

**The Faculty Senate**  
**The City College of New York**



**Plenary Meeting**

October 30, 2014  
Shepard Hall 95

AGENDA

- |   |                |
|---|----------------|
| Call to order   | 2:00 PM        |
| Approval of the minutes from Plenary Meeting of Sept 19, 2014                     | 2:05 – 2:30 PM |
| Remarks of the Chair  |                |
| a. Selection of Replacement Senators  |                |
| b. Discussion of the CCNY Draft Strategic Plan                                    |                |
| Reports from Faculty Senate Committees  | 2:30 – 3:15 PM |
| ii. Executive Committee   |                |
| a. Resolution for Establishing a CCNY Office of Student Recruitment               |                |
| iii. Faculty Affairs  |                |
| a. Revised format for applications to tenure and promotion                        |                |
| iv. Senate Affairs  |                |
| a. Elections to Faculty Senate Committees   |                |
| b. University Faculty Senate  |                |
| v. Committee on the expansion of the Sophie Davis School for Biomedical Education |                |
| Report of the Ombuds  |                |
| Old Business  |                |
| New Business  |                |
| Adjournment   | 3:30 PM        |

**The Faculty Senate  
The City College of New York**



Proposed: October 30, 2014  
Adopted: October 30, 2014

Minutes of the  
The Faculty Senate Plenary Meeting  
The City College of New York  
September 19, 2014  
Shepard Hall 95

**Present:** Senior Associate Provost Cintron; Associate Provost Strzeszewski; Executive Counsel Occhiogrosso; Deans: G. Barabino, V. Boudreau, M. Driscoll, J. Mercado, G. Ranalli, E. Weitz; Director M. Brownlee; Senators: A. Agrawal, R. Alfano, D. Akins, P. Brass, R. Calichman, H. Carter, MT. Chang, W. Crain, B. Cronin, P. De, A. Dhawan, A. Estevez, A. Feigenberg, K. Foster, J. Davis, E. Friedman, J. Gallagher, A. Gilerson, M. Gunner, M. Gutman, E. Handy, K. Hubbard, D. Jeruzalmi, B. Judell, B. Kim, A. Kisery, R. Koder, J. Levinson, D. McLurkin, R. Menon, R. Miller, C. Moore, J. Moore, F. Moshary, S. O'Donnell, S. Pittson, A. Ratner, S. Rings, S. Rosenbaum, S. Schaller, J. Tarbell, T. Thayer, D. Troeger, J. Valle, T. Watson  
**Guests:** A. Alting, H. Balmer, E. Crull, R. Kalia, A. Kornhauser, C. Li, T. Riley-Reid  
**Excused:** C. Dalglish, D. Weissman

- 1., The meeting was called to order at 2:11 PM
- 2., The minutes of the May 16, 2014 meeting were approved.
- 3., Remarks of the Chair – Prof. Jeruzalmi 2:13 PM
  - all Senate seats are filled
  - priorities for the year are a focus on the budget of the college, the educational and research mission of the College, with an emphasis on the condition of the physical plant and IT; revision of the Bylaws.
  - A series of documents that were subject to a freedom of information request last may are now available on the Senate website. In general, freedom of information requests are not necessary, as faculty senate documents are available to any faculty member by making appropriate arrangements with Ms Jasmine Love in the senate office.
- 4., Bruce Cronin was appointed Parliamentarian by acclamation 2:18 PM
- 5., Reports from Faculty Senate Committees 2:20 PM
  - i. Executive Committee 2:20 PM

Prof Gallagher distributed a document that explains the problems with financial aid since the implementation of CUNYfirst in Fall 2014. Although the current situation is caused by computing problems, Prof Gallagher pointed at the restricted view of Satisfactory Academic Progress imposed by CUNY Central as the ultimate problem, a view that tends to harm some of the most ambitious students, especially those taking dual degrees and double majors.

A resolution opposing the removal of TAP and Pell from students due to the retroactive imposition of restrictions on course selection was passed. 2:37 pm  
In the ensuing discussion, the larger problems with the implementation of the new systems were brought up.

Prof. Jeruzalmi indicated that the executive Committee will be forwarding the resolution to President Coico and taking up the matter with the University Faculty Senate.

ii. Senate Affairs Committee 2:47

Professors Gutman and Handy reported that the Committee began work on the revision of the Bylaws last year. Their report constituted a second reading of the revisions that were read for the first time in the May plenary. A vote will take place at a future plenary meeting.

iii. A report of the College-wide Resources Committee was requested from the floor. Prof. Jeruzalmi noted that such a report had not been received from the committee.

6. Elections to Faculty Senate Committees (Prof. Andrew Ratner) 2:52 PM

Elections were held to fill vacant seats on the following committees:

- a. Educational policy
- b. College-wide resources
- c. Faculty affairs
- d. Administration
- e. Senate affairs
- f. University Faculty Senate

[The election results are attached to the present minutes.]

The meeting was adjourned at 3:06 PM

Respectfully submitted,

Andr s Kis ry  
Secretary

The **City** College  
of New York

# Strategic Plan - Framework The City College of New York

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*2014-2022*



***CCNY – A Comprehensive Public University in the Heart of New York City***

The City College of New York is the most comprehensive public institution of higher education in New York City. For generations it has offered a high-quality undergraduate education to students from varied backgrounds. Its student body today makes CCNY one of the most diverse institutions of higher education in the entire United States. CCNY develops students' knowledge, skills, and critical thinking across the broad range of academic, artistic, and professional disciplines. For close to 175 years, it has educated leaders who play dynamic roles in the economic, social, and cultural life of New York, the nation, and the world. It has graduated ten Nobel laureates and four Rhodes scholars; its students win on a regular basis Fulbright, Marshall, National Science Foundation, and many other fellowships. As a public institution, CCNY has also been at the center of discussion regarding the most significant issues of our times.

CCNY joins together the best of liberal arts and sciences education with professional training in Architecture, Biomedicine, Education, and Engineering – a distinctive combination in the City University of New York, the metropolitan New York area, and the nation. Our professional schools are part of a rich intellectual mix; the preparation and training they provide are deeply influenced by the university's core disciplines. At the same time, the liberal arts and sciences benefit from the high-level critical and technical education offered in the professional schools. Our students take courses across the many academic and professional disciplines – Engineering students can be found in our sculpture studios, Art students in computer science classes, Biomedical students in philosophy courses. The synergies that arise from this distinctive grouping mean that our students graduate with the knowledge necessary for success in the highly mobile, globalized world of the 21<sup>st</sup> century – knowledge that is both broad and deep, steeped in critical thinking, and marked by the technical skills needed to understand and work on complex problems.

CCNY's distinctive grouping of schools and disciplines also means that our faculty, many with national and international reputations, engage in high-level research and creativity both within their own fields and across the divides that so often mark the modern university. Faculty in Earth Sciences, Computer Science, and Art collaborate on ways to visualize climate change; those in Advertising and Public Relations work with faculty in History and Political Science on developing understandings of Human Rights; Education specialists and sociologists research leadership qualities among K-12 teachers. The examples are legion. They all point to CCNY's distinction as a comprehensive public university.

Since its founding in 1847, CCNY has been profoundly linked to that great metropolis, New York City. It has drawn most of its students from the City, and they have gone on to contribute in countless ways to New York's culture, economy, and society. Today, CCNY continues its dynamic relationship with New York. Our students complete internships in companies and firms that play such a prominent role in the New York and global economy, like those in media, advertising and public relations, and architecture. Students also take service learning courses that place them in New York City schools and community organizations, in Harlem and beyond, and in many of the global non-profits that are located here, from Human Rights Watch to the United Nations. Many of our best faculty cross over from the business and professional worlds to teach at CCNY.

New York City is an enormous resource for City College, and City College, with its accomplished students, staff, and faculty, contributes to the life of the City in so many ways. As CCNY thrives on its relationship to New York, it also educates its students and engages its faculty in the nation and world around them.

### **CCNY for the 21<sup>st</sup> Century**

In the 21st century, as the population of New York and the nation becomes ever more diverse, and the City's economy shifts increasingly toward a knowledge and information base, City College will play an even more significant role in the life of New York City and State, the nation, and the world. It will continue to offer the highest-quality education possible to students of all backgrounds, so many of them first-generation college students and from immigrant families. CCNY will continue to be that engine of social mobility it has been throughout its history, providing our students with the knowledge, skills, and critical faculties that enable them to thrive in their chosen fields. It rededicates itself to the mission it has had since its founding. But it also needs to grow and develop in significant areas in order to meet the needs of 21<sup>st</sup> century society and our students. Over the next eight years, we will elevate our stature as a leading, comprehensive public university by placing priority development on these areas:

- **Ensure student success**

CCNY will enhance students' education by increasing the opportunities for undergraduate research and internships, integrating classroom learning with real-life experience in laboratories, businesses, schools, and social-service and cultural organizations. It will create new majors that reflect the importance of interdisciplinary learning. And it will increase opportunities for significant learning experiences outside New York City.

At the same time, CCNY will enhance student services and the culture of a learning community, all vital steps that contribute to timely progress toward degree. That includes advising, registration, financial aid, and student activities like clubs and sports.

- **Expand research, scholarship, and creativity**

CCNY will establish a culture in which a significant research and creative agenda is intrinsic to the mission of all departments and programs in the College. Its top priority will be to develop the resources and infrastructure to make this goal a reality.

- **Support Academic Initiatives**

A number of initiatives will help secure the education of CCNY students and the enhanced role of research, scholarship, and creativity. CCNY will develop greater resources for research and

#### **Our Mission**

*The City College of New York, the flagship college of The City University of New York, is a comprehensive teaching, research, creative, and service institution dedicated to accessibility and excellence in undergraduate and graduate education. Requiring demonstrated potential for admission and a high level of accomplishment for graduation, the College provides a diverse student body with opportunities to achieve academically, creatively, and professionally in the liberal arts and sciences and in professional fields such as engineering, education, architecture, and biomedical education. The College is committed to fostering student-centered education and advancing knowledge through scholarly research and creativity. As a public university with public purposes, it also contributes to the cultural, social, and economic life of New York, the nation, and the world.*

creativity for the faculty, and support a number of interdisciplinary projects. It will also develop Sophie Davis into a full-fledged medical school and will establish with major philanthropic support a School for the Arts with a focus on digital arts and new media.

- **Enhance diversity**

CCNY's student body is among the most diverse in the nation. The mix of students gives a special vibrancy and meaning to the College. But much more effort needs to be made to enhance the diversity of the faculty. Especially in New York City, always a global metropolis and even more so in the 21<sup>st</sup> century, diversity of backgrounds and perspectives is not a nicety – it is an essential element of the high-quality education, scholarship, and creativity that CCNY fosters.

- **Create a financial model for the 21<sup>st</sup> century CCNY**

CCNY is fortunate that New York City and New York State remain committed to the support of public higher education. Still, the College has not been immune from the shifting landscape throughout the country, which has meant a per capita decline in state funding. Moreover, CCNY needs to undertake a major renovation of its business practices. It needs to identify efficient models for the delivery of student services, faculty support, and purchasing; find new revenue streams; and develop philanthropy in a strategic fashion geared toward enhancing the capacities of the academic units of the College.

- **Develop people**

CCNY's greatest resource is its people – students, staff, and faculty. Over the next eight years, the College commits to improving the experience on campus of all the members of its community. For everyone, that means a more pleasant and better functioning study, research, creative, and work environment. Students will have even greater opportunities to study with our very best faculty and to have learning experiences outside of New York City and in businesses and professional and community organizations. Faculty will experience greater support for their research and creative activity and for developing innovative teaching. Staff will have much greater opportunities for professional development.

- **Preserve, restore, and develop the campus**

City College has a beautiful campus in Harlem. Its historic buildings are the equal of any on any college campus in the nation. But much work needs to be done to preserve and restore the historic buildings and to renovate the utilitarian structures of the 1970s. CCNY will develop a master plan for its physical space designed to enhance the sense of community and the College's educational, research, and creative mission.

The challenges we face in accomplishing these goals are significant. Every realistic projection foresees a stagnant or declining publicly-funded budget for CCNY and CUNY. The physical and technological infrastructures require major investment. Far too much of the teaching is borne by adjuncts. The business processes of the College are outdated and inefficient. Staff support is minimal.

Nonetheless, with vision, commitment, and new resources, collectively we can move CCNY to new levels of excellence while reconfirming our historic dedication to access and diversity.

## ***Student Success***

CCNY students are, to a significant degree, first-generation college students. For many of them, English is a second, third, or even fourth language. Most commute to campus from all over the metropolitan area; many must overcome serious financial, social, or family distress to achieve an education. A portion of them have great potential but lack requisite skills. CCNY's commitment to student success mandates that we identify and develop that potential, help students overcome hardship, and maintain high standards of achievement.

Student success depends first and foremost on the teaching they encounter in the classroom. In the 21<sup>st</sup> century, the classroom means also involvement in research, service and experiential learning, internships, and study abroad. Over the next eight years, CCNY will build upon and expand these kinds of programs, thereby expanding the breadth and depth of the student learning experience, on and off campus.

The successful student experience also depends on a variety of relationships that connect them to their peers, teachers, majors, and the College at large. Advisement and support are most effective when students identify major fields of study early on, and begin to establish a place for themselves among students and faculty in that major. These relations must be fostered to ensure that CCNY continues to improve student performance, retention, and graduation rate. Over the next eight years, CCNY will make sure that we identify and recruit students with great potential, recognizing that such potentials often do not translate into lofty SAT scores. To do so, we will supplement current admissions processes to achieve broader recruitment while enhancing the diversity of the student body.

Moving forward we will develop programs that support CCNY students, guide them through their academic course of study, and position them for success in their professional lives. Our main target is to improve our six-year graduation rate to 60%. It is also imperative that we insure that student success is not narrowly construed as graduation or retention rates, but positions our alumni to make a mark in the world.

## ***Research, Scholarship, and Creativity***

CCNY has a long tradition of high-level research, scholarship, and creative activity across the liberal arts and sciences and the professional schools. The transformation of CCNY into a more research-intensive institution is an absolute necessity as New York's economy and society become more knowledge-based. Our distinctive mix of liberal arts and sciences and professional schools in a public setting enables us to play a leadership role in the creation of knowledge and artistry.

The intensified focus on research and creativity will significantly enhance, not deter from, the undergraduate experience. Faculty at the cutting edge of their fields, who believe strongly in the educational mission of the College, bring the enthusiasm of their work into the classroom. They also engage students in the research and creative process in the laboratory, the field, and the studio. Undergraduates emerging with such training are more likely to find rewarding employment and be admitted to the best graduate and professional schools. As the College becomes better known for student opportunities and success, the ability to attract the best high-school and community college students to CCNY will be enhanced. With its commitment to access to excellence for students of all backgrounds, especially underrepresented groups, the economically disadvantaged, and new immigrants to New York City, City



College will continue to be a key economic and cultural engine in the City of New York as it becomes a greater font of new knowledge and creativity.

The expansion of the research and creativity-oriented environment will entail the full participation of both the faculty and the administration. The College must be dedicated to providing and maintaining the sophisticated infrastructure on which successful research and creative activity depend. The moment is auspicious as a new generation of faculty is being recruited whose members build upon the solid research and creative base already established at City and two new research buildings will open on the campus in 2015.

### ***Academic Initiatives***

CCNY is composed of eight schools and divisions. Four of them are the beneficiaries of major philanthropy: the Bernard and Anne Spitzer School of Architecture, Andrew Grove School of Engineering, Sophie Davis School of Biomedical Education, and Colin Powell School for Civic and Global Leadership. The gifts provided by generous donors have enabled these schools to excel in new and productive ways. CCNY will, over the next eight years, undertake a number of major academic initiatives that build on this combination of successful philanthropy and commitment to excellence in education, research, and creativity.

#### **Faculty Support**

CCNY will provide more opportunities for faculty to pursue their research and creative activity. This will require focusing some philanthropic efforts on faculty development.

#### **Interdisciplinary Initiatives**

Critical to the efforts to expand research, scholarship, and creativity will be a focus on interdisciplinary. With CCNY's distinctive mix of professional and liberal arts and sciences education, the terrain is wide open for new interdisciplinary engagements, in the classroom as well as in the lab, studio, archive, and library. Based on faculty interests, a few interdisciplinary educational, research, and creative projects will be identified and will receive start-up funding.

#### **The Sophie Davis Medical School**

The Sophie Davis School of Biomedical Education, as an integral part of CCNY's mission, affords many young men and women, many of them from underrepresented minorities, the opportunity to pursue a medical career who would otherwise be unable to pursue this dream. The majority of our graduates work in primary care and serve New York State residents, many in underserved communities.

The Sophie Davis model is a unique, integrated BS-M.D. curriculum. Sophie Davis School operates under a Cooperating School Model. During the first five years of the program, students complete at CCNY the requirements for a baccalaureate degree together with the didactic components of the first two years of traditional medical school. Students then transfer as 3rd year medical students to one of six Cooperating Medical Schools to complete two years of clinical education (clerkships). Thus, the B.S. degree is conferred by CCNY and the M.D. degree by the Cooperating School.

For the 40 years of its existence, The Sophie Davis School has been extraordinarily successful under this model. However, our cooperating institutions, responding to their own financial pressures, have been less willing to take CCNY students into their clerkships.

To overcome the challenge to the Sophie Davis School's sustainability and address the emerging crisis in primary care physician shortages, CCNY is applying to build on the success of Sophie Davis to establish a full-fledged medical school. It will offer a Doctor of Medicine degree, accredited by the Liaison Committee on Medical Education (LCME). A seven-year program including a BS degree plus a fully accredited four-year medical program will allow City College to provide opportunity to underrepresented minorities and strengthen its mission of physicians committed to primary care in underserved areas of New York City and New York State. It will also provide the opportunity to establish stimulating educational and research collaborations with other Divisions and Schools at CCNY and other units within CUNY.

### **The School of the Arts**

For many years at CCNY, a School of the Arts has been discussed as a way of enhancing the substance and visibility of our vibrant art programs, including Music, Theatre, Art, Film, and Media and Communication Arts. The last strategic plan set out a School of the Arts as a specific goal, one to which we now recommit ourselves. The School of the Arts will give far greater visibility to the arts programs at CCNY, foster interdisciplinary learning and creativity among students and faculty, and promote the intellectual vibrancy of the Humanities in general.

The School of the Arts will emphasize digital arts and new media within the broad context of the Humanities and Arts. It is designed to be transformative – to create a new physical and cultural space where students and faculty from many disciplines will interact, stimulating their learning, teaching, research, and creativity in unanticipated ways. Faculty from many disciplines, not only the members of the current art departments, will be affiliated with the School while they remain members of their home departments. Philosophers who work on aesthetics, historians who teach and write about the arts produced by the societies and time periods they study, digital humanities experts from many disciplines, architects whose own work is now so dependent on digitization – they and many others will find new and creative encounters in the CCNY School of the Arts. It will be the only public school of the arts in higher education in New York City and a highly distinctive institution within CUNY.

The School of the Arts will also enhance the opportunities for cooperation with the recently-founded City College Center for the Arts (CCA). The Center's goals are to develop innovative programming at Aaron Davis Hall, deepen ties to Harlem and the greater New York community through the arts, and make CCNY the uptown destination for the arts. Ongoing cooperation between CAA and the academic arts departments in the School of the Arts will ensure that this vision becomes reality.

The School of the Arts will contribute to the reputation of CCNY as a comprehensive research institution with strength not only in the sciences and engineering, but also in the humanities and arts. To be successful, the School of the Arts will require a major philanthropic gift to create the transformative space, technological infrastructure, and other resources that are necessary for the kind of school we envision.

### **Doctoral Programs**

Two brand new state-of-the-art research buildings will open on the CCNY campus in 2015. One is for City College, the other, the Advanced Science Research Center, is for all of CUNY. Our campus is about to become a locus for basic and applied research in New York City.

The moment is auspicious for CCNY to re-dedicate itself to high-level research and teaching in the sciences and engineering. A strong doctoral program is fundamental to the success and growth of this mission.

Doctoral students advance the research agenda of our faculty, provide mentoring for undergraduate students in the laboratory, and carry the reputation of CCNY to the outside world upon graduation.

## ***Diversity***

Since its founding, City College's mission has been to educate "all the people." The diversity of its student body is a hallmark of its success. However, diversity in faculty ranks falls short of that reflected among students. CCNY is committed to recruit, promote, and retain a diverse faculty, and to provide a supportive environment where faculty, students, staff and every member of its community engage cooperatively in striving toward excellence in all aspects of education, research and public service.

The College reconfirms the recommendations offered by the President's Council on Inclusive Excellence, which proposed a number of actions including education and training on equity, inclusion, and diversity; development of institutional and departmental plans for faculty diversity; and increased efforts to enhance the campus climate. In that vein, three strategic goals will guide the course to ensure faculty diversity.

- Foster a healthy campus climate that allows everyone to realize his or her full potential.
- Recruit an excellent and diverse faculty through equitable policies and practices.
- Retain a diverse faculty through maximal opportunities for support and advancement.

## ***Financial Model***

The two traditional sources of CCNY's budget—legislative appropriations and tuition -- will likely diminish in the future, and our financial need is acute. As a result, the College needs to identify new revenue streams. These include more robust grants and contracts, more intensive and strategically-defined philanthropic efforts, increased fees and differential tuition for specific programs, and revenue-generating continuing education courses that are consistent with the College's mission.

In addition, the internal business practices of the College need to be restructured for greater transparency and efficiency. The budget model must ensure stability and predictability over multiple years to shield CCNY from the effects of short-term enrollment fluctuations. College-wide and school/division budget models must be accurate and transparent and permit reliable planning over the medium and longer term.

In regard to philanthropy, the College will develop a strategy that focuses on building institutional capacity. It will systematically cultivate philanthropic support from the whole universe of CCNY supporters, those who recognize the value of CCNY's distinctive mission of access to excellence and its vital contributions to the economy and society of New York City, the nation, and the world. Special attention needs to be paid to cultivating the support and generosity of alumni over many generations, who need to be better drawn into the life of the College.

## ***Our People***

City College's greatest asset is our people – students, faculty, staff, alumni, and many friends and supporters. In addition to its strong relationship within its extraordinarily vibrant Harlem community, CCNY is extremely fortunate that this accumulation of human capital is rich in intellectual, cultural and social

diversity. To thrive in the 21<sup>st</sup> century, CCNY must continue to embrace diversity of thought and perspectives, as well as recognize and support diverse populations.

CCNY must ensure that students are part of an institution that continuously fosters their growth as critical, imaginative, and agile thinkers. We must continue to recruit and retain faculty whose scholarship is as well regarded for its creativity as it is for its quality, and who are committed to developing students who are both broadly educated and able to display mastery in their disciplines. Similarly, we must recruit and invest in retaining highly skilled support staff. And our community must continue to broaden its reach beyond our campus, as we engage in, nurture, and value the robust connections we have with our local communities even as we stimulate national and international connections, experiences and insights. To sustain the culture of excellence, trust must be matched by transparency.

The rich tradition of shared governance at CCNY must be augmented by increased opportunities for the campus community to come together in order to engage in shared participation in governance as well as the intellectual and social fabric of the College. We must continue to partner with our neighboring communities to create more opportunity for the mutual exchange of educational, social and cultural exploration.

At the same time, the College must build on its relations with many devoted alumni by broadening and deepening the circle of active alumni – especially those of more recent generations – and also engaging potential supporters who are committed to the CCNY vision but may have had no prior experience with the College.

## ***The Campus***

City College was born into its current setting around 1905 with a magnificent collection of buildings designed by George B. Post. The campus, perched on top of St. Nicholas Terrace, featured panoramic views over the still undeveloped upper west side and in the distance mid-Manhattan was certainly visible. It was a breathtaking setting for the campus and it fostered an exceptional education for all who passed through these halls. The education matched the setting. Buildings that could have been at Oxford, Cambridge or Harvard fostered a sentiment of academic seriousness of purpose that left an indelible mark on every student.

Buildings that followed that hallowed beginning have not had as much success fostering good feeling about the environment. Both the North Academic Complex (NAC) and Marshak stand in stark contrast to the two gleaming new research buildings that will open in 2015 and that will have an enormous positive impact on the campus.

As CCNY implements its ambitious agenda for the 21<sup>st</sup> century, it needs to pay close attention to the physical structure of the campus. An appealing campus fosters a sense of identity with CCNY on the part of students, faculty, staff, and visitors. A successful education occurs not only in the classroom, but also in the informal spaces where students and faculty mingle. Such areas need to be developed at CCNY.

Some of the original buildings have been in the process of renovation for a number of years. When completed, the exterior of Shepard Hall will be restored to much of its original glory. Significant work has

been done on some of the interior spaces as well. Others require similar work, and the purpose and interior spaces of almost all of them have to be better aligned with the educational, research, and creative mission of the College.

In the next eight years, CCNY will develop and implement a master plan for the College that promotes a greater sense of a learning community, provides more high quality space for teaching and scholarship, and encourages faculty, students, and staff to spend more time on a beautiful and sustainable campus. Particular spaces can be identified and targeted for remodeling in ways that will enhance the College's mission. These spaces should be reorganized to capture collective space for programs and divisions that help identify a program, division, or student area. These spaces need to have a discernable identity so the students can feel a collective ownership and identity with them. Our own students and faculty in graphic design and in the Spitzer School of Architecture can be used much more fully to enhance the appearance and functionality of the campus. At the same time, adequate resources have to be identified and a financial model developed to enable the facilities staff and management to maintain and improve the campus.

### ***Conclusion***

CCNY faces many challenges ahead. But it cannot stand still. As the oldest, most tradition-laden of the CUNY schools, a flagship of the system, it needs to draw on its great traditions yet adapt to the 21<sup>st</sup> century. It needs to right existing deficiencies even as it forges ahead with innovative and exciting programs that draw on our distinctive mix of professional schools with the liberal arts and sciences. To build our future together means adopting a long range view and a clear commitment and strategy. Together, we can ensure that The City College of New York reaches new heights of excellence.

**TENURE AND PROMOTION PACKAGE  
CITY COLLEGE COVER SHEET**

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**PART I.**

Name of Candidate \_\_\_\_\_ Current Rank \_\_\_\_\_  
Being Recommended for \_\_\_\_\_  
Date of CV \_\_\_\_\_ Date of Receipt of Doctorate \_\_\_\_\_  
1<sup>st</sup> Appt \_\_\_\_\_ Promotion to Current Rank \_\_\_\_\_  
Tenure/CCE \_\_\_\_\_

The materials in this document have been assembled under my direction and are complete to my knowledge as of the date:

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Department \_\_\_\_\_  
Department Chairperson Name \_\_\_\_\_  
(Typed) (Signature)

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**PART II.**

I have read the City College Requirements for the Preparation of Curriculum Vitae and reviewed the contents of this curriculum vitae, including all appended materials, except for the Chairperson's Report, Department's List of Referees, and letters of reference, and (check one):

( ) I find the materials in it to be complete and true

( ) I find the materials in it to be complete and true

with the exception of the following: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Candidate's Signature \_\_\_\_\_ Date \_\_\_\_\_

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**PART III. Confidential (see Section VI.E)**

**A. Previous Personnel Actions**  
(last two years)

<u>For</u>	<u>Committee</u>	<u>Date</u>	<u>Vote</u>
_____	_____	_____	_____
_____	_____	_____	_____

**B. Current Personnel Actions**

<u>For</u>	<u>Committee</u>	<u>Date</u>	<u>Vote</u>
_____	_____	_____	_____
_____	_____	_____	_____

NOTA BENE

In the case of an Associate Professor being considered for promotion to the rank of Professor, the Advisory Panel shall consist of full professors. Faculty on leave from their professional title serving in Executive Compensation Plan titles may not serve on Advisory Panels or Promotion Committees.

The Chair's Report, the List of Evaluators (referees), including the names of persons on the candidate's Advisory Panel or Tenure Committee, and Student Evaluation information must each be placed on a separate page.

## CURRICULUM VITAE

DATE OF PREPARATION \_\_\_\_\_

1. NAME \_\_\_\_\_

Affiliations: (e.g. City College, Graduate Center, non-CCNY or CUNY affiliations, etc.) \_\_\_\_\_

2. RECOMMENDATION FOR

PROMOTION \_\_\_\_\_

REAPPOINTMENT \_\_\_\_\_ REAPPOINTMENT WITH TENURE \_\_\_\_\_

(If with waiver, please indicate.)

TITLE \_\_\_\_\_

EFFECTIVE DATE \_\_\_\_\_ SALARY RATE \_\_\_\_\_

(subject to financial ability)

3. HIGHER EDUCATION

(indicate your Masters/PhD/Postdoctoral Mentor)

A. Degrees

<u>Institution</u>	<u>Degrees &amp; Major</u>	<u>Date Conferred</u>
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B. Additional Higher Education and/Education in Progress

<u>Institution</u>	<u>Dates Attended</u>	<u>Courses, etc.</u>
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4. EXPERIENCE

(list in reverse chronological order)

<u>Position/Title/Rank</u>	<u>Dates</u>	<u>Institution / Department</u>
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5. ACADEMIC AND PROFESSIONAL HONORS (NON-FINANCIAL)

(do not include grants or other financial awards listed in section 7)



6. RESEARCH, SCHOLARSHIP, AND CREATIVE WORK

(list in reverse chronological order, and if more than two authors/creators please indicate your contribution as Major, Equal, or Minor)

A. Peer and Critically Reviewed Work

- (1) Books and book chapters
- (2) Journal articles
- (3) Refereed conference proceedings
- (4) Critically reviewed work (e.g. exhibitions, performances, art work, works of architecture, landscape architecture, and urban design, curricular, audiovisual, or online materials, etc.) with description of works and venue, and reference to published critical review(s).

B. Other Scholarly Work (not peer/critically reviewed)

- (1) Invited articles
- (2) Conference proceedings and presentations
- (3) Other articles and contributed presentations
- (4) Book reviews or articles that assess others' work
- (5) Other scholarly and creative work (e.g. exhibitions, performances, art work, works of architecture, landscape architecture, and urban design, curricular, audiovisual, or online materials, etc.) with description of works and venue as applicable.

7. GRANTS, FELLOWSHIPS, AND AWARDS

(list in reverse chronological order)

Guidelines: Include the principal investigator/awardee, date/period of award, total amount (if applicable), and candidate's share (if applicable).

- (1) Grants
- (2) Contracts
- (3) Awards
- (4) Fellowships and scholarships

8. PROFESSIONAL ACTIVITIES

(list in reverse chronological order, including dates/periods)

- (1) Inventions and patents (including patent numbers)
- (2) Leadership roles and accomplishments
- (3) Accrediting or licensing boards
- (4) Industry boards
- (5) Government panels
- (6) Conference boards, panels, workshops, etc.
- (7) Review panels
- (8) Editorial panels and/or agencies, journals or presses for whom the candidate is a reviewer

- (9) Consulting
- (10) Membership in professional societies
- (11) Community service related to profession
- (12) External steering and advisory committees
- (13) Curatorial activities

9. INSTRUCTIONAL ACTIVITIES

(material may be submitted as a portfolio in appendix II)

- (1) Student evaluations and peer observations
- (2) Clinical instruction
- (3) Innovative instructional activities, including curriculum and program development
- (4) Development of online/hybrid or service learning courses
- (5) Any additional material, produced by the candidate that constitutes clear evidence of the candidate's caliber and accomplishment as a teacher

10. ADVISING & MENTORING ACTIVITIES

- (1) Academic advising
- (2) Student project/research mentoring activities together with descriptions of mentored projects and list of mentees (as appropriate), and awards/grants won by mentees.
- (3) Student development activities (e.g. career options and resume workshops, alumni networking events, etc.)
- (4) Advising activities for student associations and societies

11. SERVICE AT THE CITY COLLEGE AND THE CITY UNIVERSITY

- (1) Service and contributions in leadership positions (e.g. Chair, Program Director, etc.)
- (2) Service on departmental, divisional, College, and University-wide committees
- (3) Mentoring of junior faculty members
- (4) Student recruitment activities

12. OUTREACH ACTIVITIES

- (1) K-12 outreach activities
- (2) Community outreach activities and other related volunteer work

APPENDICES

- I. Candidate's Statement (3 page limit)  
The statement should put all the candidate's activities and accomplishments into a framework that makes a case for the pending tenure and/or promotion action. Include separate sections covering research and future research agenda, teaching, and service.
- II. Instructional portfolio (includes items specified in section 9)

- III. Additional items included for review. For certain faculty members the items listed above may need to be supplemented to provide an adequate presentation of a faculty member's activities. Such items should appear in this Appendix.
- IV. The candidate may include a CV as standard in their field.
- V. Letters of reference (Up to 6 names to be submitted by the candidate, and 6 names by the Departmental/Divisional Advisory Panel. A minimum of 6 letters are required, 3 from the candidate's list and 3 from the Panel's list.)
- VI. Chair's report (to be written after the Departmental Tenure and Promotion committee vote and before consideration of the application by the Divisional P&B) summarizing the candidate's case.