



CUNY 2008-2012 Master Plan

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Introduction

The City University of New York's 2008-2012 Master Plan builds on the reforms and initiatives accomplished through its 2000-2004 Master Plan and 2004-2008 Master Plan. Since 2000, the University has been successfully developing a path toward academic distinction, beginning with its comprehensive response to the 1999 report of the Mayor's Advisory Task Force on CUNY chaired by Benno C. Schmidt, Jr., *The City University of New York: An Institution Adrift*, and continuing with bold and strategic measures to position itself among the most highly regarded institutions of public higher education. Under the guidance of Chancellor Matthew Goldstein, and through the collective efforts of CUNY's Board of Trustees, presidents, faculty, staff, students, alumni, Business Leadership Council, and friends, the University is today on a new course of academic achievement and innovation.

The 2008-2012 Master Plan embraces and advances the core values the University has established: an insistence on academic rigor, accountability, and assessment, and an unwavering commitment to serving students from all backgrounds and supporting a world-class faculty. The Plan affirms the importance of high standards, performance, and quality to the University's fundamental mission of teaching, research, and service.

These values have been best expressed through a series of system-wide changes CUNY has enacted since 2000, implemented over time, with careful deliberation, and in a spirit of collaboration, to ensure the value of a CUNY degree in the increasingly competitive marketplace of jobs and ideas:

- A renewed focus on the University as an integrated system began with restructured admission policies. The system was tiered, allowing for multiple points of entry. Admission standards for the CUNY senior colleges were raised, while open enrollment at the community colleges was retained. Remediation was located at the community colleges. Standardized assessment measures were implemented throughout the University. Since the new policies were put in place, increased numbers of better-prepared students have been admitted; mean SAT scores of first-time freshmen at the University's top-tier colleges have risen from 1051 in 1999 to 1117 in 2007. In addition, CUNY's six-year baccalaureate graduation rate has increased over the past six years from 31 percent to 42 percent. In fall 2007, the University recorded its largest enrollment since 1975, with 232,000 degree-seeking students and an additional 230,000 adult and continuing education students. Diversity has been maintained. Today, more black and Hispanic students are enrolled in CUNY baccalaureate programs than in fall 1999.
- The University prioritized the hiring of talented full-time faculty to fill its depleted ranks and build its academic profile. In 1975, CUNY employed more than 11,000 full-time faculty; in 1999, 5,500 full-time faculty worked at the University. Cluster hiring efforts have added faculty across the University in selected disciplinary areas, targeted for their importance to society and the economy, their relation to existing CUNY strengths, and their relevance to educational need. These areas include photonics, digital media, U.S. history, teacher education, biosciences, urban environment, demography, art history,

- visual art, and foreign languages. Other subject areas have been identified for hiring to enable them to maintain or reach new levels of prominence. Since 1999, the number of full-time faculty has increased by almost 1,000. Today, more than 6,500 full-time faculty work at the University, and accelerated system-wide hiring continues so that CUNY will reach the goal articulated in its State-approved 2004-2008 Master Plan of having 70 percent of instruction provided by full-time professors. Further, the University has committed itself to a diverse faculty by establishing an Office of the University Dean for Recruitment and Diversity charged with implementing an “Inclusive Excellence” initiative.
- Improvements were made to teacher education and nursing programs, areas where demand is acute and high professional standards must be maintained. Student performance indicates the effectiveness of these reforms. On the two exams required to teach in New York State (the Liberal Arts and Science Test [LAST] and the Assessment of Teaching Skills-Written [ATS-W]), pass rates for many CUNY colleges increased from below the norm of 80 in 1998 to 98 percent and 99 percent, respectively, in 2005-06. CUNY has also seen a six-year increase in the passage rate of nursing graduates on the National Council Licensure Examination for Registered Nurses (NCLEX), from 72 percent to 86 percent. The 2007 examination results continue to show the success of CUNY as a system, with six CUNY schools—LaGuardia Community College, Queensborough Community College, College of Staten Island, Borough of Manhattan Community College, New York City College of Technology, and Hunter College—among the top 10 in New York State with the highest pass rates **and** at least 75 test-takers.

- Partnerships with the New York City Department of Education were strengthened to enhance student participation in, and preparation for, higher education. Today, CUNY has among the most comprehensive programs of K-12 collaborations of any university in the country. The University's flagship program, College Now, which helps students meet high school graduation requirements and prepare for success in college, is now reaching over 30,000 students in almost 300 public high schools. Research indicates that College Now participants tend to do better academically than their counterparts once they enter college. In addition, 15 CUNY-affiliated high schools operate on University campuses, and 10 early college secondary schools have been developed through a grant from the Bill and Melinda Gates Foundation.
- An extensive Performance Management Process (PMP) was developed to assess campus leadership and annual progress toward University-wide goals. The PMP builds a set of annual goals for the University from the Master Plan. Each campus then sets its own annual goals, and its performance is measured against these goals. Annual expectations and priorities for the University and its constituent campuses are thus clear to all. Accountability is paramount; compensation for administrators is completely tied to performance review. New leadership has been established at 18 of CUNY's 23 colleges and professional schools since 1999. The University's PMP system has been described by the American Council on Education as "pioneering."

The 2004-2008 Master Plan adhered to these values and expanded the means by which they are realized in order to strengthen the University's academic character and broaden its reach.

- New schools and colleges were created to be responsive to specific academic and training needs throughout New York City and beyond. The William E. Macaulay Honors College, launched in 2001, offers a rigorous and creative academic program for high-achieving undergraduates and has attracted some of New York City's most accomplished students. The School of Professional Studies was developed in 2003 as a nimble way to develop high-quality programs for businesses, not-for-profits, and government agencies based on market needs. The school also houses CUNY's first online degree programs, designed to encourage degree completion by working adults, parents, students with disabilities, and others. The Graduate School of Journalism, developed in 2005, is the only public graduate school of journalism in the Northeast and is enabling students of high academic attainment but limited financial means to further their education in the media capital of the world.
- The University launched its first-ever system-wide fundraising campaign, "Invest in CUNY," in 2004, to support its growing need for investment in student services, academic programs, and capital projects. The campaign goal of raising \$1.2 billion by 2012 has already been met, through significantly enhanced participation by alumni and friends, including major gifts from William Macaulay, chairman and CEO of First Reserve; Andrew Grove, Intel co-founder; and Colin Powell, former U.S. secretary of state, among many others.

Philanthropic revenues have increased 296 percent over six years. The University will launch the next phase of the campaign in fall 2008.

- In 2005, the University began its Decade of Science initiative to address the urgent need for a healthy pipeline to the STEM fields (Science, Technology, Engineering, and Mathematics) through advanced research, teacher education, and increased student participation. A search, to be concluded in June 2008, is currently underway for a Vice Chancellor for Research, who will be responsible for leading research and technology development at CUNY and will assume a major role in advancing the University's science agenda. Special focus has been placed on emerging disciplines such as photonics, nanotechnology, biosensing and environmental sensing, structural biology, and neuroscience. Efforts include a restructuring of PhD programs in the sciences and engineering, including PhD-granting authority for City College and Hunter College in selected majors; increased financial support for doctoral students; ongoing construction and modernization of science facilities, including the CUNY-wide Advanced Science Research Center, and projects at Brooklyn, City, Hunter, Lehman, and Queens colleges and the College of Staten Island; and the initiation of The Teacher Academy in 2006, a partnership with the Department of Education to educate students to teach math and science in high-need middle schools and high schools throughout New York City.
- The CUNY Compact was instituted in 2006 as a means of generating increased investment revenues to finance the academic initiatives in the University's Master Plans. The compact model is a shared partnership that asks government to cover

- mandatory costs and a portion of the programmatic initiatives, and asks the University to cover the remainder of the funding for program investment through increased philanthropic revenues, internal restructuring and efficiency measures, managed enrollment growth, and tuition increases. Tuition increases during the life of a master plan would not exceed an amount informed by a basket of economic indicators (such as the Consumer Price Index or the Higher Education Price Index), and full financial aid for needy students would be maintained. In its first year, CUNY Compact funding allowed the University to hire additional faculty, launch the Graduate School of Journalism, expand technology, augment student services, upgrade information management systems, and purchase new computer hardware and software.
- The system-wide emphasis on preparing students for professional success continues, as indicated by efforts at the CUNY School of Law. Graduates of the law school achieved a first-time bar pass rate of 82.75 percent on the July 2007 New York State Bar Exam, the highest pass rate in the history of the School and a dramatic improvement from the 50 percent rate in 2002. It was also higher than the statewide average of 79.1 percent for first-time bar exam test-takers. The school also just received membership in the Association of American Law Schools (AALS), joining 160 other law schools that have attained membership standing through a rigorous review process.

These initiatives, and many others, have set a bold course for CUNY to expand the boundaries of knowledge as it expands opportunities for students. Going forward, the

University must continue to engage all of its constituencies through dynamic, transforming enterprises that meet the challenges of a changing global environment and a growing student body. Projections from the Department of City Planning indicate that by 2030, 9.1 million people are expected to reside in New York City, an increase of more than one million people. At the same time, New Yorkers find themselves in a rapidly evolving economy, where complex skill sets and technological literacy are prerequisites to successful participation. Credentials in this knowledge-based economy are indispensable.

The critical role of higher education to the economic development of the state and city was demonstrated by the creation of the New York State Commission on Higher Education in 2007. The commission, directed to review New York's colleges and universities, with particular emphasis on its public systems, CUNY and SUNY, emphasized that "in the coming age of ideas, institutions of higher education are the key, the foundational *sine qua non*." Recognizing the "chronic problem" faced by CUNY and SUNY—"too little revenue, too little investment, and too much regulation"—the commission recommended a course of serious investment in the state's public higher education systems, anchored by a New York State Compact for Public Higher Education based on the CUNY Compact model.

Another State-driven development is the suggested creation of an endowment for public higher education to further public investment in CUNY and SUNY and to allow the systems to sustain national prominence and build the state's 21st-century workforce.

With the support of Governor David Paterson and the leadership of the New York State Legislature the establishment of such a fund, with sources to be determined, was included in the 2008-2009 adopted State budget. There can be no doubt of the need for such investment. So much of what CUNY has accomplished since 2000 has been achieved with minimal investment. Today, the University has reached the limit of what it can do without robust, predictable public resources. As CUNY looks ahead to the next four years, it does so as a University rejuvenated, but also as one facing serious, basic, long-term challenges—primarily to build a full-time faculty; establish a vigorous, competitive research program; and meet the fundamental academic needs of a growing student body.

The City University of New York 2008-2012 Master Plan outlines an ambitious course to meet these challenges, reaching from the values it has established to achieve aims consistent with being the best public urban university in the country, including:

- Adherence to high standards of teaching, scholarship, and service
- Accountability and assessment in every aspect of the University's mission
- Engaging students who have not traditionally been served by higher education
- Supporting a growing population through innovative colleges, schools, and programs
- Prioritizing a seamless education from preschool through college, including smooth transitions between community and baccalaureate colleges
- Meeting evolving workforce training and economic development needs

- Maintaining a historic commitment to “academic excellence and to the provision of equal access and opportunity for students, faculty and staff from all ethnic and racial groups and from both sexes.”¹

¹ New York Education Law § 6201.

I. TOWARD 2012: CORE ACADEMIC PRIORITIES

The City University of New York serves an ever-increasing, ever more diverse population of New Yorkers. Its core academic priorities and programs must reflect that reality. In this Master Plan, the University acknowledges its responsibility to provide rigorous undergraduate, graduate, professional, certificate, and adult and continuing education programs that meet the needs of the City's residents and respond to the City's social and economic exigencies.

THE INTEGRATED UNIVERSITY

As a 23-school institution, CUNY comprises 11 senior colleges, six community colleges, the Graduate Center, the School of Law, the Graduate School of Journalism, the William E. Macaulay Honors College, the Sophie Davis School of Biomedical Education, and a School of Professional Studies. CUNY is the nation's largest urban public university, with an operating budget of about \$2.2 billion; capital programs of about \$3 billion; and more than 100 centers and research institutes spread across the City's five boroughs.

Through coordinated efforts and intra-institutional collaboration, the University has an opportunity to provide a rich education for its students. CUNY's future strength depends on its continued evolution as an integrated university that maintains the historic identities of the individual colleges while taking advantage of a geography that enables faculty and students to view the entire University—indeed, all of New York City—as their campus.

This is an opportunity that no other American university of CUNY's size can afford its students.

As an integrated university, the University can make administrative and fiscal economies that allow redirection of resources and creation of new revenue streams that increase support for our academic enterprise. This approach protects CUNY's core mission of teaching and learning, builds and supports faculty, and sustains a safety net for the most economically vulnerable students.

The concept of the integrated university is already yielding effects in a productive interdependency among disciplines. Faculty work together to shape research, teaching, and debate on complex issues. As the following initiatives attest, the guiding premise of the "integrated university" is visible throughout CUNY's plans for the next four years:

- Lehman College will continue its work with Bronx and Hostos Community Colleges on a Bridging the Colleges program which brings together faculty from different campuses to analyze student learning experiences.
- John Jay College of Criminal Justice is working with all of CUNY's community colleges on carefully structured articulation agreements that are closely tied to its signature degree programs in criminal justice, allowing students guaranteed admission into John Jay programs upon completion of their associate degrees with the appropriate grade averages and course preparation.

- The University has endorsed City College's and Hunter College's aspirations to confer joint doctoral degrees in the sciences with the CUNY Graduate School and University Center as well as City College's request for independent doctoral authority in engineering. Over time, the University will consider other colleges' requests to grant doctoral degrees.
- The Coordinated Undergraduate Education (CUE) initiative, described in greater detail later in this Plan, works with CUNY colleges to better coordinate the undergraduate experience in support of student success.
- The CUNY Teacher Academy seeks to build a new model for teacher education in mathematics and the sciences through its coordination of the work on the seven senior college campuses providing students to the Academy: Brooklyn College, City College, College of Staten Island, Hunter College, Lehman College, Queens College, and York College. Hostos Community College and Borough of Manhattan Community College established programs in 2007-08 to coordinate curricula and training with senior college partners; Queensborough Community College is developing similar programming.

At the same time, the University recognizes that its vigor as an integrated entity depends on the continued development and strengthening of each of its parts. For that reason, priorities for 2008-2012 include a commitment to work with the State and City governments to obtain senior college financing for the capital projects of Medgar Evers College, in addition to the current senior college operating budget support.

Similarly, based on the impressive record of the School of Professional Studies (SPS), which was established in 2003 to address the educational needs of working adults, the University places a priority on fulfilling SPS's institutional needs. SPS offers innovative courses and certificate programs on both the undergraduate and graduate level for working adults and their employers. Currently, SPS not only provides state-of-the-art certificate programs in the fields of teacher education, law, health and human services, and business, but is also constantly developing new training programs, some of them customized specifically to the employers' requirements.

During the next four years, SPS will require substantial investments in infrastructure and new resources in order to maintain the quality of the academic programs and services it delivers. Foremost will be the identification of a dedicated space for the School since SPS has outgrown its present Graduate School location. In order to support the kind of expansion outlined here, it is essential that SPS be relocated and be housed in its own space, allowing the provision of classrooms, computer facilities, administrative and faculty offices, conference rooms, and other features associated with operating a college.

HIRING FULL-TIME FACULTY

Without a first-class, full-time faculty, no university can succeed in its core academic mission. During 2008-2012, CUNY will continue its drive to hire additional full-time faculty in line with the Commission on Higher Education's endorsement of that goal.²

² New York State Commission on Higher Education, *A Preliminary Report of Findings and Recommendations*, December 2007, Available at www.hecommission.state.ny.us/report/CHE_Preliminary_Report.pdf. Accessed 17 December 2007. See, for example, pages 4, 6, 10, 17-19, and 55.

Over the next four years CUNY will continue to pursue a cluster hiring initiative designed to foster interdisciplinary teaching by disciplinary faculty. Through this initiative, the campuses will recruit the best new CUNY faculty as participants in the continuing success of the William E. Macaulay Honors College (MHC), the seven partner colleges, and the University. These faculty will be fully embedded in departments at their colleges at the same time that they are participants in the teaching cluster that constitutes MHC's four core seminars.³

Each of the seven partner colleges will identify full-time faculty to be part of this cluster, in numbers proportional to their MHC student populations, for a total of 28 new hires throughout CUNY over the next four years. For each of the new lines, the colleges will assume the responsibility for full-time faculty to teach three seminar sections per year. The seminars will be counted as part of each faculty member's usual teaching load. There will be opportunities for these faculty to develop upper-level MHC courses in their third year and following.

Colleges and departments will benefit by being able to recruit new faculty with an offer to teach regularly some of the most eager and accomplished CUNY undergraduates in small, interactive seminars. Faculty will be supported with opportunities for instructional-technological innovation and for participation in a cross-University cohort with interdisciplinary interests. Honors students will gain early access to some of CUNY's best faculty as both teachers and mentors. The MHC will be assured of a steady

³ In addition to the four core seminars, MHC students participate in four other MHC-based courses: two within the framework of general education during their first two undergraduate years, and two within their major during the final two years.

stream of exemplary, full-time faculty to teach the first-year and sophomore seminars and to maintain their involvement in the MHC in students' junior and senior years. CUNY will gain a cluster of faculty with interdisciplinary interests to enrich their disciplinary accomplishments. The University will thereby reinforce its growing reputation as a center of quality undergraduate education.

The University also seeks to reverse the erosion of staffing levels it suffered during the last two decades of the 20th century, from 11,000 full-time faculty members in 1975 to only 5,500 full-time faculty by 1999. In addition, the University is sensitive to impending demographic realities. The Chancellor described his concerns in a May 2007 article, which emphasized a wave of coming faculty retirements.

Data from the National Center of Education Statistics (NCES) show that the share of U.S. faculty age 55 and older [grew] from 24 percent in 1987 to 34 percent in 2003. Among faculty who responded to the NCES' most recent National Study of Postsecondary Faculty, 30 percent said they intended to retire within the next decade. With some 632,000 fulltime faculty employed at U.S. degree-granting institutions, we can thus face an imminent wave of nearly 190,000 faculty retirements nationwide.⁴

⁴ Matthew Goldstein, "College Crisis," *New York Post*, 26 May 2007
www.nypost.com/seven/05262007/postopinion/opedcolumnists/college_crisis_opedcolumnists_matthew_goldstein.htm?page=0. Accessed: 3 December 2007.

The Chancellor noted that colleges and universities traditionally draw new, fulltime, tenure-track faculty from the pool of recent doctoral degree recipients. Even with an increase in this pool, public universities face serious challenges. Recruiting top talent, especially in the critical STEM disciplines of science, technology, engineering, and mathematics, is a very expensive endeavor. The University must develop effective recruitment plans so that it is not caught short.

CUNY takes pride in its array of ongoing diversity initiatives, and recognizes that this focus on recruiting and retaining full-time faculty offers an especially fruitful locus for its drive to infuse inclusive excellence into every aspect of the University's organization.⁵ Consistent with Section 6201 of the 1979 New York State Education Law, which specifies that CUNY will "continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students, faculty, and staff from all ethnic and racial groups and from both sexes," the University will, over the next four years, continue to recruit a diverse pool of professionals.

CUNY's faculty recruitment includes outreach to a wide variety of organizations. One example of the University's efforts is CUNY's Latino Faculty Recruitment Initiative. Established in 2006 by Chancellor Goldstein, the Initiative exemplifies how the University has been able to turn the theoretical underpinnings of "inclusive excellence"

⁵ CUNY will seek to leverage its outstanding faculty and student diversity to become a national model for urban universities seeking to maximize these attributes. CUNY intends to excel in five categories: Strategic Priorities, Assessment, Recruitment, Retention and Institutional Receptivity. The University also anticipates the publication of a strategic plan for Inclusive Excellence at CUNY and the establishment of a Faculty Exchange Program with minority-serving colleges and universities. Please visit www1.cuny.edu/jobs/recruit-diverse.html for details of this vision.

into best practices in faculty hiring. The Initiative's mission is outreach to the Latino community in higher education in order to attract a significantly larger pool of applicants for existing faculty openings. Within a brief period, the Initiative has made great strides in attracting high performing Latino faculty to CUNY. In the process, it has identified a number of best practices in the areas of faculty recruitment, faculty retention, and pipeline strategies. The expertise gained from this Initiative offers instructive models for improving recruitment in many extremely competitive disciplines.

Successfully recruiting nursing faculty is a challenge for higher education throughout the United States wherever large numbers of new nurses are needed. Over the next four years the University will need to add new faculty lines in nursing in order to respond to the ongoing nursing shortage in New York City. As nursing programs at both public and private institutions of higher education continue to expand, competition for clinical placements also increases.

In order to address these challenges creatively and constructively, CUNY has introduced an Affiliated Model of Nurse Education that will help the University recruit professional nurses as full-time faculty as well as secure additional clinical placements with "affiliated" healthcare providers for students. Over several decades the transition from hospital-based diploma programs to university-based degree programs has resulted in a disconnection between nursing practice and nurse education. The nursing literature describes a variety of models that reflect the emergence of joint faculty appointments and academic-service partnerships as important strategies to re-establish this vital link.

The academic-service partnership model that CUNY is implementing in the spring 2008 semester is based on the Distinguished Lecturer (DL) faculty lines. These “affiliated appointments” are negotiated simultaneously with individual nurses and their employers. The first two “affiliated appointments” partner St. Vincent’s Catholic Medical Center with Lehman College and New York Hospital Queens with York College. Additional agreements are being sought.

Access to exemplary clinical sites is an important aspect of academic-service partnerships. Consequently, a significant number of teaching hours involve clinical instruction at the affiliated site. Students complete their rotations in an optimal teaching, learning, and practice environment with college faculty who have up-to-date clinical experience. The Affiliated Model therefore enhances CUNY’s ability to hire additional full-time faculty and simultaneously expand and strengthen essential clinical placements.

When the students in the first few cohorts of CUNY’s Doctoral Program in Nursing graduate within the next few years, the University will recruit them actively into the faculty ranks. Graduates of the Certificate in Nurse Education are also excellent candidates for faculty positions. Aggressive university-wide efforts to recruit and hire a diverse faculty for tenure-track appointments will continue as well. Through this combination of efforts, CUNY will be able to expand the size and talent of its nursing faculty over the next four years.

ACCOUNTABILITY

Prior to Matthew Goldstein’s appointment as Chancellor, CUNY did not have a regular performance review system to ensure accountability of its campus leaders. In order to encourage achievement and track progress, the Chancellor, with the support of the Board of Trustees, instituted a Performance Management Process (PMP) in 2001, hailed by the American Council on Education as a “pioneering” effort within American higher education. The PMP builds from previous state-approved Master Plans: Goals elaborated in the Master Plan are considered and translated into annual goals for the University. Within this framework, each campus then sets its own annual goals against which its performance is measured. Compensation for administrators is tied to performance review, and accountability is paramount. The PMP allows CUNY to function as an Integrated University, to focus on outcomes as opposed to activities, to be clear about priorities, and to recognize outstanding performance.⁶

The PMP is by no means the University’s only structure for assessment and accountability. Colleges are of course subject to established measures: Middle States requirements; departmental self-studies and external evaluations; and accreditation reviews by professional accrediting bodies such as those in teacher education and nursing.

In 2007, CUNY became one of 19 inaugural participants—collectively educating more than two million undergraduates nationwide, and representing approximately one-third of the low-income and underserved students attending 4-year public colleges and

⁶ The City University of New York, *Transforming Government: Year 1, Agency Report*.

universities in the country—committed to the Access to Success initiative. A project of the National Association of System Heads (supported by grants from Lumina Foundation for Education and Bill & Melinda Gates Foundation), this major initiative seeks to improve overall student success and to dramatically reduce current disparities in the college enrollment, retention, and graduation rates of low-income and underrepresented groups. The initiative promotes change in teaching and advisement practices, and focuses on improving student success at the developmental and introductory levels, especially in high enrollment courses. Participating systems collect data on retention, course success, and graduation rates. Data will be reported publicly and provide a basis for identifying effective practices.

In another context, CUNY's experience with the National Survey of Student Engagement (NSSE) has proven sufficiently instructive to warrant the University's continued participation during 2008-2012. Obtaining information from hundreds of four-year colleges and universities nationwide, NSSE allows for system-wide assessment and comparison with peer institutions. It helps identify aspects of the undergraduate experience that exemplify good practices, as well as problem areas in need of immediate improvement. Similarly, over the course of this Master Plan consultations will take place with the community colleges about the feasibility of administering systemwide the NSSE's partner initiative, the Community College Survey of Student Engagement (CCSSE).

A SEAMLESS EDUCATION IN NEW YORK

Pre-College Endeavors: Collaborative Programs and College Preparedness

“Integration” resonates in another context. Ultimately, students in New York State should benefit from a seamless educational experience, from preschool through college. Over the next four years the University will continue working to remove the obstacles that too often obstruct that goal.

First, CUNY will continue and expand work in collaborative programs and college preparedness, smoothing the transition to college well before students matriculate on a campus. Through programs such as College Now, the Middle Grades Initiative/GEAR UP Project, the Early College Initiative, and the establishment of CUNY as a School Support Organization, the University has moved to the forefront nationally among public university systems working with K-12 schools.

As more young New Yorkers graduate from high school and plan for postsecondary education, the need to ensure their readiness for success becomes even more pressing. In this regard, several recent developments are worth noting:

- Within the last year, leaders of CUNY and the Department of Education have committed themselves to working together to implement a comprehensive approach to ensuring college preparedness for graduates of the City’s schools and to enact a more consistent and comprehensive sharing of data regarding the

- performance of graduates from the school system at different colleges and within different programs at the University.
- When CUNY proposed to become a School Support Organization under the latest phase of the Children First Initiative, it indicated that a distinguishing aspect of its work with schools would be an emphasis on making certain that their graduates would be well prepared for success in college. In the next few years, CUNY will maintain its link with schools through the School Support Organization structure.
 - Over the past year, the University's College Now Program has worked closely with New Visions for Public Schools on an array of efforts to better understand college preparedness and to increase the likelihood that graduates from New Century Schools who matriculate at CUNY are successful when they do so. Once more, this partnership is ongoing.
 - The Manhattan Hunter Science High School (MHSHS), which graduated its first class just a year ago, has achieved remarkable results by virtually all objective measures and is already nationally recognized as a model for small science high schools.

What has become clear is that the effectiveness of CUNY's various K-16 partnership activities—and, indeed, the successful creation of a seamless educational experience through college—depends ultimately on the development and institutionalization of a set of policies and practices that will address, in an ongoing manner, issues related to:

- common understandings of college preparedness (involving courses, grades and exam scores) among college and school staffs;
- ongoing conversations regarding assessment, curriculum, and instruction;
- student advisement, beginning in middle school and continuing throughout high school; and
- effective communication.

Essential components of this work include:

COLLEGE PREPARATORY COURSEWORK: The University has also recently adopted a revised statement concerning college preparatory coursework, incorporating an explicit recommendation for four years of English; four years of history or social studies; four years of mathematics; three years of science; three to four years of foreign language; and one or two years of performing or visual arts. Students are also encouraged to take the PSAT or PLAN in their sophomore year and prepare for either the SAT or ACT before completion of high school.

COLLEGE COMPETENCIES PROJECT: Even when accompanied by exhortations that high grades matter, no list of courses can sufficiently capture the complex knowledge and skills required for beginning college students to achieve success in introductory college credit courses across a range of fundamental disciplines—English, mathematics, physical science, social science, humanities, modern languages, and the arts. The University will therefore conduct a collaborative project to articulate a set of competencies that can be embraced by CUNY faculty and institutions and by high school teachers and

administrators. These competencies can then inform students and their parents, teachers, and guidance counselors as they make decisions in high school and even as they negotiate placements upon matriculation. They will also be mapped on the State Learning Standards of the State Education Department so that their congruence with the goals of a high school education will be apparent.

DESIGN THROUGH DATA: The University will move forward with a comprehensive data-sharing project with the Department of Education that provides the Department, as a whole, as well as individual schools with information regarding the performance of graduates.

Initial analyses would include:

- school-by-school graduate performance analyses (enrollments, credits taken, credits earned, GPAs, re-enrollment in second year) at different colleges, and
- selected performance analyses of students with different profiles of academic achievement at various milestone moments in their middle school and high school careers.

Upon completion of those analyses, CUNY will revisit the statement of expectations regarding college preparatory courses in order to include predictive analyses.

PATHWAYS TO SUCCESS: CUNY and the Department of Education will collaborate on the design and implementation of differentiated approaches to the promotion of college awareness and readiness for students who are enrolled at different grade levels and in different types of school settings. Further, in light of the fact that many teenagers do not proceed through high school in four years, and often find themselves moving along multiple pathways to a diploma, the University will also develop strategies for cases where students are not following a traditional college preparatory course sequence. Similarly, CUNY will address the somewhat distinctive needs of students enrolled in Career and Technical Education schools and programs so that we may ensure that those who wish to do so are fully prepared to continue their studies in occupational programs offered at the associate degree level.

Effective Transitions

Moving forward, CUNY will develop new opportunities for students to make effective transitions to college. These will involve school teachers and college faculty in the co-planning and co-teaching of new courses in both high schools and colleges. The University will also develop new types of Summer Immersion Programs, drawing on existing efforts as diverse as the Summer Intensive English Language Program (for students entering ninth grade), the College Now summer programs, and the summer programs for students entering the Teacher Academy. Finally, CUNY will look for opportunities to extend dual enrollment opportunities so that a significant number of high school students can take more college credit courses.

Integrating Undergraduate Education: Transfer and Articulation

“Transition” is also a cornerstone concept that underlines a second area in which the University can promote a seamless educational experience. The New York State Commission on Higher Education highlighted strengthening articulation and transfer throughout SUNY and CUNY in its recent preliminary report. The report recommends system-wide articulation of comparable courses and seamless transfer into parallel programs. CUNY will focus on transfer and articulation among its constituent colleges.

The goal is to remove the barriers that too often interfere with students transferring from one CUNY program to another and too frequently slow their progress toward their degrees. In the next four years the University will undertake a thorough review of current articulation agreements to ensure their clarity and effectiveness while suggesting new procedures that ensure seamless transfer. Colleges will be encouraged to explore more “2+2” arrangements that facilitate transfer from associate degree programs to baccalaureate programs. Some examples that lend themselves to emulation include:

- **PATHWAYS TO BUSINESS AT BARUCH: A Memorandum of Understanding** between Baruch College and CUNY colleges that offer pre-BBA associate degree programs details the “pathways” to major in business in Baruch’s BBA program at the Zicklin School of Business. The partnership makes explicit Zicklin’s eligibility requirements and pre-BBA equivalencies so that CUNY associate degree students are able to plan effectively what they must do for admission to Baruch and qualification to the Zicklin School.

- **EDUCATIONAL PARTNERSHIP INITIATIVE:** John Jay College of Criminal Justice is currently collaborating with all six CUNY community colleges to design specific “2+2” degree programs that promote access to John Jay’s baccalaureate degrees. The first cohorts will be recruited into forensic science programs in AY 2008-09. It is worth noting that similar “2+2” arrangements are in place throughout CUNY; information about them will be better collected, analyzed, and publicized.
- **ARTICULATION AGREEMENTS:** One problem facing CUNY students seeking to plan a seamless course of study is easy access to a frequently updated resource bank that explains clearly and accurately their curricular options and responsibilities. The University’s Transfer Information and Program Planning System (TIPPS) is undergoing comprehensive updating, with approximately 80 percent of CUNY courses now evaluated for transferability across the University. Over the next four years additional course evaluations will add to the system’s accuracy; an improved user interface will make it easier for students to retrieve information on the Internet about how their courses will transfer; and administrators will have more efficient ways to enter new information into the system. There will be close attention to improving the quality of information about general education equivalencies.

A new Collaborative Syllabus Initiative will address the wide variation in curricular designs and content across the University through bringing together faculty from the various colleges who teach the most heavily subscribed and commonly offered general

education courses as well as the pipeline courses for programs of study offered by many colleges. This faculty-driven Initiative will seek to develop consensus across the University on the essential design of such courses and to articulate model syllabi that will be available to University faculty as models for their own curricular choices.

In addition to any broad institutional efforts, certain basic complementary measures require careful attention, including:

- Encouraging early and on-going planning for transfer;
- Counseling students using a student-driven approach, equipping students to take charge of their planning for transfer;
- Providing students with accurate, comprehensible, and consistent information regarding senior college admission standards and requirements;
- Employing appropriate interventions to ensure that students in community colleges choose curricula that are congruent with their long-range degree and career interests; and
- Establishing and maintaining articulation agreements in a spirit of collaboration, collegiality, and respect, with each college recognizing and embracing its identity as a member college within an integrated university.

Articulation and Transfer Task Force

The Executive Vice Chancellor and University Provost will constitute a group, composed of representatives from campuses and the University administration, and charge it with

streamlining and simplifying articulation and transfer, with phased implementation starting in 2009 and completion by spring 2012. This Task Force will articulate a student “bill of rights” and corresponding statement of student responsibilities in support of clear and efficient application of University rules and campus policies.

THE CUNY SCHOOL OF PUBLIC HEALTH AT HUNTER COLLEGE

The University looks forward to opening its new School of Public Health. In 2007, the world population reached a turning point, with one out of every two people living in a city. The numbers of urban residents will certainly continue to grow, and by 2030 nearly 5 billion of the world’s 8.1 billion people, or roughly two-thirds of the population, are expected to be city dwellers.⁷ Many of the most serious health problems of our time—including HIV infection, forms of interpersonal violence, drug addiction, and newer, more sinister variants of chronic diseases like asthma and diabetes—have emerged first in American cities before spreading to other areas. Developing new ways to control health problems in urban populations and training practitioners to deploy these solutions promise significant improvement in public health for New York City and other urban centers.⁸

The planned School of Public Health (SPH), which is building the components required for full accreditation from the national Council on Education for Public Health (CEPH)

⁷ UN-Habitat, *Urbanization: A Turning Point in History*. Available at hq.unhabitat.org/downloads/docs/4631_89382_GC%2021%20Urbanization%20a%20Turning%20Point.pdf. Accessed 17 October 2007.

⁸ *Doctor of Public Health (DPH) Proposal*, p. 6.

by 2011, will fulfill a variety of workforce development, teaching, research, and public health needs:

- Preparing future faculty members for the growing number of training programs in public and community health, as well as addressing staffing shortages (and the projected exacerbations of such shortages that will accompany “baby boomer” retirements) in the public health workforce;
- Integrating health with the natural and social sciences as applied to public health in order to produce interdisciplinary urban health researchers and practitioners who are capable of working across levels, disciplines and sectors to address complex public health problems; and
- Producing graduates who will have the skills and knowledge to help eliminate urban health disparities, a major goal of the nation’s health blueprint, *Healthy People 2010*.⁹ Not only will the proposed School’s curriculum directly address this problem, but by being housed at CUNY, it will attract students who live and/or work in the very urban communities that are most affected by these conditions.

The SPH will offer the Master of Public Health (MPH) or Master of Science degree program tracks, at a minimum, in the five core areas of public health (Epidemiology, Biostatistics, Social and Behavioral Sciences, Health Care Administration and Policy,

⁹ Please see www.healthypeople.gov. Administered by the Office of Disease Prevention and Health Promotion of the United States Department of Health and Human Services, this comprehensive set of objectives “identifies a wide range of public health priorities and specific, measurable objectives.” Its overarching goals are to “increase quality and years of healthy life” and to “eliminate health disparities.”

and Environmental Health Sciences), and the Doctor of Public Health (DPH) degree programs in at least four of these core areas (excluding Biostatistics).

Furthering the mission of the Integrated University, the SPH will operate within a collaborative model and will be based on four partner campuses with particular disciplinary strengths: Brooklyn, Hunter and Lehman Colleges (all three of which are already home to master's degree programs in this area), and the Graduate Center, which currently houses the DPH degree programs. It is worth emphasizing again that the SPH will also promote a highly integrated multidisciplinary approach, one suited to meeting the challenges of complex public health conditions.

Additional public health-related programs, departments and concentrations within CUNY—such as the concentration in Health Policy within the School of Public Affairs at Baruch, the Department of Community Health and Social Medicine at the Sophie Davis School for Biomedical Education, the program in Health and Medical Reporting at the School of Journalism and related programs, subprograms and concentrations at the Graduate Center in disciplines such as Anthropology, Earth and Environmental Sciences, History, Psychology and Sociology may, by mutual agreement, develop formal collaborations with the SPH.

Similarly, CUNY centers and institutes which focus on urban health issues—such as the Brookdale Center on Healthy Aging and Longevity (Hunter College), the Center for Community and Urban Health (Hunter College), the Center for the Biology of Natural

Systems (Queens College), the CUNY Institute for Demographic Research (Baruch College), the Center for Health Promotion (Brooklyn College), the Center on Human Environments (Graduate Center), the proposed Institute for Health Equities (Lehman College), and others—may, by mutual agreement, develop formal collaborations with the SPH as well. As is the case throughout CUNY, the SPH will also establish productive partnerships with several New York City-based organizations. Plans include developing a partnership with one or more medical schools; the New York City Department of Health and Mental Hygiene (DOHMH); and the New York City Health and Hospitals Corporation.

THE DECADE OF SCIENCE (2005-2015)

The Decade of Science initiative will continue to draw CUNY's attention, resources, and energies over the next several years. Major programmatic elements include:

- Building a world-class, research-active, grant-funded faculty in the areas of science, technology, engineering, and mathematics (STEM);
- Constructing and refurbishing the University's science facilities, both on individual campuses and in the form of the new CUNY-wide Advanced Science Research Center (ASRC);
- Enhancing the research environment to take advantage of infrastructure improvements;
- Investing in graduate student support to attract the best-qualified doctoral students; and

- Training the next generation of mathematics and science teachers to serve in New York City's public school classrooms, through the University's Teacher Academy and other collaborative programs spanning the campuses.

Faculty

Faculty quality is essential to achieving the most innovative teaching and research in the sciences. Since 1998, CUNY has added approximately 80 new full-time faculty in the sciences, through its cluster hiring initiative. Areas include: photonics, environmental sciences, engineering, and biosciences. Over the next four years, the University will continue its cluster hiring initiative in the STEM disciplines, and in accordance with the National Science Foundation's Vision for the 21st century, add a new cluster area in cyberinfrastructure.¹⁰

Facilities

A top-flight faculty requires state-of-the-art facilities. Over the next decade, the University will expend more than \$1 billion across its campuses in order to construct and modernize science facilities. In keeping with CUNY's evolution into an increasingly integrated institution, construction on a CUNY-wide Advanced Science Research Center (ASRC) will begin in 2008. The ASRC will concentrate on the following emerging disciplines: photonics; nanotechnology; biosensing and environmental sensing; structural biology; and neuroscience.

¹⁰ Cyberinfrastructure focuses on improving virtual organizations, data visualization, and manipulation of large databases. Tools and technologies developed through cyberinfrastructure research enable widespread scientific collaboration and enhance educational network technologies.

The ASRC will provide high-end instrumentation to support the work of many scientists from across the various CUNY campuses, and it will facilitate the development of integrated research collaborations. Examples of core facilities to be incorporated into the ASRC include: Nuclear Magnetic Resonance (NMR), Imaging, Proteomics, Diagnostics and Fabrication, and an animal facility. Core facilities will be available to all researchers on a user-fee basis. Temporary laboratory and office space will be available to faculty who wish to use the Center.

Beyond the ASRC, infrastructure improvements encompass construction and modernization projects across the campuses, including:

- a new science building at City College, and the total refurbishment of another science building on that campus;
- a new science and health building at Hunter College;
- a new building (slated for completion in 2010) at John Jay College that will provide state-of-the-art science labs and support John Jay's high-end research in forensic science;
- a new Science Facility to begin construction in the Summer of 2008 at Lehman College;
- renovations and infrastructure upgrades in two science buildings at Queens College;
- a new academic building at NYC College of Technology with instructional laboratories for the college's biological sciences and health care programs;

- HVAC upgrades in the science building at the College of Staten Island;
- a fully operational building for the School of Science and Technology at Medgar Evers College;¹¹ and
- a new science building on the site of Roosevelt Hall at Brooklyn College.

Additionally, the University's Capital Improvement Program includes lump sum appropriations which will provide for immediate individual lab upgrades at various campuses. The first five instructional and two research lab renovations, which will be completed by January 2009, are at City, Brooklyn, Hunter, Lehman, and Queens Colleges.

Research Environment

Over the next four years, the University will continue to enhance its research environment; this includes sustained support for internal funding programs.¹² New developments include the anticipated hiring of a Vice Chancellor for Research, whose position has been created to lead research and technology development at the University and who will assume a major role in advancing the University's science agenda.

Another example of the University's focus on an enriched research environment is the expanded capacity and reach of CUNY's new High Performance Computing (HPC) Facility. Located on the campus of the College of Staten Island, and accessible by all

¹¹ CUNY will work with Governor David Paterson and the New York State Legislature to obtain 100 percent state funding for capital projects at Medgar Evers College, compared with the current State and City match requirement of 50 percent support from each governmental entity.

¹² For more information on these programs, please visit www1.cuny.edu/academics/research-scholarship/internal-funding-programs.html.

campuses through the CUNY network, the HPC facility comprises three commodity cluster-based supercomputers that support interactive and batch computing and visualization. In brief, the HPC facility supports a vision of an “unbounded laboratory,” fostering visionary and multidisciplinary research.¹³

CUNY’s Postdoctoral Development program will continue to offer innovative career development and networking events, both through the Office of the Vice Chancellor for Research and in collaboration with other member institutions of the Northeast Postdoctoral Office Consortium. There is also a plan to provide the funds necessary to extend first-year membership in the Science Alliance—a benefit currently offered to CUNY doctoral students—to the University’s Postdoctoral Fellows.¹⁴

CUNY will continue to strengthen its new Technology Commercialization Office (TCO), established to protect and commercialize faculty intellectual property as well as to contribute to economic development within the City and the State. The TCO’s mission stems from CUNY’s Intellectual Property Policy and incorporates congressional intent as reflected in the Bayh-Dole Act, which provides universities, small businesses, and non-profit organizations ownership of the intellectual property associated with their federally-funded inventions.

¹³ “CUNY High Performance Computing: The Vision of an Unbounded Laboratory,” *Office of Academic Affairs Research Newsletter* 3.2 (November 2007): 1, 7. Available at www1.cuny.edu/academics/research-scholarship/today-box/rnews_linked_11_07.pdf.

¹⁴ Science Alliance, a consortium of universities and teaching hospitals in the New York City area, operates in partnership with the New York Academy of Sciences and provides career and professional development mentoring in the sciences/engineering.

Graduate Education and Support

One of the prime expectations motivating the Decade of Science is that enhanced science programs will attract not only a stellar faculty, but also the very best graduate students. The University recently completed an operational review of its PhD programs in some of the laboratory-based sciences, and is now recruiting students nationally in biology, biochemistry, chemistry and physics under the restructured programs. A new doctoral science Web page coordinates and directs prospective students to information on each program as well as information about CUNY's science consortium.¹⁵

The restructuring of the science doctoral programs at CUNY is leading to new investments in graduate student support to attract the best-qualified students. The University has filed a proposal to obtain PhD degree-granting authority for our flagship science campuses: Hunter College and City College. It is also exploring future collaboration with local research universities to recruit top-quality international students in the sciences.

The Pipeline: Educating the Next Generations of STEM Students and Teachers

Science education at the University takes place in multiple settings, from precollege outreach to undergraduate research programs, from the Teacher Academy to CUNY's doctoral programs. The University acknowledges a keen responsibility to build the science/technology/engineering/mathematics (STEM) "pipeline" and to cultivate the next generation of teachers and learners.

¹⁵ Please see web.gc.cuny.edu/Science.

The CUNY Teacher Academy is a selective program that welcomed its inaugural student cohort in the fall semester of 2006. In keeping with the Decade of Science, it is designed to prepare outstanding, enthusiastic students in mathematics and science to teach in New York City public schools. The Teacher Academy initiative launched initially on the campuses of Brooklyn College, City College, Hunter College, Lehman College, Queens College, and the College of Staten Island and has now been expanded to York College and Hostos, Queensborough, and Borough of Manhattan Community Colleges as well.

Teacher Academy students receive a strong grounding in liberal arts, a rigorous program in mathematics and science (with majors in mathematics, biology, chemistry, earth science, or physics), and preparation to teach using a model that mirrors the medical clinical internship. Teacher Academy students in CUNY's baccalaureate programs also receive four years of paid tuition and fees, paid internships for work in middle schools and high schools, the benefits of a "college within a college" at one of the participating CUNY colleges (including small classes, dedicated advisors and tutors, and a dedicated Teacher Academy space for study and socializing), and placement in selected middle schools or high schools where, for four years, they observe, study, and eventually practice the profession of teaching. In exchange, students commit to teaching in a New York City public school for a minimum of two years after graduation.

CUNY has also launched Teacher Academy programs for associate degree students.

These students will begin their studies at Borough of Manhattan Community College, Hostos Community College, or Queensborough Community College, transferring to City

College, Lehman College, and York College Teacher Academy programs, respectively, after two years.

The Teacher Academy represents the most recent manifestation of CUNY's commitment to educating and training teachers for the City and State, a commitment that goes back 138 years, to early work at Hunter College. America is facing a crisis in mathematics and science education. High school students in our country perform poorly in comparison with students from other countries. The numbers of baccalaureate majors in math and science are falling. The Teacher Academy is, in part, CUNY's response to this acknowledged and acute need for highly trained, highly qualified mathematics and science teachers. Over the life of this Master Plan, the University will assess the progress of the Teacher Academy, including student achievement and resource allocation.

Another major program, College Now, works to prepare public school students for college enrollment. Its plans for the next four years include substantial commitments in the fields of mathematics and science, including:

- College Now Summer Programs. Added funding has allowed for the development of summer programs for students ineligible for credit courses;
- CUNY "Science Now" Fellows. Recently awarded a five-year National Science Foundation GK-12 grant, this project is designed to enhance the graduate training of students enrolled in PhD programs across CUNY while enriching the classroom experiences of New York City pupils. Working with project directors

from CUNY's Center for Advanced Study in Education (CASE), College Now Central Office staff, and area high school teachers, Science Now Fellows create series of lessons or units that focus on developing skills through authentic research experiences that high school students can carry out in urban classroom environments. This curriculum development process simultaneously provides the doctoral students with a unique experience in secondary education, K-16 curriculum alignment, and pedagogy that is frequently missing from graduate training.

- Bronx Center for Teaching Innovations (BCTI): High School Algebra Transition Course: In an effort to align secondary school algebra skills with college expectations, a team of two CUNY mathematics faculty members are collaborating with 10 Bronx public high school mathematics teachers to develop a one-year 11th-grade algebra transition course.
- The New York City Science and Engineering Fair (NYCSEF). Co-sponsored for the first time in 2008 by the New York City Department of Education and CUNY, the NYCSEF is the city's largest high school science, math, technology, and engineering research competition. Administered under the umbrella of CUNY's College Now program, the NYCSEF extends into more than 280 public high schools across the city. Top student researchers from each disciplinary category are selected to represent New York City at the annual Intel International Science and Engineering Fair.

Further, a new project will focus on the critical issue of strengthening the STEM pipeline from middle school through graduate study. This initiative will identify talented and promising students in math and science in middle school and work with them throughout middle school, high school, and college to ensure not only that they graduate from college with a major in a STEM discipline but also that at least some of them are prepared for graduate study in these disciplines.

This project will therefore involve working with promising students in middle school, providing them with academic enrichment and support on weekends and during the summer throughout their high school years. Additionally, upon their admission to college, these students will receive CUNY's commitment to their subsequent admission into a CUNY graduate program, provided they successfully complete their baccalaureate degrees with an appropriate GPA.

COMMUNITY COLLEGE EDUCATION

In 2007 the six CUNY community colleges enrolled 76,864 students, comprising a little more than one-third of the University's total enrollment. Nationwide, as of January 2008, 11.5 million students attended the 1,195 community colleges of the United States, comprising nearly 43.5 percent of the country's undergraduate student population. Community colleges have proven particularly hospitable to new Americans. In short, it is difficult to overemphasize the contribution of CUNY's community colleges to the University's educational mission.

Beyond their sheer enrollments, the University's community colleges are a laboratory for innovative instructional practices focused on improving retention and graduation rates, including the use of learning communities, ePortfolio projects, and developmental education pedagogy.¹⁶ All of these facts make a powerful case for CUNY to situate itself as a leader in community college education, and over the life of this Master Plan the University will encourage such leadership.

Accelerated Study in Associate Programs (ASAP)

Community college education at CUNY broke new ground in fall 2007, when more than 1,000 students at CUNY's six community colleges became participants in a new initiative supported by Mayor Michael Bloomberg's Center for Economic Opportunity.

Recognizing that a timely graduation from college is the best means to a bright future, and that traditionally, too many community college students have not been able to complete the associate programs they enter, CUNY launched an innovative new project: Accelerated Study in Associate Programs (ASAP).

ASAP's key components include:

- A cost-free education for students eligible for state/federal financial aid;
- Small-group study organized according to academic interest;

¹⁶ To learn more about Kingsborough Community College's learning community programming, please see MDRC's *A Good Start: Two-Year Effects of a Freshmen Learning Community Program at Kingsborough Community College* (www.mdrc.org/publications/473/overview.html); to learn more about LaGuardia Community College's ePortfolio project please refer to page 51 of this document; and to learn more about Borough of Manhattan Community College's Mathematics Across the Curriculum program, please visit www.bmcc.cuny.edu/news/news.jsp?id=503.

- Block scheduling that takes into account the family and work demands that are prevalent among community college students;
- Intensive academic support and advising;
- Free use of books;
- MetroCards; and
- Career counseling and job placement assistance.

As students progress through the program, the University will carefully evaluate its success. The current goal is for 50 percent of ASAP participants to earn associate degrees and either enter baccalaureate programs or find employment within three years, with this figure rising to 75 percent within four years; by the time the University submits its next Master Plan, ASAP's initial results will be available for review and assessment. The Mayor's Center for Economic Opportunity has funded this program at \$20 million for three years to cover a single cohort; additional funding would be necessary to recruit another cohort into the program.

Assessing the Need for a New Community College

As ASAP makes apparent, community college education merits further investment. In addition, projected growth in New York City's population during the immediate future will not easily be accommodated by the University's existing community colleges. Currently, there is one community college in lower Manhattan; the Bronx and Queens currently have two community colleges each; Brooklyn has a community college and two other colleges that award associate degrees; and Staten Island has one associate degree-

granting institution. In order to ensure that CUNY remains capable of serving the needs of students seeking community college degrees, the University will study the implications of opening a seventh community college. This exploratory process will encompass consideration of what such an institution would look like both organizationally and academically, how its students would be educated, where it can most effectively be located, and what the necessary timeline would be for realizing the University's goal to remain an innovative leader in community college education.

BLACK MALE INITIATIVE

The University's Master Plan for 2004-2008 included a Chancellor's Initiative on the Black Male in Education. In the fall of 2004, Chancellor Goldstein established a University Task Force on the Black Male Initiative. Among other objectives, the Task Force was charged with developing recommendations that would include a series of action-oriented projects to help under-represented populations overcome the inequalities that lead to poor academic performance in the K-12 system; weak higher education enrollment, retention, and graduation rates; and disproportionately high unemployment and incarceration.

With the support of grants awarded from the New York City Council, the University has established a strong foundation of work. Projects undertaken by 16 of its campuses focus primarily on outreach and mentoring to improve recruitment and retention. Though targeted toward black males, projects do not discriminate on the basis of race or gender and serve as models for improving educational outcomes for all students. All programs

and activities of the CUNY Black Male Initiative (BMI) are open to all eligible students, faculty and staff, without regard to race, gender, national origin or other characteristic.

To date, CUNY BMI has also received support from the Goldman Sachs Foundation and the Deutsche Bank Americas Foundation. Looking forward, CUNY BMI will continue to pursue the projects enumerated in the Task Force report and continue to seek external funding.

WORKFORCE DEVELOPMENT THROUGH ADULT AND CONTINUING EDUCATION

Adult and continuing education programs at CUNY, which had 230,000 registrations in 2006-2007, will continue to provide important programs and services over the life of this Master Plan, representing an essential point of entry into the University for individuals. Each CUNY college has a division of Adult and Continuing Education; the great majority of programs offered by these divisions are in workforce or professional development areas, though they also fulfill community service needs and offer basic reading, writing, and math instruction, as well as recreational and cultural programs. Each college sets its own priorities for continuing education, in terms of content, focus and emphasis.

These divisions provide individual colleges and the entire University with a testing ground and laboratory for innovative and creative new programs developed to serve the specific needs of professional fields, employers and unions. Continuing Education is also the way in which colleges engage most directly with their communities. These programs

may also function as a source of revenue that can help support other priorities of the college.

Although some Continuing Education divisions, like those at Baruch and Hunter Colleges, focus on advanced professional development, they also offer much of the basic education programming within the University. They frequently serve as the first point of access to higher education for individuals who come to these and other programs. As detailed later in this Plan, Continuing Education also plays a key role in supporting the city's continued economic vitality. It is flexible and responsive to the demands of employers and industries, and able to quickly marshal expertise to develop and implement new programs, as well as to update existing ones. One of the most notable recent accomplishments of college Continuing Education divisions—and a harbinger of success for the Integrated University—is an increase in collaboration across the campuses so that the University can attract major training and employment initiatives in industries such as retail, tourism and hospitality, and healthcare. Over the next four years, CUNY's Adult and Continuing Education programs will undertake several initiatives to help individuals gain skills for college and the workplace, connect with local communities, support local economic development, and bring in revenue.¹⁷

¹⁷ Examples are detailed on pages 123-128 (within "Serving the City").

II. ENHANCING THE LEARNING ENVIRONMENT

Complementing this Master Plan's focus on core academic priorities is its steadfast attention to providing an environment conducive to effective learning and teaching. The University's work for the next four years therefore also includes sensitivity to the imperatives of academic and instructional technology; redesign of CUNY's administrative systems and processes; maintenance and expansion of library services; a focus on synthesizing and leveraging the creative power of the arts at CUNY; identification and widespread promotion of effective teaching practices; innovations in academic advising; and exploring the potential of new graduate degree programs and paradigms.

ACADEMIC AND INSTRUCTIONAL TECHNOLOGY

Online Education

In the fall of 2005, the School of Professional Studies began to develop and administer CUNY's first online undergraduate degree program. Although CUNY's colleges already offered online instruction through individual courses (Web-facilitated, blended/hybrid, and "online" proper), no full academic program yet existed that would lead to a degree.

At the same time, however, online degree programs were proliferating throughout other institutions of higher education. At CUNY itself, institutional research demonstrated that a considerable number of students—more than 60,000—had left the University in good academic standing within the last 10 years, without enrolling elsewhere and without

returning to CUNY. Meantime, CUNY's own circumstances had become ripe for a major advance in online curricular offerings, including changes that could address the retention challenge. Enrollment growth, along with expanded faculty hiring, inspired the University to examine the curricular potential of online education more closely.

The Online Baccalaureate program that emerged was created specifically for individuals who left college in good standing without a degree; prospective students must have earned at least 30 college credits. Approved in the winter of 2006, the program began accepting applications in May of that year.

Former CUNY students comprised most of the initial cohort of 250 undergraduates; nearly 200 of them came from New York City. While the program clearly appeals to local students who, in earlier decades, might have seen classroom-based instruction as their only option, it is also well suited to fulfill CUNY's commitment to meeting the needs of traditionally underserved populations, including individuals living in remote locations and those with disabilities. In its second year, the program launched a second major and currently offers concentrations leading to either a bachelor of arts degree in communication and culture or to a bachelor of science degree in business. Over the next four years, SPS expects to add more online bachelor's degree programs (reaching a minimum total of five such programs). With these programs, it expects to also reach out to entering freshmen as well as to those degree completers served by its first two efforts.

As the University considers additional online certificate and degree programs for the future, online education has also proven instructive as an innovative means of fulfilling the University's mission in vital ways. Online instruction has expanded the capacity and outreach of established campuses and programs. Perhaps the most dramatic example is at Borough of Manhattan Community College, where online courses have accommodated a third as many enrollments as BMCC has classroom space for at its downtown campus. This provides an important indicator for the University's future enrollment planning and management.

But programs need not be fully online to improve access and capacity. CUNY is a leader in blended learning, instruction that takes place partially online and partially on-campus. These so-called "hybrid" courses present an especially attractive option in an urban system where most commute and have work and/or childcare responsibilities as well as class obligations. In all these instances, the exemplary work in online education by faculty across the University foregrounds features of online instruction that build valuable skills for students: facility with computer-mediated communication, interactive inquiry, and the use of web-based resources.

Beyond the excitement engendered by the possibilities online education offers for student access, students and faculty now have access to innovative digital resources, such as blogs, wikis, podcasts, social networks, virtual worlds, computer simulations, virtual labs, and computer clusters. The Graduate Center, City College, and the College of Staten Island are leading the way in the use of high performance computing (HPC), also called

cluster computing. Although some of this work is limited to faculty research, it is increasingly featured in course-based applications using advanced computing capabilities to understand and solve complex problems through modeling and simulation. Together with New York City College of Technology, The College of Staten Island is also using virtual worlds like Second Life for simulation spaces where students can learn engineering and design principles, investigate the laws of physics, develop basic programming skills, and work within an international virtual community.

Throughout CUNY, particularly in the Macaulay Honors College and within the Online Baccalaureate, students are employing blogs and wikis to engage in knowledge-building and knowledge-sharing. These environments not only facilitate networking and collaboration but also allow students to move easily beyond the limits of purely text-based work to rich-media presentations.

The work students accomplish in such formats can be captured in presentation portfolios like those of LaGuardia Community College's ePortfolio project, which allows students to preserve and present the work done throughout their academic careers, discovering cross-curricular connections, engaging in reflective self-assessments, and presenting their best work not just to evaluators within the academy but also to prospective employers.¹⁸

These disparate projects share a critical feature: whereas the advent of powerful networks and resource-rich environments once invited a kind of spectatorship—the World Wide

¹⁸ To learn more about the ePortfolio project, please visit www.eportfolio.lagcc.cuny.edu.

Web, for example, was where one went to look and find—students now see such environments as places to innovate and to interact.

Interaction is, in fact, a new byword of academic technology. Educause, the leading national organization devoted to technology use in higher education, recently heralded a shift from the “information age” to the “interaction age.” The most powerful kind of interaction shares work and knowledge across disciplines, campuses, and even the whole University.

Important first steps have been made. Since 2000, all CUNY campuses have participated in projects partially supported through the Alfred P. Sloan Foundation. The first of these, running from 2000-2004, supported the development of partially or fully online courses. More recently, from 2004-2008, the projects took that work to the next level, bringing together faculty in more than a dozen fields to share not just course sites but resources, assignments, and advice specific to particular disciplines.

Like more circumscribed projects—the Investigating History Project (funded by the National Endowment for the Humanities), for instance—the University-wide Sloan-supported work has produced a spirit of cooperation and openness that allows innovative practices in CUNY to become recognized best practices. These projects also lead to connections with other institutions—most strikingly in the case of the Global Virtual Classroom project at the College of Staten Island, partnering with universities in Turkey,

China, Greece, and South Africa. Such collaborations extend the reach and visibility of innovative work with technology-enhanced instruction beyond as well as within CUNY.

As efforts continue to build out CUNY's work in fostering greater access, innovation, and collaboration with respect to technology-enhanced teaching and learning, the single most critical step will be the construction of a University support center as well as an online "academic commons" to serve the entire University. Using the same social software that has brought blogs, wikis, and social networks into play in instruction, the "academic commons" will not only provide links to model projects and programs but will also foster community and faculty dialogue. Faculty will be able to keep abreast of innovations and ways in which technology is being used to improve students' academic performance; to learn about each other's work; and, most importantly, technology's problem-solving potential.

But simply making such a resource available will not be enough. One established innovation of the Macaulay Honors College is the use of Instructional Technology Fellows, advanced graduate students who facilitate both faculty and student use of technology. The assignment of ITFs to every college, not just Macaulay, would greatly promote effective uses of technology for academic purposes. One specific use would be the student- and faculty-produced podcasts for courses—already under way, and promising to scale up exponentially now that a recently signed contract with Apple promises to make CUNY the largest location of an "iTunes U."¹⁹

¹⁹ Please see www.apple.com/education/itunesu_mobilelearning/itunesu.html for a comprehensive description of this learning instrument.

Perhaps the most consequential change during the life of this Master Plan will be the further growth in partially and fully online courses. Over the next four years, most college courses in CUNY will be, at the very least, web-enhanced. Even at this point, by virtue of an enterprise (University-wide) installation of the Blackboard course management system, every course in CUNY has a potential web presence, and active users of Blackboard now top 100,000 each term.

With half of the students and faculty in degree courses already using this system, the time has come for reaping institutional benefits by programmatic means: increased enrollment capacity, standardized expectations for fully online and especially partially online (or "hybrid") courses, increased access and convenience for students and faculty, and above all, enhanced teaching and learning. Careful planning and knowledge-sharing will greatly increase benefits to the University, particularly in terms of both student access and institutional capacity. Such work can establish a new paradigm for the University as the hub for the creation and dissemination of knowledge.

In the next four years, CUNY colleges will develop degree programs (and discrete courses) grounded in their signature academic strengths. At John Jay College, for example, a Task Force on Distance Learning submitted a report in August 2007 suggesting that John Jay move into distance learning with existing academic programs attractive to criminal justice, public safety, and public service professionals.²⁰ At the same time, the College's science faculty is developing distance learning coursework in

²⁰ *Master Plan: Imagining the University's Future, John Jay College of Criminal Justice Perspective.* Document submitted to the Central Office, December 2007.

general biology and organic chemistry, with courses planned to be offered in the fall 2008 semester. Lehman College is also notable for its advances in this field. In spring 2008, Lehman offered 108 online courses; it is also moving to develop additional online degree programs in the model of its recently developed, fully online RN to BS in Nursing.

Academic Technology Task Force

In recognition of the immense implications of online education and academic technology for course delivery and so many other aspects of academic life at CUNY in the 21st century, the Executive Vice Chancellor and University Provost and the Chief Information Officer have, as of 2008, established a University-wide Academic Technology Task Force. The Task Force has been charged with two main projects: diagnosing the state of academic and instructional technology at CUNY and issuing a set of recommendations that will deepen the use of technology at the University.

CUNY FIRST

Technology is the focus of another initiative designed to enhance the learning environment and support core academic priorities. During the period covered by this Master Plan, CUNY's administrative systems and processes will experience their most significant enhancement in several generations: CUNY's Fully Integrated Resources and Services Tool (CUNY FIRST), an Enterprise Resource Planning (ERP) tool, will improve the delivery of services to students, faculty, and staff on every campus. This project was described in the previous Master Plan; at that time, CUNY recognized that

creating this University-wide initiative would be a “large undertaking that will last throughout 2004-2008 and beyond.”²¹

By investing \$300 million in software and revamping business practices, CUNY will, by 2012, have transformed current systems for human resources, finance, and student administration throughout the University. On a practical level, these changes will affect everything from class registration to bill paying. On a more subtle, albeit broader scale, they offer core support to the Integrated University model that will be elaborated over the life of this Master Plan.

LIBRARY

Nowhere is the transformative power of CUNY’s libraries more apparent than in the ways in which the libraries—and those who staff them—ensure equity of access to opportunity and excellence. CUNY’s libraries provide “open access,” meaning that students may use and borrow materials from any of the University’s libraries, regardless of campus affiliation. The libraries have introduced an expedited request and delivery service for those who prefer to have regularly circulating books delivered from any campus library to their home library. Over the next four years, the libraries will extend this expedited request and delivery service to journal articles. More broadly, the libraries will work to ensure that all CUNY students and faculty have quick and reliable access to the electronic resources subscribed to, licensed or purchased by any CUNY library.

Another important endeavor anticipated for the next four years is the collaboration

²¹ The City University of New York, *Master Plan 2004-2008*, 98-99. Available at www1.cuny.edu/portal_ur/content/2004/chancellor/masterfinal.pdf. Accessed 15 February 2008.

between library and classroom faculty to more extensively integrate library resources within Blackboard, CUNY's online course management system, with the goal of establishing a strong, high-quality library presence on every Blackboard course site.

CUNY libraries also help to increase access to information technology. For students who lack home access to a computer or the Internet, CUNY's libraries provide the physical location and equipment to enable them to do their work. Increasingly, CUNY's libraries are also loaning out technology, such as laptop computers and digital cameras, to support student work. Over the next four years, CUNY library faculty and staff will work with colleagues in administrative and information technology departments to study the feasibility of providing common printing and photocopying platforms across the University. The libraries also propose establishing a CUNY-wide program of free printing for all students of up to 100 prints per semester, with each subsequent print bearing a nominal charge.

CUNY's library faculty are dedicated to ensuring that all students, regardless of their level of preparation, are provided the opportunity for attaining information literacy. Over the next four years, library faculty will continue to work with colleagues in the disciplines and in academic advising and student affairs to teach information literacy to students who are at academic risk. CUNY library faculty will also develop or extend library skills sessions focused on Search for Education, Elevation, and Knowledge (SEEK) and College Discovery (CD) students. Information literacy skills continue to be important after students graduate from CUNY. Employers expect students to be

proficient in evaluating information and able to use a suitable variety of technologies in their jobs. As part of the CUNY 2008-2012 Master Plan, the libraries will collaborate on how best to assess the information literacy capabilities of CUNY students. The libraries will also work with major New York City employers to use the assessment results to certify that students have successfully met CUNY's information literacy goals upon graduation.

Finally, CUNY's libraries are beginning to build the infrastructure to promote increased recognition of CUNY as a research university. Librarians are currently using Web 2.0 technologies such as wikis, blogs, immersive environments, Second Life, Facebook, del.icio.us, Zotero and Flickr. Over the next four years, some of these will fade, with other technologies taking their place. As faculty branch out in new directions academic notions of scholarly communication and user-created content will continue to evolve.

CUNY's libraries have therefore begun planning for an institutional repository that will serve as a "home" for the digital objects that are created. In addition, work continues to extend access to many of CUNY's rich and unique special collections and archives through digitization projects. Ongoing efforts to rationalize the services and technologies supported centrally by CUNY's Office of Library Services will continue over the period of this Master Plan.

Given the importance the University Library occupies in fulfilling core academic needs, it is essential for the libraries to collaborate with colleagues in Design and Construction

to assess and consider opportunities for re-purposing space within campus libraries. Despite the growth of electronic resources, CUNY's libraries continue to be popular destinations for heavily commuter student populations. At some CUNY campuses, accordingly, library space is being reevaluated. Considerations include moving less frequently used material to offsite storage, and/or evolving toward a hybrid library, where library services are seamlessly integrated with technology help desks, student writing centers, and group study spaces that facilitate collaborative learning. Along with these physical plant considerations, it is also important to ensure adequate power, lighting, and connectivity. CUNY's libraries must also consider their eco-responsibilities; such concerns will rank especially high in planning for the provision of library services and collections to new constituencies, including the School of Public Health.

The libraries' effort to ensure access and promote excellence extends as well to students with disabilities. Campus libraries work closely with offices of student services to provide assistive technologies such as screen magnification or text readers. Providing spaces that are fully ADA compliant is another goal that coincides with a broader goal to review campus libraries' physical space.

Concurrent with the work of physical renewal and re-purposing of library space, over the next four years CUNY will continue to increase its investment in library collections. Improving library collections has long been a major concern of faculty, and as CUNY continues to recruit and retain high-quality faculty, additional expenditures for library collections are necessary.

THE ARTS AT CUNY

Befitting New York City's stature as one of the world's cultural capitals, CUNY has a distinguished history in arts education. From Brooklyn College's Conservatory of Music and Queens College's Aaron Copland School of Music to the Sonic Arts Center at the City College of New York and Hunter College's MFA Studio Arts program, the University has earned international distinction both from its faculty and its alumni in the arts. Programs in dance, theater, music, creative writing, studio art, and new media train new generations of New York artists in their crafts while providing them with a solid liberal arts foundation.

Americans for the Arts has pointed out that: "The nonprofit arts and culture industry generates \$166.2 billion in economic activity every year and supports 5.7 million full-time jobs."²² Since the arts play such a central role in New York City's cultural and economic life, over the next four years the University will explore further investment in arts training, support facilities, and curricula in order to position CUNY as a leader in these fields.²³ Strategic growth in arts programs, coupled with targeted hiring from the world-class ranks of artists, musicians, performers, actors, writers, and dancers who make New York City the nation's unparalleled center for the arts, will propel the University into becoming a destination for students from around the world who seek a superb arts education in a city with rich employment possibilities after graduation.

²² Liz Bartolomeo, "Economic Stimulus: Be Smart Invest in Art." Available at blog.artsusa.org/2008/02/07/economic-stimulus-be-smart-invest-in-art/. Accessed 28 February 2008.

²³ See, for instance, Alliance for the Arts, *Arts as an Industry: Their Economic Impact on New York City and New York State*. Available at www.allianceforarts.org/research/artsasindustry_2007.pdf. Accessed 5 May 2008. See also National Endowment for the Arts, *Artists in the Workforce, 1990-2005*. Available at www.nea.gov/research/ArtistsInWorkforce.pdf. Accessed 13 June 2008.

FOCUS ON EFFECTIVE TEACHING

One of the most direct ways to enhance the learning environment is to sharpen teaching practices. In 2006, CUNY was selected to participate in the three-year Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Institutional Leadership Program. Although this partnership will end in 2009, CUNY will expand the work currently under way under the auspices of the Coordinated Undergraduate Education (CUE) initiative as the “Teaching, Learning, and Research” (TLR) Project. Creating a University network of teacher-scholars and administrators concerned with teaching and learning, this Project connects CUNY to cutting-edge national conversations about teaching, learning, and related research. Over the next four years, the TLR Project will continue to identify and promote promising faculty development practices through the following endeavors:

- facilitating a working group of directors representing the colleges’ teaching and learning centers;
- holding an annual grant competition to fund “faculty inquiry groups” that will pursue aspects of teaching and learning within General Education, Writing Across the Curriculum, first year experiences, and the STEM disciplines;
- supporting the work of the Provosts’ Advisory Council, including the first University-wide conference on teaching and learning in fall 2008; and
- developing a “digital commons” to document research and scholarship on teaching and learning.

As a result of a positive experience with the CASTL Fellows program, the Office of Undergraduate Education will also support a small group of research Fellows on key University-wide efforts.

ACADEMIC ADVISING AND SUPPORT

Unquestionably, effective academic advising and support are essential components of the learning environment. During the 2008-2012 period, the University will enhance academic advising in several ways, including:

- Promoting continuity of advising, from enrollment through graduation;
- Reasserting the role of faculty in academic advising;
- Investing in campus academic advising staff; and
- Focusing on advising for evening and weekend student cohorts.

As York College has noted, “provision of adequate funding for advising and related retention areas” is among the investments that would make the most profound and far-reaching differences in the uniqueness, stature, and ranking of campus academic departments and programs.²⁴

The University is committed, over the life of this Master Plan, to evaluating the efficacy of its academic counseling efforts. Much of this work will unfold under the aegis of the Coordinated Undergraduate Education (CUE) initiative, which will

²⁴ *York College Campus Response, CUNY Master Plan 2008-2012*, submitted to the Central Office December 2007, p. 6.

- analyze academic support centers throughout CUNY and compile data on their impact on student success;
- evaluate learning communities throughout the University and establishing a Web-based resource for faculty and administrators interested in creating or reforming learning communities;
- centralize information about the range of orientation practices across the colleges; and
- conduct a study of tutoring and peer-mentoring programs in place across the colleges.

GRADUATE EDUCATION

Professional Master's Degrees

Master's degrees have become increasingly important for professional advancement in careers in the private, public, and nonprofit sectors. CUNY is attuned to this development and has been carefully building programs, and even, in some cases, entire schools, to meet marketplace demand.

CUNY's new Graduate School of Journalism, which enrolled its inaugural cohort in the fall of 2006 and offers the MA in Journalism, makes a substantive contribution to professional education in New York City, a city which previously did not have a public graduate school in journalism. The proposal for a new School of Public Health pursues a similar goal.

Similarly, within the timespan of this Master Plan the University will study the feasibility of establishing an academic program in pharmacy. Currently, the only public doctoral program in pharmacy in New York State is located in Buffalo. The private sector is responding to a need for practicing pharmacists: Touro College plans to open a School of Pharmacy in Harlem at 230 West 125th Street; its application to the Accreditation Council on Pharmacy Education is pending. But public institutions like CUNY are also obligated to provide avenues for students to attain professional degrees in high-need fields, and the the University will explore judiciously the advisability of providing high-quality, low-cost professional education in pharmacy.

At the same time, the individual colleges have an important role in moving the national conversation about access to excellence in higher education from a narrow focus on undergraduate degrees to a broadly inclusive approach that recognizes the need for professional credentials at the master's level (and, indeed, for lifelong learning beyond the degrees themselves). To that end, a number of CUNY colleges will be expanding their professional degree offerings and enrollments over the next four years. For example, graduate training in public service will be enriched with the addition of a new Master of Public Administration (MPA) program at City College, which will itself be fortified by the presence of both the Colin Powell Center for Policy Studies and the newly established Charles B. Rangel Center for Public Service on the City campus. Medgar Evers College has proposed a Master of Professional Studies (MPS) in Leadership. York College aims to have professional master's degree programs in business, social work, education, and health sciences. Baruch College will begin

matriculating students in a new Master of Science (MS) in Real Estate program in fall 2008. John Jay College expects that professional master's degree programs—the Forensic Science Master of Science (MS), Forensic Computing MS, Protection Management MS, Master of Public Administration (MPA), and MPA-Inspector General—will account for a larger proportion of the college's student enrollment by 2012, and that at least one new program, Forensic Mental Health Counseling, which prepares graduates for professional licensure, will be in place. Graduate certificate programs at John Jay will also be developed through collaborations between professional master's degree programs and the Office of Continuing and Professional Studies.

Changes in licensure laws will drive new programs in the health sciences. For example, in response to a new licensure requirement for mental health counselors in New York State, the University is developing master's programs in Mental Health Counseling. Developments in other fields—for instance, a need for graduates who combine a solid background in natural sciences with other specialized skills—has stimulated the creation of programs such as that leading to the MS in Biological Laboratory Management. Finally, CUNY is pursuing the possibility of offering some professional graduate degrees online. The School of Professional Studies, for example, expects to launch five to seven master's degree programs by 2012; at least one of these will be fully online.

Joint Doctoral Degrees

In the fall of 2004, Chancellor Goldstein invited an external advisory committee to review and assess the consortial organizational structure of the CUNY Graduate Center.

The committee's report affirmed the consortial model's efficacy, but highlighted a need to provide stronger support to science programs. Included in the committee's recommendations was a suggestion that the University engage a team of science faculty and administrators to evaluate doctoral education in the sciences. In order to further strengthen CUNY's offerings in laboratory sciences, the committee also recommended that Doctor of Philosophy (PhD) degrees should be awarded jointly by the Graduate Center and individual campuses—for example, a PhD in biology from Hunter College and the Graduate Center. Since flagship campuses would also be able to showcase their doctoral programs for federal grants and for general philanthropy, CUNY's national profile would rise further.

Consequently, the University has developed a plan for restructuring doctoral education in the sciences. According to the proposal presented to the Board of Trustees in February 2008, City College and Hunter College will grant PhDs in biochemistry, biology, chemistry, and physics jointly with the Graduate Center. City College will also grant the PhD in the five engineering disciplines. This restructuring of doctoral degrees in natural sciences and engineering will take effect in fall 2008. At that point, CUNY will reach a significant milestone marking recognition of institutional maturity and the outstanding record achieved in CUNY's flagship environments: for the first time, campuses other than the Graduate School and University Center will have been granted doctoral authority. In February 2008 the Board of Trustees also authorized Hunter College, which will serve as the primary site for the proposed CUNY-wide School of Public Health, to grant the Doctor in Public Health (DPH) degree jointly with the Graduate Center.

Health Insurance

The University recognizes the importance of offering health insurance to doctoral students who provide service as graduate or teaching assistants and plans to seek the necessary external funding to support its provision. In addition, CUNY is committed to an incremental phase-in of resources from its operating budget to serve doctoral student needs in this important area. The Graduate School and University Center will partner with the Central Office to realize this goal.

III. EMPOWERING OUR STUDENTS FOR SUCCESS

Student achievement is among the most important markers of any university's success. CUNY is engaged in a Campaign for Student Success whose cornerstones include communicating expectations of success; improving teaching and learning; coordinating services for students; and assessing the campaign's results.²⁵ Recognizing that educational success involves life not only within but also outside the classroom, CUNY is attending to both realms of student life—and the places where they intersect. Several key initiatives include: a broad focus on the elements of an outstanding undergraduate education; mental health counseling; resources for military veterans, students with families, students with disabilities, and international students; the CUNY Leadership Academy; a co-curricular transcript program; athletics; student health services; career services; and opportunity programs.

CONSTRUCTING AN OUTSTANDING EDUCATION

Macaulay Honors College

Chancellor Goldstein launched the CUNY Honors College in 2001 with the vision of a program specifically created to serve the most talented and academically prepared students. The Honors College was designed to connect the many diverse programs offered through the honors programs at CUNY's senior colleges with exceptional advising, hands-on internships and research opportunities, new community service and study abroad courses, and the resources to enable each student to excel in college and beyond. Since its 2001 debut, the college has grown from an inaugural class of 189 to a

²⁵ For more information, please visit www1.cuny.edu/academics/oaa/initiatives/campaign-for-success.html.

four-year student population of over 1200. Applications have increased nearly 20 percent for admission to the class of 2012 from last year, with 3,846 students competing for 350 available spots, the largest applicant pool since the college's inception. Within the applicant group, increasing numbers of students from New York City's most selective secondary schools are seeking admission, with about six percent more Stuyvesant High School students and 4.6 percent more students from the Bronx High School of Science applying for admission to the next class compared to last year.²⁶

In October 2006, a generous gift from William E. Macaulay, a 1966 Honors graduate of the City College of New York, and his wife Linda enabled the Honors College to purchase and extensively renovate a landmark building on West 67th Street, to serve as the home of the honors college. In honor of the Macaulays' gift, the largest in CUNY's history, the program has been renamed William E. Macaulay Honors College at The City University of New York (MHC).

The MHC's achievements to date have been impressive. In its short history the college has emerged as an important center of excellence not only within CUNY, but also nationwide, representing public higher education of the finest quality. The MHC is also an innovator in the use of instructional technology, and, looking forward, intends to build on its successes. Working with instructional technology fellows, faculty will be encouraged to adopt advanced media and interactive pedagogy. Upper-level courses will employ techniques such as videoconferencing and online discussion groups, honing

²⁶ Carrie Melago, "Top CUNY School Sees Surge of Applicants," *Daily News* 2 March 2008. Available at www.nydailynews.com/ny_local/education/2008/03/02/2008-03-02_top_cuny_school_sees_surge_of_applicants.html. Accessed 3 March 2008.

valuable skills for the future and reducing some of the student travel inherent in a program spanning all five boroughs of New York City.

In recognition of the role MHC plays in preparing students for their lives as 21st-century citizens, it has placed study abroad and internships as cornerstones of its students' academic experiences. Within the next four years the MHC will seek external funding to enable its students to take advantage of semester-long experiences abroad, along with the necessary dedicated program development personnel to focus on researching, cultivating, and making students aware of internship and study abroad opportunities. The MHC will also focus on outreach, especially for internships, in order to enact strategic alliances with New York business, science, cultural, and public sector leadership to provide mentorship as well as professional opportunities.

Career services form an essential component of most undergraduate programs. Creating a professional development center housed at the MHC itself is a priority for 2008-2012. Closely related to this is a need for expanded graduate and fellowship advising. The MHC will also devote resources to building the College's alumni network.

Finally, the University wants to increase public awareness of the MHC and all that it represents—the very best academic experience at a most attractive price. The MHC will recruit more strenuously, to assemble College classes that accurately reflect New York's remarkably diverse population. Achieving this goal will depend to a considerable degree

on building and “branding” the MHC identity, and the College has already made an exceptionally promising start.

Excellence at Every College: Coordinated Undergraduate Education

Academic excellence at CUNY is by no means limited to students enrolled in the Macaulay Honors College, and it is managed largely through a system of Coordinated Undergraduate Education (CUE). The CUE initiative was launched in 2004 by reorganizing discrete programs (University Summer Immersion Programs, Coordinated Freshman Programs, Writing Across the Curriculum, Faculty Development Grants, and Academic Support). It has proven to be a powerful vehicle for integrating disparate components of undergraduate education, in significant part thanks to a new administrative structure, the CUE Directors, a group of deans and associate provosts charged with implementing and assessing annual CUE plans. These annual plans are embedded within the University’s Performance Management Plan, and structured in line with the goals for the Campaign for Student Success.

CUE’s overall goals for the next four years are to continue to focus on its priority areas, including the Campaign for Student Success and the scholarship of teaching and learning, and to contribute to university-wide efforts for improving transfer and articulation and maximizing the potential of academic technology. CUE also anticipates devoting its energies to the following specific areas.

GENERAL EDUCATION: Begun in 2003, the CUNY General Education Project has sought to strengthen the undergraduate curriculum across the University by engaging faculty, students, and administrators in the revision of general education requirements at the colleges. The Project has brought together representatives of all 17 undergraduate campuses to define the ways that general education is conceived and practiced throughout CUNY and to support campus work on general education.

The CUNY faculty strongly support the liberal arts and sciences as the basis of undergraduate education. Faculty on all campuses are committed to periodic reassessment and review of their general education requirements in order to keep them strong and comprehensive, and faculty from all campuses need to become aware of each other's general education requirements. Faculty hiring should take into account the needs of the general education curriculum and the importance of faculty participation in teaching those courses as well as overseeing the curricular process.

Over the next four years the General Education Project will focus on the role of teaching within general education and its impact on student learning. The Project will support the creation, by 2012, of an oversight structure at each of the undergraduate colleges to provide sustained local attention to general education through curriculum development, innovative teaching, related faculty development, and strong first-year academic experiences.

STRENGTHENING ENTRY EXPERIENCES THROUGH SUMMER AND FIRST-YEAR PROGRAMS: Previously called “University Summer Immersion Programs,” CUNY’s Summer Programs offer free instruction to students who can benefit from an intensive introduction to college expectations and coursework. During the next four years, efforts within Summer Programs will focus on test preparation; instructional opportunities to prepare students for general education, pathways to the major, and coursework in the STEM disciplines; and support mechanisms including expanded orientation sessions, increased use of cohort learning groups, and expanded “live” and online tutoring services.

Developments in programs situated within the unique context of the first year of study, which are ultimately intended to increase retention and graduation, have also contributed to establishing coherent, grounding experiences for CUNY undergraduates. Building on numerous success across the colleges, CUNY will continue to reconfigure and assess the first-year experience by, for example, creating cohorts in the summer programs, establishing learning communities that link developmental education with credit-bearing courses and those that link ESL and General Education courses; building service learning communities; and structuring transfer learning communities.

WRITING ACROSS THE CURRICULUM (WAC): Writing Across the Curriculum (WAC) at CUNY was established by a resolution of the CUNY Board of Trustees in 1999. WAC has developed into a strong University-wide program at the same time that writing instruction remains a prime concern for the University.

For 2008-2012, CUNY colleges will focus on the alignment and integration of writing instruction. Each campus will articulate goals for student writing and communicate them thoroughly to all students, faculty, and administrators. An external evaluator will analyze how writing has been incorporated into courses and will propose appropriate adjustments where necessary. Finally, the Office of Undergraduate Education will contribute to a new “digital commons” for the entire University a set of resources on writing instruction.

INTEGRATING MATHEMATICS ACROSS THE CURRICULUM (IMAC): As the University focuses on the Decade of Science and continues to respond to the national need for many more well-trained scientists and engineers, advancing student competency in mathematics assumes ever more importance. Even students who will enter non-quantitative career tracks must have the ability to interpret representations of quantitative information, make data-based decisions, identify trends, and communicate quantitatively.

Responding to these needs, the University will expand an initiative launched in fall 2007, Integrating Mathematics Across the Curriculum (IMAC), a faculty-designed effort supported by the Office of Academic Affairs.²⁷ Plans for the initiative over the next few years will focus on bolstering students’ success and self-confidence in doing quantitative work through innovative teaching informed by rigorous attention to evidence of student learning and accomplishment. The guiding principle for this initiative resembles that of the University’s Writing-Across-the-Curriculum activities: progressive development of

²⁷ Please see www.cuny.edu/IMAC.

fundamental competencies requires cycles of learning, practice, extension and reinforcement that stretch across the undergraduate years.

GLOBALIZING UNDERGRADUATE EDUCATION: In its recent Preliminary Report of Findings and Recommendations, the New York State Commission on Higher Education stated: “Preparing students to thrive in an increasingly interconnected world is central to the mission of higher education.”²⁸ With an especially diverse and international student population, its connections with immigrant communities, and its location in the heart of one of the world’s major cities, CUNY contributes significantly to the leadership alluded to in the Preliminary Report. Although the University offers instruction in 25 foreign languages, our undergraduates speak 190. Nearly half (47.5 percent) of CUNY undergraduates were born outside the United States mainland (that is, in foreign countries or U.S. territories); 32.7 percent were born in the United States to parents of whom one or both are foreign-born. Consequently, an international outlook is very much part of our students’ daily lives. Still, we can—and must—do more to prepare our students to take active, informed roles in an international context.

Plans for fostering a global outlook at CUNY within the next four years include:

- Increasing the numbers of CUNY students who incorporate study and/or work abroad into their degree programs, as well as facilitating longer periods (moving

²⁸ New York State Commission on Higher Education, *A Preliminary Report of Findings and Recommendations*, December 2007, Available at www.hecommission.state.ny.us/report/CHE_Preliminary_Report.pdf. Accessed 17 December 2007. The Report’s recommendations include the following: “SUNY and CUNY increase their capacity to market academic programs to a wider international audience. In addition, both systems should focus on internationalizing curricula, expanding international partnerships for faculty, and increasing internship and study abroad opportunities for students” (p. 22).

- beyond winter or summer break, which is when most students can currently manage the time away) for full-semester and/or year-long experiences;
- Considering the recommendations of the Association of International Educators (NAFSA) Task Force on Institutional Management of Study Abroad and their applicability to CUNY;²⁹
 - Leveraging the strengths of CUNY's considerable international student population to foster awareness of and appreciation for other countries and cultures;
 - Continuing to provide study abroad scholarships through the Study/Travel Opportunities for CUNY Students (STOCS) program, and enhancing opportunities for such scholarships from other sources; and
 - Facilitating cross-campus collaboration among the colleges' International Education Directors.

Awards and Fellowships

With the 2007 appointment of a University-wide Director of Students Awards and Honors, CUNY has embarked on a concerted effort to move support for prestigious student scholarship activities to a new level. These award programs hold extraordinarily positive and potentially life-changing benefits for students, and building on the notable successes of recent years, the University seeks to increase the number of award recipients in a wider range of such scholarships. The Director has therefore proposed a set of

²⁹ "Strengthening Study Abroad: Recommendations for Effective Institutional Management for Presidents, Senior Administrators, and Study Abroad Professionals" was released in January 2008 and is available at www.nafsa.org/_/File/_/final_imsa_taskforce.pdf. Accessed on 16 January 2008.

recommendations in support of new strategies for the systematic identification, recruitment and mentoring of prestigious scholarship candidates across the system:

- Asking each college to prepare a plan that details proposed activities in support of candidate identification, recruitment, and support as well as faculty involvement for the scholarship competition cycle. Also highlighted will be the mechanisms by which talented beginning students will access information about prestigious scholarship options.
- Encouraging CUNY colleges to recognize and incorporate in their scholarship endeavors opportunities for candidates to enhance the “soft skills” of social interaction, public speaking, and interview techniques. Colleges should provide potential candidates the opportunity to interact with distinguished faculty and alumni in campus-sponsored social activities and help them contextualize the background of interview panelists as well as the history, values, purpose and world view of the sponsoring foundation or government entity.

Finally, a new University website now offers scholarship descriptions, biographical and related information on CUNY scholarship recipients, an application deadline checklist, FAQs, video testimonials and more, making scholarship information and application procedures clear and accessible to students, faculty, and staff on every CUNY campus.³⁰

³⁰ Please see www.cuny.edu/prestigious.

MENTAL HEALTH COUNSELING

The University's Mental Health Counseling Services provide essential support for the University's academic mission and student success. CUNY's goal is to provide a variety of mental health services to assist students in addressing psychological and adjustment issues that can negatively impact student academic performance, retention, graduation rates and quality of life.

Over the next four years CUNY's Mental Health Counseling Services will increase accessibility, improve the response service delivery system, and establish a referral service linking students to other University resources and community-based services. The University will refine protocols for responsiveness to students in psychiatric crisis and will strengthen partnerships with University Student Health Services. In collaboration with Residential Life and the Office of Public Safety, CUNY's Mental Health Counseling Services will also develop improved systems for serving the CUNY community.

In addition, in a proactive manner, the University will bring together students, faculty and staff to create and maintain campus environments that promote psychological well-being. CUNY's Mental Health Counseling Services will increase counseling staff awareness of multicultural and diversity issues and will also increase student awareness of the availability of mental health counseling services through Web platforms, campus outreach, pamphlets, Freshman Orientation and in-service programming. The University will expand outreach to faculty and staff.

Finally, the University will expand internship and practicum opportunities on CUNY campuses for CUNY graduate students in clinical psychology, social work and related fields.

VETERANS

Over the next four years, the University anticipates that thousands of veterans will be returning to the New York City region from overseas. Ready to resume civilian lives and to pursue goals deferred while serving the nation, many will turn to CUNY for the education they put on hold.

The University must therefore prepare itself to meet the needs of this burgeoning student population. To this end, over the next four years, the University plans to develop and implement a wide-reaching recruitment plan as well as put into place best practices to facilitate transition to civilian and student life, to enrich the student experience and to promote retention and academic success. CUNY will take significant steps towards the establishment of highly visible veterans centers on each CUNY campus to respond to the special needs of veterans, including accessing government, community and college benefits. The University will develop protocols for the unique needs of veterans with disabilities and female veterans. The University will create student leadership opportunities for veterans and help integrate veterans into the larger CUNY community, including collaborations with other student organizations.

STUDENTS WITH FAMILIES

For many CUNY students, locating safe, high-quality, and affordable childcare is an essential part of the academic planning process: Without this service to facilitate class attendance, internships, study time or other college-related activities, student parents find their access to higher learning impeded and their success forestalled. Accordingly, CUNY operates 17 licensed, campus-based childcare centers, providing services to more than 1,200 student parents and 2,000 children. York College will open an additional on-campus center—its first—in 2008.

Together, CUNY's childcare centers provide flexible infant, toddler, pre-kindergarten, after-school, evening, and weekend programs focused on strengthening children's cognitive, social, and physical development. Over the next four years, the University will work to increase the number of nationally accredited campus-based child care centers at CUNY and secure the corresponding space to meet the needs of the new centers. The University will promote the essential role childcare centers play in student retention and will seek increased city, state and federal support for childcare centers. The University will also expand services for faculty/staff childcare.

STUDENTS WITH DISABILITIES

Over the next four years, the University will strengthen its abiding commitment to equal access and opportunity for members of the CUNY community with disabilities.

Specifically, it will employ a holistic approach to meeting the multidimensional needs of more than 9,000 students with disabilities on its campuses.

To this end, the University will pursue adequate public funding for facilities access and key disability services. CUNY will seek adequate state and city funding to staff campus disability services offices in patterns consistent with the Council for Advancement of Standards for Student Services/Development Programs and Association on Higher Education and Disability standards. CUNY will also conduct a comprehensive Americans with Disabilities Act needs assessment for its facilities and partner with the Dormitory Authority of the State of New York to develop short- and long-range plans to remediate barriers and secure necessary funding through its capital budget. The University will continue its partnership with the State to improve employment outcomes for CUNY graduates with disabilities

CUNY will seek resources to ensure that students with disabilities have equal access to all University programs and curricula. Moreover, the University is committed to ensuring that its digital resources are fully accessible to people with disabilities. The University will develop CUNY FIRST in such a way that guarantees equal access throughout the development and implementation phases and the CUNY Portal and library electronic resources will be designed so that they are accessible to people with disabilities.

INTERNATIONAL STUDENTS

CUNY's diversity and global awareness stems in part from the fact that the University is home to nearly 15,000 international students, who come from over 163 countries and

speak over 100 languages. This student population requires services that help facilitate their full participation in academic and campus life.

Over the next four years, the University will expand online offerings and resources, including a centralized interactive online tutorial for current and prospective international students. A retention/mentoring program will be implemented for J-1 and F-1 students and a series of conferences, retreats and workshops will be provided for both students and administrators. Orientation programs for international students will also be expanded. Cross-cultural activities will enable international students to learn about American culture and to share aspects of their own cultures with their American counterparts.

The University plans to increase awareness of federal regulations and reporting requirements throughout the University and strengthen relationships with officials from Department of Homeland Security and the U.S. Department of State, including inviting them to present at CUNY-sponsored workshops. Additionally, the University intends to forge relations with organizations such as the Institute of International Education (IIE). Publicizing programs will further increase CUNY's global visibility.

THE CUNY LEADERSHIP ACADEMY

Over the next four years, the CUNY Leadership Academy will educate and train CUNY students to excel as leaders both during their student careers at CUNY and well beyond—to become the “leaders of tomorrow.” As a premier, nationally recognized entity, the CUNY Leadership Academy will create and coordinate academic and co-curricular

experiences that will help students develop confidence in their own abilities, prepare students to become effective global citizens and provide the academic and extra-curricular experiences they will need to function as leaders in their communities. During the next four years, CUNY's Leadership Academy will be developed University-wide.

The CUNY Leadership Academy will emphasize service learning by developing partnerships with faculty, staff and community agencies. CUNY's Leadership Academy will establish a curriculum with a focus on character development, including a core seminar series that will help students explore topics such as values, ethics and civility and will promote a University-wide environment that celebrates inclusive excellence.

CUNY's Leadership Academy will sponsor trainings, seminars and conferences. The Academy will collaborate with Residence Hall personnel to establish living/learning communities with a leadership development focus and increase professional development on leadership for student activities staff throughout the University.

CUNY Leadership Academy also includes the Co-Curricular Transcript Program which will permit students to officially record their extra-curricular experiences, skills and contributions. This transcript will complement the academic transcript.

Finally, the Leadership Academy will offer a "Leadership Certificate Program" for those students who choose to establish a formal and more rigorous relationship with the CUNY Leadership Academy. The resources and offerings of the Leadership Academy, however, will be available to all CUNY students.

CO-CURRICULAR TRANSCRIPT PROGRAM

The University's Co-Curricular Transcript Program will permit students to officially record their extra-curricular experiences, skills, and contributions that complement the academic transcript. This electronic document will demonstrate students' involvement in campus and community life teaches them concrete, practical skills that significantly contribute to their personal and professional success during and after college. The Co-Curricular Transcript will also allow students to understand the interconnectedness of career, leadership and intellectual development and will underscore the important role co-curricular activities play in the holistic learning experiences of college students.

The Co-Curricular Transcript will be a self-reported, official university document and will be an efficient way to record and organize experiences outside of the classroom for use when applying for employment and graduate and professional school. The Co-Curricular Transcript will include activities such as leadership and active membership in student organizations; honors and awards; paraprofessional work; community service internships and service learning; athletics and recreational sports; and participation in conferences, workshops, and presentations.

ATHLETICS

Student participation in intercollegiate athletics is highly correlated with student retention, academic success, and leadership skill development. Investment in CUNY's

athletics programs is key to the cultivation of world-class co-curricular experiences at the University and, ultimately, to student success.

Towards this end, the University will upgrade both indoor and outdoor athletic facilities on its campuses, including the building of a multi-purpose field in Manhattan for the five CUNY campuses in the borough with no outdoor facilities. The University will continue its efforts to staff its campus athletics programs with experienced and dedicated full-time coaches.

In order to help finance these University-wide upgrades in personnel, resources, and scholarships, CUNY will assess the feasibility of establishing the CUNYAC Foundation for the purposes of athletic program development. The University will also consider the establishment of a University-wide athletics fee to allow CUNY's athletics programs to achieve parity and compete with programs at other similarly situated higher education institutions.

In order to create a culture of accountability and achievement among CUNY's athletics programs, the University will evaluate an incentive plan by which the CUNY Athletic Conference would underwrite the costs of travel to tournaments for CUNY athletic teams that have excelled and also allow CUNY to host top-tier competitions. Furthermore, using best practices in collegiate athletic administration, the University is committed to improving opportunities for women athletes.

STUDENT HEALTH SERVICES

CUNY's provision of medical services, with an emphasis on health and wellness tailored to the cultural diversity of the CUNY population, is emblematic of the University's commitment to student success.

In the next four year years, in collaboration with the New York City Department of Health, the CUNY medical consultant and CUNY's Office of Public Safety, University Student Health Services will re-evaluate the CUNY-wide emergency plan that addresses health crises (for example, pandemic flu, communicable disease or other outbreaks on campuses). The University will also seek funding to provide new vaccines that combat communicable diseases (for example, MMR, Hepatitis B, Meningitis, TDAP, HPV) for all campuses. The University will enhance its education and outreach efforts to increase the number of students who have public or private health insurance. The University will establish a committee with key Central personnel and Health Services Directors to discuss the changing needs of the student body and the campuses utilizing best practices. The University will form a collaboration with the Health and Hospital Corporation to increase awareness of free or low-cost services and strengthen partnerships with the private providers that collaborate with CUNY and participate in annual Health Services events.

CAREER SERVICES

Career development is an ongoing process with lifelong opportunities for growth. CUNY's Career Services provide students with the necessary skills to make informed

decisions about their careers, education and employment while at CUNY and beyond. The University is committed to helping students discover, prepare for, and attain their educational and career goals.

In the coming four years, CUNY's Career Services will integrate advising, assessment, and career development services into a seamless educational experience. Students will have personalized curricular, co-curricular, and career development plans in place by the end of their first year. Career Services will also promote the value of the internship experience and increase the number of students who complete internships. Career Services will further conduct outreach to employers to expand the number of internship opportunities and explore avenues for compensation. The University will also work to increase referrals among Career Services, Academic Advising and the Counseling Center. Additionally, Career Services will increase the number of collaborative relationships with Academic Affairs.

Moreover, the University will purchase new software that assists students in resume construction, letter writing, portfolio development, interviewing and developing their own websites. CUNY will promote Career Services through enhanced websites and with on-campus advertising. Career Services will participate in prospective, new and transfer student orientations and will increase the number of employers who participate in CUNY job fairs. Finally, Career Services will continue to reach underserved student populations, such as students with disabilities, through innovative programs like the VESID-funded CUNY LEADS Project.

OPPORTUNITY PROGRAMS

Since their inception four decades ago, the Search for Education, Elevation, and Knowledge (SEEK) and College Discovery (CD) Programs have pioneered strategies in counseling and academic support aimed at providing access within the context of excellence while fostering academic success and improving overall retention and graduation rates. These programs have been cited as being among “New York State’s most notable success stories,” and the University will build on that excellent record over the next four years.³¹

During 2008-2012, CUNY Special Programs will continue to provide students with all of the tools and support services that reflect the University’s mission and that are mandated by SEEK and CD authorizing resolutions and New York State law. SEEK and CD will also continue to provide programmatic opportunities for the University, through their partnerships with college departments and programs and their provision of venues where new pedagogic and curricular strategies are conceived, nurtured, and disseminated.

Specifically, Special Programs over the life of this Master Plan will:

- **ENHANCE STUDENT ACADEMIC PERFORMANCE.** Special Programs will build on its student performance focus in the last Master Plan, particularly on increasing retention and graduation rates, CUNY Proficiency Examination (CPE) and gateway course performance, credit accumulation and increasing mean Grade Point Average (GPA). Special Programs will focus on increasing student

³¹ Higher Education Commission, *Preliminary Report*, p. 30.

participation in the Chi Alpha Epsilon National Honor Society (XAE), which promotes academic excellence for opportunity program students. Enrollment management strategies will be adopted, along with an emphasis on establishing realistic academic admissions criteria that will enable students to succeed from pre-freshman status through to graduation. A standing committee of Program Directors, the Enrollment Management Working Group, has already been established for this purpose.

- **PROVIDE 21ST CENTURY CO-CURRICULAR TOOLS FOR SEEK AND CD STUDENTS.** Through its annual Request for Proposals, Special Programs has begun establishing pedagogical and counseling initiatives that provide “soft skills” instruction to students. Special Programs will expand its annual Student Leadership Conference and provide students with new co-curricular learning opportunities aimed at instilling interpersonal and professional development skills. As the result of a dissemination component, students will be charged with taking leadership roles on campus and participating in leadership training for their peers. The Student Leadership Working Group will spearhead these efforts.
- **INCREASE INTERNATIONAL LEARNING OPPORTUNITIES.** Recognizing the importance of developing a global perspective in a rapidly “flattening” world, Special Programs has created a standing committee, The Study Abroad Working Group, whose charge is to establish guidelines and encourage widespread participation in foreign study opportunities. Modest financial support for eligible students will be provided.
- **INCREASE ALUMNI PARTICIPATION.** In order to increase the number of

venues for student internships and apprenticeships, expand private funding opportunities, and promote community, the Programs will increase participation of alumni in their initiatives. The success of the 40th anniversary celebrations demonstrated that a largely untapped pool exists. These graduates credit the Program with transforming their lives, and many wish to play an active role in supporting the SEEK and CD mission.

- **FOCUS ON THE INTEGRATED UNIVERSITY CONCEPT.** Special Programs will further develop a SEEK/CD student degree progression, from associate to bachelor's to master's to doctoral degrees. The Program seeks to increase the number of transfer agreements between and among SEEK/CD Programs and the colleges in order to provide a seamless transfer process.
- **FOCUS ON COLLABORATIVE PROGRAMS.** Two standing committees have been established to enhance program and professional development opportunities for Program staff. The Publications Working Group's mission is to encourage expanded research, publication, and grantsmanship as well as to create a Special Programs journal that would publish the research and programmatic initiatives of SEEK and College Discovery. Expanding, developing and creating fora to disseminate best practices is the mission of the Power of Development Working Group.

In academic year 2006 Special Programs celebrated the 40th anniversary of the SEEK and CD Programs. The festivities featured the debut of the CUNY/Office of Special Programs short video documentary, *SEEK/CD: Celebrating 40+ Years of Success*, which

summarizes the historic creation of SEEK and CD and highlights Special Programs alumni. A full-length documentary is being produced and will be given widespread media exposure. Such local and national visibility will further reinforce CUNY's abiding commitment to all of the students who enter the University through Special Programs.

IV. REBUILDING OUR CAMPUSES

Providing safe facilities, complete with up-to-date classrooms, labs, libraries, and equipment that allow faculty and students to accomplish their best work, is essential to the University's ability to carry out its mission. To that end, in November 2007, the Board of Trustees approved the University's new five-year capital request for 2008-12, for submission to the State Division of the Budget and the City Office of Management and Budget. The New York State Commission on Higher Education has also recognized that the backlog of critical maintenance at CUNY deserves a sustained program of capital reinvestment.³²

Upgrading and expanding facilities to meet 21st century demands is the University's most critical infrastructure need. To keep pace with the pressures on the University's heavily trafficked spaces, buildings, and grounds, and to maintain regulatory compliance and environmental responsibility, this Master Plan includes a vision of how our infrastructure should look—and function—four years from now.

CAPITAL PROGRAM OVERVIEW

The Office of Facilities Planning, Construction, and Management (OFPCM) is responsible for the University's Capital Program and more than 290 buildings across 23 colleges and professional schools. The Facilities Office has several goals for the next few years. Overall, OFPCM's emphasis is on supporting the goals of the University

³² Higher Education Commission, *Preliminary Report*, pp. 150-51.

Master Plan and on working with each of the campuses to enhance CUNY's role as the premier urban university in the country.

It is important to note that OFPCM is in a transition period: The University has negotiated to change its relationship with the Dormitory Authority of New York (DASNY), which provides financing and construction services to the State's universities and health-care facilities. The new agreement allows CUNY to opt in or out of using DASNY's construction services for particular projects, depending on what best fits the needs of a specific building at a specific college. Previously, DASNY provided construction services on all of the University's major capital projects. This change will require OFPCM to increase its staff to take on some construction management tasks. The University believes that the new arrangement possesses great potential for increasing competition, improving efficiency, and streamlining the process for delivering capital projects.

The 2008-12 Five-Year Capital Budget Request proposes several forward-looking projects for the campuses, many of which support the "Decade of Science" initiative as previously discussed in this Master Plan.³³ The Five-Year Plan also focuses on the University's burgeoning enrollment, which must be addressed by increased—and effectively utilized—space. It is important that new buildings are as functional as they are beautiful, and that they are designed not only to be attractive and inviting but to meet the many practical needs of the campuses. The 2008-12 Capital Budget Request and the final 2008-09 State budget results are detailed in the *Capital Budget* section that follows.

³³ Please consult the material beginning on page 33.

New buildings form only part of the picture; OFPCM is also focusing attention on the infrastructure of existing facilities. The average age of CUNY's buildings is 50 years. Additionally, over 75 percent of the University's total facilities portfolio of 26.1 million Gross Square Feet (GSF) was built prior to 1970 and requires improvements. The buildings represent a rich history and heritage and can serve the colleges and the City for generations to come—but only if they are maintained.

CUNY must grapple with the question of whether—and to what extent—the campuses are in a state of good repair. The goal is twofold: to ascertain the current state of facilities and then to obtain a separate appropriation to address the necessary infrastructure issues. This is a different approach to capital funding, one that emphasizes the University's needs to maintain its facilities.

And those needs are urgent. In the fall of 2007, each campus was asked to conduct a “state-of-good-repair” survey for buildings over 5,000 square feet, detailing what must be done to bring each building up to a state of good repair; a consultant then analyzed the information and attached a dollar amount to the necessary maintenance and upgrades. The results of that effort were included in the 2008-2013 Capital Budget Request under *Critical Maintenance*.

New York City's real estate boom, coupled with CUNY's growing enrollment—and the space demands created by that growth—offers a great challenge for the University. CUNY has already created public-private partnerships for some new projects, such as the

new student housing at City College (The Towers at CCNY). Such partnerships enable the University to advance much-needed building projects without the usual financial burdens.

CUNY will continue looking for public-private opportunities. For example, another student residential facility in Manhattan—one that would serve Baruch, Hunter, and John Jay Colleges, as well as the Graduate Center—is in the planning stage. Additionally, developers have been chosen for student housing at both the College of Staten Island and Queens College. The response to the dormitory at CCNY has been very positive; the construction is at full occupancy in only its second year of operation. Additional information about the public-private partnership projects is included in the *Capital Budget* and *CUNY Student and Faculty Housing* sections.

Facilities Planning

In 10-year cycles, and as programmatic changes occur or real estate opportunities arise, OFPCM reviews and revises the facilities master plan of each campus. These master plan amendments are the road maps for requesting and delivering capital projects to support the colleges' programs. They begin with space needs analyses that are based on existing and approved enrollment projections, which are created and submitted by the colleges and approved by the University Offices of Academic Affairs and Budget and Finance.

During the initial phase of master planning, space budgets are developed based on both approved CUNY Space Guidelines and by benchmarking against similar urban institutions; room utilization studies are performed; and condition assessment data regarding the quality of the existing building inventory is collected. These space budgets, room utilization studies, and the condition assessment data are then compared with existing space inventories of a campus, as reported by a college. This information provides direction as a college, OFPCM, and the consultants consider opportunities and constraints on that campus. Capital projects providing modern, state-of-the-art learning environments that are efficient, supportive of the educational experience, and responsive to concerns of the surrounding community are then developed and prioritized for inclusion in the recommendations of the final plan. The consultants suggest up to three alternatives to meet a college's facilities needs that are contemplated, modified/merged, and refined into a final recommended plan.

It is imperative that these plans are structured in a feasible manner. Therefore, the order and phasing of each recommended project in a facilities master plan amendment is derived from priorities established early in the master planning process; the New York City and State funding cycles and fiscal realities are considered during that process. Once completed, the facilities master plan amendments become the foundation of the University's Capital Program, which encompasses both the University's funded Capital Plan and Five-Year Capital Budget Requests.

Capital Budget

The Capital Program comprises two components: 1) The funded 2004-2008 Capital Plan and 2) the 2008-2012 Capital Budget Request. The State provides 100 percent support for the funding of capital projects at the senior colleges and 50 percent for capital projects at the community colleges and Medgar Evers College, with the City providing the matching 50 percent. The University cannot access State funding for the community colleges and Medgar Evers College without the City match. Since Medgar Evers is a four-year school, CUNY will, as noted earlier, actively work to secure senior college status and 100 percent State funding of capital projects there as well.

The CUNY Compact has generated new support for the University through private donations. This three-way funding commitment—public dollars, self-financing, and philanthropy—supports University operations and has impacted the Capital Program as well.

A number of the colleges have successfully attracted donor contributions for capital projects. Examples include: a generous \$30 million gift from City College alumnus William E. Macaulay and his wife, Linda, that enabled the purchase of 35 West 67th Street to provide a home for the CUNY Honors College (subsequently renamed the William E. Macaulay Honors College), a facility that includes state-of-the-art classrooms, a lecture hall, student performance space, a fully-equipped screening room, seminar and meeting rooms, administrative offices, a cafe, and other common gathering spaces for students; Brooklyn College's receipt of approximately \$25 million for its Performing

Arts Center, \$10 million of which came from Leonard and Claire Tow (Class of 1950 and 1952, respectively); and a contribution of \$4 million from Max Kupferberg (Class of 1941) for the Kupferberg Center for the Arts at Queens College.

CUNY requested over \$8 billion in funding from the State and City for its 2008-09 through 2012-13 five-year capital plan. The enacted 2008-09 State Budget provides \$1.8 billion in new appropriations for CUNY. The Budget includes \$1.6 billion for senior colleges, broken down into \$1.2 million for new and on-going projects, \$284 million for critical maintenance projects, and the balance for program administration and other costs. The budget also includes \$209.6 million for projects at community colleges and Medgar Evers College. These numbers are significantly less than the amounts in CUNY's request. As a result, the State Division of Budget understands that CUNY will be seeking additional annual appropriations to fund CUNY's capital program over the next four years.

The University's Capital Request is divided into three categories: CUNY-wide programs; CUNY FIRST, the University's ERP initiative; and individual campus projects such as new buildings, and program administration and other costs. The CUNY-wide construction programs are requests for funding to address small to mid-size major reconstruction projects across all of the campuses. The programs are comprised of the following categories: Health and Safety, Facilities Preservation, ADA Compliance, Mechanical and Infrastructure upgrades, Certificate of Occupancy/Public Assembly, Science Lab Upgrades, Asbestos Remediation, Energy Conservation, and Bathroom

Upgrades. The projects within these programs were identified through building condition assessment surveys, and by college and Central Office staff. The identified need in each of the CUNY-wide programs far exceeds the available funding; consequently, the campus facilities officers and project managers from the University's Department of Design, Construction, and Management monitor the list of projects and the actual conditions on campus to address the most critical needs as quickly as possible. More specifically, when Local Law 11/98 work (involving building façade inspections and repair) is identified, an example of which is \$4 million worth of work on Hunter College's Thomas Hunter Hall, the University is able to immediately make corrections.

The University requested funding to support a key initiative of the 2008-2012 Capital Program: *Critical Maintenance*. This encompasses projects intended to bring CUNY campuses to a state of good repair, including repairs of interiors, building envelopes, roofs, mechanical systems, electrical systems, chiller and boiler plants, and fire alarm systems. This initiative was completed in conjunction with the State University Construction Fund for SUNY colleges. Due to the age and magnitude of our facilities portfolio, the University requested \$757.3 million over the five-year period for this initiative as well as individual projects lined out for each of the schools. The \$284 million appropriated in the 2008-09 State Budget will initiate this work at the senior colleges, and the remaining balance will be requested in upcoming budget requests. Several active projects received the balance of funding required for completion or to progress to the next phase in the 2008-09 budget. These projects span the senior and community colleges and include everything from building renovations to new, large

mixed-used facilities. The projects address the Chancellor's Decade of Science Initiative, space deficits, and infrastructure requirements, as well as replacement of obsolete buildings and improvement to the quality of life on the campuses.

The Advanced Science Research Center (ASRC) and the CCNY Science Facility are separate entities with some shared core facilities and amenities and will be built on the South Campus of City College. Phase I of the ASRC supports the concept of an integrated university by providing state-of-the-art laboratories and core facilities in one location for the University's top research faculty. The research performed in the ASRC will incorporate technology in the areas of nanoscience, photonics, structural biology, neuroscience, and bio-sensing. The first of the two ASRC buildings will be a 189,000 GSF, five-story building constructed at a total estimated cost of \$299 million. In addition, City College's Science Division currently occupies facilities that cannot be cost-effectively renovated to support research at the College. The new four-story CCNY Science Building will address this need by providing an additional 200,000 GSF of research space, at an estimated total cost of \$315 million. The firms of Flad & Associates and Kohn Pederson Fox Associates (KPF) in a joint venture have designed these two buildings, and construction is scheduled to begin summer 2008. Design funds for Phase II of the ASRC, a 215,000 GSF building, contiguous with the Phase I building, to expand the research facility will be requested in the next budget cycle.

At Lehman College the University is also constructing a new science building in two phases, designed by the firm of Perkins + Will. The building itself will be a learning

tool, as Lehman's premiere science programs focus on the plant sciences and ecology; within the interior courtyard will be a living-machine that uses plant life to recycle water for toilets and urinals in the building. The State provided \$70 million in the prior five year capital plan for the Phase I portion of the building, which will provide 66,185 GSF. Construction of Phase I will begin summer 2008. Funding for Phase II, the research portion of the building, at an estimated cost of \$217 million, was requested in the new FY 2008-2013 Five-Year Capital Budget Request. The first \$40 million to design the Phase II facility and construct a necessary swing space are appropriated in the 2008-09 Budget.

The State previously provided \$13 million for the Roosevelt Hall project at Brooklyn College. The College's master plan recommended renovation of Roosevelt Hall, an existing 1937 physical education building, for use as a science building. The University hired the firms of FXFowle Architects and Shepley Bulfinch to conduct a feasibility study for the sciences that expands upon the recommendations of the 1995 master plan amendment. The feasibility study calls for construction of a new science building, in two phases, on the existing Roosevelt Hall site because reuse of the existing structure was found to be cost prohibitive. Phase I, a 180,000 GSF instructional building, at a cost of \$363 million, is included in the FY 2008-2013 Five-Year Capital Budget Request for which the State appropriated \$161 million. Phase II, which will add 100,000 square feet of additional space, will be part of the next five-year plan.

At Queens College, facilities upgrades for the sciences are already under way.

Mitchell/Giurgola Architects designed an addition to Remsen Hall, one of the College's

three science facilities. The new research space is in construction now. Phase II of the science upgrades will renovate instructional labs in the existing building after the Phase I addition is completed. The cost of the Phase II work is estimated at \$56 million and will be requested in the next budget cycle.

At John Jay College, construction has begun on the new 625,000 GSF building designed by Skidmore Owings and Merrill (SOM). This approximately \$557 million multi-use facility will include science labs, classrooms, student services, a computer center, faculty and administrative offices, and support spaces. Currently, with only 44 net assignable square feet (NASF) per full time equivalent student (FTES), John Jay College's space deficit is second only to that of the Borough of Manhattan Community College. By comparison, senior colleges across the country with similar undergraduate, graduate, and research levels generally operate at 100 to 125 NASF per FTES. The completion of this new facility will, in effect, deliver half a campus to the college in one project.

Additionally, the building's street-level bookstore and café, which will be open to the public, will be a welcome addition to the neighborhood, which has recently seen the addition of a number of residential towers. This new facility will bring a phenomenal change to 11th Avenue and the community, where John Jay College has long served as an anchor. The 2008-09 State Budget provides full funding for this project.

The fully funded new West Quad Building in construction on the Brooklyn College campus is a \$147 million building designed by Rafael Viñoly. In accordance with the recommendations of the College's 1995 Master Plan Amendment, the building will

include the student service functions and physical education facilities. The West Quad Building will allow the College to house the student support offices in one place: admissions, registrar, bursar, financial aid, and a one-stop counter where students can receive direction in any of these areas from cross-trained staff. This new building meets the University's goal of improving the quality of academic programs, support, and services by providing facilities for the College's academic programs in physical education, exercise science, and recreation, as well as the physical education teacher education offerings. Additionally, the grouping of the campus' enrollment-related business units and the provision of the one-stop counter serves students better and more efficiently.

A high priority for the University is the replacement of Fiterman Hall for Borough of Manhattan Community College. This building was badly damaged on September 11, 2001. The anticipated cost to replace the building is \$340 million. Pei Cobb Freed & Partners has designed the new 377,000 GSF building that will rise on the site where the original structure now stands. It will house classrooms, lecture halls, offices, student meeting spaces, and a virtual library linked back to BMCC's main Chambers Street building. With over 20,000 students, BMCC is CUNY's largest community college with an estimated square footage need of nearly 1.2 million assignable square feet. The College currently operates in 556,218 assignable square feet and even after Fiterman Hall is replaced the College will continue to have a 20 percent space deficit. An added element to this challenging project is the deconstruction, the systematic and controlled dismantling, of the existing structure; the University is required to submit a

deconstruction plan to regulatory agencies for their approval before any work can begin. Approval of the plan was received on March 8, 2008, which will allow the deconstruction to begin in the spring of 2008, with completion estimated a year later.

At Medgar Evers College, construction of the new Academic Building I, designed by Polshek Partnership Architects, began in December 2006 with demolition of the sanitation garage that stood on the site. The new \$235 million facility will house state-of-the-art classrooms and computer labs for all disciplines, as well as instructional labs and faculty offices for the School of Science, Health and Technology, and the College's main dining facility.

The new North Instructional Building at Bronx Community College will be the first building constructed for the College since the campus was purchased from NYU in the early 1970s. The firm of Robert A.M. Stern Architects has designed a beautiful new classroom and library building that will close off the North Quad, as intended in the original campus master plan. The \$102 million building has been designed, and construction documents are being prepared. The groundbreaking for this project will occur in summer 2008.

The next major project for Baruch College is renovation of the 17 Lexington Avenue Building. Because the building is occupied and the College does not have available swing space, the renovation will be completed in phases. The first phase will build out space for the College in the upper floors after the current occupant, a Department of

Education high school, moves out of the building in 2009. Additionally, the building's infrastructure will be addressed in the first phase for which the State 2008-09 Budget provided \$40 million.

The CUNY Law School building is a converted junior high school that was modified but not completely renovated for the Law School's use. The facility is difficult to access from public transportation and does not function well for program delivery; therefore, consideration has been given to relocating to another site in Queens that will be designed specifically to meet the School's needs. Site selection criteria include proximity to public transportation so that an evening program can be developed. Preliminary discussions have taken place with developers who have sites in Long Island City that are capable of accommodating the Law School program. These developers are ready to move into construction and would welcome our participation. The State has provided an initial appropriation of \$50 million in the 2008-09 Budget for the new facility.

Additionally, consideration has been given to relocating the Hunter College School of Social Work from its current site on East 79th Street in Manhattan to Harlem. The foundation that holds the lease on the 79th Street building is willing to provide a substantial amount of funding for this move. Because the existing building is inefficient and has a number of infrastructure issues, a new facility designed specifically for the School would provide a more beneficial environment. The State has committed \$78 million for this project. The University also supports Roosevelt House, the historic building that houses Hunter's public policy institute, which will open later this year.

CUNY Student and Faculty Housing

Traditionally, most CUNY students have commuted from their homes throughout the city to the University's campuses. Recently, some campuses have responded to a small but significant demand from students and parents for on-campus housing. The new Towers at City College represent one manifestation of this response.

In 2007, development of residence halls at Queens College and the College of Staten Island (CSI) began. The 506-bed residence hall at Queens College is scheduled for occupancy in August 2009; CSI's 607-bed residence hall is scheduled for occupancy in June 2010. Although serving a relatively tiny proportion of CUNY's total student population, which is overwhelmingly composed of commuter students, these residence halls will enhance educational opportunities by providing a supportive living and learning environment that is both attractive and competitively priced, relative to off-campus alternatives. These projects will be entirely supported by the revenue generated through the rents.

Additionally, in early 2008, the Department of Public/Private Partnerships began exploring the needs and opportunities for faculty housing. Transitional faculty housing would be extremely helpful in keeping CUNY competitive in new faculty hiring efforts. OFPCM will work closely with Faculty and Staff Relations, Institutional Research and Advancement, and the consulting firm of Brailsford & Dunlavy to gather data and to conduct a survey to determine the requirements for faculty housing. That information

will then be used to develop possible partnerships and examine sites in a timely way so that CUNY transitional faculty housing can become a reality in the near future.

SUSTAINABILITY: RESPONSIBLE STEWARDSHIP, EXEMPLARY LEADERSHIP

As home to two major research and outreach centers—The Institute for Sustainable Cities, based at Hunter College, and The Center for Sustainable Energy, located at Bronx Community College—CUNY is well positioned to assume a leadership role in sustainability efforts. In June 2007, CUNY strengthened its commitment to this role when it joined eight other colleges—Barnard, Columbia, Cooper Union, Fordham, New York University, Pratt, St. John’s University, and The New School—in accepting Mayor Michael R. Bloomberg’s PlaNYC challenge. The agreement requires each institution to reduce its carbon footprint 30 percent by 2017. In order to meet this promise, and in keeping with the Chancellor’s request that CUNY exercise leadership in the areas associated with the broad theme of “sustainability,” the CUNY Sustainability Project was created.

Each campus has been asked to appoint a Sustainability Project Executive to lead the development and implementation of a Campus Sustainability Plan; each campus plan will contribute to a cumulative reduction in CUNY’s carbon footprint in accordance with the PlaNYC goals. A University-wide Task Force has been created to support the campus efforts as well as to anticipate and manage challenges. A Project Core Team has also been established to ensure smooth communications between the campuses and the Task Force in eight key areas: energy, efficiency and operation; curriculum and faculty

development; students; procurement; CUNY fleet/transportation; waste and recycling; communications/change management; and professional development.

Campuses will complete their Sustainability Plans by January 2009. It is worth underscoring, however, that CUNY's sense of responsible stewardship has inspired considerable achievement in this arena even preceding its 2007 pledge. Early efforts to minimize CUNY's ecological footprint have reduced CUNY's power consumption by almost 10 percent per square foot of occupied space over the past decade. CUNY's purchasing power has been deployed to promote procurement of environmentally-friendly products; CUNY has already been designated a partner in the United States Department of Energy's Million Solar Roofs Program, a federal initiative to promote the installation of solar technologies on a million roofs across America by 2010. The Environmental Protection Agency's Green Power Partnership has recognized CUNY for its commitment to using renewable energy sources; because of its promise to purchase more than 15 million kilowatt hours of wind power, CUNY is 10th in the nation among colleges and universities in the EPA Green Power rankings. CUNY is also proud to host an annual Sustainability Conference.³⁴

ENVIRONMENTAL HEALTH, SAFETY AND RISK MANAGEMENT

The 2004-2008 Master Plan announced the implementation of the most comprehensive effort to promote environmental health and safety in CUNY's history. In 2003, the University entered into a far-reaching Audit Disclosure Agreement with the United States

³⁴ Vice Chancellor Iris Weinshall described many of these developments in remarks at the Mayoral Challenge Partners Press Conference in New York City, 6 June 2007.

Environmental Protection Agency (EPA) and began an environmental auditing process that proceeded through 2007. By signing the Agreement, the Chancellor committed CUNY to bringing all its campuses into compliance with environmental requirements and to promoting environmental quality throughout the University. He also appointed a University Director of Environmental Health and Safety to support this effort.

Since then, the CUNY-EPA Audit Agreement has served as a springboard for a number of critical University-wide initiatives and for building an effective environmental management system. The Audit process has ushered CUNY into a new phase, in which a new awareness of regulations and focus on compliance has become entrenched on every CUNY campus.

The University's work for the next four years entails sustaining this momentum and transferring the extraordinary energies marshaled by the audit process into an established, "everyday" compliance program. With this in mind, CUNY established a new Environmental Management System. Seeking excellence in this regard, CUNY should become a national leader for environmental compliance. The University has already emerged as a regional leader, establishing and chairing the New York Campus Environmental Resource (NYCER) consortium of New York City colleges, universities, and teaching hospitals to share regulatory and technical information and promote environmental health and safety compliance.³⁵

³⁵ For more information, please see www1.cuny.edu/administration/ehsrn/nycer.html.

Commensurate with the increasingly complex task of guarding public safety in the City, State, nation, and global society outside the University, the responsibilities of the University Director of Environmental Health and Safety have broadened significantly since the previous Master Plan. Effective July 1, 2007, CUNY's Office of Environmental Health and Safety expanded to become the Office of Environmental Health, Safety and Risk Management.

“Risk management” encompasses policies and procedures designed to prevent or minimize the adverse effects of incidents that may impact a campus or its related entities. Such incidents may arise from the action—or inaction—of CUNY or its officers or employees, and may result in personal injury, property damage, financial loss, reputation impairment, regulatory non-compliance, or criminal liability. It is therefore incumbent on CUNY—and on each of its campuses—to manage programs and activities in a manner that controls or alleviates risk. Although there are many ongoing risk management activities under way within specific functional units (for example, the environmental audits), establishing a CUNY-wide risk management function helps integrate risk issues throughout the CUNY system.³⁶ In that sense, “risk management” encompasses environmental, safety, health, and other issues. Universities in the 21st century must anticipate and prepare for an array of concerns: avian influenza, fire, hurricane, indoor air quality, laboratory safety, and many others.

³⁶ Allan Dobrin, “CUNY EHS Takes on Risk Management,” correspondence published in *CUNY EHS News*, September 2007. Available at www1.cuny.edu/forums/environmental/wp-content/uploads/September07_Newsletter_edited_01.pdf. Accessed 15 February 2008.

To cope with these challenges, CUNY is employing new tools (such as ChemTracker software) and organizational structures (such as the CUNY-wide Risk Management Council). The University anticipates developing these tools and structures over the next several years as well as implementing new instruments as they may become available and relevant.

V. TOWARD 2012: SERVING THE CITY

CUNY takes great pride in its identity as *The City University of New York*, and it is acutely aware of the responsibilities that accompany that name. The University's past, present, and future are based on its extraordinary location and bound to the lives of its citizens. CUNY's sense of civic engagement is profound.

Every day, CUNY works in the city's service. Whether training New York's nurses and schoolteachers; developing other segments of the City's workforce; providing assistance to immigrant communities; working in partnership with City agencies, media, or corporations; maintaining a public affairs-oriented television station; helping with income tax preparation; or promoting voter registration, CUNY is woven into the very fabric of New York City's life.

NURSING

Over the last five years CUNY has graduated over 3,500 new Registered Nurses (RNs) who have also passed the National Council Licensure Examination (NCLEX). The economic impact on these individuals, their families, and the local community cannot be overestimated.

Registered Nurses are the largest single occupation in the health sector, comprising 15 percent of all jobs in the health care industry. According to the most recent estimates, by 2020 the size of the nation's shortage will range from 340,000 to 1 million nurses.

According to the NYS Department of Labor, New York State will need an average of over 6,300 new RNs each year through 2014 to account for both job growth and retirements within the aging nurse workforce. Despite the overall nurse shortage, the health care industry is calling for more nurses prepared at the baccalaureate level who are better able to meet the demands of today's increasingly complex health care system.

Trends in RN Education at CUNY

Thirteen CUNY schools offer nursing programs: four offer a credited Licensed Practical Nurse (LPN); nine offer the Associate in Applied Science AAS in Nursing; six offer the Bachelor of Science in Nursing (generic and completion); three offer the Master of Science in Nursing (with various clinical specializations); the Graduate Center offers a new Doctorate in Nursing Science. Through this expansive network, CUNY annually prepares a large, culturally diverse pool of qualified nurses who are dedicated to providing quality health care services to all New Yorkers.

The University has consistently increased its NCLEX pass rates over the past few years. CUNY's average NCLEX pass rate from 2003 through 2007 was 85 percent. By way of comparison, during this same period, the average NCLEX pass rate of all other nursing programs in NYC was 81.6 percent; the average NCLEX pass rate of all nursing programs on Long Island was 79 percent; and the average NCLEX pass rate of all nursing programs in Westchester was 80.7 percent. From 2003 through 2007 over 3,500 CUNY graduates passed the NCLEX, representing over 50 percent of all newly licensed RNs who graduated from nursing programs in New York City for that period.

It is important that CUNY continue to increase the number of nursing graduates at all levels and increase the number and percentage of graduates who pass their licensing exams. Indeed, the health care industry relies on CUNY to provide a continuous pool of qualified, culturally diverse personnel in nursing and the other health professions.

New Programs

Over the last several years CUNY has developed a number of new curricular initiatives. LaGuardia Community College launched an LPN program which increased the total number of CUNY LPN graduates to 151 in 2006-07. New York City College of Technology started a new RN to BS nursing degree completion program; as of fall 2007, 100 students were enrolled. A new Doctorate in Nursing Science (DNS) is now offered at the CUNY Graduate School; as of fall 2007, 23 students were enrolled, including many current CUNY faculty. To support the DNS, University-wide interdisciplinary teams are being convened to advance nursing research and related activities. York College has received approval to start a new generic BS degree program in Nursing. Lehman College is offering a Post-Master's Certificate in Nurse Education to prepare professional nurses to be educators; as of fall 2007, 14 nurses had graduated. In addition to new degree and certificate programs, many CUNY schools also made advances in the use of technology in nurse education, including offering more online nursing courses, and developing campus-based nursing simulation labs.

Ongoing Curricular Concerns and Other New Initiatives

The great demand for nursing careers continues to present a challenge. It starts with the admissions and enrollment process and the ways the thousands of students each year who express interest in CUNY's nursing programs are tracked. The programs' popularity tests the University's ability to provide adequate academic advisement and career counseling to a population of students with widely-ranging levels of academic readiness. Further, many of CUNY's nursing programs do not have the capacity to accept all qualified students who meet minimum eligibility requirements. To address these issues, the Central Office is proposing a number of changes in university and campus practices that are intended to better align administrative functions with academic support services, and educational pathways with realistic career goals, to improve services and outcomes for these students.

The University will support initiatives to develop campus-based teams of academic advisors and careers counselors who are specifically trained in health careers options. Early intervention strategies for at-risk students and a fast track to nursing programs for the most qualified students will be piloted. Relatively minor differences in pre-nursing requirements among the University's AAS nursing programs present barriers to student transfer even when a clinical seat is available. The University will establish a CUNY-wide clearinghouse to facilitate the transfer of highly qualified students from overcrowded nursing programs into ones that are seeking to increase their clinical enrollments.

Nurses work in extremely difficult and stressful environments and have high turnover rates. Therefore, CUNY will be partnering with the healthcare industry to assist recent graduates to develop the necessary expertise, job competencies, and survival skills to stay in their chosen profession and continue to grow as future leaders in their field. CUNY has received funding from SEIU/Local 1199 and the League of Voluntary Hospitals to conduct a survey of its nursing graduates to determine their retention rates within practice settings and to assess their ongoing education, training and professional development needs. In addition, the University will collaborate with the health care industry and its unions to provide additional career advancement opportunities for practicing nurses to enroll in RN to BS degree completion programs or graduate-level nursing programs at CUNY schools.

High Cost of Nursing Education

Nursing is a high-cost program of study. On average, at the AAS level, a nursing course costs about \$6,800 per student FTE (full time equivalent) just for the instructor, compared to about \$2,400 for non-nursing courses. These figures are only for instruction (the pro-rated salaries of the instructors) and do not include the extra costs associated with offering multiple sections of non-nursing science courses (through departments of biology, for example). Enrollments in “pre-nursing” science courses have increased as thousands of hopeful students compete for a limited number of clinical seats. There are significant costs associated with basic laboratory space, equipment and personnel. Thus, it is inevitable that expanding CUNY’s nurse education infrastructure will be costly.

In addition, the ongoing integration of technology into nurse education will be a priority over the next four years. Activities will focus on expansion of online nursing courses, teaching health-related information technology skills, and further development of nursing simulation labs. Impressive simulation labs already exist at Borough of Manhattan Community College, Queensborough Community College and several other campuses. Plans are being developed to create a regional simulation lab at CUNY-on-the-Concourse that would be shared by Lehman College, Hostos Community College, and Bronx Community College, as well as Bronx hospitals.

Simulation labs hold the promise of enhancing the clinical competencies of nursing students. Through the creation of “virtual hospitals” students can practice on a range of scenarios involving multiple patients that they would be unlikely to experience during their on-site clinical placements. The simulation labs can substitute for up to 15 percent of clinical placements, thus easing the problem of finding additional sites to keep pace with the growth of our programs. Simulation labs also provide an opportunity to enhance articulation of clinical classes across campuses through a common set of scenarios and to partner with the health care industry that is interested in using simulation labs to train newly hired and veteran nurses. There are significant but necessary costs associated with the ongoing integration of these technologies into our nursing programs.

Other Health Workers

CUNY has been remarkably consistent in graduating health professionals in high-demand career areas, such as speech-language pathologists, physician assistants, physical

therapists, medical laboratory technologists, nutritionists, social workers, respiratory therapists, occupational therapy assistants and dental hygienists. In the last four years new programs for social workers (Master of Social Work) and physician assistants have graduated their first students. Other new allied health programs are under development, and important changes—such as the transitioning of the established physician assistant program offered at City College through the Sophie Davis School of Biomedical Education to a master’s degree-granting program—are similarly under way. The University’s commitment to doctoral education in the health care professions is reflected in the development over the last several years of its new Health Sciences Doctoral Programs. These programs are housed at CUNY’s Graduate Center and are offered in partnership with Hunter College, Lehman College, Brooklyn College, and the College of Staten Island.

The preparation of personnel in the health care field is contingent on public policies related to the design and delivery of health care services, including issues of accessibility, adequacy, organization, cost, and effectiveness. CUNY is already responding to changes. In New York State, implementation of the 2006 Commission on Health Care Facilities in the 21st Century (Berger Commission) recommendations to close or merge some health care facilities is resulting in layoffs even in personnel shortage areas. CUNY is coordinating with the health care industry to support retraining efforts. The downsizing of several large nursing homes and the development of more community-based residential alternatives for the elderly is having an impact on some certified nursing assistants (CNAs). CUNY is working with nursing home providers to retrain frontline

staff to make the transition from institutional to more community-based settings. For home health workers, personal assistants, or other direct care workers serving individuals who are elderly and/or disabled, CUNY is coordinating with providers to offer credited certificates and non-credit training that incorporate professional and industry “best practices” and provide career ladder opportunities. During the life of this Master Plan the University will expand these types of collaborations with employers and unions in health care.

The health industry is facing a variety of challenges: 1) chronic shortages of health workers in several areas including nursing; 2) plans to restructure hospitals and nursing homes, including mergers, bed reductions, and closures; 3) financial uncertainty due to rising health costs, and expected cuts in Medicare and Medicaid reimbursement; 4) rising concern and new regulations related to patient safety and medical errors; 5) increasing use of health information technology to improve efficiency and safety; and 6) health care disparities affecting poor people, people with disabilities, and members of racial and ethnic minorities. These challenges will be considered over the next four years in developing University-wide plans for the higher education and career advancement of personnel in the health professions.

TEACHER EDUCATION

The University is also responsible for preparing new schoolteachers. In each of the academic years 2004-05 and 2005-06, approximately 2,000 CUNY students took the

Liberal Arts and Sciences Test (LAST) for teacher certification. Each year, 98 percent of them passed the examination.³⁷

During the next four years the University will cultivate national recognition of the CUNY campus-based teacher education programs, specifically for their capacity to produce high-quality, effective teachers in the context of school and community partnerships. Such recognition is a necessity if some of the pressing problems of urban education are to be addressed (for instance, improving pupil performance, closing the academic achievement gap, or attracting and retaining the best teachers especially in key shortage subject areas). It must build on the unique characteristics of each campus' teacher education programs as well as on the shared qualities embedded in their common focus on clinical practice and key partnerships with New York City public schools and public institutions. The University seeks nothing less for CUNY's teacher education programs than their recognition as programs of outstanding distinction.

Guiding the University's work is a culture of excellence in teacher preparation programs that is driven by evidence, with accreditation as a baseline accomplishment. Critical components include:

- Continued investment in the teacher preparation partnerships that have already been established with the New York City Department of Education. The

³⁷ Office of Institutional Research and Assessment, *University Performance Management Process: 2006-07 Final Year-End Report*, 14 August 2007, pp. 47-48. These numbers reflect new teachers who have completed traditional teacher education programs. In 2006-07, an additional 725 teachers graduated from one of CUNY's alternative certification programs (Teaching Opportunity Program and Teaching Fellows). Virtually all of these graduates teach in New York City.

University will assess the potential to expand CUNY's Teaching Opportunity Program as a way to be flexible and responsive to teacher shortage areas.

- Review and, where warranted, strengthen existing education institutes and centers (such as, the Center for Urban Education Policy, CASE, Children's Studies Center, Institute for Literacy Studies, the Bronx Institute, Lehman Center for School/College Collaborative, the Discovery Institute, National Center for Educational Alliances, and the Equity Studies Research Center). CUNY must also develop new institutes and centers of excellence in areas that both attract outstanding faculty and provide a locus of activity at the interface of research and practice in core areas such as teacher effectiveness and math education.
- Continued efforts to improve the qualifications of entering teacher education students and both their graduation rates and their performance on the required State assessments.
- Improved data collection and management systems that allow colleges campuses to monitor the impact of their student teachers and graduates on pupil learning. The ideal is to build on the data collection systems established by most campuses as part of their successful NCATE accreditation and align them with CUNY FIRST as well as with the State Education Department's efforts to improve database articulation between the State and the P-16 community.³⁸
- Consistent with the goals of an Integrated University, usage of NCATE data and campus materials to identify centers of excellence in teaching, research and

³⁸ See *Building on Success: Strengthening Teaching and Learning in New York State*. Recommendations for the Board of Regents required by Section 305 of State Education Law as amended by Chapter 57 of the Laws of 2007. The University of the State of New York, The New York State Education Department, Office of Higher Education, 14 December 2007. Available at www.highered.nysed.gov/pdf/tpreport12142007.pdf. Accessed 20 February 2008.

clinical practice across campuses. These centers of excellence can then be considered as bases for developing scholarly publications that address urban education.

- Investment in teacher education at CUNY as a lifelong learning experience with opportunities for pre-service undergraduate and graduate preparation, professional preparation and advanced professional development opportunities aligned with the National Board for Professional Teaching Standards (NBPTS). Accumulating evidence suggests that NBPTS-certified teachers' pupils outperform the pupils of non-certified peer teachers.
 - Development of various online courses to meet the learning needs of in-service teachers.
 - Reinvigorated cross-campus communication enabling teacher educators to share best practices, foster individual and collaborative research productivity, identify grant-making opportunities, develop and address core research questions related to those practices supporting the evidentiary basis for campus program designs, and generally expand the professional learning opportunities available to faculty.
- The scope of the councils will be expanded to provide a point of curriculum development between teacher education faculty and faculty from the arts and sciences in the pursuit of high-quality teacher education as a campus-wide responsibility.
- State-of-the-art facilities and technology—especially in the areas of science, math, language development, history, social studies, music, drama, art, and media studies—to provide demonstration sites for both pre-service and in-service

teacher education students. For example, the University should invest in the support of digital resource libraries that can serve both immediate teaching needs and longer-term research of best practices in clinical supervision and mentoring.

WORKFORCE DEVELOPMENT

CUNY's function as the workforce development engine of New York City encompasses both its degree programs and non-credit training and education programs. Over the next several years, the University will examine and assess its workforce development programs and functions in two ways. First, CUNY will determine how well these programs integrate technology into instruction and produce individuals trained in using the most up-to-date technologies in their fields.

Second, the University will establish "career pathways" programs. Career pathways create opportunities for entry-level workers to start on career tracks, for mid-level workers to advance, and for experienced individuals to gain skills that allow them to keep up with changing practices in their fields. In many instances, formal career pathway programs allow individual workers who gain skills and knowledge relevant to the workplace to advance in their careers by earning promotions and pay increases as well as opportunities for assuming greater responsibility and scope in their positions at work.

From the University's perspective, supporting career pathways requires linking basic skills, GED, and English language programs into training relevant to the workplace and into degree programs. Such an approach encompasses not just entry and mid-level

workers but also those best served at the masters and doctoral levels or through continuing and professional education for those individuals with advanced degrees.

In some instances, these efforts will also require that the University work with employers, unions, and other organizations to help define what constitutes a career path in a specific industry, particularly when the industry is typically seen as offering low-wage, low-skilled, entry-level positions and having high rates of turnover. These efforts will also require a greater degree of collaboration between degree programs and the division of the colleges offering non-credit programs (typically through Continuing Education). In addition, greater collaboration across disciplinary boundaries and even across the boundaries of individual CUNY colleges will be necessary.

This focus on creating career pathways will deepen and broaden not only the University's offerings that serve individuals throughout their careers but also its ability to partner with employers, unions and organizations in many different fields. Examples of the kinds of initiatives that the University will encourage and build on with the implementation of this Master Plan include:

- The Career Pathways Initiative in Allied Health at LaGuardia Community College, which offers education and training related to a range of entry and mid-level positions in the healthcare field. LaGuardia, working with other CUNY colleges, will expand this successful model to the retail and construction sectors.

- The health care career continuum at Lehman College, in which pre-college assessments and basic skills courses are combined with College liberal arts and other credit-bearing courses relevant to the healthcare field. These courses can then be articulated into nursing degree programs at Lehman, Hostos Community College and Bronx Community College. Lehman is also in the process of developing a pathway program in teacher education.
- Working through its Center for Economic and Workforce Development, Kingsborough Community College has already developed a career pathway initiative in partnership with several CUNY colleges in the tourism and hospitality fields. “Project Welcome,” as it is called, is funded by the United States Department of Labor. Future efforts to further develop career pathways initiatives in allied health, and for “green-collar jobs” in building management and construction, will be greatly supported by the College’s focus on programs that offer both credit and non-credit components and its ability to expedite approvals of new credit-bearing courses.
- Career pathway programs under development at Borough of Manhattan Community College will include connections between its non-credit construction management programs and the AAS program in business management, which will award credit for graduates of the construction project management program at the College.
- Many career pathway initiatives at the University involve organized labor, but the Joseph S. Murphy Institute plays a special role in making connections between unions and CUNY colleges. Career pathway initiatives developed through the

Murphy Institute will focus on fields including teacher education, the building trades, and criminal justice.

- The JFK Jr. Institute for Worker Education has a history of breaking new ground in the training and education of entry-level workers looking to advance in the health and human services fields. Healthcare, the field of disability studies, and the field of youth studies will be the focus of the Institute's efforts over the next five years.

Furthermore, CUNY will continue to be the partner of choice for City and State government agencies looking to upgrade the skills of their employees and of those individuals and families that they serve. Among these partnerships during the life of this Master Plan will be the following:

- A partnership with the New York State Office of Children and Family Services to help develop new leaders in the agency and provide services and connections to higher education to young adults living in state facilities;
- Continuing training initiatives with the New York City Human Resources Administration, in which CUNY will provide services to both agency staff and clients;
- CUNY support for statewide efforts to support and build the skills of low-income workers through its participation on the Governor's Economic Security Cabinet. In particular, these efforts are likely to happen in the form of initiatives through

- the New York State Office of Temporary and Disability Assistance at the State level and the City's Human Resources Administration (HRA) at the local level;
- Internship agreements between the CUNY Institute for Software Design and Development and the New York City Department of Information Technology and Telecommunications and HRA, and through the CUNY 3-1-1 Project, through which CUNY students work as 3-1-1 call center representatives on schedules that help supplement the City's full-time workforce;
 - Support for the efforts of the New York City Mayor's Office of Adult Education to better connect English language, GED and literacy programs with workforce training and higher education; and
 - A lead role by the New York City Early Childhood Professional Development Institute in developing and professionalizing the early childhood care workforce by offering professional development directly to workers, and through collaborations with State and City oversight agencies and with the private funding community.

Over the next five years, workforce development at CUNY will also emphasize the strengthening of relationships between non-credit programs and academic departments and faculty members. Whenever possible, colleges will be encouraged to create articulation agreements that transfer credits earned in Continuing Education workforce programs into degree programs, or that award credits for workforce development programs initially taken on a non-credit basis through CUNY Continuing Education divisions. The University expects to be at the forefront of innovation in terms of

partnering with employers and industries to develop curricula, non-credit training programs and new certificates and degrees both in emerging fields and in areas that cross traditional disciplinary boundaries.

CUNY LANGUAGE IMMERSION PROGRAM (CLIP)

As generations of immigrant New Yorkers have learned, the ability to read, write, and speak standard English is a prerequisite for academic and professional success. Through the CUNY Language Immersion Program (CLIP), students who have been accepted to any CUNY college can spend up to one year improving their academic English language skills through intensive, low-cost study: the program includes 25 hours of instruction per week and costs \$180 for a 15-week semester. The program therefore allows students to reserve their financial aid allocations for a time when they will attempt credit-bearing coursework.

CUNY IMMIGRATION SERVICES

The mission of the CUNY Citizenship and Immigration Project is to provide free, high-quality and confidential citizenship and immigration legal services to help immigrants on their path to United States citizenship. CUNY established the Citizenship and Immigration Project in 1997 to address the growing need for immigration services among foreign-born students, faculty, and staff. Currently, the Project has 12 full- and part-time immigration centers located throughout New York City and, in keeping with a tradition of community service, is available to all New Yorkers. By providing free services supporting immigrants in their transition to U.S.

citizenship, the Project empowers immigrant New Yorkers to achieve their educational and career goals.

The University committed in the 2004-08 Master Plan to fulfill its mission as described in State Education Law “[t]o maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity for students.”³⁹ The Citizenship and Immigration Project raises this commitment to an entirely new level by providing services that identify CUNY as the most “immigrant-friendly” institution of higher and continuing education in the nation. The University, through the Project, partners with City, State and Federal entities, such as the Voter Assistance Commission and the US Citizenship and Immigration Service, to provide services in the public interest, including voter registration initiatives and naturalization swearing-in ceremonies on CUNY campuses.

CUNY will renew its abiding commitment to equal access and opportunity for all members of the University and New York City communities without regard to their immigration status. Towards these ends, CUNY will aggressively pursue adequate funding for immigration services that open the doors of opportunity for new immigrants. Further, CUNY will continue to partner with the State to improve employment outcomes for its graduates and help immigrants assimilate into mainstream American life.

³⁹ *2004-2008 Master Plan*, p. 31.

For the next four years, the Project's priorities include:

- Every borough will consider siting Immigrants' Centers that are adequately staffed and resourced.
- University support of citizenship and immigration services will reflect student and community needs and will demonstrate the University's leadership role in this area.
- The University will become known as the pre-eminent provider of free, accessible citizenship and immigration services among institutions of higher education in the United States. It will continue its tradition of public service by providing free training programs for other immigration advocates interested in providing citizenship support services.
- CUNY will advance the development of the Citizenship Now! website within the CUNY Portal. The site will provide online registration for volunteers of the Project's NYC/Citizenship Corps. It will become a national resource on naturalization and citizenship by publishing articles, sending weekly information to a citizenship and naturalization listserv, publishing weekly podcasts, and offering regular web seminars to train advocates.

PUBLIC SERVICE PARTNERSHIP WITH MEDIA AND CORPORATIONS

As this entire Master Plan has demonstrated, CUNY recognizes the potential and advantages of partnerships and collaborations in meeting public service imperatives. The University's "Citizenship Now! Call-In" with the New York *Daily News* represents one such partnership. This week-long telephone call-in project answers readers' questions on

immigration and citizenship. In May 2007, the fifth year of the effort drew a record number of calls. To date, this program has helped more than 55,000 people. Verizon has become a corporate sponsor of the CUNY/*Daily News* Citizenship Now! program.

Another example of CUNY's collaborative work for the City is its partnership with The New York Times Knowledge Network. With founding support from JP Morgan Chase and TIAA-CREF, this partnership turned to the LaGuardia and Wagner Archives at CUNY's LaGuardia Community College to produce a groundbreaking educational series highlighting key themes from United States history. Including calendars, Web sites (in English and in Spanish) and curricula for middle and high school students, these resources explore and explain the concepts such as "Voting Rights and Citizenship" (2005); "Women's Leadership" (2006); "A Nation of Immigrants" (2007); and "Let Freedom Ring" (2008).⁴⁰

CUNY TV: "LIFELONG LEARNING THROUGH QUALITY TELEVISION"

Created in 1986, CUNY TV (Channel 75) is the cable television channel of the University that reaches more than 1.7 million households with a continuous programming day. Daily program schedules are publicized in the *New York Times*, the *New York Post* and the *New York Daily News*.

CUNY TV is also CUNY's central television production facility, housing a studio, post-production systems, and various technical services, as well as the ongoing operation of

⁴⁰ See, respectively: www.cuny.edu/votingcalendar; www.cuny.edu/womensleadership; www.cuny.edu/nationofimmigrants; and www.cuny.edu/letfreedomring.

the station. The station welcomes the participation of talented student interns while drawing upon CUNY's world-class faculty in myriad collaborations.

CUNY TV's outreach mission aims to bring the academic and cultural richness of the University into the homes of citizens who subscribe to cable television. CUNY TV strives to deliver high-quality television programming that is acquired from either national or international sources. Its in-house-produced programs showcase the enormous talents and contributions involved in the creation of knowledge within the University. CUNY TV also has many production partners, including the *New York Times*, the Council on Foreign Relations, the New York Board of Rabbis, the First American Title Insurance Company, the Mexican public broadcasting system, French Cultural Services, the American Theatre Wing, and the Office of the Mayor of New York City. Some CUNY TV programs have reached national audiences via the Public Broadcasting Service PBS, thereby branding CUNY on a national level. The station has received nine New York Emmy nominations. CUNY TV's trademark is "Lifelong Learning Through Quality Television."

CUNY TV expects to convert to HD-TV and full digital operations by February 2009, the deadline mandated by Congress. CUNY TV also maintains a website where most of its programming is available on-demand, and is also looking at the future technology of IPTV for educational uses and a world-wide streamed channel on the Internet.

EITC PROJECT

Since 2003 The City University of New York has participated in the New York City Earned Income Tax Credit (EITC) Coalition, a citywide initiative led by the Department of Consumer Affairs (DCA). EITC is a Federal, State and City tax credit that allows eligible working families and individuals to qualify for up to \$6,000 in refund monies.

As of January 2007, the EITC Coalition has helped nearly 80,000 New Yorkers obtain more than \$100 million in EITC refunds at free partner sites. The information it has disseminated and the tax filing assistance it provides benefit thousands of New Yorkers, including a substantial number of CUNY students and their families.

The University has also worked closely with the DCA to recruit and successfully train students to become Certified Tax Preparers, which enables them to assist in preparing taxes for EITC-eligible filers. CUNY takes great pride in the fact that CUNY students comprise 90 percent of the EITC Coalition's corps of Tax Preparers.

As an outgrowth of CUNY's participation in the EITC Coalition, the University and the DCA have hosted several financial literacy workshops to educate students about credit and credit score management, budgeting, and saving. DCA and CUNY are currently exploring ways to expand these offerings.

VOTER REGISTRATION

In a year that will see the election of a new President, it seems fitting to conclude with a note on CUNY's contributions to voter registration in New York City. CUNY's Project Vote exemplifies the University's longstanding commitment to promoting voter participation. With voter registration efforts coordinated out of the Office of University Relations and radiating through the campuses, the Project is responsible for registering more voters than any other City agency (representing approximately 60 percent of new registrants in recent years). In addition to distributing a yearly average of 180,000 voter registration forms in English, Chinese and Spanish (360,000 during a presidential election year), the Office of City Relations helps create, design and distribute voter registration posters, brochures and pens.

Finally, CUNY combines Project Vote with a poll-worker initiative (a collaborative effort with the New York City Board of Elections that has recruited and trained more than 2,000 students) and the CUNY Citizenship and Immigration Project.

VI. CONCLUSION

This Master Plan proposes an ambitious course of action over the next four years because there is a great deal of work to do in public higher education. Although the task ahead is daunting, The City University of New York is committed to addressing the educational needs of its population at the beginning of the 21st century. The future of CUNY's students is inextricably bound to the promise of public higher education to provide expanded personal and professional opportunities. The future of this City, State, and nation depends on the ability of higher education to provide a well-educated workforce. This University is fully prepared to meet the challenges ahead by continuing its pursuit of academic distinction and success.