Resolution

THE CITY UNIVERSITY OF NEW YORK – INDEPENDENT STANDING AND DEGREE AUTHORITY FOR THE CUNY SCHOOL OF PROFESSIONAL STUDIES

RESOLVED, That the CUNY School of Professional Studies (“SPS”), established and currently operating within the CUNY Graduate School and University Center (“GSUC”), be allowed to seek an independent registration as an institution of Higher Education with the New York State Department Education, with an independent degree authority for its academic programs as well as an independent accreditation status with the Middle States Commission on Higher Education. The academic programs currently being offered by the SPS and registered to the GSUC will be transferred to the SPS following its establishment as a stand-alone institution.

RESOLVED, that the corresponding Master Plan Amendment will be sought as per NYSED regulations.

EXPLANATION:

The CUNY School of Professional Studies (SPS) was created in 2003 by CUNY’s Board of Trustees with the purpose of meeting the educational needs of working adults, organizations, and employers. Since then, SPS has developed into a well-established school serving New York City through the provision of innovative and academically rigorous programs of study designed to address new or unmet needs. Home to CUNY’s first fully online undergraduate degrees, groundbreaking master’s degree programs, customized programs for city and state agencies, and the nationally renowned Joseph S. Murphy Institute, SPS has found new ways of fulfilling CUNY’s mission of access.

Similar to other cross-campus initiatives, SPS was initially established within the GSUC. However, SPS has been operating with a high degree of independence from the beginning. SPS has its own local governance body which is independent from the governance body of the Graduate School as well as other entities comprising the University Center. SPS provides student support and most administrative services independently of the GSUC. In addition, there is no overlap between academic programs at the SPS and the GSUC.

After the formal separation of SPS from the GSUC, all faculty and administrative staff are expected to remain in place. The main campus of SPS will continue to be at 119 West 31st Street, where the University is currently leasing 68,000 square feet of space on five floors. This space is complemented by two floors of administrative space leased by the University at 101 West 31st Street, and the Murphy Institute’s facility located at 25 West 43rd Street.

The proposed action brings the formal organizational structure up to date with the operational and academic procedures currently in place. SPS has reached the point of institutional maturity at which it is ready to be registered as a stand-alone institution. This action will simplify a number of administrative matters and allow greater visibility for SPS programs, which are meant to attract students not only locally, but nationally and internationally.

--Approved by the CUNY School of Professional Studies Governing Council, February 26, 2015
Background

The CUNY School of Professional Studies was created in 2003 by CUNY's Board of Trustees with the purpose of meeting the educational needs of working adults, organizations, and employers. Since then, SPS has developed into a well-established school serving New York City through the provision of innovative and academically rigorous programs of study designed to address new or unmet needs. Home to CUNY's first fully online undergraduate degrees, groundbreaking master's degree programs, customized programs for city and state agencies, and the nationally renowned Joseph S. Murphy Institute, SPS has found new ways of fulfilling CUNY’s mission of access.

A complete list of registered programs is attached as appendix 1.

Rapid growth in program offerings has been accompanied by rapid growth in enrollment. Enrollment started with 211 certificate students in Summer 2003, which held relatively steady until Fall 2006 with the launch of the first baccalaureate degree. Enrollment in Fall 2006 was 410, of which 239 were degree-seeking students. By Fall 2014, CUNY SPS had over 2,500 matriculated students and more than 2,200 graduates from its degree and certificate programs.

In addition to credit-bearing programs, the School boasts a portfolio of grant-funded, non-credit program offerings that has also steadily grown. During academic year 2008-2009, CUNY SPS served nearly 8,000 students through grants and contracts totaling $3.8 million. By academic year 2013-2014, the number of students served exceeded 21,000, with grants and contracts accounting for more than $9 million.

As outlined below, the University and the School have built a robust infrastructure to support these programs and the students enrolled in them. The School's proven record and potential for continued growth suggest that it is time for CUNY SPS to become one of CUNY’s independent degree-granting institutions. The same capacity for ensuring quality and sustaining growth means very little would need to change in order for this to happen.

Master Plan Amendment

Based on the New York State Education Department's master plan amendment criteria and requirements, designating the CUNY School of Professional Studies as an independent, degree-granting institution within the City University of New York does not require an amendment to the University or GSUC’s master plans.

Removing CUNY SPS from the GSUC does not:
- Result in an addition of a new program at a new level of study
- Establish a branch campus or inter-institutional program
- Result in the addition of new programs in any of the following areas: agriculture, biological sciences, business, education (including education, home economics, and library science), engineering, fine arts, health professions, humanities, physical sciences, or social sciences

Further, designating CUNY SPS as a degree-granting institution within CUNY will not impact CUNY’s strategic plan (2012-2016: Investing in Our Future). In fact, within that strategic plan, CUNY SPS is referred to as one of the University’s 24 institutions (page 3) and its operations are much like all of the other CUNY colleges. CUNY SPS has its own budget allocation and its own student support and administrative structures.

The following section details the current operations of CUNY SPS.

Current Operations

The GSUC only provides the following to CUNY SPS:
1. Accreditation and Program Registration: All of CUNY SPS's programs are registered by the New York State Education Department through the GSUC institutional designation. In addition, the GSUC is accredited by the Commission on Higher Education of the Middle States Associations of Colleges and Schools, last reaffirmed in
2010. The certificate is attached as appendix 2.
2. Financial Aid: While CUNY SPS has its own Financial Aid Office and staff, financial aid is distributed through the GSUC.
3. Public Safety and Security: While CUNY SPS has its own Public Safety and Security Office, the security team reports to the Public Safety and Security Office at the GSUC.
4. Human Resources: CUNY SPS staff and faculty are employees of the GSUC. CUNY SPS's Office of Faculty and Staff Resources works directly with the GSUC's Office of Human Resources for all employee-related matters.

Most of the School's operations, however, are conducted through the student support and administrative structure that the School has built, which includes the following offices, all of which have dedicated, full-time staff:

- Academic Advisement
- Admissions
- Academic Affairs
- Alumni Relations
- Bursar
- Facilities Management
- Faculty and Staff Resources
- Faculty Development and Instructional Technology
- Financial Aid
- Fiscal and Business Operations
- Information Technology
- Inquiry Center
- Institutional Advancement
- Marketing and Communications
- Program Development
- Public Safety
- Registrar
- Student Services

Maintenance of this structure is achieved through the following:

**Financial Resources**
Like all CUNY colleges, CUNY SPS's budget allocation is managed by the University's Office of Budget, Finance and Fiscal Policy. Appendix 3 is an overview of the CUNY budget process.

CUNY SPS consistently exceeds its tuition revenue target, as set by the University.

**Facilities/Equipment**
CUNY SPS occupies a dedicated space at 119 West 31st Street in Manhattan. This space, five floors totaling 68,000 square feet, includes a welcome center, computer labs, 23 smart classrooms, conference rooms, administrative offices, mail room, and help desk.

Students have access to the computer lab, conference rooms, lounges and “mediascapes,” spaces that integrate furniture and technology to allow groups to work easily and efficiently together.

Staff and faculty offices and workspaces are outfitted with phones and computers, which are networked to multifunction printers (purchased and installed in Fall 2013). Staff and faculty are provided with secure, shared folder resources hosted on CUNY SPS servers.

**Library/Information Resources**
The home library for CUNY SPS is the Newman Library at Baruch College (as it also is for the Guttman Community College). The Newman Library provides students with an easy, quick way of accessing computer-based library materials through its internet-based resources. These include electronic research databases and an E-Reserve system where professors can post class related content. The Newman Library has designated a group study room for exclusive use by SPS students.

In addition to the Newman Library, students with a valid CUNY SPS ID have access to the 20 libraries of the CUNY system.

**Faculty**
Each degree program is overseen by an academic director (appointed from the faculty), along with consortial faculty. Consortial faculty are full-time faculty from other CUNY colleges who receive reassigned time for curricular oversight, mentoring, committee service, faculty observations, and other duties at SPS on behalf of the program. All teach in
their respective SPS programs, with adjunct instructors rounding out the necessary instructional staff. As programs have grown and been added, CUNY SPS is hiring more of its own full-time faculty.

Faculty new to teaching online or to CUNY SPS are required to attend an intensive two-week, asynchronous, instructor-facilitated workshop. New faculty are also required to participate in the Faculty Peer Mentoring Program (FPMP), a research-based, formal peer mentoring program, pairing an experienced faculty member with a new CUNY SPS faculty member for the period of one semester. All faculty are provided with online tutorials and resource materials, as well as one-on-one assistance.

Curriculum
All of CUNY SPS’s programs have been registered by the New York State Department of Education and therefore meet the requirements set forth in the Regulations of the Commissioner concerning program registration. See appendix 1 for a list of these programs with their IRP codes.

Admissions

Bachelor’s Degree Programs
Candidates for admission to baccalaureate programs should have a minimum of 24 earned credits and a GPA of 2.5 or better to qualify for admission. No more than 90 credits are transferable to the 120-credit degree programs. A team of transfer credit evaluation specialists carefully review each student’s transcript. All University policies regarding skills and proficiency testing, grading, transfer credit, and degree completion apply.

Master’s Degree Programs
Candidates for admission to post-baccalaureate degree programs must have earned a bachelor’s degree with a 3.0 GPA from an accredited institution. Other admission criteria are determined by the individual programs. Transfer credit is determined by each program’s faculty at the time of admission. Only courses in which a grade of B or better has been earned can be considered.

Certificate Programs
Candidates for admission to certificate programs must have earned a high school diploma or General Educational Development (GED) diploma.

Advanced Certificate Programs
Candidates for admission to an advanced certificate program must have earned a bachelor’s degree with a 3.0 GPA from an accredited undergraduate institution.

Administration

Governance
The CUNY SPS Governing Council, the governing body for the School, is composed of the academic directors of degree programs, appointed and elected faculty members, student representatives, and representation from the GSUC, the University’s Provost Office, and the University’s Adult and Continuing Education programs. The full Governance Plan is attached as appendix 4.

Policies and Procedures
All general CUNY policies apply to CUNY SPS.

Student Records
Student records are maintained in accordance with University policy and state and other applicable regulations.

Information for Students and Potential Students

Tuition and Fees
The tuition and fees schedule follows the University approved schedule.
Financial Assistance
CUNY SPS’s Financial Aid Office administers federal and state funds, as well as those provided by special programs and the School itself. The office works with students to combine scholarships, grants, and loans to help meet the difference between the cost of college and the contributions of the student and/or his/her family.

CUNY SPS adheres to Federal financial aid requirements.

What Will Change
CUNY SPS’s successful growth has resulted in commitment and investment from the University, which will continue as the School moves towards becoming an independent institution. This includes the following areas that will change and/or need to be established:

- **Human Resources**: CUNY SPS will develop a full complement of Human Resources services and functions. CUNY SPS will work with the University’s Human Resources Management to accomplish this.
- **Financial Aid**: CUNY SPS shares a Title IV code with the GSUC. CUNY SPS will seek approval to participate in Federal Student Financial Aid programs independent of the GSUC.
- **Public Safety**: CUNY SPS will work with the University’s Office of Public Safety to determine the full complement of safety officers and personnel needed.
- **Accreditation**: CUNY SPS will seek accreditation from the Middles States Commission on Higher Education. (It has, as part of the GSUC, passed through one accreditation review and participated in one periodic review report.)
Appendices
### Appendix 1: CUNY School of Professional Studies Programs as of March 5, 2015

<table>
<thead>
<tr>
<th>Program Name</th>
<th>IRP Code</th>
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<tbody>
<tr>
<td>Adult Learning: Program Design and Facilitation, Adv. Cert.</td>
<td>33611</td>
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<tr>
<td>Applied Theatre, MA</td>
<td>32107</td>
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<td>Business Communication, Cert.</td>
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<td>Business Management and Leadership, MS</td>
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<td>Business, BS</td>
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<td>Child Development Associate, Cert.</td>
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<td>Coaching in the Organizational Context, Adv. Cert.</td>
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<td>Communication and Media, BA</td>
<td>30806</td>
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<tr>
<td>Creating Theatre with Young People, Adv. Cert.</td>
<td>29339</td>
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<tr>
<td>Data Analytics, MS</td>
<td>34715</td>
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<tr>
<td>Disability Studies, Adv. Cert.</td>
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<td>Disability Studies, BA</td>
<td>35334</td>
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<td>Disability Studies, MA</td>
<td>32353</td>
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<tr>
<td>Diversity in the Workplace, Cert.</td>
<td>31790</td>
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<tr>
<td>Drama in the Classroom, Adv. Cert.</td>
<td>29130</td>
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<tr>
<td>Education Foundations, Cert.</td>
<td>31786</td>
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<td>Financial Studies, Cert.</td>
<td>31785</td>
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<tr>
<td>Health Care Policy and Administration, Adv. Cert.</td>
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<td>Health Care Policy and Administration, Cert.</td>
<td>32825</td>
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<td>Health Information Management, BS</td>
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<td>Human Relations, BA</td>
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<td>Immigration Law Studies, Adv. Cert.</td>
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<td>Information Systems, BS</td>
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<td>Interactive Technology and Pedagogy, Adv. Cert.</td>
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<td>Labor Relations, Adv. Cert.</td>
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<td>Labor Studies, MA</td>
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<td>Leadership, Cert.</td>
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<td>Management in the Transportation Industry, Cert.</td>
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<td>Management, Adv. Cert.</td>
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<td>Management, Cert.</td>
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<td>Nursing, BS</td>
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<td>Organizational Studies, Cert.</td>
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<td>Project Management, Adv. Cert.</td>
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<td>Psychology, BA</td>
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<td>Public Administration and Public Policy - Level 1, Adv. Cert.</td>
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<tr>
<td>Public Administration and Public Policy - Level 2, Adv. Cert.</td>
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<td>Public Administration and Public Policy, Cert.</td>
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<tr>
<td>Sociology, BA</td>
<td>34441</td>
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<tr>
<td>Theatre Teaching Artist, Adv. Cert.</td>
<td>29341</td>
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<tr>
<td>Understanding How Adults Learn, Cert.</td>
<td>31783</td>
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<tr>
<td>Urban and Community Studies, BA</td>
<td>36024</td>
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<tr>
<td>Urban Studies, MA</td>
<td>35316</td>
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<tr>
<td>Youth Studies, Adv. Cert.</td>
<td>33964</td>
</tr>
</tbody>
</table>
Appendix 2: Graduate School and University Center Middle States Accreditation

Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680

STATEMENT OF ACCREDITATION STATUS

CUNY - GRADUATE SCHOOL AND UNIVERSITY CENTER
365 Fifth Avenue
New York, NY 10016-4309
Phone: (212) 817-7000; Fax: (212) 817-1612
www.gc.cuny.edu

Chief Executive Officer:  Dr. William P. Kelly, President

System:
City University of New York Central Administration
Dr. Matthew Goldstein, Chancellor
535 E. 80th Street
New York, NY 10021
Phone: (212) 794-5555; Fax: (212) 794-5590

INSTITUTIONAL INFORMATION

Enrollment (Headcount):  1117 Undergraduate; 5199 Graduate
Control:  Public
Affiliation:  State and Local
Carnegie Classification:  Research - High Research Activity
Degrees Offered:  Certificate/Diploma, Bachelor's, Master's, Doctor's - Research/Scholarship
Distance Education:  Yes
Programs:
Accreditors Approved by U.S. Secretary of Education: American Psychological Association,
Committee on Accreditation
Other Accreditors: American Behavioral Association

Instructional Locations

Branch Campuses: None

Additional Locations: Graduate School of Journalism, New York, NY.
Other Instructional Sites: Cornell Labor Relations, New York, NY; CUNY School Professional Studies, New York, NY; DCAS, New York, NY; JS Murphy Institute, New York, NY; Off Campus College, New York, NY; Transit Authority, New York, NY.

ACCREDITATION INFORMATION

Status: Member since 1961

Last Reaffirmed: June 24, 2010

Most Recent Commission Action:

June 24, 2010: To reaffirm accreditation and to commend the institution for the quality of the self-study report and process. To request a progress report, due by April 1, 2012, documenting progress in the implementation of a comprehensive, organized and sustained assessment process to evaluate and improve student learning linked to the strategic planning process (Standards 2 & 14). The Periodic Review Report is due June 1, 2015.

Brief History Since Last Comprehensive Evaluation:

November 16, 2005: To accept the Periodic Review Report and to reaffirm accreditation. The next evaluation visit is scheduled for 2009-2010.

October 18, 2006: To acknowledge receipt of the substantive change request submitted by the institution and to include the Graduate School of Journalism at an additional location at 230 West 41st Street, in Manhattan, New York provisionally within the scope of the institution's accreditation pending a site visit within six months after the additional location has been established. The next evaluation visit is scheduled for 2009-2010.

October 18, 2006: To acknowledge receipt of the substantive change request submitted by the institution and to include the on-line distance education Bachelor of Arts and Bachelor of Science degree programs in Communication and Culture within the scope of the institution's accreditation. To request that the self study in preparation for the 2009-2010 evaluation visit document the assessment of student learning for the online programs and progress in implementing the online programs.

June 28, 2007: To thank the institution for receiving the Commission's representative and to affirm the inclusion of the additional location of the CUNY Graduate School of Journalism, 230 W. 41st St., New York, New York, within the scope of the institution's accreditation. To remind the institution that the Commission requested that the self study, in preparation for the 2009-2010 evaluation visit, document the assessment of student learning for the online programs and progress in implementing the online programs.

November 1, 2007: To acknowledge receipt of the substantive change request submitted by the institution and to include the online Bachelor of Science degree program in
Business within the scope of the institution's accreditation. To remind the institution that the Commission requested that the self study, in preparation for the 2009-2010 evaluation visit, document the assessment of student learning for the online programs and progress in implementing the online programs.

Next Self-Study Evaluation: 2019 - 2020


Date Printed: June 25, 2010

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Yes or No indicates whether or not the institution has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance education courses.

EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly suspended or removed. In addition to reviewing the institution's accreditation status at least every 5 years, actions are taken for substantive changes (such as a new degree or geographic site, or a change of ownership) or when other events occur that require review for continued compliance. Any type of report or visit required by the Commission is reviewed and voted on by the Commission after it is completed.

In increasing order of seriousness, a report by an institution to the Commission may be accepted, acknowledged, or rejected.

Levels of Actions:

- Grant or Re-Affirm Accreditation without follow-up
- Defer a decision on initial accreditation: The institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address these concerns.
- Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards.
Continue accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution’s control (natural disaster, U.S. State Department travel warnings, etc.)

Recommendations to be addressed in the next Periodic Review Report: Suggestions for improvement are given, but no follow-up is needed for compliance.

Supplemental Information Report: This is required when a decision is postponed and are intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action.

Progress report: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

Monitoring report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required.

Warning: The Commission acts to Warn an institution that its accreditation may be in jeopardy when the institution is not in compliance with one or more Commission standards and a follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance. Warning indicates that the Commission believes that, although the institution is out of compliance, the institution has the capacity to make appropriate improvements within a reasonable period of time and the institution has the capacity to sustain itself in the long term.

Probation: The Commission places an institution on Probation when, in the Commission’s judgment, the institution is not in compliance with one or more Commission standards and that the non-compliance is sufficiently serious, extensive, or acute that it raises concern about one or more of the following:

1. the adequacy of the education provided by the institution;
2. the institution’s capacity to make appropriate improvements in a timely fashion; or
3. the institution’s capacity to sustain itself in the long term.

Probation is often, but need not always be, preceded by an action of Warning or Postponement. If the Commission had previously postponed a decision or placed the institution on Warning, the Commission may place the institution on Probation if it determines that the institution has failed to address satisfactorily the Commission’s concerns in the prior action of postponement or warning regarding compliance with Commission standards. This action is accompanied by a request for a monitoring report, and a special visit follows. Probation may, but need not always, precede an action of Show Cause.

Suspend accreditation: Accreditation has been Continued for one year and an appropriate evaluation is not possible. This is a procedural action that would result in Removal of Accreditation if accreditation cannot be reaffirmed within the period of suspension.

Show cause why the institution's accreditation should not be removed: The institution is required to present its case for accreditation by means of a substantive report and/or an on-site evaluation. A "Public Disclosure Statement" is issued by the Commission.

Remove accreditation: If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."
An Overview of the CUNY Operating Budget

The Process

CUNY Budget Structure

- New York State provides funding for the senior colleges using line item appropriations. It includes line items for each senior college, Central Administration, and various University programs. Funding comes from state aid and tuition revenue.

- New York City provides a lump sum budget for the University by units of appropriation in its adopted budget.

- CUNY’s budget is comprised of four major components. These are College base budgets, which are appropriated to the colleges and expended locally; Central Administration; the funding of Fringe Benefits, Energy, Building Rental, and student financial aid costs; and University-wide programs, which are lump sum appropriations that are largely allocated to the colleges via formulae.

- Colleges receive an initial allocation of their annual budgets at the beginning of the academic year. Subsequent allocations are made during the year to adjust for revenue collections and to disburse additional funds.
Other Appropriated Funds - State

- The State Budget for the senior colleges includes an appropriation for special revenue accounts, including the Income Fund Reimbursable Account (IFR), the City University Tuition Reimbursement Account (CUTRA), and the City University Stabilization Account.
  - The **IFR** is made up mostly of self-supporting adult and continuing education programs. Colleges can spend what they collect. The IFR programs, however, are subject to an 12.0% cost recovery target.
  - The **CUTRA** account enables the colleges to roll over into subsequent fiscal years excess tuition revenue. It gives colleges the ability to plan better for the use of additional revenue and, in effect, grants the colleges additional appropriation authority albeit limited due to the non-recurring nature of these resources.
  - The **Stabilization** account enables the colleges and University to carry-over into subsequent fiscal years unexpended tax levy appropriations.

Other Appropriated Funds - City

- The City’s budget includes funding for Associate Degree programs at the College of Staten Island, New York City College of Technology, and Medgar Evers College.

- Funding is also provided for a share of the costs of University Management, and an amount for its pre-financing of senior college operations.

- The City’s budget also includes an amount for Hunter Campus Schools, which are run by Hunter College.

- The City and State Adopted budgets also include legislative member initiatives for specific items or activities at the colleges.
Budget Request Process

- The University submits an operating tax-levy budget request to the State and the City that is comprised of both the mandatory, or base-line needs, and the programmatic request.
  - The mandatory request includes contractual salary increases and other than personal service (OTPS) inflationary increases. It also includes requests for rent increases, fringe benefits, energy, and new building needs.
  - The programmatic request is based on University Program initiatives outlined in the Master Plan and is developed by the University’s central leadership in consultation with various CUNY constituencies, including members of the Board of Trustees, College Presidents, and faculty and student representatives.

The Compact

- The CUNY Compact is the University’s vehicle for financing its Master Plan. The Compact calls for the leveraging of resources from the key stakeholders:
  - The State and City, which contribute 100% of mandatory costs, plus a portion of the Investment Program.
  - Friends of the colleges, through an unprecedented focus on philanthropy.
  - The University, through continuing its drive toward greater efficiencies, restructuring and improved productivity.
  - The Students, through continued targeted enrollment growth and predictable tuition increases that do not exceed the rate of inflation.
CUNY Budget Timetable

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<th>November - December</th>
<th>January - March</th>
<th>April - June</th>
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<tr>
<td>Call letter from Chancellor to College Presidents</td>
<td>Draft Budget Request is presented to the Board of Trustees Fiscal Affairs committee for review and consideration</td>
<td>State releases Executive Budget Recommendations</td>
<td>April 1 is State deadline for budget adoption</td>
</tr>
<tr>
<td>College Presidents submit college priorities for consideration by University</td>
<td>Board hearing is held on draft Request</td>
<td>City releases Financial Plan and Preliminary Budget</td>
<td>April 26 is deadline for release of City Executive Budget recommendations</td>
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<tr>
<td>University consults with faculty and student governance organizations regarding groups’ budget priorities and concerns</td>
<td>Full Board considers Budget Request</td>
<td>Testimony on impact of NYS Executive Budget recommendations before NYS Senate Finance and Assembly Ways and Means Committees</td>
<td>Testimony on impact of NYC Executive Budget before NYC Council Finance and Higher Education Committees</td>
</tr>
<tr>
<td>University prepares draft overview of Request and consults with Council of Presidents and Board Committee on Fiscal Affairs</td>
<td>Board-approved Budget Request is formally transmitted to City and State Executive branches for consideration</td>
<td>Testimony on impact of NYC Financial Plan and Preliminary Budget before NYC Council Finance and Higher Education Committees and Borough Presidents</td>
<td>June 5 is deadline for adoption of City Budget</td>
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Budget Allocation Process

- Senior college budget allocations are issued in May following the adoption of the State budget. Community College allocations are issued in July following the adoption of the City budget. The Allocation processes for the senior and community colleges differ significantly. The senior college process is predicated on base budgets. The community college process is zero-based and utilizes an enrollment-driven model. Both the senior and community colleges also receive lump sum allocations for University wide programs.

- **Senior College, University Management and Compact Allocations**
  - The senior college allocation starts with the base budget for each college and University Management. This is followed by the allocation of various lump sum appropriations. Additional allocations for University initiatives and other miscellaneous items are added throughout the year.
  - Items that are paid for centrally, such as fringe benefits, energy, building rentals, and student financial aid, are not allocated to the colleges but expended centrally on their behalf.
  - Beginning this year, energy budgets were allocated to the senior colleges. The colleges have the opportunity to generate additional operating funds by achieving savings. Savings remain with the campus; conversely, deficits must be funded within college budgets.
Budget Allocation Process, cont’d

- **Lump sum allocations**: These include child care, collaborative programs with the NYC Dept. of Education, Coordinated Undergraduate Education, language immersion programs, SEEK, and services for the disabled. Throughout the year, the colleges may receive additional allocations for various miscellaneous items.

  - **Programmatic Lump Sums**
    - The majority of these are determined by the Office of Academic Affairs and Office of Student Development and are based on existing or planned activities at the colleges.

Budget Allocation Process: Community Colleges

- Colleges receive an allocation that is determined by the community college allocation model plus lump sum amounts, the majority of which are determined by the Office of Academic Affairs. While the model determines 100% of the funding needs at the colleges, the actual allocation that the colleges receive is discounted, because the overall appropriation is not sufficient to fund all priorities and 100% of the model.

- The community college allocation model is zero-based and predicated on an enrollment-driven budget model. It incorporates a 3-year weighted average of enrollment to develop the allocation for the following functions: teaching, instructional support, and base and FTE funding for library, student services, general administration, and general institutional services. Teaching needs are determined using the instructional staff model, which generates these needs according to enrollment and student faculty ratios by discipline. Filled full-time positions are funded and, if additional teaching FTEs are required, they are funded at the adjunct rate. Allocations for plant maintenance and operations, continuing education, and student aid are driven by college specific criterion.
Tuition Revenue Policy

- The tuition revenue budget is appropriated by the State to the senior colleges as a lump sum and by the City to the community colleges as part of the overall budget. Because tuition revenue represents a component of each college's budget, it is critical that colleges collect revenue at or above their established targets, in order for the University to expend its total budgetary appropriation.

College Financial Plans

- Once the allocations are issued, colleges are required to submit financial plans detailing the projected uses of their funds.

- The financial plan includes a Compact spending plan that details the use of Compact funds.

- Compact Investment Plans must be developed in consultation with elected faculty and student representatives.

- It also includes a hiring plan showing annual changes in full-time positions by function.
Appendix 4: CUNY SPS Governance Plan

GRADUATE SCHOOL AND UNIVERSITY CENTER – REVISIONS TO UNIVERSITY CENTER GOVERNANCE PLAN

RESOLVED: That the Board of Trustees hereby approves the amendments to the governance plan for the University Center of the Graduate School and University Center of The City University of New York regarding the School of Professional Studies set forth in Attachment I, effective July 1, 2010.

EXPLANATION: The proposed amendments make three substantive changes to the governance plan for the School of Professional Studies, which have been approved by the School of Professional Studies Council. First, it authorizes the School of Professional Studies Council to establish an academic appeals committee and a student government body in accordance with the Bylaws and policies of the Board of Trustees. This corrects an oversight in the original governance plan. Second, the proposed amendments delete the provision prohibiting the School of Professional Studies from offering degree programs (other than online programs) that are the same as those currently offered by another CUNY college. This provision is unique to the School of Professional Studies and does not apply to any other college or school within CUNY. The existence of appropriate academic competition within the University appears to have been beneficial overall and should be extended to the School of Professional Studies. Finally, the proposed amendments delete the provision that revenue generated by the School shall be used for doctoral support to the extent possible. Since the creation of the School of Professional Studies, the University has established a major program of support for doctoral students making this provision unnecessary.
ATTACHMENT I

Article II. SCHOOL OF PROFESSIONAL STUDIES

A. Administrative Officers

1. Dean of the School of Professional Studies. There shall be a Dean of the School of Professional Studies, who shall have general responsibility to develop, implement and administer its programs, in accordance with the policies of the CUNY Board of Trustees. The Dean shall have responsibility and authority for the School of Professional Studies comparable to those set forth for Presidents in Article 11.4 of the Bylaws of the CUNY Board of Trustees.

2. Associate and Assistant Deans. The Dean may appoint Associate and Assistant Deans of the School of Professional Studies as are necessary in accordance with the established policies of the CUNY Board of Trustees for such appointments. The Associate and Assistant Deans will have such duties and responsibilities as may be assigned to them by the Dean.

3. Academic Directors. For each degree program, after consulting with the School of Professional Studies Council at one of its meetings (in the case of a new program) or the Program Personnel Committee (in the case of an existing program), the Dean shall recommend to the Board of Trustees the appointment and reappointment of an Academic Director, who shall serve for a three-year term. As part of the Dean’s consultation with the Council regarding a reappointment, the Dean shall present a written performance review of the Academic Director. The Academic Director shall serve as the chairperson of the Program Committee and shall generally supervise and administer the program.

B. Governing Body

1. The School of Professional Studies Council. The School of Professional Studies Council shall be composed of the following members whose terms shall begin July 1 of the year in which they are appointed or elected:

   a. the President of The Graduate School and University Center or his/her designee, the Executive Vice Chancellor for Academic Affairs and University Provost or his/her designee, the Dean of the School of Professional Studies, who shall serve as Chair;

   b. the Academic Directors of degree programs appointed annually by the Dean of the School of Professional Studies, as provided below;

   c. nine faculty members to serve for staggered three-year terms of which three shall be appointed by each of the University Faculty Senate, the President of The Graduate School and University Center and the Chancellor (the "Appointing Authorities"), after consulting with the Dean.

   d. full-time and consortial faculty elected by and in number equal to 25% of such
faculty in each approved degree program who shall also serve for staggered three-year terms.

e. two students elected annually by the students enrolled in degree programs; and

f. two adjunct faculty members appointed annually by the Dean after consulting with the Council at one of its meetings; and

g. two representatives from CUNY’s Adult and Continuing Education Programs, one representing the senior colleges and one representing the community colleges, appointed annually by the Dean of the School of Professional Studies after consultation with the Council of Adult and Continuing Education Administrators.

h. The faculty members of the Council shall elect a Vice Chair; the Council shall elect a Secretary, who shall keep the minutes.

2. Meetings. A majority of the members of the Council shall constitute a quorum. All members of the Council shall have one vote. The Dean, as Chair, shall prepare the agenda, after consultation with the Vice-Chair, but any member may offer new items to the agenda at the meeting. The Dean shall also preside over the meetings of the Council.

3. Duties. The School of Professional Studies Council shall be the governing body for the School of Professional Studies. The Council shall have the following duties and powers:

a. The Council shall receive reports from and advise the Dean of the School of Professional Studies on the administration, coordination, development and termination of all of its programs and curricula, including non-credit offerings.

b. The faculty members of the Council shall be responsible for recommending the awarding of certificates and degrees in the School of Professional Studies to the CUNY Board of Trustees.

c. The Council shall advise the Dean concerning the appointment and reappointment of full-time and consortial faculty within each degree program.

d. The Council may establish an academic appeals committee and a student government body in accordance with the Bylaws and policies of the CUNY Board of Trustees.
C. Faculty.

1. Degree Programs.
   a. After considering the recommendation of the Program Personnel Committee and the School of Professional Studies Personnel Committee, the Dean shall recommend to the Board of Trustees the appointment, reappointment (including reappointment with tenure) and promotion of tenure track faculty.
   b. After consulting with the School of Professional Studies Personnel Committee (in the case of a new program) or the Program Personnel Committee (in the case of an existing program), the Dean shall recommend to the Board of Trustees the appointment and reappointment of full-time non-tenure track faculty.
   c. After consulting with the School of Professional Studies Personnel Committee (in the case of a new program) or the Program Personnel Committee (in the case of an existing program), the Dean shall appoint consortial faculty.
   d. The Dean shall recommend the appointment and reappointment of adjunct faculty.

2. Non-Degree Programs. The Dean shall recommend to the Board of Trustees the appointment and reappointment of full-time non-tenure track faculty, and adjunct faculty and shall appoint consortial faculty.

D. School of Professional Studies Committees

1. Curriculum Committee. There shall be a Curriculum Committee to review new degree and credit-bearing certificate programs and to make recommendations to the School of Professional Studies Council regarding their approval. With the advice and consent of the School of Professional Studies Council, the Dean shall appoint to the Curriculum Committee three faculty members and one student who serve on the School of Professional Studies Council and three faculty members within the University. The four members of the Curriculum Committee who are also members of the Council shall serve for one-year terms. The three members of the Curriculum Committee who are not also members of the Council shall be appointed based on relevant expertise in the area of the program under review and shall serve only until the review of that program is completed. The student member of the Curriculum Committee shall not have a vote. The Dean shall designate as chairperson one of the faculty members of the Curriculum Committee who is also a member of the Council.

2. Program Development Committee. In developing degree programs, the School of Professional Studies shall follow University procedures that entail circulation to the colleges of a letter of intent, which provides an opportunity for review and comment. In developing any degree program, after consulting with the School of Professional Studies Council, the Dean shall name a Program Development Committee for each such program that draws on faculty from across the University with relevant expertise. The Program Development Committee is charged with developing appropriate coursework, syllabi, admissions criteria, prerequisites and supporting documentation necessary to review by
the Curriculum Committee and the School of Professional Studies Council and to eventual consideration and approval by the Board of Trustees and the State Educational Department. Once a degree program has been approved, that Program Development Committee shall cease operating.

3. Personnel Committee. There shall be a Personnel Committee to review the recommendations of each Program Personnel Committee and to make recommendations to the Dean regarding the appointment, reappointment (including reappointment with tenure) and promotion of tenure track faculty. With the advice and consent of the School of Professional Studies Council, the Dean shall appoint to the Personnel Committee five faculty members from the tenured faculty and consortial faculty of the School of Professional and the members of the School of Professional Studies Council, who shall serve for staggered two year terms.

E. Program Committees

1. Program Curriculum Committee. For each degree program, there shall be a Program Curriculum Committee, which shall be composed of the Academic Director and all full-time and consortial faculty appointed to that program. The Curriculum Committee shall advise the Dean and the School of Professional Studies Council with regard to the further development or modification of the curriculum of such program.

2. Program Personnel Committee. For each degree program, there shall be a Program Personnel Committee, which shall make recommendations to the School of Professional Studies Personnel Committee with respect to the appointment, reappointment (including reappointment with tenure) and promotion of tenure track faculty and shall advise the Dean with respect to the appointment and reappointment of full-time non-tenure track faculty and consortial faculty. Each Program Personnel Committee shall consist of at least five members, who shall serve for staggered two-year terms. Up to four members of the Program Personnel Committee shall be elected by and from the full-time faculty and consortial faculty appointed to that program. In addition, the Dean may appoint up to three additional members from the full-time faculty and consortial faculty appointed to other programs within the School of Professional Studies who have expertise in a related subject. Only members of the Program Personnel Committee who have tenure (including consortial faculty with tenure at another educational unit of the University) may vote with respect to the appointment, reappointment (including reappointment with tenure) and promotion of tenure track faculty at the School of Professional Studies.

F. Review. After three years, the School of Professional Studies shall be formally reviewed by the Board Committee on Academic Affairs and shall do so every five years after the initial review.

G. Amendments. Amendments to this governance document relating to the operations of the School of Professional Studies may be proposed by a two-thirds affirmative vote of the members of the School of Professional Studies Council, which amendments shall then be subject to the approval of the CUNY Board of Trustees.