF LAW – RENOVATION:**

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Beyer Blinder Belle Architects and Planners to provide professional services as required for the design of the renovation and expansion of the CUNY School of Law; and be it further

RESOLVED, That the City University Construction Fund be requested to authorize the Dormitory Authority of the State of New York to enter into a contract for the aforesaid services.

**EXPLANATION:** This project will reconfigure and renovate the existing CUNY School of Law building to respond to current academic needs and provide for the addition of a new part-time program. The building was originally constructed in 1955 as a junior high school, and its 1986 conversion no longer meets the school’s needs. This project will include design and construction of a multi-purpose/Moot Court Room, a 100-student classroom, additional faculty and student organization offices, and a new multi-media lab.

The proposed firm was selected in accordance with law and the procedures established by the University.

**C. LEHMAN COLLEGE – CONSOLIDATED COMPUTER CENTER PHASE II:**

RESOLVED, That the Board of Trustees of The City University of New York approve the selection of the firm of Jambhekar Strauss Architects to provide professional services as required for the design of the Consolidated Computer Center – Phase II at Lehman College; and be it further
RESOLVED, That the City University Construction Fund be requested to authorize the Dormitory Authority of the State of New York to enter into a contract for the aforesaid services.

EXPLANATION: This project, located in the sub-basement and basement of Carman Hall, includes the renovation of a two-story space with a floor area of 10,800 GSF and the addition of a mezzanine. The project will enable the College to install and network systems, such as satellite up-link and down-link dishes, a computerized video distribution console, and classroom interactive and distance learning. As a result, this facility will serve as the central hub for audio, video, and data distribution throughout the campus and will consist of a computerized multi-media control station, broadcast and media production studios, editing facilities, and a teleconferencing center. In conjunction with Phase I (the Information Technology Resources Center), this project will provide facilities and systems required to establish Lehman College as the hub for the Bronx Information Network, a collaborative of Bronx institutions, educational facilities, and organizations.

The proposed firm was selected in accordance with law and the procedures established by the University.

NO. 10. HONORARY DEGREES: RESOLVED, That the following honorary degrees, approved by the appropriate faculty body and recommended by the Chancellor, be presented at the commencement exercises as specified:

<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BARUCH COLLEGE</td>
<td></td>
</tr>
<tr>
<td>Irwin Engelman, Esq.</td>
<td>Doctor of Laws</td>
</tr>
<tr>
<td>(To be awarded at the June 2, 2000, Graduate Commencement)</td>
<td></td>
</tr>
<tr>
<td>NEW YORK CITY TECHNICAL COLLEGE</td>
<td></td>
</tr>
<tr>
<td>Mr. Frank McCourt</td>
<td>Doctor of Humane Letters</td>
</tr>
<tr>
<td>(To be awarded at the June 8, 2000, Commencement)</td>
<td></td>
</tr>
</tbody>
</table>

NO. 11. SALK SCHOLARSHIPS: RESOLVED, That the Board of Trustees approve the award of the Jones E. Salk Scholarships to the following graduates who have been recommended by the Chancellor:

WITH STIPEND

<table>
<thead>
<tr>
<th>Graduate Name</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mikhail Paltielov</td>
<td>Queens College</td>
</tr>
<tr>
<td>Simon Wu</td>
<td>Brooklyn College</td>
</tr>
<tr>
<td>Yulianna Russak</td>
<td>Hunter College</td>
</tr>
<tr>
<td>Frank Appah, Jr.</td>
<td>The City College</td>
</tr>
<tr>
<td>Robert Wesolowski</td>
<td>Hunter College</td>
</tr>
<tr>
<td>Carlo Casulo</td>
<td>Hunter College</td>
</tr>
<tr>
<td>Stanley Josue</td>
<td>York College</td>
</tr>
<tr>
<td>Cristian Castro</td>
<td>The City College</td>
</tr>
</tbody>
</table>
HONORARY (In order selected)

Georgia Anyatonwu  The City College
Roger Maginley  The City College
Kalman Friedman  Brooklyn College
Irina Erlikh  Brooklyn College
Edward Ruperto  Queens College

Upon motions duly made, seconded and carried, the meeting was adjourned at 5:40 P.M.

SECRETARY GENEVIEVE MULLIN

(This is a detailed summary of the Board of Trustees' meeting. The tapes of the meeting are available in the Office of the Secretary of the Board for a period of three years.)
SECTION I – RESPONSIBILITIES OF THE ACADEMIC SENATE

The Academic Senate shall be responsible, subject to the Board of Trustees of The City University of New York, for the formulation of policy relating to the admission and retention of students, curriculum, granting of degrees, Campus Life, and the nomination of Academic (full) Deans (as outlined in Section XI). The Academic Senate shall also be responsible for and shall establish rules governing the use of the College name by organizations and clubs. It shall make its own bylaws consistent with the Bylaws of the Board of Trustees, and conduct the educational affairs customarily cared for by a college faculty.

SECTION II – MEMBERSHIP OF THE ACADEMIC SENATE

The Academic Senate shall be a representative body of 90 Senators and 90 Alternates elected by faculty and students, and of those ex-officio nonvoting members designated in Section 11, paragraph F of this Charter. For the purpose of this Charter, the faculty is defined as all full-time Queens College persons in the titles of Professor, Associate Professor, Assistant Professor, Instructor, and Lecturer; students are defined as all Queens College undergraduate and graduate students.

The 90 Senators shall be apportioned as follows:

A. Faculty - 60.
   1. Each academic department shall elect one (1) Senator.
   2. The balance of the 60 faculty Senator seats shall be divided as follows:
      a) Six (6) faculty Senators elected at large from the Division of the Arts.
      b) Six (6) faculty Senators elected at large from the Division of the Social Sciences.
      c) Six (6) faculty Senators elected at large from the Division of Mathematics and the Natural Sciences.
      d) Three (3) faculty Senators elected at-large from the Division of Education.
      e) The remaining faculty Senators shall be elected at large, College-wide.

B. Students - 30.
   1. Undergraduate - Twenty-four (24) who on the record date approved by the Academic Senate have a cumulative index of at least 2.0 and are not on probation.
      a) Seventeen (17) Day Session student Senators.
         1. Eight (8) Day Session student Senators shall be elected at large by Day Session students.
         2. Three (3) Day Session student Senators shall be elected by Day Session students from each of the following groups:
            a. lower sophomore, upper freshman, and lower freshman classes;
            b. lower junior and upper sophomore classes;
            c. upper senior, lower senior, and upper junior classes.
      b) Three (3) Evening student Senators shall be elected at large by Evening students.
      c) Two (2) SEEK student Senators shall be elected at large by SEEK students.
d) Two (2) ACE student Senators shall be elected at large by ACE students.

2. Six (6) Graduate Division student Senators who on the record date approved by the Academic Senate have a cumulative index of at least 3.0 and are not on probation, shall be elected at large by Graduate Division students.

C. Alternates may vote and be counted as part of the quorum when properly seated.

D. Faculty Senators and Alternates shall serve a term of two (2) years.

a) Half of the faculty Senators and Alternates shall be elected each year.

E. Student Senators and Alternates shall serve a term of one (1) year.

F. 1. Ex officio nonvoting membership shall be extended to:

   a) chairpersons of Academic Senate committees the Parliamentarian of the Academic Senate, and the Ombudsman;
   b) the College President, Provost, Vice Presidents, Deans, Business Manager, and Registrar;
   c) the Presidents of the Day Session, Evening, Graduate, Ace and SEEK Student governments;
   d) the President of the Queens College Alumni Association;
   e) the chairperson of the Queens College chapter of the Professional Staff Congress;
   f) the Chief Librarian;
   g) or a designee of any of the preceding.

2. These members shall have the privilege of the floor, the right to make motions, participate in debate, and all other privileges of membership in the Academic Senate, with the exception of voting or being an officer of the Academic Senate.

SECTION III – ELECTION OF MEMBERS

A. Election of Senators and Alternates shall take place during the spring semester.

B. 1. All full-time faculty members of academic departments may vote in departmental elections to fill departmental Academic Senate seats.

2. All full-time faculty within an academic division may vote to fill their faculty divisional Academic Senate seats.

3. All full-time faculty of Queens College may vote to fill College-wide at large Academic Senate seats.

C. The certification of class standing and faculty status shall be made by the Registrar and the Provost, respectively, or their designees.

D. 1. A vote to recall a Senator may be initiated by a petition signed by persons in the Senator's constituency. The number of valid signatures on such a petition must be not less than one-fourth of the total number of ballots cast in the Senator's category in the election at which the Senator was elected.

2. If a majority of the ballots at the recall election are cast against the Senator, his/her seat shall be declared vacant, and a special election shall be held to fill the unexpired portion of his/her term.

3. The cost of a recall vote and special election shall be borne by those initiating the successful recall
petition.

4. The Executive Committee shall be responsible for determining the validity of the petition, as well as resolving other questions relating to both elections.

E. The Academic Senate may adopt bylaws regarding the removal from office of habitually absent Senators.

SECTION IV – MEETINGS OF THE ACADEMIC SENATE

A. The first meeting of a new Academic Senate shall take place no later than June 1st, if possible, at which time it succeeds the preceding Academic Senate.

B. This first meeting shall be convened by the Holder of the Chair of the Elections Committee, who shall serve as Holder of the Chair pro tempore, until a permanent Holder of the Chair is elected.

C. The Academic Senate shall meet regularly on the second Thursday of each month from October through May. The January meeting of the Academic Senate shall be optional at the discretion of the Senate’s Executive Committee.

D. Regular meetings of the Academic Senate shall be open to all members of the Queens College community, and all shall have the right to speak on the floor.

E. The Academic Senate may hold special meetings in accordance with its Bylaws.

F. The Academic Senate shall be free to hold executive sessions, without any nonmembers present, save such as may be invited.

SECTION V – RULES OF ORDER

A. The business of the Academic Senate shall be conducted according to Robert’s Rules of Order Revised (latest edition) unless, a quorum being present, a 2/3 majority of members present and voting deems otherwise.

B. A quorum shall consist of one more than one-half of the voting membership.

SECTION VI – OFFICERS AND EXECUTIVE COMMITTEE

A. The Academic Senate shall elect annually from its elected voting membership its Holder of the Chair, Deputy Holder of the Chair, Secretary, and such other officers as it deems necessary. A Recording Secretary, not necessarily a member of the Academic Senate, may be appointed by the Holder of the Chair.

B. There shall be a nine-member Executive Committee of the Academic Senate which will be responsible for preparing an agenda for all meetings and for carrying on the business of the Academic Senate between regular meetings. It shall have such other duties as will be assigned to it by the members of the Academic Senate. The officers of the Academic Senate shall be members of the Executive Committee, with the remainder of the positions filled by election by the Academic Senate so that there shall be three (3) student members.

SECTION VII – TERM LIMITS FOR OFFICERS

Officers of the Academic Senate may serve no more than four (4) consecutive years in any one (1) office.
SECTION VIII – ACADEMIC SENATE COMMITTEES

The Academic Senate shall create such standing, ad hoc, and special committees as it shall deem necessary.

A. Committee memberships shall be open to all members of the instructional staff and to all students who have a cumulative index of at least 2.0 and are not on probation.

B. All committee members shall be elected by the Academic Senate in accordance to its Bylaws.

C. Committees normally shall be composed of an equal number of members of the instructional staff and students, except when otherwise considered appropriate because of the nature of the problem to which the committee will address itself. All committees shall report to the Academic Senate at least once each year.

D. Each committee shall elect from among its membership a Holder of the Chair or Co-holders of the Chair.

E. When feasible, appointments to all Senate committees shall be for a period of two years, on a rotating basis.

F. A person may not serve as a voting member on more than two Academic Senate Committees, of which only one can be a standing committee. No student shall serve on more than one committee of the Academic Senate at one time.

SECTION IX – COLLEGE-WIDE COMMITTEES

The Academic Senate shall create such College-wide committees, as it deems necessary.

SECTION X – SELECTION AND REVIEW OF ACADEMIC OFFICERS

Academic (full) Deans shall be nominated in the following manner:

A. The Academic Senate will elect a Search Committee consisting of five full-time faculty members and five students who are members of or majors in the departments or divisions to be included within the constituency for which the Dean being sought will be responsible. Students elected to Academic Senate Search Committees as representatives from the Division of Education may be either co-majors in Elementary and Early Childhood Education or minors in Secondary Education and Youth Services, or be matriculated in a graduate program in the Division.

1. The Academic Senate shall elect an additional faculty member and an additional student, who are members of or majors in the Division of Education, to serve on the Search Committees for the Deans of Arts, Social Sciences, and Mathematics and Natural Sciences.

2. The Academic Senate shall elect an additional faculty member and an additional student, who are not members of or majors in the Division of Education, to serve on the Search Committee for the Dean of Education.

B. The Committee shall submit to the President a confidential list of at least three to five candidates from which the President shall nominate one to the Board of Trustees for approval. In the event the President rejects all the Search Committee’s choices, the Committee will submit another list of names to the President for his or her consideration. This procedure shall be followed until a Dean is selected.

C. The Search Committee shall follow procedures consistent with Affirmative Action guidelines and shall hear nominations from any member of the campus community for the position of Dean and shall consider for
candidacy any person with distinction within his or her chosen field of study and with demonstrated administrative skill.

D. Review of Dean's qualifications:
   1. At the beginning of every fifth year of a Dean's term, a Committee (the composition of which shall correspond to the composition of the Search Committee) shall be elected by the Academic Senate to review the Dean's performance through confidential consultations with departmental chairpeople, program directors, and other persons who are in a position to comment knowledgeably on the Dean's performance. The Review Committee will then make a confidential report to the President including a recommendation for or against continued appointment. Investigations of the Review Committee shall be conducted with the strictest confidentiality. The findings of the Review Committee shall be reported to the President no later than May 30, of every fifth year of the Dean's term.
   2. If the President does not reappoint the Dean, the Review Committee shall constitute itself as a Search Committee, as outlined above, and nominate additional candidates to the President for consideration.
   3. The term "Dean" in the above section refers to all full Deans.

E. Review of the Provost:

At the beginning of every fifth year of the Provost's term, a Committee (the composition of which shall correspond to the composition of a Dean's Search Committee) shall be elected by the Academic Senate to review the Provost's performance through confidential consultations with departmental chairpeople, program directors, and other persons who are in a position to comment knowledgeably on the Provost's performance. The Review Committee will then make a confidential report to the President including a recommendation for or against continued appointment. Investigations of the Review Committee shall be conducted with the strictest confidentiality. The findings of the Review Committee shall be reported to the President no later than May 30th of every fifth year of the Provost's term.

F. Review of the Chief Librarian:

At the beginning of every fifth year of the Chief Librarian's term, a Committee (the composition of which shall correspond to the composition of a Dean's Search Committee) shall be elected by the Academic Senate to review the Chief Librarian's performance through confidential consultations with departmental chairpeople, program directors, and other persons who are in a position to comment knowledgeably on the Chief Librarian's performance. The Review Committee will then make a confidential report to the President including a recommendation for or against continued appointment. Investigations of the Review Committee shall be conducted with the strictest confidentiality. The findings of the Review Committee shall be reported to the President no later than May 30th of every fifth year of the Chief Librarian's term.

SECTION XI - VOTING RIGHTS OF LECTURERS, PROMOTION TO FULL PROFESSOR

A. In addition to those faculty members authorized by the Bylaws of The City University of New York to vote in departmental elections for chair and for members of the departmental Personnel and Budget Committee, those lecturers who hold Certificates of Continuous Employment shall be entitled to vote.

B. Nominations for promotion to Professor shall be forwarded to the College Committee on Personnel and Budget by the chairperson of the department together with the recommendation of the departmental Committee on Personnel and Budget.

SECTION XII - PRESIDENTIAL SEARCH COMMITTEES

Representatives of the Queens College faculty on Presidential Search Committees shall be elected as follows:
Faculty representatives, of a number to be designated by the Board of Trustees, shall be nominated either by the College Personnel and Budget Committee or by advance, written nomination ballot. Election of the faculty members to the Search Committee shall be by majority vote of the faculty representatives of the Academic Senate. The students will have no vote on faculty representatives.

SECTION XIII – AMENDING THE ACADEMIC SENATE CHARTER

Proposed amendments to the Queens College Academic Senate Charter shall take the form of a resolution, directed to the Board of Trustees, requesting such amendment be enacted. The resolution shall be by a 2/3 majority vote, a quorum being present at a meeting no less than seven (7) calendar days following the written announcement of said proposed amendment.

THE CITY UNIVERSITY OF NEW YORK
MASTER PLAN

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CITY UNIVERSITY OF NEW YORK
MASTER PLAN 2000-2004

PRELIMINARY OBSERVATIONS

During the past several years considerable thought has been given, and action taken, to raise standards in public schools, colleges, and universities. In 1992, for example, the Southern Regional Education Board (SREB) recommended that institutions of higher education make a concerted effort to establish a coordinated definition of college level study that applies to all institutions in a state or institutional system. It also recommended that every institution have exit criteria for remedial courses that establish readiness to begin college-level study. The 320,000 student California State University System approved a plan in February of 1996 to reduce the percentage of students needing remedial education from 45 percent to 11 percent over 11 years. Similar recommendations and approved plans characterize systems and institutions in Texas, Colorado, Florida, Georgia, Massachusetts, and Virginia, among others. As an example of this trend, the Massachusetts Higher Education Coordinating Council, frustrated with poor preparation and shaky academic records of many public college students, ordered state institutions to use tougher admissions standards beginning in 1997.

At the heart of the concern for standards at public institutions of higher education is a sense that public schools have failed to adequately prepare many students who seek a public education. Recently, that sense has been understood by school administrators, school boards, teachers, and public leaders and translated into action so that problems can be addressed much earlier in the educational pipeline. New York State, with its new Regents requirements for high school graduation, is an example. Over the next several years, all students graduating from public high school in New York will be required to pass rigorous Regents examinations in five core subject areas. Other states, such as California, Massachusetts, and Texas, have introduced similar requirements in which expectations of student achievement go well beyond the basic skills and competencies that had been expected in the past.

The City University of New York, in deliberately choosing a course that rests on raising and sustaining higher standards for all students for admission and graduation, is in the mainstream of a nationwide effort to provide more meaningful educational opportunities at institutions of public higher education. The University recognizes that these opportunities must be offered to the widest range of students, including, importantly, those who are among the most highly qualified as well as those who are inadequately prepared for college. As top-rated public institutions accept students with higher and higher abilities, CUNY too must prepare to serve the most talented and qualified. Only by providing such opportunities can the University truly carry out its responsibility to serve urban New Yorkers well.

Moving forward into the 21st century, the University's leadership has determined to focus on the wider range of students, partnering with the public schools to ensure adequate preparation, introducing more rigorous standards for admission - standards equivalent to, at a small number of colleges, the nation's more selective institutions - and improving the quality of academic programs, supports, and services.

This Master Plan represents an effort to define the University's new direction. It describes an institution determined to recover from years of neglect, years in which budgets were continually cut and in which the University was forced to operate within severe fiscal constraints. It is an institution focused on the restoration of standards, on regenerating the strengths of its colleges and its faculty, and on rebuilding its infrastructure. The document describes an institution that seeks to sharpen the missions of its colleges, improve program quality and the delivery of services, and enhance effectiveness and efficiency on the campuses and system-wide. Most importantly, the Master Plan 2000-2004 describes an institution in the mainstream of public higher education - not at the margins. It is an institution in harmony with new, more rigorous standards in the public schools, and at its helm are leaders entrusted with renewing its commitment to New York by providing the widest range of meaningful educational opportunities and outcomes.
CITY UNIVERSITY OF NEW YORK
MASTER PLAN 2000-2004

PREAMBLE: THE NEW MILLENNIUM

The Master Plan 2000-2004 of the City University of New York reflects, for the first time, the long-range goals of CUNY's new leadership: CUNY Board Chairman Herman Badillo, Vice Chairman Benno C. Schmidt, Jr., and Chancellor Matthew Goldstein. These goals emanate from significant changes in policy and practice at the University, including, principally, those recommended by the Mayor's Advisory Task Force on CUNY ("Schmidt Report"). The Task Force was chaired by the Vice Chairman of the City University Board of Trustees; CUNY's Board Chairman was a member.

The Task Force proposed, above all, that the University's new Chancellor engage "in a comprehensive strategy of institutional renewal." The University's Master Plan 2000-2004 rejoins this proposal, responding to specific Task Force recommendations with strategies that will enable CUNY to constitute itself over the next four years as an effective system, based on high standards and accountability.

Already the University has taken concrete and positive steps to determine a system architecture fashioned by:

- A commitment to raise academic standards by communicating clear, objective standards of college readiness; instituting a congruence between the new Regents requirements for high school graduation and the University's expectations; establishing performance as a condition of graduation from all degree programs; and insisting on quality in every University program on every campus.

- A commitment to provide educational opportunity and ensure diversity within the context of high standards.

- A commitment to render service by collaborating with government agencies and the corporate community to the greater economic, intellectual, and technological good of the City and the State of New York.

- A commitment to account for the way the University carries out its plans, meets its goals, and spends its resources.

In providing both the starting point and a framework for rethinking strategic planning, the Task Force Report has begun to alter the University landscape in significant ways. Specifically:

- The Task Force recommended that CUNY's leaders design a university system that includes first-rate graduate and professional programs and highly selective colleges. The University accepts these recommendations.
  
  - The University has redesigned admissions criteria at all senior colleges, admitting students through an index that includes academic performance in high school and, for the first time, standardized test scores. Each college has a separate index which, with progressively increased admissions requirements at its most selective colleges, will result in greater differentiation and selectivity over the next four years. Colleges have also been required to constitute admissions review committees that promote a more comprehensive and holistic approach to student achievement.

  - The University has begun to bring in groups of nationally prominent, external consultants to assess CUNY's unique resources for providing high quality programs and determine the investment and emphasis to be placed on basic, applied, and interdisciplinary research. Selected programs will define a "flagship environment" at the University.

  - Faculty positions have been strategically allocated to the colleges in support of the flagship environment.
The University has begun to structure an Honors College, which will afford special benefits, including a “cultural passport,” to the most highly qualified students at selected colleges. The Honors College is described in more detail in the section, *Vision for the Future – Creating a Flagship Environment with a University-wide Honors College*.

The Task Force recommended that the University organize itself around clear and objective standards.

- The University has introduced standardized tests as a component of admissions requirements at the senior colleges.
- The University has determined to ensure that remedial instruction offered is effective by establishing clear standards of readiness for entrance and exit from pre-collegiate coursework.
- The University has incorporated the new Regents standards into its determination of student preparedness for college-level work.

The Task Force recommended that CUNY replace its student assessment program with nationally-normed placement and exit instruments, and that senior colleges admit only those students who are prepared to succeed in college-level work.

- The University has introduced new, nationally normed assessment instruments for placement. These are described in Section III, *Admissions, Assessment, Recruitment, Retention and Enrollment Projections 2000-2004*.
- All colleges are now required to use nationally normed, common objective tests to determine when students who have been placed in remedial courses qualify for exit from remediation.
- Remedial courses are being phased out of the senior colleges.

The Task Force recommended that congruence be established between the K-12 curriculum and the demands of college-level study.

- The University and the New York City Board of Education have embarked on a major collaboration to align K-16 standards. An expanded “College Now” outreach program will provide opportunities for college preparatory and credit coursework to high school students, beginning in the ninth grade. The College Now program will eventually involve all of the University’s colleges and all of the public high schools in the city. A special focus of the program is performance on Regents examinations, with a view towards aligning Regents standards with University standards and minimizing the need for remedial coursework to be offered at CUNY.

The Task Force recommended that CUNY strengthens the quality and consistency of its teacher education programs.

- The University has hired a new University Dean for Teacher Education who is specifically charged with reforming curricula and improving student performance.
- The University has moved aggressively to initiate activities to raise teacher education program performance and to ensure that all new State requirements for teacher education programs are attained.
- In response to the critical need that public education plays in contemporary urban society, the University is planning a Ph.D. program in Curriculum and Policy Studies in Urban Education to be offered at the Graduate School and University Center.
➤ The University has raised nearly $1 million in private monies to attract and train highly qualified students for the teaching profession.

➤ The Task Force recommended that the University rethink system governance.

➤ The University has modified its reporting hierarchy to make presidents directly accountable to the Chancellor.

➤ The Chancellor has undertaken a major reorganization of the Chancellery to increase efficiency and to ensure a good fit between CUNY's overall institutional strategy and policies and the particular plans and priorities of the individual campuses.

➤ The Chancellor has introduced performance evaluations for senior administrators across the University to ensure the vigorous enforcement of University policies, including student transfer and program duplication.

➤ The Task Force recommended University-wide fiscal management and accountability and performance-based budgeting.

➤ The Chancellor has defined a new position, Chief Operating Officer, to undertake a thorough reform of systems, including budget, facilities, and human resources operations, with the goal of requiring budget accountability, increased efficiency, and greater decentralization of personnel decisions.

The architecture for managing and assessing the University created by the Task Force will support the further strengthening of the University and will enhance the availability of high quality educational opportunity as CUNY goes forward into the 21st century.

The following pages of this document describe in some detail a reinvigorated University much more within the mainstream of colleges and systems of quality throughout the nation. In key areas, such as admissions and assessment, articulation, mission differentiation, program improvement, and performance standards and accountability, CUNY has looked beyond its borders -- to institutions, for example, in California, Texas, Colorado, Florida, Georgia, Massachusetts, and Virginia. These models, and a thorough review of the literature and data, have enabled CUNY to begin to rethink institutional organization, admissions, and assessment policies, and to take the first steps towards thoughtful coordination of the missions of its campuses.

This coordination presumes a commitment, on the part of CUNY's leadership, to setting priorities and making choices, and a redelegation to focusing activities and ensuring access to programs that will preserve and enhance the academic quality of the University.

Core Curriculum

An important aspect of CUNY's reinvigoration is its consideration of what it is that constitutes a college education. A strong, comprehensive representation of the liberal arts, whether in the form of a core curriculum or a distribution requirement, is a fundamental component of the undergraduate curriculum of a liberal arts college. Recently, many have argued that it is also a central component of a "civic education," that is, an education which fosters the development of the skills, attitudes, and dispositions necessary for responsible participation in the democratic process. Over the past several years, CUNY faculties have been reviewing their colleges' general education requirements. This process represents an opportunity for modeling core curricula that can ensure, without sacrificing the distinctiveness of individual campus programs, that all CUNY colleges confer upon their graduates a set of competencies appropriate to a quality institution. It also represents an opportunity to ensure that there is sufficient parity throughout the system for students to be able to transfer easily among CUNY campuses and for the liberal arts component of their degrees to be comparable.
In order to rekindle and redirect discussion of the liberal arts core and the competencies that it should foster the University plans a new, Chancellor's initiative, to begin in 2000-2001. The initiative will entail:

- A high-profile, University-wide forum on liberal education. Discussion will bring together the University community in an examination of educational goals. It will stimulate campus-by-campus reexamination of the foundations of a university education, the teaching-learning relationship, and educational outcomes, and draw public attention to the goals of higher education.

- Definition and adoption of a common set of educational goals for our liberal arts components.

- Movement toward establishing core curricula throughout the University.

It is expected that over the next four years, the University will have achieved the following objectives:

At all colleges

- To ensure that all students receive the support they require to excel in a demanding academic environment.

- To improve the ratio of full-time to part-time faculty in order to ensure quality and availability of course work needed for timely graduation.

- To undertake meaningful programmatic review to ensure the continuing stature of the colleges' best programs and the improvement of those programs that most directly serve to enhance undergraduate, graduate, and professional education.

- To provide professional development opportunities for faculty, particularly in the use of technology to enhance instruction, and to offer leadership opportunities for students.

- To produce an educated and productive citizenry and job force for New York City and State with excellent communication skills in English and the ability to function effectively in a multi-lingual environment.

- To generate and preserve knowledge by conducting high-quality research, scholarship, and activities in the arts.

- To prepare students to work in diverse environments and to use new technologies.

- To provide facilities, including laboratories, appropriate to all programs and accessible to all students.

- To develop clear performance standards and accountability measures at all levels.

At the six community colleges

- To capitalize on the historic mission and on the experience and strength of the community colleges in helping determined students who lack appropriate preparation obtain degrees at the University.

- To draw upon the greater reliability of assessment instruments in reassuring senior college faculty of the level of preparation of students transferring to their colleges. The use of nationally-normed, common objective tests to determine when students who were placed in remedial coursework can move on to credit-bearing coursework ensures quality by ensuring preparedness in math and English.

- To ensure the enforcement of the University's articulation policy by strengthening and aligning the core curriculum component of lower division coursework.
To explore, through faculty discussion, ways of ensuring students' preparation for civic responsibilities through exposure to coursework pertaining to American history.

To develop more flexible programming so as to better respond to changing workforce needs.

To expand the community colleges' outreach mission through closer ties to unions, business, and industry.

At the eleven senior colleges

To refine admissions standards to appropriately reflect student achievement and likelihood of success in individual colleges and programs, and to set progressively more rigorous entrance requirements at the University's most selective colleges.

To recruit a cadre of highly talented students into the University through college honors programs and the new CUNY Honors College.

To ensure, for all students, core curriculum requirements and liberal arts programs of the highest quality.

To explore, through faculty discussion, ways of ensuring students' preparation for civic responsibilities through exposure to coursework pertaining to American history.

To work closely with colleagues across the University to ensure transferability of coursework.

To provide appropriate coursework in the major, or as prerequisites to the major, so that students can complete degree requirements in a timely manner.

To recruit talented students into teacher education programs and to provide teacher education programs of the highest quality.

To expand outreach through closer ties to unions, business and industry.

For graduate and professional programs at CUNY

To develop an array of flagship programs that allows the University to take its place among the top institutions in the nation.

To recruit faculty with national and international reputations in support of the flagship environment.

To provide a broad range of programmatic options, both traditional and innovative, within and across schools. To recruit talented students into teacher education programs and to provide teacher education programs of the highest quality.

To expand ties to unions, business and industry.

Implicit in these goals is the University's continuing commitment to workforce diversity and development. The statutory charge, defined by the New York State Education Law, to create a diverse workforce that reflects the unique population that the University serves is as necessary and important today as it was decades ago. To this end, 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 measure of CUNY's commitment to date is apparent in the statistics. Currently, the University's full-time instructional staff is 16% Black, 9% Hispanic, 7% Asian, and 6% Italian-American. Women comprise 46% of the full-time instructional staff. On the classified staff, 36% are Black, 21% are Hispanic, 5% are Asian, and 6% are Italian American; 49% are women.
Building upon the legal imperatives of equal employment opportunity and affirmative action, the University enters the new millennium with a renewed commitment and an even more expansive mandate. The goal of this expanded initiative will be to provide an environment that eliminates barriers to retention, fosters upward mobility, and encourages full participation by all CUNY employees at all levels of the institution. To this end, the University will increase its training component through the introduction of a faculty and staff training and development initiative designed to strengthen administrative leadership, broaden effectiveness through the use of new technology and enhance the development of required competencies for job growth and success. These opportunities for training, development and continuous learning will facilitate progress within the organization that is based upon fair, consistent and clearly defined measures.

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

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The pages of this document spell out a specific, programmatic vision for the future, with examples from all colleges. This vision includes:

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

It is a vision that recognizes not only the imperatives of modern life and the needs of the City and State. It also recognizes and reinforces the traditional role of a University in developing academic and intellectual potential and the centrality of the liberal arts and sciences in the development of that potential. Our ability to fulfill our historic mission will rest, to a great extent on our ability to attract the finest faculty, for teaching is, in reality, the heart and soul of the University. Our ability to meet the challenges of the new millennium will depend, finally, on whether or not we can produce a generation of critical thinkers.

Realizing this vision will require attention to enrollment trends, budget and revenue trends and opportunities, academic planning, student needs and services, and facilities planning, as well as the needs and expectations of the environment in which we conduct our business. It will also require, over the next four years, additional steps toward operating as a comprehensive and fully integrated system of senior and community colleges, graduate and professional schools. A major effort, entailing faculty research and partnerships with business and industry, will be required to strengthen the University's role in the economic growth of New York and the development of a workforce prepared to meet the needs of the 21st century.

The University is only as strong as its constituent colleges. Standing alone, however, the colleges lose the opportunity for strength that lies in cohesion and collaboration. Thus one more system priority must be to provide the colleges with the support and flexibility necessary to enable them to capitalize upon their unique strengths and chart a course within the broad mission of the University.

The 2000-2004 Master Plan will require resources. Mindful of the need to be stewards of the public funds and student tuition dollars which the University now receives, CUNY has made a renewed commitment to achieve productivity and program savings and to identify external funding sources to offset partially the cost of new and ongoing initiatives. Annual budget requests to the City and State will reflect the need for **resources above and**
beyond current funding levels to ensure the success of the blueprint described in the following pages. We have had some success in raising funds, centrally, from foundation and corporate sources. Such private funding will continue to be sought but it is always in the context of supplemental support. Budget requests and lobbying efforts will ask the City and State for in principle agreement with a Plan that is long-range and therefore dependent on their renewed support through the first years of the new millennium. CUNY is, after all, a public University, and it should be supported by the public it serves.

Only by setting a course and holding steady to that course can the University achieve its objectives; only by holding fast to those objectives can it avoid being buffeted by both internal and external forces.

I. BACKGROUND AND CONTEXT

Under Section 6206 of the New York State Education Law, the Board of Trustees of The City University of New York is required to submit a Master Plan, or Master Plan update, to the Regents every four years, and to “make recommendations . . . for the organization, development, and coordination” of the University. It is in this broad context that the University’s Master Plan for 2000-2004 has been prepared. The timing of this Master Plan submission assumes particular significance, for it coincides with major changes in leadership at the University and a renewed commitment to high academic standards and opportunity for the University’s urban constituents.

A Decade of Planning

The tradition of assessing its developments and charting its future through the Master Plan process is as old as the University. The 2000-2004 Master Plan has been prepared within that tradition. While describing a new system architecture, it takes into account three major planning documents:

☐ The 1992 Master Plan covered the period 1992-93 to 1995-96. It summarized the University’s mission, provided enrollment projections, outlined budgetary and facilities needs, described new system-wide planning activities, and identified goals and objectives. It was approved by the Board of Regents.

☐ The 1994 update reported on developments in enrollment, budget, facilities, academic planning, and programmatic activities.

☐ The 1995 Progress Report was submitted to the Governor and the Legislature in response to a requirement in the State budget that public universities prepare a multi-year plan. It described actions subsequent to the adoption of two important Board resolutions on Academic Program Planning in 1993 and on University Budget Planning and Policy Options ("37 Points") in 1995. It addressed the reallocation of budget and personnel resources to support academic and administrative changes, enrollment growth, technology, facilities planning, and policies for improving educational quality.

Among the policies and initiatives that emerged in the period since the 1992 Master Plan was adopted are several that stand as landmarks in the evolution of the University at the end of the century.

1. The Academic Program Planning resolution directed the University to take fuller advantage of its capabilities as a multi-campus system. Among other initiatives, it called upon the colleges to undertake long-range planning with regard to academic programs and to implement periodic review of academic programs on a regular basis to assure academic quality. It also provided for the coordination of resource allocations with academic planning activities, encouraged the greater integration of the University through intercollegiate programs and collaboration, and initiated system-wide planning in doctoral education and specialized studies in a number of other areas.
2. The resolutions approved as part of The University Budget Planning and Policy Options (which came to be known as the "37 Points") were designed to ensure the effective and efficient delivery of educational programs. They focused on various academic areas, including admissions, degree credit requirements, assessment, and remediation, and foreshadowed subsequent Board resolutions in these areas. The program which was set in motion inaugurated changes at the senior colleges that allowed them to set admissions standards criteria which, with one or two exceptions, had been unchanged since 1975. It also set limits on the time students would spend in remedial instruction.

3. A number of Board policies aimed at strengthening standards at the University were set in motion beginning in 1996-97 and strengthened following the arrival of new leadership and new members of the Board of Trustees. These included the establishment of appropriate mechanisms to: determine readiness for college-level work; measure student progress following remediation; evaluate the effectiveness of remedial programs; and shift the administration of remedial instruction to the most appropriate locus in the University. This focus on standards led to the establishment, in 1999, of a University-wide exit from remediation test. All CUNY colleges are now required to use common, nationally-normed, objective tests to determine when students who have been placed in remedial coursework have developed the necessary skills to move on to college level classes.

4. A multi-year planning orientation was adopted in Fall 1998, and encapsulated in the 1999-2000 and 2000-2001 budget messages. A major departure from previous practice, this new orientation opened opportunities for productive long-range thinking and planning and set the stage for the consideration of a range of possible futures.

5. A Business Leadership Council of prominent New Yorkers was established in November 1999 to advise on job opportunities for graduates, emerging industries and careers, internship programs, best business practices, and funding opportunities.

6. The Board of Trustees reaffirmed and strengthened University transfer policies to ensure that they are effective at removing barriers that might impede intra-University transfer. They also directed that students who have earned a City University Associate in Arts (A.A.) or Associate in Science (A.S.) Degree will be deemed to have fulfilled lower division liberal arts and science distribution requirements for a baccalaureate degree. The Board also reaffirmed that all liberal arts and science courses taken at any given City University college be considered transferable, with full credit, to every other City University college. It provided that full credit be granted for these courses in all departments and programs, and that they be recognized for the fulfillment of degree requirements even when transfer occurs before the completion of an associate's degree. The implementation of this Resolution was assisted by the development (1999) of the web-based CUNY Transfer Information and Program Planning System (TIPPS). The heart of TIPPS is an on-line course equivalency guide which provides information on how associate degree courses transfer to each of the senior colleges and how they satisfy lower division general education requirements.

7. The University's Master Plan Amendment was approved by the CUNY Board of Trustees (1999) and the New York State Board of Regents (1999). The Master Plan Amendment authorized the University to change its admissions policy by phasing out remedial education in its senior colleges. Admission to baccalaureate programs at the University is now determined through an index which incorporates SAT scores, high school GPA, total number of high school academic units, and GPA in high school English coursework. Indices have been established which allow distinctions among colleges according to level of selectivity. Faculty review committees examine the applications of students whose indices do not meet the criteria of their first choice colleges and make judgments about admitting these students on a case by case basis.

8. A partnership between the University and the New York City Investment Fund was established in FY 1999-2000 to develop an incubator plan and to design the investment and business support infrastructure for an incubator initiative. These efforts have enabled the University to respond more rapidly to commercially viable incubator initiatives and provide an internal CUNY technical support infrastructure.
9. The CUNY Institute for Software Design and Development (CISD) was launched in spring 2000. The Institute provides a center for promoting job growth in the software and information technologies industries in New York through the commercialization of advanced software technologies and software engineering methods.

10. A new paradigm for collaboration between The City University and the New York City public schools was announced, in Spring 2000, by the leadership of both systems' Boards and their Chancellors. The systems have established a structural relationship focusing on two priority issues: the effective preparation of high school students for college study and the recruitment and training of talented people for teaching careers.

A Decade of Initiatives

The City University is often a crucible in which national education concerns and priorities are defined and refined. The issues addressed by the University in the past 10 years, and those which will shape the next four years, have been under scrutiny and are transforming higher education on a national level as well as in New York. These issues include: raising admissions and retention standards; improving the quality of teacher education and other academic programs; strengthening the collaboration with the K-12 system to provide a "seamless transition" between high school and college; promoting instructional technology and distance learning, introducing cost efficiencies; providing opportunities for life-long learning; and strengthening economic development strategies.

At CUNY a number of specialized studies, undertaken by faculty and administrative task forces, have issued recommendations that have sought to shape the direction of new programs. These studies have addressed a wide range of student needs and sought ways to make the University most effective in responding to those needs. The reports include:

Immigration/Migration: the CUNY Student of the Future (1995)
Degree Credit Requirements at the City University of New York: A Comparison with National Practice (1995)
Cross Registration and Schedule Coordination (1996)
World Languages at the City University: Meeting the Needs of the 21st Century (1996), Succeeding at CUNY: A Report on Retention and Graduation (1996)
Library/Educational Technology (1997)
Doctoral Program Planning and Doctoral Faculty Replenishment (1997)
Graduation Rates/Institutional Effectiveness (1997)
Basic Skills and ESL at the City University of New York, an Overview (1998)
The Language Immersion Program (1998)
The University Summer Immersion Program (1998)
College Now (1999)

In addition, special, ad-hoc Board of Trustee Committees have studied the Seamless Transition from High School to College (1997-1999), Remediation, Performance and Graduation Rates (1997-1998), and the Community Colleges (2000).

At the same time, work has proceeded, through the joint efforts of faculty and administrators, to facilitate articulation among the University's colleges. This included the development of a common calendar. New standardized tests for placement and exit from remediation have been put in place, along with a proficiency exam which students must pass to graduate from associate degree programs and to move from the lower to the upper division coursework. The studies, and the initiatives which emerge from them, are creating a framework for the new system architecture.

The studies have also provided the context for a wide range of policy and planning initiatives to enable the University to promote its broad goals. A number of significant innovations, some of which have become national models, were developed or enhanced as a result of the studies' conclusions.
Collaboration with the New York City public schools has moved forward considerably in this decade. The College Preparatory Initiative (CPI), begun in 1991 has significantly improved the quality of students admitted to the University. College Now, initiated 20 years ago at Kingsborough Community College, has now been expanded to all CUNY colleges and nearly half of all New York City public high schools. The College Now model has been designed to permit earlier intervention, beginning in the ninth grade, to assist participating students. Looking Both Ways, a professional development program designed to promote improvements in writing instruction and assessment in both high school and college, has enhanced the capacity of teachers in both systems to enable students to meet the standards of academic performance that are embodied in the new Regents and in CUNY's writing exams.

The University Summer Immersion Program (USIP), "Summer Success at CUNY," designed to facilitate the transition to college through work in the areas of reading, writing, mathematics, and English as a Second Language has grown dramatically. Started in the summer of 1985 with 10 senior colleges offering pilot programs to 500 students, it has expanded by 1999 to serve nearly 18,000 students at all 17 undergraduate campuses. Studies show that students who participated in the USIP performed better and were retained and graduated at a substantially higher rate than underprepared students who did not participate.

The CUNY Language Immersion Program (CLIP), started as a pilot program in the fall of 1995 for students who needed an extended period of time in English as a Second Language classes in order to be successful in college-level coursework. This low-cost program offered at all six CUNY community colleges and at two senior colleges, allows students to voluntarily defer enrollment for up to a year in order to concentrate on the development of English language proficiency, which is essential for success in college. While students are in the CLIP they do not use up their financial aid.

Prelude to Success, begun in January 2000, allows groups of students provisionally admitted to a senior college to fulfill remedial requirements in one semester on a senior college campus while registered at a community college. Upon successful completion of Freshman Skills Assessment Tests students are assured of transfer to the senior college and full degree credit for all college level coursework completed.

The Teaching Opportunity Program scholarships (TOP) were created in response to a shortage of qualified teachers in a number of areas in the New York City school system. The Program has recruited talented students who had not previously considered teaching as a career. It is supported by the University and awards from private foundations and has raised nearly $1 million to date.

Workforce development programs, which ensure that students have the skills they need to enter the workforce, have provided a seamless transition to jobs and careers for thousands of participants. Initiatives in this area include cooperative efforts between the University and the Human Resources Administration and the New York State Department of Labor to provide educational opportunities to public assistance recipients.

State of the art research, especially in the sciences, has allowed CUNY to build a substantial base of economic development activity. Key CUNY economic development efforts have emerged in a number of scientific, engineering, and technology arenas. Among the initiatives are photonics, software design and development and new media, biomedical engineering, and an incubator program to support economic development in New York City and State.

Advances in technology have given faculty and students access to high speed networks to advance their teaching, learning, and research. A Digital Library Initiative, a multi-year, system-wide project, will lead to state-of-the-art library telecommunications, improve instructional laboratories in the libraries, and create a digital core collection to increase the number of reference and research resources that are available to CUNY patrons online "anytime, anywhere." At the highest level of technology–based curriculum development is CUNY OnLine, a project that brings ten CUNY colleges into a consortium to offer sequences of courses eventually leading to entire degree programs, entirely asynchronously. The CUNY WriteSite, a network-based writing resource for CUNY writers from basic to professional, is an engaging, interactive resource that builds on the national trend toward online writing laboratories.
Despite significant pressures, including changes in higher education nationally, limited budgets and a decline in full-time faculty, the University has nevertheless been able to capitalize on its quality as an academic and research institution and provide an environment in which students and faculty have achieved the greatest distinction. These awards have covered just about every conceivable area of human endeavor.

- The 1999 Pulitzer Prize for History was won by Edwin G. Burrows of Brooklyn College and Mike Wallace of John Jay College for their book, *Gotham: A History of New York City to 1898*.

- This year John Corigliano, of Lehman College, won an Academy Award for his soundtrack to the movie, *The Red Violin*. His latest work, a song cycle titled “Mr. Tambourine Man: Seven Poems of Bob Dylan,” received its Carnegie Hall premiere in March.

- Distinguished Professor David Del Tredici, of City College, has won the Pulitzer Prize and 21 ASCAP Awards for his original compositions, and Distinguished Professor Ron Carter was named an American Jazz Master by the National Endowment for the Arts.

- In 1998 the Carnegie Foundation for the Advancement of Teaching named Dr. Judith Summerfield, from Queens College, the New York State Teacher of the Year, the third CUNY faculty member to be so honored by the Carnegie Foundation in four years.

- A major historical study written by Dr. Yaffa Eliach, a member of the Brooklyn College faculty, was a finalist for the National Book Award.

- Also at Brooklyn, Music Professors Noah Creshevsky and Tania Leon each received, in 1999, an American Society of Composers, Authors, and Publishers (ASCAP) award for their catalogue of compositions as well as recent performances of their work.

- In 1995 Rosalind Petchesky, of the Hunter College Political Science Department won a MacArthur Foundation “Genius Award.”

- In March 2000, Professor Richard Lieberman, of LaGuardia Community College, was awarded the Sloan Public Service Award from the Fund for the City of New York, for the "ingenuity, energy, and compassion" he brings to his work as Director of the LaGuardia and Wagner Archives, and to the teaching of New York City history.

- Jill Bargonetti, of Hunter College won the Presidential Early Career Award for Young Scientists for gene research related to breast cancer and AIDS.

- Also at Hunter, Professors Andrea Blum (Art), Chang Rae Lee (English) and Thomas Head (History) won Guggenheim Awards, and Professor Margaret Crahan (History) received a Woodrow Wilson Award.

- Several CUNY faculty have received the Mayor's Award for Excellence in Science and Technology including Distinguished Professor and Einstein Professor Dennis Sullivan of the Graduate Center, Distinguished Professor and Einstein Professor Andreas Acivos, of City College and Distinguished Professor Myriam Sarachik, also of City College.

- In 1996 the Museum of Modern Art presented a retrospective of the photography of Professor Roy De Carava of Hunter College.

- Four faculty at City College (Andreas Acivos, Herman Cummins, Melvin Lax, Myriam Sarachik), and one at the Graduate Center (Dennis Sullivan) are members of the prestigious National Academy of Sciences.
• Three faculty at City College (Sheldon Weinbaum, Reuel Shinnar, and Andreas Acrivos) are members of the National Academy of Engineering.

• This spring Vivian Ka, who attends the Sophie Davis School of Biomedical Education won a Fulbright Fellowship for study abroad which she will use to study traditional Chinese medicine at the University of Western Sydney in Australia. Ms. Ka, who is the second City College student to win a Fulbright since 1995, also won a place on USA Today’s 2000 all-USA College First Team in February.

• Another Sophie Davis Student, Sherry Xin Hsu earned a Second Team award from USA Today with her research on how the compound pravastatin removes plaque from arteries, her work as director of a Harlem tutoring program, and her student government service.

• In 1998 two students from Queens College, Tara Helfman and Joseph Stern, won British Marshall Scholarships for doctoral study in England, out of a total of 34 awarded in the United States.

• Brooklyn College Classics major, Marcia DeVoe has been awarded a prestigious Beinecke Scholarship for graduate study, one of only twenty-one in the country.

• The American Institute of Chemical Engineer’s 1998 National Design Competition was won by a team of CCNY chemical engineering students who defeated champions from five other regions.

• John Jay College of Criminal Justice was ranked number one in the country by U.S. News and World Report (1998 – Best Graduate Schools issue) for its criminal justice policy specialization in the Master in Public Administration (MPA) Program.

II. VISION FOR THE FUTURE

Creating a Flagship Environment With Highly Selective Colleges and a University-wide Honors College

Beginning in September 2000, CUNY embarked upon a focused strategy to enable it to take its place among the top public institutions of higher education in the country. To help achieve this goal the University is establishing a "flagship environment" that will foster national prominence in targeted undergraduate liberal arts and science programs, and professional and graduate programs, particularly in areas where high academic quality allows CUNY to play a unique role among institutions.

A central component of CUNY’s effort to build disciplinary strength and establish a flagship environment is the replenishment of full-time faculty and the improvement of the ratio of full-time to part-time faculty. This need is apparent from the high percentage of undergraduate course sections taught by adjunct faculty, which increased to 48% at the senior colleges and 49% at the community colleges in the Fall of 1998. The excessive reliance on adjunct teaching is counter to exemplary academic practice and was identified by the New York State Board of Regents’ Commission as one of the greatest threats to program quality in higher education.

To increase the number of full-time faculty and improve the full-time/part-time ratio, the University has planned a five-year initiative to recruit highly qualified full-time faculty. The objective is to steadily increase the full-time/part-time faculty ratio each year over the next five years. This initiative, and its eventual goal of a 70/30 ratio of full-time to part-time faculty, is dependent on the State and City’s in principle commitment to University objectives. The University's FY2001 Budget Request represents the first phase of this initiative. In each of the following four years the University will request additional support for new full-time faculty.

One approach to replenishing faculty strength in support of the creation of a flagship environment at CUNY is “cluster hiring,” a strategic effort to bring to the University significant sized cohorts of new faculty in programmatic areas of importance over a 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 need, and their intellectual breadth and depth as appropriate for a major academic institution. This model of resource investment has begun to enable the University to attract better quality faculty, who are aware that a major buildup in their area of interest is underway, and allows CUNY and its colleges to build new levels of excellence and prominence in selected areas.

The University began selecting areas for flagship investment during the 1999-2000 academic year; cluster hiring was initiated in four designated areas:

- Photonics
- Teacher Education
- New Media and Computer Science
- Foreign Languages

Selected areas are allocated a multiyear package of resources, including a cluster of faculty and staff positions, and an appropriate level of funds for start-up equipment and facilities.

Initial new faculty hires have been made in the software and new media areas as well as in the area of education/second language acquisition. A broad planning process has been underway for building a major flagship program in photonics, complementing and building upon existing research strengths, including CUNY’s New York State Center for Advanced Technology in photonics. Photonics is of increasing importance in communications, computing, displays, data management, and imaging. Applications to medical diagnosis and treatment are a particular focus of CUNY’s program.

This initiative is a good example of how the University intends to proceed, and so is described in detail below.

**Photonics Flagship Program**

The photonics flagship initiative is intended to propel CUNY to the very highest ranks of photonics research in universities both nationally and internationally. It will also help raise the stature of The City College, the lead campus for photonics at CUNY, in both the sciences and engineering. The CUNY photonics flagship program will greatly enhance CUNY’s ability to contribute economic benefit to New York City and New York State and, because of CUNY’s proximity to some of the nation’s finest biomedical research institutes, will foster partnerships between the University and these institutions.

**Timeline for Implementation of the Photonics Flagship Program**

**1999-2000 (planning phase)**

Under the auspices of the Central Office of the University, a group of external consultants from photonics intensive industries (Lucent Technologies, NEC, Corning, Lockheed Martin) and major photonics centers (Princeton, Univ. of Rochester, Boston University) have been working with a multi-campus CUNY faculty think tank to develop the broad strategic outlines of the photonics flagship initiative. Plans for participation in the photonics initiative have been solicited from key campuses and have been incorporated into the process. Consultative meetings have taken place with the participating campus administrations. Participating campuses include: The City College (lead campus), Brooklyn College, Queens College, Hunter College, the College of Staten Island and Queensborough Community College. Queensborough will contribute to technical training and support through its Laser and Fiber Optics programs and resources for that purpose have been allocated. Further interaction with campus academic departments and faculty will take place before the end of the academic year.

The emerging plan calls for establishing an overarching Photonics Institute at CUNY to oversee the effort. It calls for the hiring of approximately 20 faculty researchers over the next four to five years, with appropriate start-up equipment and laboratory renovation, the hiring of a like number of scientific and technical support personnel over the same period, and the planning and construction of a 40,000 square foot Photonic Compact Device Center at City College. Of the twenty new research faculty, five or six are to be renowned scholars who, with several distinguished scientists already at CUNY, will form the scientific leadership core of the Institute. Hiring will take
place in several disciplines, including physics, chemistry, chemical engineering, electrical engineering and mechanical engineering. Approximately half the hires will be at City College and the remainder will be at the other four participating senior college campuses. Initial advertisements for the cluster hiring will be placed in late Spring and early Summer. The plan also calls for establishment of special research and educational programs at the graduate and undergraduate levels, and the establishment of close ties with industry and medical/biomedical institutions.

2000-2001

Approximately seven faculty, including four at the leadership level will be recruited, with about half joining CUNY for the Spring semester and the rest arriving for the following Fall. Construction plans for the Device Center will be drawn up by architects and bids let out for Contractors. Plans to integrate CUNY incubator efforts with the photonics initiative will be developed with the intention of having an incubator program in place on the City College campus the following year. An industrial and medical/biomedical advisory board will be established. Partnerships with large industrial corporations and with medical/biomedical institutions will be formalized.

2001-2002

Seven additional faculty including the remaining leadership faculty will be recruited, arriving at CUNY in the Spring and following Fall semesters. Construction of the Device Center will commence. The Institute will be fully organized and functional. About ten of the twenty support personnel will be hired. Except for the Device Center, all equipment for hired faculty will be on order or in place. Space for up to fifteen incubator companies will be in place on or near the City College campus in late Spring; the organizational needs of the incubator facility will also be in place. Recruitment of anchor and other tenants will be ongoing over the Spring semester. Some new educational programs will be in place as will some new research programs for graduates and undergraduates.

2002-2003

Six additional faculty will be recruited, arriving in the Spring and following Fall. Major construction on the Photonics Device Center will be well underway and equipment will be on order. Five to eight photonics related companies will be occupying the incubator facility. Educational and student research programs will be fully in place, and student recruitment will be in full swing.

2003-2004

Any unfilled faculty positions will be re-recruited, with faculty arriving in the Spring and the following Fall. The Institute will be in full swing. The Photonics Device Center will be completed. Five to eight additional incubator companies will be on board.

Anticipated Five Year Photonics Outcomes:

- Increase (over 1999 levels) of $5M per year in external grants and contracts for faculty;
- Center level grant funding increased by $2M per year;
- About 12 photonics incubator companies at CUNY;
- 80 new jobs created in New York State due to photonics effort at CUNY;
- Economic impact of photonics effort at CUNY rises to a level of $20M per year;
- 50 new graduate students attracted to CUNY over the five year period;
100 undergraduates move to careers in photonics through choice of major and participation in research and educational programs of the Institute.

At the end of ten years, photonics at CUNY will evolve with changing technological advances and needs. There will be a large cohort of companies in the incubator, as well as a larger cohort of "graduate" companies, many remaining in New York and maintaining close or "alumni" relations with the Institute. Economic development will be at the $40M per year level, including impact of successful companies that continue to exploit value obtained from past affiliation with the Institute. Cumulative economic impact over the ten-year period will be over $150 million.

**Structural Biology**

Another area that will be targeted for flagship designation is the biological sciences. The imminent completion of the human genome sequence represents a colossal achievement, but it also poses daunting scientific challenges. The University plans to respond creatively to anticipated information on the "molecules of life," supporting faculty researchers and students who will mold this information into diagnostic and therapeutic methodologies that are ultimately beneficial to human health. Planned research represents efforts at fundamental discoveries, production techniques, and syntheses that are critical for new applications to human health.

These efforts would be complemented by programmatic development appropriate to the education and training of undergraduate and graduate students. One approach will be to develop the theme of structural biology through new concentrations: within traditional majors and between cognate scientific disciplines. This will make efficient use of University resources and build bridges among faculty participants on the basis of teaching goals as well as research agendas. At the graduate level, a Structural Biology and Molecular Biophysics subdiscipline would also be developed in the Ph.D. programs in Chemistry and Biochemistry.

The structural biology initiative will be strengthened by the University's participation in the building of centralized state-of-the-art facilities at the New York Structural Biology Center. Facilities of this nature will allow researchers to focus on key biomedical problems such as the molecular basis of pathology X (e.g., neurodegenerative diseases, cardiovascular malfunction, obesity, fungal infection) and the self assembly of macromolecules and complexes, membrane proteins, drug-DNA complexes.

**An Integrated System with Flagship Programs**

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

**College Planning in the Context of the Flagship Environment**

As the colleges engage in their own academic planning, new programs and the enhancement of existing programs reflect the University's goal to advance to a flagship environment. College planning also supports key themes expressed in the University's Master Plan. As the Board of Trustees approves new programs, and the Chancellery provides institutional resources for existing programs, the focus will be on those that are viewed as central to the college's mission and reputation, central to the needs of the students and communities served by the colleges, and central to the goals of the University.

The largest proportion of new programs under development within the University is in the liberal arts and sciences. However, a significant trend is the increasing demand for and development of master's degree programs in professional areas, including the allied health fields, business, engineering, and architecture. At the undergraduate level, including the associate degree level, the development of professional programs will also be prominent with a particular focus on new programs that will serve workforce and economic development needs in the city. New
associate degree transfer programs are also planned to better serve as career ladders to baccalaureate study for the University’s large and diverse community college population.

A number of programs recently approved, or in development, illustrate college efforts to plan with University goals in mind. These include the following.

Baruch College’s full-time MBA Program, currently among the top 7% with respect to GMAT scores, aims to achieve a ranking within the top 25 MBA programs nationally.

An AAS program in Multimedia Programming and Design at the Borough of Manhattan Community College, recognized nationally, will provide state-of-the-art technical training for BMCC students and help provide New York’s software and new media industries with a qualified work force.

Brooklyn College’s Arts Council, in cooperation with the Department of Computer and Information Science is developing proposals that will address the New Media. The specialized Program in Integrated Media Arts will be offered to Master’s students in Art, Film, Music, Television and Radio and select undergraduates. Emphasizing collaborative projects and hybrid forms of art, PIMA will explore possibilities for the use of telecommunications in music and related arts through the use of languages such as HTML, Perl, Java, Shockwave, etc.

City College has targeted the Natural Sciences, Engineering, and Architecture for development. Inauguration of a BE program in Computer Engineering and Advanced Certificate Programs in Special Topics in Engineering, pending State approval, and new programs at the master’s level in Architecture and Bioengineering are the focus of this effort. The master’s program in Bioengineering will complement the University’s new and Innovative Ph.D. Program in Bioengineering that recently received State approval.

At Hostos Community College an Engineering Sciences program has been designed, with the faculty of the City College Department of Engineering, through which students may complete their Associate degrees at Hostos with full transfer to City College’s Engineering programs. The letter of intent has been signed and both institutions are anticipating full implementation in the very near future.

In keeping with the College’s mission, Hostos Community College plans to expand its programmatic offerings in the health sciences to address critical workforce shortages in the health care field. Working with community health care providers, the College is also identifying the retraining needs of current employees in various Allied Health professions. Capitalizing on the strengths of existing offerings, and working with employers, the College will expand existing programs and develop new ones to address these retraining needs.

Hunter College plans to establish a master’s level program in Biotechnology, built upon the College’s broad strengths in the biological sciences. The College is also enhancing its presence in the field of photonics and anticipates that new facilities and staff will enable the proposed programs to attain eminence in the field. In addition the college plans a new MFA program focused on the convergence of digital technologies, particularly in “new media.”

John Jay College of Criminal Justice has designated the forensic sciences as an area for special resource enhancement. In addition to its current nationally acclaimed programs in the field, the College plans a master’s level program in Forensic Information Systems. The program will train professionals to use the most sophisticated systems of information retrieval and analysis that are used by criminal justice agencies. In November the Board of Trustees approved John Jay’s proposal for a baccalaureate program in International Criminal Justice.

Kingsborough Community College has designated information and business-related technologies as an area for resource enhancement. In an innovative collaboration between computer science and business faculty, the College is developing an AAS program in Information Management.

LaGuardia Community College is developing a Deaf Studies option within its AA program in Liberal Arts and Sciences that will allow students to attain competence in American Sign Language and familiarize themselves with
deal culture. The College also plans an AS in Engineering Science that will comprise a dual/joint AS/BE degree to be offered jointly with the City College School of Engineering.

Lehman College has targeted the area of Computer Imaging, Software and New Media Design. The department of Mathematics and Computer Science and the Department of Art have jointly established a program in Computer Imaging and Graphics which brings together concepts of art and design with advanced technology in digital media, animation and modeling. This will further software research and development as well as foster productive relationships with computer-based industry.

Medgar Evers College plans to open a BS program in Mathematical Sciences (currently pending SED approval) that will encompass a number of programs in quantitative and scientific disciplines.

Queensborough Community College is currently engaged in planning two new degree programs: one in computer graphics, and the other, a collaborative effort between the Department of Mechanical Technology and the Department of Art and Photography to offer an Associate Degree in Computerized Art, Design and Manufacturing.

The CUNY School of Law envisages working closely with other graduate professional programs to enrich course availability and educational opportunities available to students and to create and strengthen interdisciplinary collaborations. Plans include the design and distribution of a joint recruitment piece for all of the graduate programs and an initiative which would draw upon the outstanding faculties of the Law School, the Hunter Schools of Social Work, Urban Planning, and Public Health, the Schools of Business and Public Affairs of Baruch College, the Architecture and Engineering Schools of City College, and others.

The Graduate Center, in response to the critical need for research and analysis on the role that public education plays in contemporary urban society, has developed a Ph.D. program in Urban Education. The Program will prepare leaders in educational research and policy analysis who have a broad understanding of the complex issues facing urban education in America.

Establishing a Highly Selective Honors College

Beginning in Fall 2001, the University will embed, in its flagship environment, a new CUNY-wide Honors College.

Honors College students will be selected through an index that includes SAT scores, high school GPA, academic coursework, essay, and interview. The admissions policy will be constructed in such a way as to be non-discriminatory and to reflect the demographics of the University at large.

The Honors College will build on the unique resources of both the University and the City in which it is located. Drawing on faculty from the undergraduate, graduate, and professional schools, it will provide selected students with special opportunities to experience the talent and expertise which exist across the campuses. A "Cultural Passport" will enable CUNY students to experience the riches of New York City, otherwise unavailable to many young people. Discussions are now taking place with leading cultural institutions in New York City.

Honors College students will initially be drawn from the honors programs at a small number of CUNY colleges. These students will take, in common, but on their respective campuses, one Honors College seminar each semester, along with their college honors coursework. For lower division work a cadre of selected faculty from undergraduate, graduate, and professional schools across the University will offer instruction at the college at which Honors students are enrolled. For upper division work, students will have the opportunity, if they wish it, to experience the talent and expertise that exist across the campuses. For these students movement across the campuses will be facilitated to allow them to work with CUNY's finest teachers and scholars and to take advantage of the University's most sophisticated instrumentation and facilities.

Students will engage in specially designed cohort activities, both on campuses and at the various cultural institutions that are the heart and soul of New York City. Regular visits to these institutions will be fully funded.
through the Honors College "Cultural Passport" and meetings will be planned with New Yorkers active in the arts as well as in civic and governmental institutions.

The University plans to admit students into the Honors College in Fall 2001. Those accepted for the program will be provided laptop computers and an academic expense account, which can be used to pay for a study abroad or similar, academically enriching experience. The size of the Honors College will increase incrementally from 2001 – 2004.

**Improving Teacher Education**

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

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

- A technology link between CUNY and the New York City Public Schools. This initiative, which will begin at Lehman College in September 2000, will establish "smart classrooms" for pre-service elementary and secondary school teacher education students in the University's schools of education. A special feature of the initiative will involve interactive video-conferencing between college students, who observe master teachers implementing exemplary programs in their classrooms, and teachers who participate in discussions of pedagogical strategies before and after classroom observations. This experience provides an opportunity for teacher education students to see and discuss classroom management strategies in live situations. Students develop an understanding of how to turn theory into practice prior to beginning their student teaching experience.

- A new incentive structure to aid recruitment of students into teacher education programs beginning in the junior year. These students would be provided free tuition in the senior year of college, and at the master's level, and summer stipends following the junior and senior years. They will be required to commit to a teaching assignment in either an area of great need in the public schools (e.g., science, mathematics, foreign languages, bilingual education, reading) or in a SURR (Schools Under Registration Review) school. Selection of students will be based on grade point average in the major.

- An increase in the number of students participating in the Teaching Opportunity Program, i.e., 100 students in summer 2000 and 150 students in summer 2001.

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

Over the next four years all colleges offering programs leading to teacher certification will continue to implement strategies to strengthen their education programs and to ensure compliance with recently adopted Regents' requirements for programs leading to teacher certification. This includes the attainment of professional accreditation, meeting student performance expectations on teacher certification examinations and complying with new certificate title structures and all regulatory requirements for enhanced program content.

Activities and strategies employed by the colleges to achieve these requirements include:

- Raising teacher education program admission standards and establishing progression criteria that require students to demonstrate the ability to assume a professional role in the schools. Programs are ensuring consistency among coursework, the State Learning Standards and public school curricula, and using the State Teacher Standards and Teacher Education Standards as guides to curriculum structure and content.
• Strengthening student exposure to core liberal arts and science coursework and appropriate content standards and improving collaboration between Education Faculty and Liberal Arts and Science Faculty.

• Revising established dual/joint programs in education between community colleges and senior colleges and developing new programs to assist articulation.

• Strengthening support services for education students and creating (or enhancing) 'Instructional Resource Centers' to help them master the use of instructional technologies and provide access to the latest teaching resource materials.

• Strengthening programs by replacing full-time faculty lines in the academic core and teacher education programs (almost 40% of the teacher education faculty lines have been lost system-wide during the past decade).

• Infusing rigorous writing standards throughout the curriculum and requiring repeated and sustained experiences in writing. The particular needs of ESL students for writing instruction beyond ESL coursework will be addressed by these efforts.

• Promoting staff development opportunities for teacher education faculty and pre-service opportunities for students by utilizing resource-rich institutions such as the Lincoln Center Institute and the American Museum of Natural History.

The University is also planning a Ph.D. program in Urban Education to be offered at the Graduate School and University Center. The program is being developed in response to the critical need for research and analysis on the crucial role that public education plays in contemporary urban society. It is anticipated that this innovative new program will be of great significance to those who educate classroom teachers and set educational policy.

Many of the colleges have developed innovative plans to improve their own teacher education programs. Examples follow.

**Baruch College**

Key objectives for The Educational Leadership Program over the next four years are:

• A closer relationship with the New York City Board of Education in developing a new core of school administrators;

• Evaluation of the alternative models for delivering publicly supported education that are being introduced, as well as research in areas related to the supervision of school districts;

• Sponsorship of workshops directed at increasing leadership skills at the school district level.

**Hunter College**

• The college has received funding from the Lucent Foundation to develop a direct video connection between Hunter and classrooms in District Four. This will allow faculty to work with student teachers in real time in a classroom setting, as well as allow students to observe master teachers in action. The College is also creating a new learning space for future teachers. This space will include a new smart classroom and an updated and renovated computer laboratory that will allow students to gain direct and intensive experience with state-of-the-art educational technology.

• Hunter's program for the preparation of teachers of the blind was chosen as the site for distance education of these teachers throughout New York State.
Lehman College

- Urban Teacher Academy Project. This pre-college program is an expansion of the Walton/Lehman pre-teaching program supported by a three-year, $1.2 million USDE grant intended to create two 9th through 12th grade “corridors” (Bronx middle school leading to a high school) that will nurture the potential development of future teachers beginning in middle school.
- Para-Educator Pathways to Teaching Careers program. This is a five-year, USDE-funded program ($1.16 million) begun in 1998 to prepare qualified para-educators to be bilingual elementary school teachers. The program is designed to support the professional development of paraprofessionals and includes strong entrance and continuation standards and the continual use of technology throughout the program.

Queens College

- The Queens College School for Math, Science and Technology, which was initiated this year, establishes a focal point for educational training and development while, at the same time, providing a quality education for the students enrolled. It will expand incrementally over the next four years.

The College of Staten Island

- Recruiting the Brightest Minds to Teaching Careers. The CSI Teaching Scholars program, funded by the National Science Foundation, is designed to recruit high-achieving students who are majoring in mathematics, science, and computer science into teaching. To help address the increasing demand for qualified teachers, the college is in the process of designing an “alternate track” master’s program for individuals who are changing careers.
- Improving Teacher Preparation. With the support of a FIPSE grant, CSI is promoting pedagogical change both in teacher education courses and in courses in the liberal arts and sciences.
- Enhancing the Quality of K-12 Teaching. The College supports in-service teachers through the many grant-funded projects of the Discovery Center that engage practicing teachers in curricular reform based on models of discovery learning and interdisciplinary teaching. The Discovery Center’s grants, which totaled just under $1 million in 1998-1999, are changing the way State Island high schools promote student learning.

Expanding the Use of Technology in Teaching and Learning

Over the next four years, the University will make a major investment in technology initiatives designed to enhance instruction and to equip graduates with the tools and skills they need to contribute to the City’s and State’s economic vitality in the new information-based global economy. In part this investment builds on the infrastructure developed through the “CUNY Online” project, which was partially funded through a grant from the Alfred P. Sloan Foundation. The project entailed delivery of courses, training, technical support, and incentives for participating faculty, and a web-based support structure for students. Its objective was to implement an alternative educational delivery system that would address the needs of a growing segment of existing CUNY students, and to make CUNY educational programs, at all levels, available to a set of potential students unable to take part in traditional fully-synchronous on-campus programs. CUNY faculty, to this point, have used CUNY Online to deliver completely asynchronous courses as well as for “hybrid” courses, where key aspects of a course are delivered asynchronously to enhance the student’s learning experience.

The University will submit a new grant proposal to the Sloan Foundation in Spring 2000, which will seek partial funding of a 3-year initiative focusing on:

- Developing a central administrative structure for instructional technology, including professional development;
• Development and delivery of asynchronous and hybrid courses enrolling 10,000 students University-wide by 2003;

• Development and delivery of on-line curricula to health care workers.

CUNY Online Plan, June 2000-June 2003

An aggressive three-year development cycle is planned for the expansion of CUNY Online. This bold new instructional technology initiative will grow and develop in close concert with academic policy-making and academic program implementation as guided by the University's administration.

Year I - 2000-2001: Special Activity Focus: Expansion of graduate and professional program offerings

• Continue asynchronous course development activities at all levels and across all CUNY campuses. Objective: 100 additional courses.

• Development of a strategic plan for expanding availability of asynchronous graduate and professional degree programs during Phase II.

• Preparation of a three-year implementation plan for an administrative and student services infrastructure to support CUNY Online.

• Development of a comprehensive plan to ensure the economic sustainability of CUNY Online beyond the life of the project.

• Scaling-up of the faculty training effort to support increasing faculty participation, the need for re-training, and the incorporation of a multimedia component to reflect technology advances.

• Development of a plan to enhance the skills of incumbent workers in a critical New York City industry, health and human services — an industry that represents 20% of the employment base of our city — via carefully transitioned web-enhanced, hybrid and asynchronous course offerings in a tier of offerings including certificates, two-year and four-year degrees.

• Preparation of a report on an expanded assessment of CUNY Online’s impact on students and faculty, and on the overall institution.

Year II - 2001-2002: Special Activity Focus: Determining the Appropriate Role for Hybrid and Asynchronous Offerings in CUNY's Undergraduate programs

• Continue asynchronous course development activities at all levels and across all CUNY campuses. Objective: 100-125 additional courses.

• Drawing upon two years of experience with asynchronous and hybrid undergraduate offerings, develop a comprehensive strategy for applying the asynchronous and hybrid modalities to undergraduate education at CUNY. Determine how burgeoning interest in offering web-enabled courses can be built upon to expand hybrid and synchronous offerings.

• Implement first year of the plans for an administrative and student services infrastructure to support CUNY Online.

• Implement first year of the economic sustainability plan.

• Scale up the faculty training effort to support increasing faculty participation, continue to refine the offerings and incorporate new technologies as appropriate.
• Implement the first year of programming to address the training of incumbent workers in the health and human services industry.

• Continue assessment of asynchronous courses and their impact; review progress toward the objective of offering graduate and professional degree programs asynchronously; review effectiveness of first year of economic sustainability model, assess overall impact to-date of CUNY Online to the University.

Year Three - 2002-2003: Special Activity Focus: Expanding the health and human services workforce development industry-based strategy into a cohesive asynchronous strategy for supporting New York City’s economy.

• Continue asynchronous course development activities across all CUNY campuses. Objective: 150-200 additional courses.

• Assess and report on results of the workforce development programs for the first critical industry; plan workforce development initiatives for 2-3 additional industries.

• Implement the second year of the administrative and student services infrastructure plan.

• Implement year two of the three-year economic sustainability plan.

• Continue scaling up the faculty training and re-training programs, incorporating the latest instructional technologies.

• Conduct comprehensive phase II assessment: Asynchronous courses and their impact; progress toward delivering graduate and professional degree programs; effect of asynchronous availability on undergraduate programs; impact of workforce development programs on targeted industries; effectiveness of economic sustainability model; overall influence of CUNY Online on the University.

Faculty Professional Development in Teaching and Technology

CUNY-wide opportunities will begin in the summer of 2000 with a two-way mentoring project involving teams of graduate students and faculty who will construct websites for highly enrolled courses. This pilot project will pair, by discipline, graduate students with expertise in creating webpages with professors who teach highly enrolled courses. The products to result from this pairing are:

• Two-way mentoring will allow faculty to learn about webpage design and development and graduate students will become more familiar and adept with the pedagogy of their discipline.

• A course webpage will be devised which is common for the highly enrolled course in question.

• The professor involved in setting the standards for the common course webpage will be able, with the help of the graduate student, to construct a website for his/her section of the course. The graduate student will become involved in the experience of adding and monitoring synchronous chat or asynchronous discussion groups in the section when taught in the fall semester 2000, if the professor so desires.

A three-pronged effort will attempt to reach as many faculty as possible who are interested in adding technology to the classroom pedagogy. This will include:

• The website development project for highly enrolled courses will continue. In October 2000, the project described above will be repeated, taking into account feedback and assessment from the pilot. Graduate students will assist the professor in courses taught in the Spring 2001 semester. Undergraduate students will be recruited to help establish or embellish websites for colleges, departments and individuals.
• Face-to-face introductory immersion workshops, offered in each borough, will provide faculty with a comfort level in using the technological tools available to enhance their classroom experiences. These will include everything from uses of e-mail and software programs such as PowerPoint, Excel and Word, to how to use the web effectively as a useful addition to classroom pedagogy. The workshops will be repeated during the January intersession; additional intermediate sessions will be added if interest warrants.

• Workshops in asynchronous teaching and learning will allow faculty to be both students and facilitators as they consider the pedagogical and institutional issues related to asynchronous learning. Nationally recognized professional development experts can provide these experiences and certify those who successfully complete the course in asynchronous facilitation. CUNY will facilitate the training of personnel within the University to provide the asynchronous professional development opportunity described above. By 2002, asynchronous professional development will be offered from within CUNY to its faculty and staff.

Other activities relevant to professional development are or will be available as well.

• CUNY Online will continue to provide support for faculty in using the platform of choice (Blackboard) at CUNY for asynchronous classroom work. Hands-on workshops in the use of Blackboard offered in outreach programs, combined with asynchronous workshops, would enhance participation from distant College campuses.

• State-of-the-art Multimedia Training facilities are emerging on campuses throughout CUNY. University Academic Technology (including CUNY Online), the Graduate School and New York University are providing training in some of these techniques at various CUNY sites. These provide hands-on opportunities for faculty interested in the use of multimedia teaching tools especially in large theatre lectures (smart classrooms). Examples include 3-D interactive video, streaming video, and computer-graded assessment tools.

• There will be increased communication and sharing of information and best practices within the Teaching and Technology area through meetings and workshops with college representatives who will disseminate information at their colleges. A newsletter (both electronic and paper) will enhance this communication.

College-initiated professional development programs for faculty in teaching and technology should be enhanced by the CUNY-wide efforts. Each element in the program will be evaluated and refined as necessary.

The individual CUNY colleges are also deeply involved in instructional technology efforts. The following examples illustrate ongoing initiatives at specific campuses and plans for the future.

**Baruch College**

The Zicklin School of Business offers its students a resource unmatched by any other business school in the New York area: the advanced high-technology Subotnick Financial Services Center (SFSC). This instructional facility features a fully equipped trading floor where students gain the type of hands-on experience ordinarily available only in positions at leading financial services firms. High-end networked computer workstations, live data feeds, real-time market quotes, and computerized trading models enable students to evaluate both real and simulated market information, make split-second decisions, and analyze the results. Data and software tools give participants opportunities to apply performance measurement and risk management principles. Combining academic theory and financial services practice, the Center permits simulation of complete trading floor activities and serves as a living laboratory for software and systems development and research by faculty and students. The Center also provides the financial community with a test site to evaluate the performance and effectiveness of new products and technology. Major technology vendors and financial services firms can use the facility for corporate training events on a regular basis.
Borough of Manhattan Community College

The CISCO Academy program will continue to provide high tech education that culminates in CISCO certification and gives students employment opportunities in a very competitive field. The first CISCO class was offered in Fall 1999. An intensive six-month training program began at that time in Northern Manhattan's Empowerment Zone, offering community residents a no-cost opportunity to receive CISCO's first certification. BMCC's Continuing Education Program will build on its partnership with CISCO Systems, Inc. to deliver higher levels of CISCO certification in the Upper Manhattan Empowerment Zone. BMCC has partnered with CISCO Press and Arizona State University to provide education leading to the second level CISCO Certification in the year 2001.

BMCC's library services will be guided by a notion of "just in time" information service over the Internet. Currently, the library's main focus is to complete and expand the virtual library database and to provide a quality print service for its extensive list of electronic journals. A number of initiatives are planned over the next 12-24 months.

- The college plans to initiate an electronic reserve service. Under this program, the traditional reserve "boxes" requested by the faculty will be replaced by dropping e-documents into folders in the server, thereby removing the limitations of time and distance.
- Inter-library loan service will be offered to a selective group of students, e.g., students in the Out-in-Two Program or students holding honors contracts in the Honors Program.
- In a parallel effort, the college plans to begin a no-cost document delivery service to faculty in support of their research.

BMCC's Title III Program, over the course of a five-year period, will fund the creation of a number of computer-intensive classrooms and labs that will help to meet the ever-expanding demand for computer facilities at the college. The grant also funds once-a-term weeklong intensive institutes and weekly workshops in which some forty-five faculty participants over the life of the grant discuss pedagogical applications of the latest educational technology. In these workshops and institutes, participants develop projects to bring the benefits of technology - ranging from the Web to teleconferencing - to their classes. Participating faculty also assume the responsibility of serving as mentors for colleagues in their department to widen the circle.

Bronx Community College

Plans to complete the campus network infrastructure are 95% complete. Fiber has been connected to each building. Approximately 75% of full-time faculty have PC's connected to the campus network, with plans for 100% connectivity in the near future.

By the end of 2001, the College plans to increase the number of distance learning courses, establish an Instructional Technology Lab (funded with Borough President and Title V funds) and complete a comprehensive 5-year Technology Plan. The Title V grant, "Hispanic-serving Institution Development," will also fund faculty development activities designed to improve student performance and persistence. Multi-functional skills centers will support students in attaining basic skills and high level writing and computing skills.

Brooklyn College

"Project Preview," supported by a FIPSE grant, is a three-year partnership with Kingsborough Community College to develop an online early transfer identification and advisement system to improve the two-year to four-year college transfer process, and provide KCC students with access to the Brooklyn Online Learning Center. The College plans to seek FIPSE funding to expand the faculty development and online tutoring and advisement components of "Project Preview" to a consortium, including three other New York area senior colleges and their principal feeder community colleges.
Virtual Core, another FIPSE supported project, has enabled development of partially virtual versions of the College's acclaimed Core Curriculum courses in which highly interactive Web modules replace one third to one half of actual class time.

**The City College**

City College is developing a comprehensive plan to network the entire campus and provide desktop computing and technical support to the entire college community by 2004. The major components of this effort include the networking of the North Academic Center, rewiring the network in the Science building, and upgrading the engineering network in Steinman Hall.

**Hunter College**

Hunter College's Distance Learning Center at the School of Social Work is one of the premier video conferencing facilities in New York City. It allows Hunter faculty to provide courses using the latest in live, two-way audio video technology. Currently, New York City employees are able to take Social Work courses at their worksites; courses can be provided to other CUNY campuses as well.

**John Jay College**

"John Jay College On-line" has been set up for the web-based delivery of courses. Approximately 50 faculty have opened accounts for 80 courses. The College will now consider exploring degree programs online through the Web. They will also increase training and technical support for students learning online.

Faculty development training in distance education has been offered through a range of formats: by satellite, through a seminar on the WWW and twice weekly through demonstrations and workshops. About 90 faculty have been trained to develop web pages and an additional 60 to develop course information. This training will continue and be expanded.

A successful "live via satellite" series of five criminal justice professional development lectures were delivered to 13 sites, including police departments, government sites and colleges with criminal justice majors. Topics included: international terrorism tactics, police hostage negotiations, and forensic DNA analysis. The College will continue and expand this live satellite professional development series to include customized programs for criminal justice and law enforcement agencies.

John Jay hosted a series of outreach programs to NYC high school students via interactive videoconferencing. They also partnered with Hunter College to team-teach a course through interactive videoconferencing. The College plans to expand outreach programs to New York City schools via interactive videoconferencing; the goal is to reach all 17 high schools that are connected to the videoconferencing network.

John Jay is planning to set up a one-stop virtual campus for serving students' academic, advisement, and administrative needs.

**Kingsborough Community College**

Every classroom in a permanent building is currently wired for access to the Internet and all full-time members of the faculty have PCs in their offices with access to the Internet and e-mail. There is a facility in the Kibbee Library dedicated to distance learning and a mobile distance learning unit utilized by Continuing Education off-site programs. There are 20 general purpose laboratories with over 600 PCs, 14 specialized facilities with approximately 100 PCs, and about 1,100 PCs in faculty and administrative offices. In order to stay as current as budget limitations will allow, the College plans to upgrade 25% of these each year and, in some cases, to rewire existing computer laboratories.
Kingsborough plans to complete fiber optic connectivity throughout the campus. They are experimenting with Intelligent Blackboards, high resolution flat monitors which allow instructors to enrich their teaching with Web-enhanced demonstrations without intrusive equipment in their classrooms. They are also studying the feasibility of creating "docking stations" which will provide power and connectivity to the Internet for student use.

**New York City Technical College**

New York City Technical College has entered into an agreement with the New York City Department of Information Technology and Telecommunications and Sun Microsystems to provide Sun certified training for DoITT and other city employees. Sun Microsystems is establishing a special computer workstation laboratory at the College for this program.

**Queens College**

Queens College is updating its training curricula to help faculty and staff improve their use of technology in classrooms, as well as to use other forms of communication with students, such as web-based course materials, notes, and exercises. Students are equipped with e-mail accounts and with computer storage on central campus servers on which they can store personal material (class notes or papers), can share files with peers or with teachers, and can establish personal web sites.

The College will soon establish IT kiosks throughout the campus that will allow students with laptops to plug into the College's network in order to make use of IT resources wherever they happen to be. They are also developing servers that will allow access to audio and video materials (language lab exercises) from anywhere on campus or at home.

**Queensborough Community College**

For a number of years, distance learning participation has been available to students in the External Education for the Homebound program. Those students communicate with their on-campus instructors and classmates through two-way telephone (audio) connections and home computer screens connected to "whiteboards" in the classroom. Currently, segments of other classes at the College are being offered through website connections and through e-mail.

All full-time faculty members have personal computers in their offices which provide access to the Internet and e-mail and there are web-enabled kiosks throughout the campus for student use. Queensborough is planning to offer complete courses through distance learning; in summer 2000, a math course will be offered through a textbook website.

In spring 2000 the College's first distance learning lab will open. Funded through a grant developed by a member of the Social Sciences department, it will be equipped to perform the following functions: computer research via the Internet; multimedia presentations from audio/video/computer sources; video conferencing, and distance learning through synchronous links with other sites such as colleges, public schools and civic group centers.

**Supporting Academic Achievement Through K-16 Collaboration and Innovative College and Outreach Programs**

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 is needed to enable them to persevere, do good work, and earn their degrees. Above all, if access to CUNY is to be meaningful, the University must assure that the nature of its entrance requirements, programs, and expectations are clearly understood by prospective students so that they can prepare adequately and enter college with a sense of confidence.
Over the next four years, the University will focus intellectual and financial resources on a number of initiatives designed to improve the preparation and support of its students as they move from school to college and beyond.

**College Now**

The introduction of new, more demanding requirements for high school graduation (including the gradual introduction of new Regents examinations and higher passing standards), and the adoption by the University of higher admissions standards for entrants into baccalaureate programs, have made the academic achievement of high school students the most pressing common concern of the City's two large public educational systems. The recent appointment of a special Deputy to the Chancellors reflects the shared commitment of both institutions to do all that is necessary to make high achievement the norm for those students.

The centerpiece of the University's collaborative efforts will be the expansion of College Now over a three-year period. Through the active involvement of every college in the system, the Program will provide services in every public high school and will provide enriched instruction to students in every high school grade.

The goals of College Now are:

- to improve high school students' ability to meet graduation requirements and to be prepared for college;
- to facilitate students' ability to make a seamless transition from high school to college;
- to increase the likelihood that students enroll at and graduate from CUNY colleges.

The two systems have agreed on an expansion plan that will be fully implemented by 2003 - 2004.

During 2000-2001, with the involvement of six of the University's colleges, eighteen pilot programs for entering ninth graders will be established in high schools across the city. Each high school will enroll 100 students. In each of the following years, services will continue to be provided to those enrolled as ninth graders and a new cohort of entering ninth graders will be added. In addition, new high schools will be included. High schools will be selected and instructional priorities identified in close consultation with the high school superintendents.

As instructional activities for students in lower grades are introduced, the overall program will integrate the curricular and instructional practices of the services provided across all grades. At the conclusion of the expansion, an integrated program will afford high school students a broad range of enriched educational opportunities. These will range from intensive language instruction for English Language Learners and literacy skills enhancements, through Regents Preparation and SAT Preparation, and will culminate with college credit coursework at the high schools and on the college campuses.

Enrollment projections for College Now are as follows:

<table>
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<th>Enrollments by Grade</th>
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<tr>
<td>2001 - 2002</td>
<td>All</td>
<td>11th 7,000</td>
<td>10th 28,500</td>
</tr>
<tr>
<td>2002 - 2003</td>
<td>All</td>
<td>12th 12,000</td>
<td>11th 24,200</td>
</tr>
</tbody>
</table>

In support of this expansion:

- Using the combined resources of the University's web page and CUNY TV, the University will develop comprehensive information/orientation/advisement resources for high school students and parents, high school teachers and counselors, and college teachers, counselors and other program staff.
• The University will also develop special online courses for high school students whose places of residence or schedules prevent them from participating in on-campus courses. The pioneering work of the Learning Cafe at Brooklyn College, which is currently offering two online courses to students at four Brooklyn high schools, will be used as a model to introduce students to the opportunities and demands of online coursework and to help participating faculty design and deliver high quality courses.

• The University and the Board of Education will also develop an integrated assessment and data-tracking system to ensure that students' achievement is properly evaluated and effectively used for placement in the program's various instructional offerings.

• The University and the Board of Education will build upon existing models of professional development (such as the Looking Both Ways Project) to support the introduction of promising practices and to promote high quality instruction.

Other Collaborative Programs

The University will continue to support and strengthen other collaborative programs, described below.

Affiliated High Schools

The University will support the development of new charter schools at Hostos Community College and, in partnership with the United Federation of Teachers, at City College. (LaGuardia Community College already hosts two charter schools: Middle College High School and International High School.) It will also work towards the transformation of the existing affiliated high schools into "lab schools" where innovative instructional practices across the disciplines can be introduced and evaluated. Whenever possible, those schools will also become professional development schools linked closely to the University's schools of education so that they can provide enriched opportunities for student teaching and the ongoing development of all staff members (through means such as school-based graduate coursework).

Center for Teaching & Learning

The University will reconstitute its Instructional Resource Center as a Center for Teaching and Learning. The Center will coordinate the professional development activities for all high school and college teachers involved in collaborative programs. The Center's staff will coordinate special projects in different disciplines, promote cross-disciplinary dialogues in areas such as Writing Across the Curriculum, sponsor conferences and publish a variety of materials related to teaching in the high schools and colleges. In addition, it will support the introduction and strengthening of the use of advanced technology to ensure the active participation of thousands of teachers in the generation of new practices and the effective replication of proven ones.

Center for Pre-College Education

The University will establish a new Center for Pre-College Education at City College. This new Center will build upon the remarkable record achieved by the Gateway to Higher Education Program of the CUNY Medical School. The program currently enrolls students in seven public high schools and has opened two free standing new schools, one in Queens and the other in Manhattan. The new Center will: continue to support the existing programs and high schools; expand the program to other schools in all five boroughs; produce and disseminate curriculum materials related to cutting-edge science (in areas such as DNA technology); provide support for the establishment of state-of-the-art science labs in high schools; and conduct research on topics related to the promotion of high achievement by all New York City high school students.
Special Opportunities for Special Needs

In a city as diverse as New York education must take many forms. While the traditional student still advances from high school to college, many others take more circuitous paths to higher education. Whether they are returning to school, taking classes through professional organizations, brushing up their skills, or pursuing an avocation, CUNY is eager to welcome and support these students as they work toward their personal or professional goals. The University has developed a wide range of program options to serve them. In the coming years these options will be strengthened and expanded.

Certificate Programs

Ongoing changes in technologies and workplace organization (in settings as varied as new media start-up companies, hospitals and schools), as well as the increased prevalence of career changes, have created the need for new forms of postsecondary study. Individuals need opportunities to enter college, or to return, for the acquisition of specialized knowledge and technical proficiency. Often, this is as true for a paraprofessional as for a professional.

Over the next four years, the University will re-tool itself to offer a wide variety of certificate programs at all levels of postsecondary study. A number of colleges have already identified programs to be developed. They include a graduate program in professional studies at Brooklyn College, a certificate program in interactive technology and pedagogy at the Graduate School, a masters level certificate program in Geographic Information Systems at Hunter College and a certificate program in Day Care Assistant at Queensborough Community College.

The new certificate programs will be designed in ways that are fully articulated with the appropriate level of degree study so that credits acquired during certificate studies can be easily applied for degree requirements for those who decide to pursue further study.

Each college will be asked to identify and develop at least three new certificate programs. In many cases, the campus division of continuing education will be designated as the administrative entity responsible for conducting field-based research for new programs and, in cooperation with appropriate academic departments, for initiating the necessary curriculum development and course piloting, and for overall program coordination. It is anticipated that many of the certificate program offerings will be provided on-site - at corporate offices and plants, in nonprofit agencies and in health care and educational facilities - and/or through online course taking.

Continuing Education

Over the last ten years, registration in continuing education courses at the University has consistently exceeded 150,000. Those registrations reflect the desire and commitment of many thousands of the City's residents to improve their skills, to prepare for new careers, to pursue avocational interests or simply to learn more about topics or issues that matter to them.

In the next five years, the University will move to coordinate the offerings of the campus-based divisions of continuing education by launching a University-wide marketing campaign. That campaign will utilize the print media, web-based information delivery models and CUNY-TV to highlight the remarkable variety of offerings and the relatively low cost of coursework at the University. The same coordinated marketing approach will be extended to the promotion of contract-based training in both the private and non-profit sectors.

The University will also utilize the flexibility provided by a continuing education program to expand delivery of on-site coursework to individuals who enroll through corporate sponsored tuition payments and union sponsored tuition vouchers.

The University will continue to rely on the divisions of continuing education for the development and maintenance of effective partnerships with community organizations and governmental organizations. In the case of New York City, governmental partnerships will include ones with the Human Resources Administration, the Department of Employment and the New York Police Department. In the case of New York State, partnerships will include the
State Education Department and the Department of Labor. The University will also be an active participant in the operation of the new One-Stop System envisioned by the Workforce Investment Act.

The University will continue to support the work of the campus-based adult literacy and language programs in order to provide essential learning opportunities to many thousands of individuals with limited skills and to prepare many of them for entry into the University’s degree granting programs.

**Outreach and Provisions for Special Populations**

CUNY students bring with them a vast array of backgrounds and experiences, a diversity as broad and exciting as the City itself. Their educational experiences vary widely and their needs - educational, emotional, and financial - would be challenging in any context, but must be met within the system. CUNY not only reaches out to all of these groups but provides a wide range of services throughout their educational careers.

**Special Programs**

The SEEK Program (Search for Education, Elevation and Knowledge) and the College Discovery (CD) Program are the higher education opportunity programs of CUNY’s senior and community colleges, respectively. For three decades these programs have provided access to higher education for students who are academically and economically disadvantaged. They provide, on each campus, a permanent and structured program of special assistance and a range of intensive supportive services. As the senior colleges phase out remedial courses the particular mandate of SEEK will be to focus on those support activities and curricular initiatives that have been found to be most effective in maximizing students’ academic success and persistence.

In response to the mandate to phase out remedial coursework in baccalaureate programs the colleges submitted implementation plans that describe how each expects to provide for the developmental needs of its Special Programs students. Over the next four years, the Colleges and the SEEK and CD Programs will update and revise these plans, as appropriate. While differences exist, many college strategies focus on: strengthening admissions criteria; redoubling pre-freshmen and freshmen year initiatives; implementing and/or strengthening block programming; and redoubling efforts to provide supplemental tutoring and supplemental instruction.

The plans also include evaluation components to determine “best practices.” A baseline for these evaluations was obtained by comparing the Fall 1992 and 1996 Special Programs and regularly admitted entering classes on the basis of preparation and first-year outcomes. These comparisons suggest, however tentatively, that policy changes following the restructuring of Special Programs in 1995 were already strengthening the Programs and contributing to improved student retention and performance.

Areas of major focus for Special Programs during the period of the new Master Plan will be: enrollment management, innovative curriculum initiatives and student support services.

**Enrollment:** It is expected that students admitted to Special Programs will continue to be better prepared as regularly admitted students are held to stronger admissions criteria. We will, nevertheless, continue to monitor the impact of admissions criteria on the performance and retention of students admitted via Special Programs.

Enrollment initiatives will include: Program-wide recruitment events; collaboration with the campus programs to improve the show rate of allocated students; and strengthening articulation between the two-year and four-year programs by conducting program-wide transfer fairs.

**Curriculum:** One purpose of Special Programs has always been to explore, develop and demonstrate innovative educational techniques and processes for providing intensive remediation in basic skills. Many CUNY colleges are involved, through Special Programs, in innovative curriculum initiatives.

Currently, two SEEK Programs (Queens and John Jay) are participating, with the SEEK Program from Brooklyn College, in a FIPSE dissemination grant, “Developmental Education: Making the CORE a Reality for Disadvantaged
Students in New York State." In the next two years, five other programs, including three in CUNY and two in the State University of New York, will join the grant.

The SEEK Program at New York City Technical College, in partnership with the Graduate School, has been piloting Self-Regulated Learning (SRL) methodologies to improve the academic performance of its students. The effectiveness of the SRL approach has been demonstrated in four studies over a two-year period. The Program has gradually increased the number of students who participate. All personnel are extensively trained and supervised, and program materials undergo significant revision with each program iteration. The Program is ready to begin work with the entire first time freshman class in Fall, 2000.

A summer pilot project, Gateway to Engineering, will be reestablished for Summer 2001. This project brings together two-year and four-year Special Programs students who are interested in science and engineering, establishes a mentoring relationship between faculty and students at both levels, and provides students with enhanced academic experiences and hands-on field experiences. This project sets in place a natural articulation between the two-year and four-year faculty and their programs.

Support services: The students in SEEK and CD include the University's most economically and academically disadvantaged population. Like other CUNY students they bring with them a variety of traditions, cultures and experiences. To meet the needs of this diverse community, SEEK and College Discovery provide developmental education programs consisting of college coursework, supplemental instruction and tutoring, and counseling. Because of the students' economic and educational disadvantages, and the considerable obstacles they often face when they encounter college level study, supplemental instruction and counseling have become critical programmatic interventions.

Supplemental instruction embraces concepts that support students through basic skills, general education courses, and major course requirements. Described more fully in the section on "Advising/Counseling and Tutoring/Supplemental Instruction," it is an adjunct to college courses, not a replacement. Supplemental instruction and counseling strategies, in individualized sessions and group workshops and seminars, provide SEEK and CD students with the social and academic tools that they need to achieve a sense of integration in the college community and persist in their academic studies.

The Office of Special Programs, in the Office of Academic Affairs holds monthly meetings of the Council of SEEK and CD Directors, Council of SEEK and CD Counseling Coordinators, Council of SEEK and CD Tutoring Coordinators, and Council of SEEK and CD Financial Aid Coordinators. These groups will continue to assess the effectiveness of current student support services and explore new strategies for delivering essential services to students. Expanded academic support initiatives will be phased in across the University through 2004.

A broad array of tutoring support services will continue to be offered, including individual, group and classroom tutoring, study groups, course review and computer assisted tutoring. Special Programs will collaborate with the academic departments and programs to broaden the number of courses to which supplemental instruction is attached. The Council of Tutoring Coordinators will continue to explore more effective means of providing academic support to various populations of students (e.g. the learning disabled student); and to explore the use of technology in providing this support.

The Council of Counseling Coordinators is reassessing the roles and responsibilities of the personnel providing counseling support services within Special Programs in order to ensure that the students receive the most extensive and meaningful assistance. They will continue to explore approaches to providing meaningful support services for a larger, increasingly diverse student body facing shifting academic expectations.

The financial aid and academic counselors, with the tutoring personnel, will continue to develop and strengthen their team approach to assisting students with financial planning to meet the cost of their education and to keep students aware of how their academic performance is tied to financial assistance. The Financial Aid Coordinators will continue to play a leadership role in refining financial services for all students through their participation in a variety of relevant activities including the annual Conference of Financial Aid Personnel.
Efforts to expand the services available during the prefreshman summer program and the freshman year are underway. Programs acknowledge that student bonding to the college and to Program faculty and staff, as well as a firm academic skills foundation, is pivotal in maximizing student retention.

SEEK and CD Programs are being asked to develop profiles of the successful student and to implement activities that would encourage students to pursue academic honors and graduate school plans. In addition, there is heightened interest in identifying successful alumni and developing Program-housed alumni databases.

The Office of Special Programs in the Central Office continues to provide leadership, supervision, and support to the SEEK and CD Programs. Current plans, in coordination with The Council of Special Programs Directors call for: revision of the SEEK and the College Discovery Guidelines; development of a Special Programs alumni association; institutionalization of yearly Transfer Fairs and Recruitment Fairs; and preparation of a Program-wide Honors Ceremony. The Office of Special Programs will also continue to play a leadership role in the Tri-State Consortium of Opportunity Programs.

The goals and benchmarks for Special Programs for 2000-2004 are shown as an attachment to this document.

**Services to Students with Disabilities**

As noted, The City University has implemented a wide range of programs designed to meet the needs of special populations, many of whom, because of social, economic or other circumstances, have been historically limited in educational attainment. As the impact of Section 504 of the Rehabilitation Act (ADA) has broadened, the demand for services by students with a wide variety of disabilities has significantly increased. Since 1985, the number of students attending CUNY who have identified themselves as disabled has quadrupled. The University currently supports approximately 7,000 enrolled students, making students with disabilities one of the fastest growing segments of the student population. CUNY has been a pioneer in the development of high quality, innovative programs, which improve access and ensure that students with disabilities receive the same opportunities as other students to attend college, based on their scholastic qualifications. Each CUNY campus has a coordinator of services for disabled students. University-wide programs shared by all CUNY colleges include:

- Programs for the Deaf and Hard of Hearing Students: Four programs, based at LaGuardia Community College, Hunter College, New York City Technical College and the College of Staten Island provide specialized services to students who are deaf at their own campuses. Three of these colleges provide specific services, such as sign language interpretation, to the other CUNY colleges that do not have formal programs for deaf students.

- Baruch College Computer Center for the Visually Impaired has successfully introduced hundreds of blind and visually impaired individuals to the computer.

- At Brooklyn College the Mamie and Frank Goldstein Resource Center is a fully equipped and functioning Assistive Technology Service Center, with network connections to the CUNY Plus Library System, Telnet and World Wide Web access to other computer systems linked to the Internet. Also, the Collaborative for Research and Practice in Special Education which stimulates research on special education in the local schools was funded this year by the National Center for Disability Services and is likely to expand in the future.

- CUNY's Regional Resource Center for Learning Disability Issues, based at Kingsborough Community College, researches the needs of this growing population and trains college disability specialists to adequately accommodate their needs. Learning disabled students represent over 30% of CUNY's students with disabilities.

- The Assistive Technology Services Project, based at Queens College, utilizes specialized equipment to enhance services through information and computer-based learning in the provision of academic, library and student support services.
• The Homebound Programs at Queens College and Queensborough Community College provide access to college classes through the use of technology to students who are unable to leave their homes.

As the enrollment of students with disabilities grows each year, the University will implement new approaches for providing high quality academic accommodations and services to its students with disabilities. Plans for the next four years are in place as follows.

Year 1

• Review of University-wide access needs of students with disabilities through a Central Office Disability Coordinating Council. The Council will consist of the Central Office ADA/504 Officer, and representatives of the Office of Student Affairs, the Office of Facilities Planning, Construction and Management, the Office of Academic Affairs, the Office of Budget, Finance and Information Services, the Office of Legal Affairs and the faculty.

• Development, in conjunction with the Office of Institutional Research and Analysis, of a tracking and data collection system for students with disabilities.

• Expansion of assistive technology resources and services. Cutting-edge technological solutions will be employed and integrated into CUNY’s technological infrastructure to ensure that students with disabilities have equal access. With a primary focus on learning disabled students, the objectives will be to develop and implement a University-wide functional assessment process for learning disabled students and to train learning disabled students to use technology which will facilitate the development of their learning skills.

• Participation on the New York State Standing Committee for Postsecondary Education and Disabilities. This Committee is comprised of the leadership of the four higher education sectors (CUNY, SUNY, the independent and proprietary sectors), the State Education Department and leaders in secondary education. It guides ongoing research, policy development and assessment of services for college students with disabilities throughout the State.

Year 2

• Establishment of a Web site and resource guide for faculty and staff working with disabled students.

• Development of a marketing video in conjunction with CUNY-TV for use by disability coordinators and admissions offices.

Year 3

• Initiation of regional collaborations with the secondary education community to facilitate the transition of students with disabilities from high school to college. Outreach and programs will focus on academic readiness and the use of assistive technology.

• Development of training and technical assistance to faculty in the use of academic accommodations, and training in sensitivity issues related to the needs of students with disabilities.

Year 4

• Development of initiatives with Offices of Career Services, corporate employers and research faculty, to provide increased opportunities for internships, mentoring programs and other work experiences for students with disabilities to facilitate job readiness.
- University-wide conference targeted to faculty, student personnel administrators and staff on services for college students with disabilities. This conference will build on programs that have been sponsored by the Office of Faculty and Staff Relations including a workshop on accommodations for disabled employees and students and a seminar on funding opportunities to support outreach to the disabled community. The conference will provide opportunities to gain broad insight into disability issues; specific knowledge and techniques for teaching and working with students with disabilities; and access to professional development and certificate training in specialized techniques.

**Student Support Services: Tutoring and Supplemental Instruction, Advising and Counseling**

This Master Plan has emphasized that, as the largest urban university in the country, The City University of New York enrolls an extraordinarily diverse population of students who present special challenges. Some of these are academic, and a result of educational deficits. Others may be more personal, resulting sometimes from nothing more complicated than the transition from a high school to a college setting. Many CUNY students are older than the average college student. Many are immigrants and many are juggling job and family responsibilities with college study. It is the rare student who proceeds from his or her freshman to senior year, and to graduation, without need for some kind of academic or emotional support. The success of our students depends on these supports being firmly in place. They are described below along with plans for strengthening and enhancing them through 2004.

**Tutoring and Supplemental Instruction:** Tutoring and supplemental instruction are different strategies that accomplish a similar goal: both enhance academic support for the student learner. Tutoring takes place with an instructor, an advisor or a peer guiding a single student or a small group of students through a topic or subject. The traditional model of Supplemental Instruction (SI) targets difficult academic courses and provides regularly scheduled, out-of-class, peer-facilitated (or instructor-facilitated) sessions that offer students an opportunity to discuss and process course information. SI identifies high-risk courses and focuses both on subject content and learning/study strategies. Both tutoring and SI provide a safe environment within which students can discuss and process course materials with others. Both allow students to make adjustments, discuss what they do not understand, and discover strategies that unlock the mystery of learning at college.

As we learn more about what works these models are being intensified. For students who need particular kinds of help there will be tutors in the classroom, one-on-one tutoring situations and computer-assisted tutorials. Many colleges are moving to formalize training and certification for tutors. We have plans to enhance supplemental instruction to include closer collaboration with the academic departments and to identify additional courses to which supplemental academic experiences can be added. Some colleges are providing opportunities for faculty to receive training in supplemental instruction from the University of Missouri, the pioneer in supplemental instruction.

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

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

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

Over the next four years, CUNY will seek to develop an effective CUNY counseling model that utilizes a holistic, integrative approach to addressing student counseling needs. It will incorporate trained professional counselors and advisers on each campus as well as the use of emerging technological resources. The proposed plan for the next four years will include:

**Year 1**

- Administer a survey of all campus student services, including counseling, career planning, financial aid counseling, advisement and international student services to ascertain the level of service provision at the University in relation to other urban public institutions.

- Using CAS Standards (Council for the Advancement of Standards in Higher Education) and the results of the above survey, establish a CUNY-wide standard for counseling and other areas of student services, which will include minimum standards and comprehensive models for services.

- Monitor the implementation of the minimal health services standard at each campus.

- Develop a standardized model for post-exit counseling and surveying of leavers to ascertain reasons for leaving, to address possible programmatic reasons why students leave and to facilitate a productive period of absence from college and a timely re-entry.

**Year 2**

- Expand use of peer advisers and the CUNY Counseling Assistantship Program (CUNYCAP), as a supplemental mode of providing quality service to large numbers of students, with a focus on new student orientation and college adjustment.

- Establish a University-wide committee of students, faculty and administrators to sponsor training and awareness programs that address intergroup relations and diversity issues at CUNY. The program will include student leadership training, as well as training for faculty and staff in cultural sensitivity to enhance their interactions with multicultural students in the classroom.

- Sponsor leadership training for students who have demonstrated leadership potential. Students will be provided with a battery of beginning skills including: leadership and communication skills; conflict resolution and meditation training; parliamentary procedures; understanding and negotiating the University and college system; and community building strategies.

**Year 3**

- Establish a computerized database of resources which provides students with access to information ranging from organizational meetings and social events to registration for a domestic violence support group.

- Provide computer programs which will be utilized to help counselors and administrators collect student data, track service utilization, monitor student performance, manage budgets and evaluate programs.
Year 4

- Conduct an assessment and evaluation of the implementation of CAS Standards in all areas of student support services.

**Use of Technology in Student Support Services:** Over the next four year period, technology will have an increasingly important role in the delivery of academic support services. Some of the projected uses of technology include: developing and expanding the use of e-tutoring and OWLS (on-line writing labs); expanding computer centers; developing online learning centers; increasing the use of distance learning; expanding the availability of assistive learning technology; developing advisement labs; expanding and refining the use of advisement degree audit systems; and providing greater technical support for academic departments.

**Child Care Services**

Since nearly 60,000 CUNY students are parents, child care plays a crucial role in retention and graduation. CUNY colleges operate certified, early childhood education programs, that serve children in culturally-diverse pre-kindergarten, infant-toddler and after-school programs, with a strong emphasis on parental involvement. Many centers are open during the daytime, evenings and on weekends, to accommodate parents' college schedules. Child care centers also provide programs that address student-parent needs, including nutrition education, health resource referrals, and early intervention and prevention services. In addition, many early childhood centers contribute to the education of other members of the college community (i.e., field placement students in majors such as education, psychology and nursing), under the guidance of experienced staff.

Over the past three academic years, CUNY has served between 1,505 and 2,049 children annually at its 16 certified, campus-based, early childhood education centers. Still, large numbers of children remain on child care center wait lists. Over the next four years, University plans include the following:

**Year 1**

- Develop a standardized formula for funding centers.

- Examine alternate models for increased self-sufficient funding of child care programs (i.e., Student/Faculty/Staff model used at SUNY).

- Assist campuses to identify new funding sources that will permit them to expand affordable, innovative, campus-based child care programs for children of CUNY students.

- Provide training in grant writing so that programs can successfully compete for funding.

- Taking into account enhanced funding opportunities, aim to address 100% of the unmet need for child care services.

**Year 2**

- Provide opportunities for child care centers to develop staff training workshops and seminars to ensure competency of center staff and to facilitate an annual University-wide training conference.

- Facilitate CUNY child care center preparation and participation in the voluntary accreditation process.

- Assist the CUNY Child Care Council in planning and hosting the 2001 National Child Care Conference in New York City.
Year 3

- Utilize the capital planning process to help centers renovate and expand current child care sites.

Year 4

- Conduct a comprehensive evaluation of each child care center at CUNY, which reviews the adequacy, quality and efficiency of child care services.

Enhancing Student Life

The City University of New York enrolls a diverse population of non-traditional students, most of whom commute to CUNY colleges each day. Many of these students hold full time and part time jobs, and a significant number are also parents. In order to enrich the academic and co-curricular experience for these students, the following initiatives will be further explored for implementation:

- Extend evening and/or weekend hours for the library, computer center, tutoring center and other student support offices.

- Develop an Internet portal for each college that allows establishment of individualized student e-mail accounts to facilitate dialog with faculty and interaction among students, a directory of all campus resources and services, a listing of key events to remember during the academic year, and a campus-based academic planner that provides access to college and University rules and regulations.

- Upgrade student lounges and student centers to create an environment that fosters student involvement in co-curricular activities.

- Ensure that all classrooms, restroom facilities, offices and campus grounds are clean.

- Implement a one-stop registration modality, which enables a student to register either by telephone, computer, or in-person, without the need to go elsewhere to complete transactions.

- Schedule courses as determined by student demand.

- Provide all transfer students with course evaluations prior to registration.

- Implement direct deposit of financial aid to not only make the funds available earlier, but to diminish lines for other students without direct deposit.

- Issue early disbursement of financial aid to ensure that students have access to book money or book vouchers prior to the semester.

- Expand student leadership training program to include members of student academic and social clubs.

- Provide staff development for employees with the expectation that all students will be treated in a friendly and responsible manner.

- Increase the number of championships sponsored by the CUNY Athletic Conference so that more students have an opportunity to participate in athletic programs.

- Organize special orientation programs for newly-arrived international students and develop a publication that will ease their transition into the University and the City.

- Consider a deliberative process for developing a "Student Bill of Rights."
Writing Across the Curriculum

In 1999 the University initiated a major effort to ensure that CUNY graduates bring fully developed communication skills into the workplace and into graduate and professional school. In January of that year, the Board of Trustees had passed a resolution committing the University to enhancing student writing skills through a Writing Across the Curriculum (WAC) program. This new effort would ensure that writing would be regarded as a common responsibility and that the development of writing proficiency would become a focus of the entire undergraduate curriculum. It recognizes that advanced writing ability represents the hallmark of a quality college education and can only be developed through extensive writing practice, promoted across a wide spectrum of academic experiences. The Writing Across the Curriculum initiative is linked to a new CUNY Writing Fellows Program that has placed specially trained CUNY doctoral students on undergraduate campuses. The Writing Fellows have the opportunity to be mentored by faculty members while assisting in a variety of capacities in support of intensive writing instruction. WAC is thus a program that benefits and supports all CUNY students, and enhances, in different ways, their value in the marketplace of jobs and ideas.

The Writing Across the Curriculum program will be intensified and extended over the next four years. The emphasis will be on classroom and college based activities including the following:

- Informal writing to learn activities, which will take place throughout the semester;
- The requirement, in writing intensive classes, of a minimum of 10-12 pages of formal writing which can be satisfied in a variety of ways;
- A variety of short, less formal assignments which integrate writing into the writing intensive courses throughout the semester;
- Opportunities for revision in all assignments;
- Research papers that require the use of footnotes, bibliographies and other tools of formal research;
- Instructional mediation and feedback to encourage student growth;
- Campus-based professional development plans for faculty and Writing Fellows;
- Grading in writing intensive classes, in substantial part, on assessment of students' written work.

The University Proficiency Examination

As the University has taken steps to ensure that entering students have skills adequate for full engagement in academic work, it has also focused attention on students' development of enhanced academic literacy and communications skills as they progress through the college curriculum. The Writing Across the Curriculum initiative will greatly increase students' opportunities to read and write in meaningful contexts. A new University Proficiency Examination has been developed, in response to a Trustee mandate, by a faculty committee with technical assistance from the Educational Testing Service. This exam, based on typical academic tasks, replaces the Freshmen Skills Assessment Tests for movement into the upper division of senior colleges, and will replace the CUNY WAT as a graduation requirement for associate degree students.

Articulation and Transfer

Approximately 24,000 students a year currently transfer into the City University's colleges with advanced standing. About half of these represent undergraduate students transferring within the University from one college to another. Upward transfer – transfer from associate degree programs to baccalaureate degree programs – is the predominant mode of transfer consisting of slightly over half of all internal transfers.
University policies governing the transfer of credit and the movement of students from associate to baccalaureate degree programs have been in place since the early 1970s. In November 1999 the Board of Trustees approved a resolution which reaffirmed its commitment to established University transfer policies and, at the same time, strengthened these policies. The resolution guarantees students that, upon transfer with the Associate of Arts (AA) or Associate of Science (AS) degree, the liberal arts and science coursework they completed at a community college, or at a senior college, will be deemed to have fulfilled lower division liberal arts and science distribution requirements pertaining to a baccalaureate degree. To ensure the removal of barriers that might impede intra-University transfer the resolution also chartered a revised set of Administrative Guidelines that, combined with the CUNY Transfer Information and Program Planning System (CUNY TIPPS), will provide students with more clearly defined transfer paths and proper recognition of all coursework.

CUNY TIPPS is a transfer information website that will assist students and faculty in navigating the articulation and transfer process and will insure consistent quality within the liberal arts component of all CUNY degrees. This major initiative, designed for users with a minimum of computer experience is expanding the availability of transfer information to the widest possible audience. As of April 2000, CUNY TIPPS provides current and potential students with online information on: transfer from an associate to a baccalaureate degree program; transfer policies; guidance in making transfer decisions; hotlinks to CUNY college websites; and online applications.

All information in regard to course equivalencies is updated on a 24-hour turn-around basis once the new information is entered in the mainframe course database maintained by the Office of Academic Affairs. This easily accessible website will aid students and advisers in early planning and transfer within the University system. CUNY TIPPS, along with regular auditing of student records and a Chancellor's Advisory Committee, will aid in the enforcement of University transfer policy. CUNY TIPPS will also help student retention within CUNY, and will encourage faculty cooperation in working toward course equivalencies.

The future of CUNY TIPPS is bright. We anticipate the following:

**Academic Year 2000-2001**

- All CUNY undergraduate and graduate academic programs registered with the New York State Education Department will be accessible on CUNY TIPPS. Users will be able to access program information – program title, degree, college offered, certification and professional licensure information – by key words, college and degree level. The site will be linked to individual college catalog information on degree and course requirements. With the availability of the registered program site, TIPPS will have applicability to a wider audience of prospective undergraduate and graduate students who can now easily locate programs of interest to them as well as the colleges at which they are offered.

- All intra-CUNY program-to-program articulation agreements will be listed by college, program, degree and department as well as linked to the Registered Academic Program site.

- Hotlinks from CUNY TIPPS to appropriate websites such as College Now and Prelude to Success will be established to enhance recruitment, retention and student awareness of services available.

- New iterations of the CUNY TIPPS brochure will be created to address specific audiences, such as high school students and older adults.

- By the end of June 2001, the course equivalency portion of TIPPS will have been expanded to include course evaluation information for students transferring from a baccalaureate into an associate degree program.

**Academic Year 2001-2002**

- By the end of June 2002, senior to senior college course equivalencies will be available on TIPPS.

- TIPPS will include vital information from program-to-program articulation agreements, such as the course of study to be followed in order to transfer into a specific program.
Academic Year 2002-2003

- By the end of June 2003, TIPPS will have been expanded to include course equivalency information on transfer from a baccalaureate to an associate degree program. Thus, students and advisors will have available to them course evaluation information on every transfer path within the University: associate to baccalaureate, associate to associate, baccalaureate to baccalaureate and baccalaureate to associate.

Discussions continue on the possibility of importing transcripts into CUNY TIPPS for evaluation. This is a complex process involving many software programs. It is likely to be ready for trial around June 2002.

A University-wide conference on "best practices" for encouraging high standards and cooperation between all college disciplines will be scheduled for the 2000-2001 academic year. The focus will be on discipline council processes that work and will include presentations by CUNY faculty as well as outside experts.

Facilities

Capital Budget Program

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

Funding for CUNY's capital program is requested based on established University priorities which, beginning with the highest, are assigned to projects that:

- correct health and safety, security, and code violations;
- preserve facilities and assets;
- address technology needs;
- are ongoing and need the next phase of funding in order to bring them to completion;
- provide greater utilization of campus space and facilitate academic program delivery;
- meet energy conservation/performance objectives; and
- encourage economic growth and development for the City of New York.

The Master Plan for 2000-2004 reflects new academic and student-related policies; the corresponding University Facilities Plan reinforces the Colleges' missions, and requires periodic reevaluations to ensure that University facilities continue to address new developments.

Summary of the Current Five-Year Capital Plan

As the University formulates its long-range academic plan for 2000-2004, it intersects the capital building program's second year of implementation under the approved and funded plan for FY 1998-99 through FY 2002-03. Funding distributions for the first two years of the five-year plan have been received in amounts totaling approximately $345 million in bonded projects and $10 million in minor rehabilitation projects.

The University's FY 2000-2001 capital budget request, as with past requests, includes a rolling five-year capital plan for FY 2000-01 through FY 2004-05. The first three years of the rolling plan reflect previous recommendations by the State; projects that appear in the fourth and fifth years of the new rolling plan (2003-04 and 2004-05) represent a new funding term, not yet approved or funded.

A complete list of projects, and construction costs that span the next five years, are described in the attached document, Capital Outlay Program 2000-01; Five Year Capital Plan 2000-01 through 2004-05.
A sample of major projects currently requested by the senior colleges (some previously approved and partially funded) are:

- **Baruch College**: During FY 2001 the College will move a third of its facilities from leased space to a new 780,000 GSF Academic Complex slated for completion in July 2001. The last two years of the Plan request planning funds for a comprehensive renovation of the College's 1929 building on Lexington Avenue to provide state-of-the-art classrooms and laboratories.

- **Brooklyn College**: From 2000 through 2004, an $83 million West Quad Academic, Athletic and Student Services building will be planned and constructed, and a new $24 million chilled water plant will be completed.

- **City College**: The University is undertaking a comprehensive academic study of the College and a facilities master plan will follow up on the identification of enrollment projections in the various college programs. However, one area of extreme importance is the science and research facilities of the campus, which are mostly housed in the Marshak Building. A total exterior and interior renovation of this building, estimated at $50 million, is being requested in the first years of the five-year plan. Additional research facilities for Photonics, a new home for the School of Architecture, and a campus-wide network infrastructure and telecommunications upgrade are also planned.

- **CUNY Law School**: A $7 million project to renovate the existing building is scheduled in the first year of the new five-year plan. The last year of the plan requests a feasibility study for replacement and possible relocation of the Law School in order to address issues of accessibility and proposed new interdisciplinary programs.

- **Graduate School and University Center**: The Plan proposes a feasibility study to explore options for developing affordable graduate student housing. It would seek a public/private partnership to develop and manage the housing, which would be in the vicinity of the recently renovated B. Altman building, into a consolidated facility of 580,000 GSF for the CUNY Graduate School and University Center.

- **Hunter College**: In 1999 the Board of Trustees approved a ten-year physical master plan (1998-2008) for the college which proposes new projects at its 68th Street and Brockdale campuses to adequately house Hunter's more than 20,000 students. The master plan's initial projects include development of new science facilities in the vicinity of the 68th Street campus. Approximately $80 million is being requested for site acquisition and design.

- **Lehman College**: The top priority of the college's mission of education in emerging technology will be enhanced as the last phase of the Consolidated Computer Center, planned for FY 2001-02, is implemented. A new physical master plan was developed in early 2000, which will address the college's initiative to incorporate an affiliated high school, the re-use and reallocation of presently vacant facilities, and the elimination of temporary structures.

- **New York City Technical College**: A physical master plan is currently underway, following redefined academic programs and enrollment projections. In anticipation of known deficits to be detailed in the master plan, the FY 2000-2005 Capital Budget Program identifies $41,000,000 for the first phase of a new Academic Complex.

- **Queens College**: A ten-year master plan is currently in progress. Among the several directives are: the identification of a site to permanently construct a college-affiliated elementary school; studies for the renovation of the college's gym; overhaul of science facilities, and expansion of the School of Education.

- **College of Staten Island**: Projects proposed for the next five years are renovation of the one building not included in the original new campus build-out, and completion of site improvements such as parking.

- **York College**: The last campus built at CUNY proposes projects to complete its original master plan, amended in 1996. New projects include several site improvements to better define the campus's physical boundaries,
especially where there exist severe conflicts between pedestrians and vehicular traffic, development of a comprehensive site drainage plan to correct storm water retention and alleviate flooding, and building retention areas and secondary athletic and student recreation fields in the now vacant Site 9.

Projects for the six community college campuses and Medgar Evers College must be supported equally by the State and City of New York with 50/50 funding matches. Projects proposed for the next five years at these campuses include:

- **Medgar Evers College**: In the year 2000 the college will complete site acquisitions to locate the $78 million, 142,000 GSF Academic Building I, for which funding is being requested in the next five years. This new facility will relocate the college’s science labs and provide state-of-the-art instructional spaces.

- **Bronx Community College**: A completed master plan identified the immediate need to build a new instructional Building to replace a large number of the College's classrooms currently located in an ill-fitted former dormitory building. Later on, the plan recommends expansion and relocation of the library from its present non-central campus location back to the magnificent building designed by eminent architect Stanford White.

- **Hostos Community College**: Having undergone extensive changes during a recent period of enrollment decline, the College will begin a master plan to better define the future of its facilities. It is anticipated and thus requested for the next five years that adjacent properties be acquired to allow for future college expansion in the area of health education, and to provide open spaces for student recreation.

- **Kingsborough Community College**: Following recent expansion of college facilities such as the Academic Village and the affiliated Leon Goldstein High school, the college continues to propose the next phase of its 1995 approved master plan. Design funds are requested for the first phase of the $96 million Academic Complex I, which will replace badly deteriorated temporary structures and provide some expansion to this beautiful 70-acre campus by the shore of Manhattan Beach, Brooklyn.

- **LaGuardia Community College**: In the next five years, $53 million is needed to begin the initial phases of the design and renovation of the newly acquired 800,000 gross square feet of space in a former warehouse building. This will provide classrooms, lecture halls, relocation of the International High School, and a temporary home for the newly chartered and college-affiliated Frank Sinatra High School.

- **Borough of Manhattan Community College**: The college has been well-funded in the past five years by the support of over $50 million to renovate Fiterman Hall, a $30 million building donated by Shirley and Miles Fiterman. In the next five years, the original college facility vacated by the move to Fiterman Hall needs to be renovated; $22 million is being requested for Phase I of that renovation.

- **Queensborough Community College**: A facilities master plan is currently in progress, and will be presented to the Board of Trustees for approval in the fall of 2000. It provides a framework for the development of a unified campus by proposing activities to encourage the use of the "upper" campus, thus relieving congestion on the presently more accessible "lower" campus. The plan also proposes replacement of temporary structures with new state-of-the-art classrooms and laboratories, and installation of an upgraded network infrastructure.

- **CUNY-Wide Projects**: As with the senior colleges, the University is planning several community college projects under the categories of Health and Safety, Facilities Preservation, Telecommunications and Information Systems. Approximately $100 million is necessary to maintain and upgrade facilities at CUNY's community colleges and Medgar Evers in these areas.
Establishing a CUNY-wide economic development initiative

Over the next four years, the University intends to significantly increase its role in fostering the New York region's economic development by taking full advantage of the State's new "Jobs 2000" program, especially the Strategic Training Alliance Program and the Office of Science, Technology and Academic Research. In order to ensure that the University is positioned to provide the necessary infrastructure to support a variety of economic development activities, the University plans to establish a CUNY Economic Development Consortium. The Consortium will provide the system-wide strategic planning and coordination required to utilize State and other economic development resources most effectively. In this role, the consortium will

- Identify potential strategic alliance employer associations, labor organizations, and local development agencies and help campus-based staff to build productive relationships with these private-sector partners;

- Provide a means for colleges involved in customized employee training and other economic development activities to share resources and learn from respective experiences;

- Encourage joint efforts by individual college's academic and continuing education divisions to develop credit-bearing certificate programs that encourage workers to continue their studies in regular degree-granting programs after completing their training;

- Develop University-wide internship programs targeted to specific industries, similar to the program jointly sponsored by the New York Software Industry Association (NYSIA) and IBM; and

- Work with CUNY's Office of Computing and Information Services to develop an Internet-based system for delivering employee training programs.

In addition to these activities, the University plans to undertake a number of specific, targeted initiatives under the aegis of the CUNY Economic Development Consortium. Several of these initiatives began in 1999-2000 and will build incrementally to 2004.

Business Incubator Project

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

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

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

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

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

The business model for the incubator network has already been established through a pilot project on the campus of the Borough of Manhattan Community College. On March 1, the first incubator - the New York TeleMedia Accelerator - opened at a BMCC building at 90 West Broadway. The TeleMedia Accelerator is a state-of-the-art business incubator that will provide a hothouse environment for startup companies developing content and technology for broadband applications. The Accelerator's management, comprised of seasoned investment professionals and venture capitalists, is selecting companies that will be incubated in the facility, in return, in part, for giving the Accelerator equity in their company. BMCC entered into an agreement to provide space, maintenance and access to equipment and research facilities to a new non-profit development corporation that in turn sublicensed these facilities to the Telemedia Accelerator. The Accelerator pays the development corporation a use fee and will provide internships and research opportunities for BMCC students and faculty. In addition, the development corporation received a Board seat and an initial allocation of 5% of the Accelerator equity. Any payments received by the development corporation as a result of its equity in the Accelerator will be used to further its purpose of developing new and technologically innovative businesses and in connection therewith advancing the educational and research mission of BMCC.

NYCIF is currently working with Hunter College on development of a second incubator project on their campus at 1st Avenue and 25th Street. The model will be structured along the same lines, where Hunter will provide space indirectly through a separate not-for-profit entity in return for opportunities for faculty and students to engage with the business development activities of the incubator. Discussions have been held with the College of Staten Island, City College and LaGuardia Community College regarding similar ventures. It is contemplated that there are opportunities and a pressing need for incubators modeled after the TeleMedia Accelerator with focus on such specialized areas as software, New Media, digital film and streaming video, biotechnology, communications and Internet-based financial services.

The business plan for the Accelerator anticipates that both the holding company and the individual incubators will realize venture capital returns for investors. With respect to the holding company, there is significant potential for an IPO in less than three years (along the lines of such incubator companies as Internet Capital Group and CMGI). NYCIF and Psicon have already provided more than $4 million to establish and subsidize operations of the TeleMedia Accelerator at BMCC and will commit an additional $25 million to a seed venture fund to support client companies. To the extent additional operating subsidies are required to build the network, these will also be provided through NYCIF directly or strategic investors that it is responsible to attract.

To maximize the educational benefits of the New York City Accelerator to CUNY and its colleges, an Advisory Council comprised of employers in growth industries that are the focus of the incubator network will be convened. This council will focus on the on-going faculty training, curriculum upgrading and other requirements that CUNY must address to establish its graduates as the preferred first source for the city's rapidly expanding employment opportunities in technology-related industries.

**College Efforts in Support of the Economic Development Initiative**

Baruch College is a major locus for small business development in the University. The College is home to The Lawrence Field Center for Entrepreneurship and Small Business, which assists small businesses and conducts research in the field. To better serve the small business community, the College has developed a BBA program in Small Business Management and Entrepreneurship for current and prospective owners of small businesses and will be expanding these efforts over the next several years. Through its School of Public Affairs, the College is instituting two new centers of key importance to local government and public education: The Center for Government Transition and Leadership, and The Center for Educational Leadership. The first center will focus on the needs of municipal governments to formulate transition policy, and to provide training in key areas to new officials. The second will focus on research and training in support of innovative leadership for the City's public schools.
The establishment of doctoral and master's programs in Biomedical Engineering at the Graduate Center and City College, and in Biotechnology at Hunter College will make the University a center of applied research in these areas over the next several years.

City College's new Bachelor of Engineering program in Computer Engineering will help address the region's need for qualified professionals to staff the growing number of companies involved in the development of new computer systems and software.

The previously mentioned programs at Hunter and City Colleges will help establish CUNY as a photonics research center of the first importance to science and industry in the region. Another important part of the University's photonics initiative is the planned New York State Center for Advanced Technology in Polymer Thin Films and Nanocomposites to be located at the College of Staten Island. The center will build upon CSI's state-of-the-art facilities for the preparation of organic polymeric materials for photonics.

The faculty and staff at Eugenio Maria de Hostos Community College have been working collaboratively with the Cisco Corporation in order to establish a Cisco Lab at the school. This initiative will be a collaborative effort among the Computer Information Technology Unit, the Continuing Education and Workforce Education Units and the Academic Computing Center. It will include curriculum development for a credit-bearing certificate and an eventual degree program in the area of networking which will be a model college to career program integrating academic and vocational curriculum.

Hostos is also involved in a project designed to provide current Bronx Lebanon Hospital Medical Laboratory Technicians with retraining on-site as Medical Coders to work in the outpatient billing department. Seventy-five hours of instruction is provided in the International Classification of Diseases – 9th Clinical Modification - and in the Common Procedural Terminology.

Bronx Community College is working jointly with the Bronx Zoo, a major employer in the borough, to develop programs that will fill a local need for staff trained in the latest safety and care techniques that are used in zoological facilities.

Brooklyn College recently received a $100,000 grant from the Kauffman Foundation to provide stipends to 40 students, in 2000-01, who will take business courses while working directly with Chief Operating Officers or founders of small for-profit businesses. Students will study how entrepreneurs start businesses, how to obtain financing, small business marketing and advertising, financial and cash management and using the Web as a business tool.

LaGuardia Community College, working with the New York New Media Association, is developing a new media program that would serve the recently designated Long Island City Technology District. Also, a major grant from the Alfred P. Sloan Foundation has enabled the College to expand the professional courses and other services offered to manufacturers through the creation of an Industrial Management Resource Program.

New York City Technical College plans to expand the scope of services provided through its Small Business Institute to include assistance for small business to assess and incorporate cutting edge technology, productivity tools, and integrated solutions for their offices. The College's Business and Industry Training Center will become part of the New York City network of service providers to manufacturers. It will continue to nurture working relationships with New York Industrial Retention Network, the Department of Employment Food Industry Advisory Council, the LaGuardia Center for Economic Development, Con Edison's Food Groups, and ITAC. Through its Manufacturing Resource Center and Quality Management Center, BITC will tap into the expertise of college faculty to provide training and consultation on technology and management issues for manufacturers.

York College plans to develop the Center for Remanufacturing Technology Transfer, in collaboration with the Rochester Institute of Technology. The Center will help local remanufacturing businesses deploy state-of-the-art technologies and business practices that will lead to the production of commercially profitable end products. The Center seeks to encourage the growth and development of New York State's economy by supporting the development of small businesses that bring remanufactured products to the commercial market. It will facilitate
access by local businesses to a network of state, federal, university and industry laboratories with expertise in remanufacturing technology and licensed commercialization procedures.

The York College Small Business Development Center provides services to the small business community in southeast Queens. One of four Small Business Development Centers in New York City, the York College Center is funded by the U.S. Small Business Administration and the City of New York. The Center provides a variety of services to small businesses, and has helped local businesses secure over $40 million in business financing during its twelve-year history.

A proposal to develop a skills training center in Far Rockaway is also being developed by York, in collaboration with elected officials from Far Rockaway and the Queens Borough President’s office. Instruction in basic skills and ESL, allied health professions, and information-related technical skills will be among the initial programs offered at the Center. The goal of the Center is to provide educational opportunities to local residents for the jobs that exist and those that will be created in Far Rockaway over the next five years.

**Workforce Development**

No other institution has a greater responsibility for the preparation and retraining of the workforce in New York City than The City University of New York. Two challenges are especially acute - the challenge posed by enormous changes in technology and the intensifying globalization of production and commerce and the challenge posed by the need to deliver services essential to the city’s human, institutional and structural functioning. The development of the necessary individual talents requires both sophisticated technical knowledge and a capacity for critical thought. The University will work closely with partners in the city’s private, nonprofit and governmental sectors to ensure that new programs are developed and that all who need to acquire skills and credentials are provided with a sound opportunity to do so.

The University will coordinate the efforts of campus-based staff with links to various occupational sectors and its centralized admissions and planning staff to ensure that both management and employees in large and small firms are aware of the opportunities for study that already exist at the University and to identify additional needs.

In the commercial and technical fields, the University will work closely with private firms, professional organizations and trade organizations to identify needs for new programs of study and/or opportunities for graduates in high demand occupations, such as those addressed by the new Software Institute at the Graduate School. The University will build upon several promising initiatives to establish an array of effective partnerships to provide interested students, in both degree and non-degree areas, with high quality technical instruction. One of these is the new contract, described in the section on Technology, that Borough of Manhattan Community College has with Cisco Systems to provide training. Another is a contract with Sun Microsystems that will enable the Computer Systems Sciences Department at New York City Technical College to provide training to New York City workers under an agreement with New York City’s Department of Information Technology and Telecommunications.

The newly established John F. Kennedy, Jr. Institute for Worker Education will coordinate efforts in the health, human services and educational fields. The Institute’s staff will initiate and support campus-based efforts in the following areas:

- The development of additional credited certificate programs to introduce individuals to post-secondary study or provide advanced training to those already possessing credentials;
- The development of additional “bridge to college” programs for para-professionals that will increase their ability to succeed in college-level work upon enrollment;
- The strengthening of the University’s adult degree programs to provide adults with special opportunities to craft programs of study which match their needs and personal circumstances;
- The expansion of tuition support through the coordinated use of vouchers provided by employers and unions;
The expansion of mentor programs (such as the Kennedy Fellows Program) to provide worker students with personal, academic and career assistance in order to increase the likelihood that they will persist in their studies to degree completion;

- The development of contracts and other agreements with agencies that link career advancement opportunities to educational achievement;

- The development of new forms of distance learning that will supplement classroom learning with televised and web-mediated instruction in order to insure that complex work schedules do not interfere with academic progress.

The University will seek to fully integrate its workforce development efforts with the One-Stop System being introduced under the provisions of the Workforce Investment Act and with the city and state's welfare-to-work initiatives. CUNY will work closely with labor unions already involved with worker education at the University, including member unions of the City and State, AFL-CIO and related entities.

Public Assistance Recipients

As the city and state move forward with the full implementation of changed welfare policies affecting eligibility and work requirements, the University will continue to cooperate with the Human Resources Administration and the New York State Department of Labor to provide educational opportunities to public assistance recipients. As in the past, those opportunities will include literacy and language instruction for those in need of basic skills, short-term occupational training for those ready to enter new occupations and supported degree study for those qualified to enroll.

The University will expand and diversify the voucher-based InVEST Program in order to provide additional opportunities for recipients already in the workforce to improve their basic skills and to acquire technical ones. In the last two years, that program has been in operation on fourteen campuses and has offered thirty programs of study. In its pilot phase, results have been especially promising and the two governmental agencies have expressed strong interest in providing additional resources. In the next five years, the University will expand the program to all campuses, will support the development of new programs and will intensify its outreach and recruitment efforts.

The University will also continue to provide specialized academic support, counseling and job placement assistance to matriculated recipients to insure that they are able to balance the demands of family life, work obligations and academic coursework.

The University will develop new programs of study for recipients with unique circumstances or needs, such as those who are pregnant, those with very young children, teen parents or those with physical or emotional disabilities.

III. ADMISSIONS, ASSESSMENT, RECRUITMENT, RETENTION, PROJECTED ENROLLMENTS 2000 TO 2004

Admissions

In July 1999, the University submitted to the New York State Board of Regents a Master Plan Amendment which incorporated implementation plans and enrollment projections emanating from a resolution approved by the CUNY Board of Trustees, in January 1999. This resolution set forth a new policy that mandated that remedial courses be phased out of the senior colleges by the year 2001. Two specific groups of students - SEEK and ESL - were excluded from this resolution. These students will not be required to demonstrate college readiness in reading, writing and mathematics prior to enrollment in a senior college.

The Board of Regents approved the Master Plan Amendment in November 1999. The proposed timetable for phasing out remedial coursework was modified as follows:
Baruch, Brooklyn, Hunter and Queens Colleges – January 2000
College of Staten Island, John Jay College, and New York City Technical Colleges – September 2000
City, Lehman, Medgar Evers, and York Colleges – September 2001

In the context of the new policy the University has begun to implement a set of strategies which reaffirm its mission to provide access and a high quality education for all New Yorkers. Many of these were discussed in earlier sections of this document (e.g., College Now, Prelude to Success, expansion of the University Summer Immersion Program). These strategies will guide the implementation of the new policy over the next four years.

The new admissions policy was based on a careful strategy of matching the expectations for a college degree with the level of preparation which students have when they enter the University. Its purpose was to ensure that students arrive at college fully prepared to meet the rigorous academic challenges of a college curriculum. In approving the resolution, the Board had reason to believe that students who completed their remedial needs prior to engaging in college level work would: accumulate credits at a faster pace, achieve higher grade point averages, persist in college, graduate at higher rates, and more rapidly meet their educational and career goals. The University’s own studies showed that students performed better on Freshman Skills Assessment Tests as a result of more rigorous academic preparation in high school, required as a result of the College Preparatory Initiative and the introduction of higher standards for senior college admissions. These studies also showed that students with significant remedial needs were unlikely to be successful in senior college programs. Practices at other institutions similarly suggested that students who met their remedial requirements prior to arriving at college would likely be more successful.

Over the next four years the University will:

• Continue to refine the admissions process so that students are appropriately evaluated for the colleges and programs they seek to enter. Senior college admissions criteria have been revised to allow for a broader and more individualized consideration of applicants (see below, “Senior College Admissions Criteria”).

• Continue to introduce new recruitment strategies. These strategies are described below.

• Introduce a new retention initiative that will guarantee students the courses they need to complete a degree in two or four years.

Senior College Admissions Criteria

Effective September 2000, the University is admitting students who are recent graduates of domestic high schools to baccalaureate programs using an index, or formula, that weights various elements. Students who have graduated within one year of enrollment at CUNY are considered to be recent graduates. The elements weighted include such performance indicators as:

College admissions average
Combined SAT or ACT score
Number of academic courses completed in high school
High school English average
Number of Math units
High school Math average

The weight of each item corresponds to the importance of each criterion in predicting academic success at an individual CUNY senior college.

CUNY has also added college review committees to its admissions process. At each senior college, a review committee, including members of the faculty, considers the applications of students who do not meet the
established admissions criteria but who nevertheless demonstrate the potential to succeed at a CUNY senior college. Some of these students will be admitted.

As of September 2000 all recent graduates from domestic high schools who apply to CUNY baccalaureate programs will be required to submit SAT or ACT scores. The University has arranged with the College Board to offer free special SAT test administrations for use in applications to CUNY colleges. Eligible applicants are so informed by the University Applications Processing Center. All students who achieve a combined SAT score of 1100 or higher will be admitted to a CUNY senior college.

Students who are not recent graduates of domestic high schools are admitted to baccalaureate programs using criteria established by the individual colleges.

Assessment

During summer and fall 1999, in response to Board resolutions and the recommendations of the Mayor's Advisory Task Force on the City University of New York, CUNY completed a review of outside national testing organizations. ACT (American College Testing) was selected to provide nationally normed tests suitable for determining initial placement of students into appropriate reading, writing, or English as a Second Language (ESL) courses. The new CUNY/ACT Skills Tests consist of an objective test of reading, an objective test of writing skills, and an essay. The tests will also assess readiness to exit from remedial sequences in reading, writing, and ESL. The tests will be phased in during Fall 2000; they will be used for exit for students in remedial and ESL courses in Fall 2000 and for placement for new incoming students for Spring 2001.

ACT was chosen as the test organization because of its capability and reputation in the fields of placement and exit testing. They have done extensive research in these areas and have worked with colleges throughout the country, providing support ranging from initial setup and implementation to scoring and reporting results, to research on the reliability and validity of the assessments. Using ACT reporting software, CUNY colleges will be able to provide increased feedback to students with individualized student test scores, placement, and advising reports. In addition to University-wide reports to the Office of Academic Affairs, each college will receive a variety of reports that will provide information useful for student advising and for curriculum review.

The proposed calendar for implementing the new testing program follows.

2000-2001

- Implement the CUNY/ACT tests for both placement and exit from remediation in reading, writing and ESL.

- Integrate new test data into current student information database.

- Begin work with ACT on individual student report form indicating both test scores and initial course assignments in reading, writing or ESL.

- Pilot test the new ACT Compass Test (computer-based) for English as a Second Language.

- Expand pilot testing of ACT Compass (computer-based) with non-ESL students.

- Plan and offer faculty development workshops to acquaint faculty in appropriate areas with the new tests.

- Begin work with high schools to inform students about the new placement tests and what they need to know to succeed in taking them.

- Explore appropriate early assessment of high school students.
Train large numbers of English and ESL faculty to read student essays using the new CUNY\ACT scoring scale.

2001-2002

- If pilot testing with ACT\ESL Compass is successful, implement the use of the test to substitute for the Asset Tests (paper and pencil tests) in reading and writing as an ESL placement instrument.
- Begin use of ACT reports on student performance, retention.
- Continue faculty training programs for essay reading.
- Review data from ACT.
- Begin use of new CUNY\ACT prompts for the written essays.
- Recommend faculty to ACT to participate with their national consulting groups on the content of the ACT Compass Tests.
- Develop/expand facilities for CUNY\ACT Compass (computer-based) testing.
- Continue work with high schools on early assessment.
- Initiate a thorough review of how the new tests are functioning for both placement and exit from remediation purposes.
- Review data from previous year for both placement and exit from remediation.

2002-2003

- Implement ACT\ESL Compass as objective tests for exit (students will also take CUNY\ACT essay test).
- Continue development of partnerships with New York City high schools to better inform students about the expectations of CUNY in terms of academic preparation.
- Continue faculty training programs for essay reading.
- Review reports prepared by ACT with possible recommendations for modifications.

**Recruitment**

The Office of Admission Services (OAS) develops and coordinates recruitment for the seventeen undergraduate campuses and assists the undergraduate campuses in their own recruitment efforts.

A major focus of the Office of Admission Services has always been to establish communication lines with those students who are inquiring about or applying to the University. This function has taken on even greater importance in light of the University's new admissions policies. An automated phone system is in place to answer questions about the status of an application and to allow prospective students to request applications and informational materials about the campuses and programs of the University. Counselors are available five days per week to answer individual questions. The Office of Admission Services has relocated to a more accessible and attractive facility at the Grace Building at 42nd Street and 8th Avenue.

A parallel responsibility of the Office of Admission Services is to foster communication between the University and the secondary school guidance community, as well as with community college transfer counselors. Communication
is fostered through mailings (OAS produces about 25 informational brochures and pamphlets) and informational meetings with relevant personnel in the New York City public school system, independent and parochial schools and community colleges in the metropolitan area.

Working together with the colleges, a number of strategies have been put in place to better explain CUNY’s programs and opportunities to prospective first-time freshmen, transfer students and adult students.

Recruitment of First-time Freshmen

The recruitment of this group of students involves developing outreach activities to high school students early in their freshman year in high school and even during the middle school years. Additionally, since junior year in high school is the classic period when high school students begin to seriously begin the process of college selection, the University is establishing a new focus on this group.

Mailings include communication from the Chancellor highlighting the strengths of the University, promotional post card pieces, a freshman guide and personalized cover letter, an invitation to visit the campuses and financial aid and scholarship brochures. These mailings will begin in the spring semester of the junior year and continue into the fall of the senior year.

The OAS is also strengthening their outreach component to high school and middle school students. This involves the development of relationships with feeder schools through the strengthening of the college counseling collaborative program. OAS currently assigns a counselor to each of about 140 high schools for two days per week. This program enables OAS counselors to visit high schools on a weekly basis to provide a variety of counseling services for high school students beginning early in the freshman year and continuing through the senior year. These services include career and college planning presentations for 9th grade students; college decision making presentations for 10th and 11th grade students; CUNY application assistance for seniors and CUNY orientation sessions for seniors accepted to a CUNY college. A new initiative to coordinate the OAS counselor activities with College Now is also currently being implemented.

A number of general outreach activities are planned:

- Several major citywide activities, including the BIG APPLE College Information Week, Chinese-American College Fair, and the Latino College Fair are sponsored by OAS. The Big Apple College Fair, sponsored by OAS, is one of the most ambitious college fairs of its kind in the nation. Approximately 15,000 students attend this fair over a five-day period at one of five different sites, one in each borough.

- OAS will send representatives to approximately 150 college fairs and to several hundred high schools and private schools in the area. New attractive display materials and search pieces will be created.

- In order to encourage honor students to interact with our faculty, five borough-wide Curriculum Information/Career Fairs are planned for each spring. These fairs highlight the essentials of academic disciplines in order to motivate high school juniors about the process of choosing a college. Presenters stress the connection between academic majors and the various careers to which they may lead. CUNY trustees are invited to participate.

With the evolving changes in admissions standards, it is important that CUNY establish clear lines of communication with its constituents. Plans are in place to reach out to college advisors, guidance counselors and relevant administrators, as well as students in the high schools.

- The Chancellor is sponsoring breakfasts at CUNY colleges with college advisors, Assistant Principals of Guidance, Supervisors of Guidance and Superintendents.

- A University Admissions Advisory Task Force, consisting of college advisors from all five boroughs from both public and non-public schools, has recently been created. The Task Force will ensure that the opinions and
concerns of New York City college advisors will be articulated on a regular basis to the University's admissions officers and OAS.

- Ten Fall breakfast conferences are to be scheduled for OAS to meet with college advisors in the public and non-public schools of New York and the surrounding suburbs.

- OAS staff will annually meet and address assistant principals of guidance in each borough to explain CUNY's new admissions policies.

- OAS will sponsor a Spring Citywide college advisor's conference with a focus on honors opportunities at the City University of New York. The Chancellor will give opening remarks. A version of this activity will be repeated each year.

- OAS will sponsor a Citywide guidance counselors (all grades) meeting. The Chancellor will give opening remarks.

- Several mailings concerning new SAT requirements and new admissions policies have been sent to college advisors. A new summer success brochure is also being sent.

Recruitment of Transfer Students

Specialized recruitment strategies are being directed toward the transfer population. A major concern of transfer students concerns the number of credits that will transfer into the college to which they are applying. Unlike first time freshman, transfer students often approach the college application process with a sophistication which is frequently expressed in very pointed questions about the outcomes of their education, and what their job opportunities will be after graduation. Ongoing training will be instituted to ensure that the professionals in charge of transfers at the various colleges are customer oriented in responding to applicant inquiries.

Outreach to Adult Populations

This population, with its own special concerns, represents a significant source of enrollment at CUNY.

- Ongoing presentations will be provided to constituents of community based organizations (CBO'S) which will highlight information on CUNY colleges, programs, support services, admissions requirements, financial aid, veteran's information and related post-secondary concerns.

- An annual conference for personnel of CBO'S will be coordinated by the Office of Admission Services to provide updated admissions policy information and program information about CUNY.

- An annual conference for key agency personnel who are involved in the education of adult populations will also be organized by OAS. Groups will include Post Five (New York City Board of Education), educational departments of unions (particularly 1199 and DC-37), religious and cultural organizations, libraries, veteran's organizations, and military education offices responsible for counseling those who are separating from the Armed Services.

- Electronic interactive college fairs will be conducted with the New York City Department of Personnel and directed at specific city agency personnel.

- Corporate recruiting will be aggressively expanded to provide recruiting personnel to a wide range of corporate organizations, in consultation with the CUNY Business Leadership Council. Since OAS sponsors an ambitious Job Fair each spring (this year 128 corporations and agencies participated) the companies who participate in the Job Fair will serve as a basis for expanding recruiting efforts.

- A College Now program for adults, offering low-cost college skills orientations, will be developed to improve University services to adults.
• CUNY will continue to actively promote citizenship and voter registration opportunities consistent with State and Federal laws and regulations.

Enrollment Projections

See attached tables.

IV. ADMINISTRATIVE STRUCTURES AND SYSTEMS

Restructuring of the Central Office (Office of the Chancellor)

Shortly after Dr. Matthew Goldstein became Chancellor of the University, he engaged the Pappas Consulting Group to study the organization of the Central Office and make recommendations for change. The Mayor’s Advisory Task Force on the City University had cited this as a concern in a chapter entitled, "Central Governance at CUNY: the Need for a Fresh Start," and had advocated for a strong Chancellor. The Pappas Report, "Diagnostic Review of the Organizational Structure and Functions of the Office of the Chancellor," was issued in January 2000. The recommendations in the Report supported the Chancellor’s objectives to provide a more accountable and supportive administrative resource to the campuses and to emphasize, in the Office of the Chancellor, strategic planning, policy-making and best practices. The recommendations were also aimed at increasing efficiencies throughout the Central Office and the system, and allowing for the reduction/reallocation of administrative and operational costs.

During the time the Pappas Group was engaged some changes were made to the bylaws. These included elimination of the title of Deputy Chancellor, and the addition of two new titles to the instructional staff: Executive Vice Chancellor and Chief Operating Officer. Other bylaws changes strengthened the Chancellor’s role as the Chief Executive Officer of the University and clarified that the campus Presidents report through the Chancellor to the Board.

The Pappas Report expressed concern that the present organizational structure impedes the ability of the Chancellor to operate at a high-level policy and planning mode. Among the specific concerns noted were: the need for a coherent administrative technology plan and process; the need for planning and management in the budget processes; and the need to examine human resources practices and procedures. In addition, the Report noted that "Although the position title, Vice Chancellor for Academic Affairs typically denotes the primary or core mission of a university, there is no clarity regarding the importance this position represents in the table of organization."

The restructuring now underway is based on the recommendations in the Pappas Report. The new process based organizational model is derived from a corporate model where the Chancellor is the Chief Executive Officer (CEO) and the Vice Chancellors are corporate officers who are expected to provide corporate-wide leadership for the processes they manage.

The new organization mirrors the tripartite mission of the Office of the Chancellor. Three line officers will be put in place: one for academic affairs, student development and enrollment services (Executive Vice Chancellor and Chief Academic Officer), another for business operations (Senior Vice Chancellor and Chief Operating Officer), and a third for institutional advancement (Vice Chancellor and Chief External Affairs Officer).

The Executive Vice Chancellor and Chief Academic Officer will oversee all academic programs, faculty, and student and enrollment services. This officer is also the chief liaison with the New York City Public School System. The Executive Vice Chancellor and Chief Academic Officer heads the Office of Academic Affairs and will be the “Acting” Chancellor in the absence of the Chancellor.

Several staff positions have been added to the Office of Academic Affairs. After two lengthy searches the position of Director of Assessment has been filled. The evolving structural relationship between the Chancellor of the New
York City school system and the Chancellor of the City University has led to the appointment of a formal liaison with the New York City public schools. A Dean for Teacher Education has been appointed. He will be responsible for implementing the reforms underway to strengthen the quality and consistency of CUNY's teacher education programs.

The Senior Vice Chancellor and Chief Operating Officer is the University's chief business officer. He or she is expected to provide financial and administrative leadership to the organization and to promote and enhance sound business practices in the pursuit of academic excellence and public accountability. Interviews are being held as the search for an appropriate candidate comes to its conclusion. The Pappas Report recommended that senior officers in Budget, Finance and Information Services, Facilities Planning, Construction and Management, and Faculty and Staff Relations report to the COO.

One of the new COO's immediate tasks will be the study of existing human resources systems, including policies, practices and procedures. The goal is to better serve the colleges, and the Office of the Chancellor, particularly with respect to the development of a more efficient process for the hiring and retention of staff.

The Vice Chancellor and Chief External Affairs Officer is the spokesperson for the University and is responsible for all public relations, publicity, external communications, and relationships with governmental agencies.

In the proposed plan the position of University Dean for Student Affairs and Enrollment Management is eliminated. The position of Vice Chancellor for Student Development and Enrollment Services is created, reporting to the Executive Vice Chancellor and Chief Academic Officer. A search has begun to fill this position. It will be his/her responsibility to integrate more forcefully the University's and the College's efforts to provide meaningful student development, as well as retention and recruitment functions. The title, Vice Chancellor, is intentionally utilized to underscore the fact that it is the University's mission to serve students, its primary constituency.

The Pappas Report was distributed to the presidents, and comments were received from many. The recommendations above, and others, are being considered and widely discussed.

Performance-Driven Executive Compensation Plan

In the 2000-2001 Academic Year, The City University will implement a performance-driven compensation plan for CUNY College Presidents, members of their management teams, and executives within the Chancellery.

The plan assures attention to University-wide priorities by linking three key processes every year: University and campus goal-setting, performance measurement and evaluation, and adjustments to executive compensation. Every spring the Chancellor, in consultation with the Trustees, will develop goals and performance targets for the University as a whole for the upcoming academic year. Based on these, the Chancellor will also set goals for executives within the Chancellery.

During the summer, CUNY Presidents, working with the Chancellery, will tailor these goals to the particular mission and circumstances of their campuses, and may add other goals specific to the campus. Presidents will then set goals for their individual departments and all executives covered by the Executive Compensation Plan. These will be linked to performance.

Goal-setting will be focused in four areas considered to be priorities by the University: raising academic quality, improving student success, enhancing financial and management effectiveness and fostering innovation and continuous improvement. Targets will be set on multiple objectives. These will include but are not necessarily limited to: increasing the percentage of instruction by full-time faculty; enhancing academic program offerings and use of instructional technology; increasing student retention and graduation rates; boosting revenues from fundraising and grants; and improving intra-CUNY articulation.
In support of this initiative CUNY is assembling a data warehouse (see below) that campuses will be able to access electronically throughout the year, to monitor progress in a number of areas. The University Budget Office also will make quarterly reports available to permit colleges to track progress toward their financial targets.

At the end of the academic year, a performance report for each campus will be prepared that will guide campus goal-setting for the next academic year and facilitate evaluations of executives based on the previous academic year’s performance.

Every September, the Chancellor will report to the Board of Trustees on progress in achieving University goals in the previous academic year, and recommend adjustments in salary for Presidents based on how closely their campuses met their targets. Presidents will allocate pay hikes to members of their management teams according to their contributions toward meeting college targets.

**Management Information Systems**

State-of-the-art management information systems are critical to the University’s capacity to establish standards and evaluate program and institutional performance. University-wide strategic planning and management effectiveness depend on reliable data that will inform the development of sound policies, procedural efficiency, and productive operations. Revamping CUNY’s major administrative systems, therefore, is a University priority.

At the present time, the University has several stand-alone administrative systems that support core operations in the central office and at the colleges. These include: student registration (Student Information Management System -- SIMS); financial management (Financial Information System -- FIS -- and Financial Accounting System -- FAS); human resources (City University Personnel System -- CUPS); financial aid (Student Financial Aid System -- SFA -- and Financial Aid Processing -- FAP); and admissions (CUNY Admission System -- CAS). Each of these systems was developed to perform essential transactions and, in that regard, are successful systems. Further, the development, deployment, and modification of each of these systems over the years has been achieved at minimal cost, with options for college-initiated upgrades and enhancements, and with links to other modules, as appropriate to functionality. In addition, data in several of these systems are reconciled routinely with federal, State, or City information systems that are critical to the University’s operations.

The University has committed to upgrade and unify its administrative information systems. This upgrade will make effective use of the newest software tools which interface with the Internet to expand access to information and enhance efficiency of operations. There are three efforts currently underway that are first steps in this process.

1. **Institutional Research** A new relational Institutional Research Data Base (IRDB) currently being developed will incorporate data from the colleges into a student data warehouse, affording both the central administration and the colleges improved access to CUNY-wide student information. It will include data on students’ academic preparation, skills assessment results, registration, grades, graduation, and financial aid.

2. **SIMS** The University has begun the process of “web-enabling” the current Student Information Management System (SIMS). By providing a browser-based interface to this legacy system, the University will broaden access to the system beyond desktops and other direct links at the colleges and even beyond the level of access provided currently at some colleges through telephone registration. In addition to making this system more accessible and friendly to students, faculty, and other users, this modification will extend the functionality and viability of the existing system by a couple of years.

3. **Purchasing** The University has partnered with private companies to develop a secure, scalable, prototype purchasing application interface among internal CUNY systems, external funding agencies, and selected vendor partners. This prototype system, which is scheduled for delivery in August 2000 for testing in the central administration, will:
   - provide for electronic requisitions and approval via e-mail;
   - process electronic purchase orders;
provide shipping updates;
accommodate electronic receiving and inventory functions;
process electronic approvals for payment;
process electronic payment to vendors;
provide acknowledgement and approval messaging at each level; and
anticipate and accommodate purchasing and payment scenarios (e.g. fax options) that function with vendors that do not have comparable electronic ordering, fulfillment, and accounts receivable systems.

The prototype will demonstrate the feasibility of developing a unified, paperless purchasing environment using electronic-commerce tools. Additional phases will address full integration of the business logic involved in the University's purchasing processes and will be extended to accounts payable, budgeting, payroll, and human resources.

The IRDB, the upgrade to SIMS to provide Web-access, and the electronic purchasing system are all first steps. The goal is for the University to fully implement an integrated, comprehensive University-wide management information system that includes human resource information, financial data, and student data. This system will build on re-modeled transactional process systems that are closely aligned with college needs. The updated transactional systems, which will continue to perform the day-to-day financial, student, and human resource work of the colleges and University, will have the additional capacity to feed data elements into a central data repository for consolidated information integration and reporting. The result will be a fully-articulated data warehouse, combining information on student characteristics and outcomes, faculty and staff statistics, and basic financial and cost data. This unified system will improve management reporting and assist the University in measuring progress toward its academic and administrative goals. It will enable the University to conduct business more efficiently and develop policy with an increased sense of confidence in decision-making.

**Interaction with Other Colleges**

In pursuing the goals and objectives of the University, CUNY continues to reach out broadly through a network of professional organizations as well as the business community. In particular CUNY is concerned with maintaining relationships with various other educational institutions. These relationships enable CUNY staff to stay abreast of best practices and new developments in areas ranging from higher education finance, to curriculum, to student aid, to student services. Meetings are attended by the individuals most involved in these areas. Examples of some of our ongoing relationships and memberships in the state and local area include the following.

Association of Colleges and Universities of the State of New York
Tri-State Consortium of Opportunity Programs
New York State Community College Business Officers Association
Higher Education Services Corporation
Continuing Education Association of New York
ACE National Program for Women in Higher Education
New York State TESOL
New York State Reading Association
Quality Assurance Task Force
National Association of Student Personnel
Middle States Association of College Registrars and Admissions Officers
Northeast Association of Institutional Researchers
New York State Transfer Articulation Association
American Council of Learned Societies

**Financial Plan**

To achieve the goals and objectives outlined in this master plan, the City University of New York projects a need for an additional $141.1 million in programmatic support over the next four years. This increase represents an average annual rate of 2.6% growth in programmatic support. In addition, the financial plan projects cost increases
of 1.5% annually for inflation and other mandatory increases, totaling $93.7 million. These projections do not include future collective bargaining requirements. Overall, CUNY's budgetary requirements relating to the 2000-2004 Master Plan call for a budget level of $1.6 billion in FY2004, an increase of $235.4 million over the current budget and an average rate of growth of 4.4%.

Twenty-four percent of the increased expenditures in the final year of the plan are devoted to the University's top priority – full-time faculty. The plan provides for the hiring of 600 full-time faculty over the next four years at a cost of $33.8 million. Thirty percent of the new resources, or $41.9 million, will be targeted at critical academic and student support needs. Fourteen percent of the funding is needed to fully implement CUNY's College Now program.

Some of the initiatives in the master plan are being accomplished, in part, through the use of existing resources. For example, the cost estimates for full-time faculty assume self-funding of 20% of the cost of the new hires from existing resources devoted to adjunct teaching. College development initiatives and economic development initiatives will be expected to generate revenues in support of new and ongoing projects. The effective use of technology will also generate savings and foster productivity improvements that will enable the redeployment of resources to high-priority areas.

**Conclusion**

The colleges of the City University of New York represent expertise and distinction in every field of human endeavor. The Master Plan for 2000-2004 reflects the efforts of the talented individuals and groups in those colleges to provide the finest possible education for the citizens of New York. The programs of study, and the opportunities for participation in research, service and special interest activities that are available to CUNY students take two questions into consideration. The first is the age-old question of what it means to be an educated person. The second is the issue on every student's mind, "What will this education do for me?" The diversity of CUNY's population demands that there be a diversity of answers to both of these questions and it is the responsibility of the University to guide its students in finding the particular answers that work for them.

The Master Plan, like the University, has many component parts, and like the University it is a guide. Not every piece will be relevant to every person who has an interest in the University's future. But the University serves many constituents, faculty and students of course, as well as the education community and a larger community of concerned New Yorkers. Each of these constituents should be able to see their work and interests reflected in the master plan as well as their future, and each should be able to find the piece that works for them.

To achieve our goals we must enter the new century looking forward. This Master Plan is a design for the future and the course it charts must reinforce, for all of our constituents, the value and the possibilities of a public education.
The City University of New York -- Master Plan 2000 to 2004  
(Millions)

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| Mandatory Cost Increases         | 31.2   | 20.5   | 20.8   | 21.1   | 93.6   |       |

| Total Increases                  | 87.1   | 50.2   | 50.8   | 47.4   | 235.5  |       |

| Total Operating Budget           | 1,347.1| 1,434.2| 1,484.4| 1,535.2| 1,582.5|       |

Notes:
FY2001 increases reflect CUNY Budget Request.

*University plans to raise $20 million in non-tax levy funds to support these initiatives.
The City University of New York
2000-2004 Master Plan -- Programmatic Initiatives

Flagship Environment -- Full Time Faculty
$55.0 million

Student Services
$13.2 million

Teacher Education
$10 million

Economic Development
$7.1 million

College Now
$20 million

Technology
$7.7 million

Academic Support
$28.7 million

Total Programmatic Initiatives = $141.7 million

Attachment 2. Financial Plan Programmatic Initiative (2)
### Table 1. Projected Total Headcount

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### Table 2. Projected Total Headcount by Level and Degree Status

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<td>0</td>
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<td>4,668</td>
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<td>14,208</td>
<td>15,887</td>
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<td>16,035</td>
<td>15,868</td>
<td>16,229</td>
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<td>10,490</td>
<td>10,654</td>
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<td>10,892</td>
<td>10,931</td>
<td>11,041</td>
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<td>1,493</td>
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<td>1,499</td>
<td>2,027</td>
<td>1,486</td>
<td>2,027</td>
<td>1,486</td>
<td>2,027</td>
</tr>
<tr>
<td>Total</td>
<td>11,281</td>
<td>11,521</td>
<td>11,530</td>
<td>12,297</td>
<td>11,987</td>
<td>12,681</td>
<td>12,227</td>
<td>12,919</td>
<td>12,417</td>
<td>13,068</td>
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*Spring 2000 figures are preliminary.
## SPECIAL PROGRAMS BENCHMARKS 2000-2004

<table>
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<tr>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment Management</strong></td>
<td>Develop the profile of students admitted for this academic year based on the new admissions criteria.</td>
<td>Continue to monitor profile of newly admitted students to Special Programs.</td>
<td>Review student profile.</td>
<td>Evaluate progress of recent freshman cohorts and adjust admissions criteria as necessary.</td>
</tr>
<tr>
<td></td>
<td>Work with 4 year programs to strengthen their transfer outreach activities.</td>
<td>Refine and continue transfer outreach activities.</td>
<td>Continue transfer outreach activities. Assess effectiveness.</td>
<td>Recommend best practices for transfer outreach</td>
</tr>
<tr>
<td></td>
<td>Fall recruitment fair for H.S. college advisors.</td>
<td>Fall recruitment fair</td>
<td>Fall recruitment fair</td>
<td>Fall recruitment fair</td>
</tr>
<tr>
<td></td>
<td>Pilot proposal to assist “near graduates.” Review results</td>
<td>If feasible, expand “near graduates” pilot.</td>
<td>Assess how to integrate principles of “near graduates” into programs in a cost-effective manner.</td>
<td>Implement Program-wide activities to assist “near graduates.”</td>
</tr>
<tr>
<td></td>
<td>Monitor impact of part time TAP policy on Special Programs students</td>
<td>Assess retention characteristics of FIPSE and SRL programs.</td>
<td>Continue retention review of FIPSE and SRL.</td>
<td>Make recommendations for expanding FIPSE and SRL programs to additional colleges.</td>
</tr>
<tr>
<td><strong>Faculty Development</strong></td>
<td>Program-wide Planning Retreat</td>
<td>Implement goals identified in Program Retreat</td>
<td>Program-wide Planning Retreat</td>
<td>Implement goals identified in Program Retreat</td>
</tr>
<tr>
<td></td>
<td>Tri-State Conference Program-wide participation</td>
<td>Discussion and planning for next Tri-State Conference.</td>
<td>Tri-State Conference Program-wide participation</td>
<td>Discussion and planning for next Tri-State Conference.</td>
</tr>
<tr>
<td><strong>Counseling Initiative</strong></td>
<td>Follow-up participation in the 2001 Winter Roundtable at Teachers College</td>
<td>Follow-up participation in the 2002 Winter Roundtable at Teachers College.</td>
<td>Follow-up participation in the 2003 Winter Roundtable at Teachers College.</td>
<td>Follow-up participation in the 2004 Winter Roundtable at Teachers College.</td>
</tr>
<tr>
<td><strong>APPENDIX D</strong></td>
<td>Minutes of Proceedings, May 22, 2000</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>----------------</td>
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<td></td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Tutor Coordinator Initiative</strong></th>
<th><strong>Review supplemental instruction strategies for new test requirement.</strong></th>
<th><strong>Course-linked workshops. Innovative administration. Increased access to CAI (Computer Assisted Instruction).</strong></th>
<th><strong>Continue with Council-wide presentations at National Conferences</strong></th>
<th><strong>Full implementation of CAI modality</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial Aid Coordinators</strong></td>
<td><strong>Assessment study of supplemental instruction.</strong></td>
<td><strong>Implementation of expanded supplemental instruction modalities.</strong></td>
<td><strong>Assessment study of supplemental instruction.</strong></td>
<td><strong>Implementation of expanded supplemental instruction modalities.</strong></td>
</tr>
<tr>
<td><strong>Alumni Initiative</strong></td>
<td><strong>Support for annual Financial Aid Conference.</strong></td>
<td><strong>Ongoing monitoring of federal, state, and local policies.</strong></td>
<td><strong>Continue to monitor policies and practices.</strong></td>
<td><strong>Review applicant screening process and propose adjustments.</strong></td>
</tr>
<tr>
<td><strong>Innovative Curricula</strong></td>
<td><strong>Continue diversity training with Program personnel.</strong></td>
<td><strong>Sharing What Works Conference.</strong></td>
<td><strong>Conference on how to assess counselor effectiveness.</strong></td>
<td><strong>Follow-up planning to increase counselor effectiveness.</strong></td>
</tr>
</tbody>
</table>

**Council Presentation:**
National College Learning Center Association, Oct. 4-6.

**Tutor Training, Peer Study Partners/Peer Mentors, Update of Software Technology.**

**Tutor Talk Conference.**

**Conference on best practices in supplemental instruction.**
<table>
<thead>
<tr>
<th>Other Initiatives</th>
<th>Continue support for Self-Regulated Learning (SRL) at New York City Technical College.</th>
<th>Continue support for SRL and encourage replication with other programs.</th>
<th>Explore innovative pedagogy.</th>
<th>Assessment of SRL and review of student cohorts.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reestablish Gateway to Engineering Program.</td>
<td>Develop high school portion of Gateway to Engineering Program and expand to other targeted majors.</td>
<td>Continue to develop Gateway Program.</td>
<td>Continue to develop Gateway Program and assess results of recent collaboratives.</td>
</tr>
<tr>
<td>Revision of SEEK/CD Guidelines for submission at May 2001 Board of Trustees Meeting.</td>
<td>Program-wide ceremony recognizing alumni, faculty and staff, and student achievement.</td>
<td>Implement initiatives that are identified during Program-wide Retreat.</td>
<td>Continued implementation of initiatives that are identified during Program-wide Retreat.</td>
<td></td>
</tr>
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### Four-Year Minimum Targets for Academic Qualifications of First-time Freshmen

#### Mean SAT Score of Regularly Admitted First-time Freshmen Entering Baccalaureate Programs

<table>
<thead>
<tr>
<th></th>
<th>2000/01 (Fall 2000)</th>
<th>2001/02 (Fall 2001)</th>
<th>2002/03 (Fall 2002)</th>
<th>2003/04 (Fall 2003)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baruch</td>
<td>1071</td>
<td>1081</td>
<td>1091</td>
<td>1101</td>
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<tr>
<td>Brooklyn</td>
<td>1062</td>
<td>1092</td>
<td>1102</td>
<td>1112</td>
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<tr>
<td>City</td>
<td>1068</td>
<td>1078</td>
<td>1088</td>
<td>1098</td>
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<tr>
<td>Hunter</td>
<td>1019</td>
<td>1029</td>
<td>1039</td>
<td>1049</td>
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<tr>
<td>John Jay*</td>
<td>918</td>
<td>928</td>
<td>938</td>
<td>948</td>
</tr>
<tr>
<td>Lehman</td>
<td>907</td>
<td>917</td>
<td>927</td>
<td>937</td>
</tr>
<tr>
<td>Medgar Evers*</td>
<td>813</td>
<td>823</td>
<td>833</td>
<td>843</td>
</tr>
<tr>
<td>NYC Technical*</td>
<td>807</td>
<td>817</td>
<td>827</td>
<td>837</td>
</tr>
<tr>
<td>Queens</td>
<td>1100</td>
<td>1110</td>
<td>1120</td>
<td>1130</td>
</tr>
<tr>
<td>Staten Island*</td>
<td>880</td>
<td>890</td>
<td>900</td>
<td>910</td>
</tr>
<tr>
<td>York</td>
<td>928</td>
<td>938</td>
<td>948</td>
<td>958</td>
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<tr>
<td>Total Baccalaureate**</td>
<td>1049</td>
<td>1059</td>
<td>1069</td>
<td>1079</td>
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#### Mean College Admissions Average of Regularly Admitted First-time Freshmen Entering Baccalaureate Programs

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<th>2003/04</th>
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<td>85.6</td>
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<td>Hunter</td>
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<td>John Jay*</td>
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<td>80.4</td>
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<td>Lehman</td>
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<td>82.5</td>
<td>83.0</td>
<td>83.5</td>
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<tr>
<td>Medgar Evers*</td>
<td>73.2</td>
<td>73.7</td>
<td>74.2</td>
<td>74.7</td>
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<tr>
<td>NYC Technical*</td>
<td>73.9</td>
<td>74.4</td>
<td>74.9</td>
<td>75.4</td>
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<tr>
<td>Queens</td>
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<td>87.3</td>
<td>87.8</td>
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<td>77.1</td>
<td>77.6</td>
<td>78.1</td>
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<tr>
<td>York</td>
<td>79.3</td>
<td>79.8</td>
<td>80.3</td>
<td>80.9</td>
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<tr>
<td>Total Baccalaureate**</td>
<td>84.8</td>
<td>85.3</td>
<td>85.8</td>
<td>86.3</td>
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* Includes students entering associate programs.

** Total excludes freshmen entering the comprehensive colleges.
### Four-Year Minimum Targets for Academic Performance

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<th>2000/01 (Fall 1999 Cohort)</th>
<th>2001/02 (Fall 2000 Cohort)</th>
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<th>2003/04 (Fall 2002 Cohort)</th>
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<td><strong>One-Year (Fall-to-Fall) Retention Rates</strong></td>
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<td>Baccalaureate Programs</td>
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<tr>
<td>Regularly Admitted First-time Freshmen</td>
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<td>84.0</td>
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<td>88.0</td>
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<tr>
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<td>Associate Programs</td>
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<td><strong>Six-Year Graduation Rates</strong></td>
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<tr>
<td>Baccalaureate Programs</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly Admitted First-time Freshmen</td>
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<td>40.0</td>
<td>42.0</td>
<td>44.0</td>
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<td>59.0</td>
<td>61.0</td>
<td>63.0</td>
</tr>
<tr>
<td>Associate Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly Admitted First-time Freshmen</td>
<td>28.0</td>
<td>29.0</td>
<td>30.0</td>
<td>31.0</td>
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<td>Transfers</td>
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<td>40.0</td>
<td>41.0</td>
<td>42.0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Transfer From Associate to Baccalaureate Programs (After Six Years)</strong></th>
<th>19.5</th>
<th>21.5</th>
<th>23.5</th>
<th>25.5</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2000/01 (Fall 1999 Cohort)</th>
<th>2001/02 (Fall 2000 Cohort)</th>
<th>2002/03 (Fall 2001 Cohort)</th>
<th>2003/04 (Fall 2002 Cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Performance</strong></td>
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<tr>
<td>Baccalaureate Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Successfully completing remedial instruction in Summer Immersion</td>
<td>64%</td>
<td>66%</td>
<td>68%</td>
<td>70%</td>
</tr>
<tr>
<td>Degree Credits Earned First Year*</td>
<td>21.5</td>
<td>22.5</td>
<td>23.5</td>
<td>24.5</td>
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<tr>
<td>First-year GPA (regular admits)</td>
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<td>2.50</td>
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</tr>
<tr>
<td>Associate Programs</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>% Successfully completing remedial instruction in Summer Immersion</td>
<td>50%</td>
<td>52%</td>
<td>54%</td>
<td>56%</td>
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<td>14</td>
<td>14.3</td>
<td>14.7</td>
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<td>First-year GPA (regular admits)</td>
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<td>2.10</td>
<td>2.15</td>
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*Regularly admitted students enrolled in each of first two terms.
Four-Year Targets for Selected Post-Graduate Outcomes

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Job Placement Rate (Vocational Associate Degree Programs) | 2000/01 | 2001/02 | 2002/03 | 2003/04 |
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Attachment 8.
Four-Year Targets for Selected Post-Graduate Outcomes