

The background of the cover is a photograph of The City College of New York building, a large, ornate, light-colored stone structure with multiple towers and arched windows. The building is partially obscured by lush green trees in the foreground and to the sides. A tall flagpole with the American flag stands in front of the building. The sky is a clear, bright blue.

The City College of New York

LOOKING FORWARD

THE CITY COLLEGE OF NEW YORK STRATEGIC PLAN 2019-24

APPROVED BY FACULTY SENATE 13 DECEMBER 2018



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Dear Members of the City College Community,

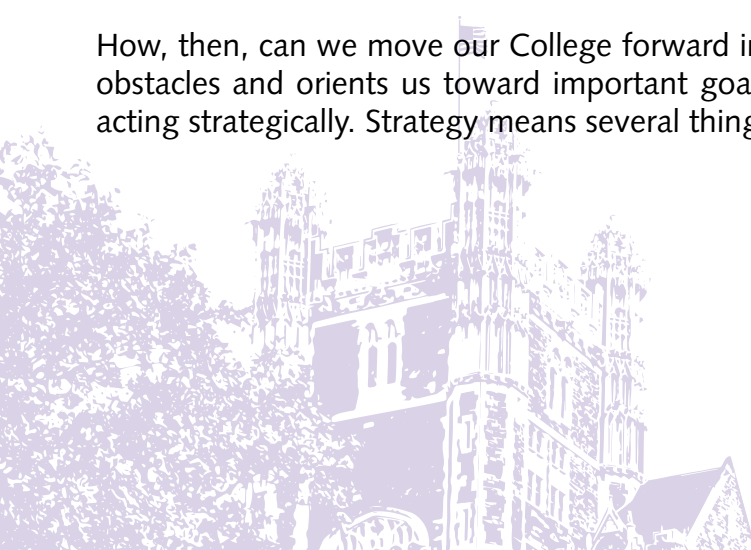
We draft our strategic plan at a specific moment in the history of CCNY, and the plan reflects the constraints, challenges and opportunities of the moment. We are a college under new leadership with the chance to remake many of our modes of operation. We are also a college facing daunting, long-term financial constraints. Patching together budget plans from dwindling resources will no longer suffice. Now is the time for us to re-evaluate the way our institution is positioned, reexamine our financial systems, and develop durable solutions that meet the challenges of the moment and anticipate those of the future.

There are many things that the College does exceptionally well, and many other things that we would like to do. We are, for instance, the top school in the nation in regards to our ability to create net social mobility in our graduates. We would like to increase graduation and retention rates. We have a tremendously diverse student body and a substantially diverse faculty and staff, but we would like to diversify still more, particularly among

upper-echelon faculty and staff. We have a gorgeous and historical campus, and our extremely complex physical plant supports advanced facilities in the sciences and engineering, but we need to make sure that this extensive but expensive physical environment is better maintained.

We also have deep and abiding challenges, mainly related directly to the resources that fund College operations and plans. In fact, the overriding issues facing the City College of New York revolve around establishing a stable and predictable financial foundation for our educational mission. While many of our financial challenges are common among City University of New York colleges, CCNY faces unique issues in that group because CCNY is the only truly comprehensive college, including liberal arts and sciences and professional schools.

How, then, can we move our College forward in a way that is truly strategic, that takes account of our obstacles and orients us toward important goals? The answer begins by making sure that we will be acting strategically. Strategy means several things.



1. It means that we will prioritize the goals that are most important to the College, focusing on and committing to those goals. Our plan cannot be a list of all things we wish to happen, but a roadmap to the most important things that we will commit ourselves to.
2. Our strategy must specify the steps that we, as a college community, must take, to reach an objective. If we aim to improve student services or raise the College's profile, our plan must imply an analysis of what measures are sufficient to accomplish our goal and map out the steps that the analysis suggests.
3. Our strategy must be temporalized, meaning that we will probably not undertake all elements of the plan at the same time, and we must prioritize initial stage objectives that are either too pressing to wait, or that, having been accomplished, will enable us to make progress on other fronts.

For over a hundred and seventy years, City College has provided outstanding higher education to those who truly need it: young men and women newly come to America from across the globe, children of poverty, daughters and sons of working people. We are the very place in our country where the idea of educational opportunity for all was first put to the test, and generation upon generation of City College graduates have demonstrated, in their lives and works, the success of that original experiment. Today, no single college produces greater overall social mobility among its students, and our students come from every corner of human society. Wherever you are from, whatever you look like, however you pray, and whomever you love, you belong at City College, and City College belongs to you. Our community represents one of the most fundamental institutions of our democratic society, and we recommit to our founding mission every day, in every class, with every student who joins our ranks.

We dedicate ourselves over the next five years to a process of renewal, as we lay new foundations to ensure that City College will continue to be one of our nation's great democratic institutions in this century and the next.



Vincent Boudreau,
President





The City College of New York (CCNY) was established in 1847 by a state-wide referendum as the Free Academy—one of the nation's earliest public institutions of higher education and its first municipal college. Our founder, Townsend Harris, described his goal: "Open the doors to all—let the children of the rich and the poor take their seats together and know of no distinction save that of industry, good conduct, and intellect." Dr. Horace Webster, the Academy's first president, reaffirmed this purpose: "The experiment is to be tried, whether the children of the people, the children of the whole people, can be educated; and whether an institution of the highest grade, can be successfully controlled by the popular will, not by the privileged few." CCNY thus became one of the United States' great democratic experiments, respecting diversity and merit, rather than caste and class. For 170 years, CCNY graduates have proven the wisdom of Harris's vision. They include ten Nobel laureates—an achievement that no other public institution has surpassed—and numerous nationally recognized leaders in diverse academic, cultural, social, political, scientific, and commercial fields. Among its distinguished alumni are former United States Secretary of State General Colin L. Powell '58, Pulitzer-Prize-winning novelist Oscar Hijuelos '75, former Chairman and Chief Executive Officer of Intel Corporation Andrew Grove '60, and nationally exhibited artist Chakaia Booker MFA '93. The College is equally proud of its role in transforming the lives of its less-well-known alumni who enjoy honorable, satisfying, and productive lives across the nation and around the world.

Today, CCNY is one of twenty-four colleges and institutions in the City University of New York (CUNY) system—the nation's largest urban university, which serves over 278,000 degree seeking students and nearly as many in continuing education and other non-degree programs. The College's main campus is on thirty-six acres in historic West Harlem, between 130th Street and 141st Street along Convent Avenue. Working adult students also attend classes at CCNY's Center for Worker Education, located at 25 Broadway in downtown Manhattan. CCNY's schools and divisions include the Bernard and Anne Spitzer School of Architecture, the Grove School of Engineering, the School of Education, the CUNY School of Medicine, the College of Liberal Arts and Science (comprising the Colin Powell School for Civic and Global Leadership, the Division of Humanities and the Arts and the Division of Science, and the Division of Interdisciplinary Studies at the Center for Worker Education). The Spitzer School of Architecture and the Grove School of Engineering are the only public programs of their kind in New York City. CCNY's schools and divisions have more than seventy undergraduate majors, over fifty master's level programs, and 6 PhD programs.

We remain committed to offering outstanding educational programs in all our areas of study while maintaining low tuition. Because State support for public higher education has decreased over the last decade, affirming our identity as a campus in which the College of Liberal Arts and Sciences and professional schools; the experimental and the creative; data and narrative all contribute to an institution that is greater than the sum of its parts requires us to reimagine the operations of the College and to make significant changes in how we generate and use our resources.

In the spirit of City College's motto, "Respice, Adspice, Prospice" (look to the past, look to the present, look to the future), Looking Forward: The City College of New York Strategic Plan 2019-2024 represents a recommitment to the College's historic mission in the 21st century. It increases our efficacy in serving our students and communities of knowledge by undergirding this work with rigorous administrative and budgeting practices. While the immediate priority is building financial stability, this document is ordered in a way that reflects the College's historic mission. We therefore focus on the following 5 Strategic Priorities:

FIVE STRATEGIC PRIORITIES

Build Student Success

Promote Research, Scholarship, and Creativity

Enhance Diversity

Renew and Refresh Our Physical Plant

Build Financial Stability and Finance the Strategic Plan



City College empowers students to realize their personal and professional aspirations by providing an outstanding educational experience. In Looking Forward, we conceive of that experience holistically as we promote student success by fostering high impact experiences—both within and outside of traditional classrooms—and building efficient and welcoming student services. We will enrich the educational experience by expanding opportunities for undergraduate and graduate research and internships; integrating classroom learning with experiential learning in laboratories, industry, business, schools, and cultural and social services organizations; and improving student support services, such as academic advising, financial aid counseling, registration, and tutoring.

1. EXPAND INQUIRY-BASED AND EXPERIENTIAL LEARNING OPPORTUNITIES

In order to increase student engagement and retention and equip students for careers after graduation, the College will expand experiential learning opportunities across the curriculum, including research experiences, cooperative education, and internships.

A key element of our engaged scholarship strategy is the organization of the Campus Engagement Network (CEN). Funded by a generous endowment from the Moxie Foundation, the CEN will become the main planning and assessment mechanism for engaged scholarship across the campus. In its initial stages (begun in the fall of 2018) the CEN will organize training seminars for faculty. In the spring of 2019, the CEN will allocate grants to support various modes of engaged teaching and scholarship. The initial cohort of forty-two faculty from every division on campus will produce more than fifty interdisciplinary faculty collaborations and project-based courses.

The leadership of the CEN, faculty and staff, will work with the provost's office to plan and assess these programs. We anticipate that the existence of the CEN will augment the climate for engaged scholarship and pedagogy.

- Established in 2007 and building steady momentum over the last ten years, the Freshman Inquiry Writing Seminar (FIQWS) is CCNY's learning community. Serving over 1,000 students every year, FIQWS pairs courses in English Composition, which focuses on communication and rhetorical dexterity, with subject area courses from most of the academic divisions and professional schools. The seminar promotes understanding among students and faculty of the overlapping aims of apparently disparate fields, and supports students as they learn how to apply the knowledge they have acquired in one area of expertise and apply it in new learning contexts. Going forward, FIQWS will expand its pedagogic models to include disciplinary specific, experiential, and service learning in some partnerships.
- To better support undergraduate research, the College will create an Office of Undergraduate Research (OUR) where students can search for research opportunities within and outside the College, during the academic year, and during summer and winter recess. The OUR will also offer workshops on topics such as creating posters for conference presentations, writing abstracts, and presenting research to the public. The OUR will also develop new opportunities for students to undertake research alongside faculty members. City College's faculty, active as researchers, scholars, and artists, allow the College to offer a particularly vibrant curriculum. The affiliation of undergraduate students with faculty research activity promotes mature views of the underlying fields, encourages critical thinking, and teaches professional norms, team-work, social dynamics, and persistence in problem solving. The OUR will allow the College to present a more coherent portfolio of research and creative activity opportunities to students, and to make involvement in such work a greater and greater part of what a CCNY education means.
- College faculty established the Opportunities in Research and Creative Arts (ORCA) program in 2016 with the express purpose of promoting student engagement by creating opportunities for faculty-led research and creative activity, and to increase faculty-student collaboration not only in science and technology fields, but also in social sciences, humanities, arts, and professional programs. The ORCA program and newly established Research Experiences for Undergraduates (REUs) programs in the Biology and Chemistry & Biochemistry Departments, join with existing programs (Maximizing Access to Research Careers [MARC], the Research Initiative for Scientific Enhancement [RISE], the Center for Earth System Sciences and Remote Sensing Technologies [NOAA-CREST], the City College Initiative to Promote Academic Success in STEM (CiPASS), and the Center for Interface Design and Engineered Assembly of Low Dimensional Systems (IDEALS CREST) to provide opportunities for faculty to engage students individually and in small groups in the laboratory, the maker space, the field, the studio, and the archive. The Colin Powell Fellowships, Partners for Change, Community Engagement, Skadden-Arps, Levy and Koch fellowships all combine classroom instruction with experiential learning and internships. The College will commit to support and grow these programs from external and philanthropic sources. The College will explore initiating other programs that connect classroom with experiential learning as opportunities arise.

2. EXPAND AND REORGANIZE INTERNSHIPS, CAREER SERVICES, LEADERSHIP, ENTREPRENEURSHIP, AND PROACTIVE ADVISING RESOURCES FOR STUDENTS

CCNY's internship opportunities include credit-bearing internships offered through various academic programs, divisions, and specialized initiatives. The Career and Professional Development Institute (CPDI) provides students with access to internships; placing 1,241 students from Fall 2015 to Spring 2017. In addition, there are alumni mentoring programs both at the Harlem campus and at the Center for Worker Education. The CPDI will collaborate with the OUR and network with alumni to expand internship opportunities.

- CPDI has built a strong model of service, brand awareness, student engagement and technology to expand its outreach to the campus community. While engagement is high among seniors (60% of all appointments), CPDI will aim to engage sophomores and juniors earlier in career planning to better position them for future careers.
- The College will implement an integrated communication strategy among departments and CPDI that shares information about job placement, internships, fellowships, and experiential learning, and also showcases student achievements on each department's webpage with a description of best practices.
- The Zahn Center, a start-up incubator founded in 2012, offers co-working space, hosts four entrepreneurship competitions every year, and provides students, faculty and staff with the tools they need to transform their ideas into sustainable ventures. It offers mentorship, practical workshops, and expert pro-bono services for legal, Intellectual Property, incorporation, and accounting support. The Zahn Center represents a major effort to build connections between students' classroom experiences and entrepreneurship. It is a central pillar of the Community Engagement Network, where it has been able to broaden its reach into many disciplines as it builds relationships with faculty. Over the next five years, the Zahn Center will increase the number of applications it receives for its entrepreneurship competitions and will continue to support participation from every division in the College.

3. DEVELOP ADEQUATE RESOURCES AND FACULTY-TO-STUDENT RATIOS IN LINE WITH DISCIPLINE- SPECIFIC, NATIONAL NORMS IN ALL ACADEMIC UNITS

We will plan recruitment, course scheduling and advisement to ensure that every student has access to the courses necessary to graduate in four years by linking together these student support services. We will continue to map out course schedules over four semester cycles. We will deepen this planning initiative so that we are advising students over this course schedule, linking advisement to a registration procedure that prioritizes student needs for specific classes, reserves spaces for students, and allocates budget resources in ways that adequately provisions those schedules.

Beginning in Academic Year 2018-19, the College will develop a recruiting and admissions strategy that takes into account program capacities. This will support the vibrancy and viability of specialized programs and avoid overextending existing resources. Departments shall engage in a process to study enrollment and plan for growth.

- The College will develop a recruitment strategy that leverages the expertise of faculty in programs that are targeted to grow.
- The Office of Institutional Advancement and Communications will promote selected programs.
- The College recognizes that education at the master's level is an important component of preparing students to enter the workplace or further study. The College will increase the number of master's students, calibrating the ratio of master's to undergraduate students in accord with available resources.

4. BUILD ACADEMIC MOMENTUM THROUGH ACCUMULATION OF THIRTY CREDITS PER YEAR

As part of a CUNY-wide initiative, the College will implement its Academic Momentum Workplan to promote annual thirty credit accumulation by undergraduates, thereby advancing student degree completion. Advising students over four semester sequences and linking this advice to registration will help support this momentum drive. The College will offer expedited paths to Gateway courses, including summer workshops that help students in Engineering, Science, Business, and other majors that require pre-calculus, meet the math requirements. We will also develop workshops to support at-risk students.

- Academic support services will provide teleconference advising for international students to integrate them into the CCNY community earlier.
- The College will maintain and publish degree maps for all programs of study; employ degree maps in student advising; and coordinate communications so that all stakeholders, including faculty, advisors, administrators, students, and parents are aware of their purpose.



5. BUILD STUDENT-CENTERED SUPPORT SERVICES THAT REMOVE OBSTACLES TO ENROLLMENT AND RETENTION

The College will streamline the offices designed to ensure student success. We will adopt a one-stop organization of our workforce, where generalists with broad knowledge of the entire enrollment process meet the needs of most students, and specialists in one or another field are responsible for addressing more specific matters. We will develop communication modules that encourage students to make timely decisions in the area of enrollment, and we will make sure that work and staffing across these administrative offices are closely coordinated. Areas for specific emphasis include the following.

- The College has made student advising more user-friendly and accessible by consolidating and reorganizing our two entry-point advising centers so that they operate as one center of excellence and articulate a consistent philosophy that seamlessly serves undeclared, undecided, and transfer students.
- The College will make better use of CUNYFirst, the electronic data management system, so that advisors can track and monitor student progress. The College will develop protocols for advisors that encourage them to intervene with students who remain undeclared/undecided in their second year.
- The College will assess staffing levels for advisors, recognizing that different divisions and schools have different needs, that advisors take on specific tasks in different schools, and that faculty assist in advising in some cases. The College will also strengthen the DegreeWorks office so it receives the same level of support as in other senior colleges, in order to allow academic advisors in the divisions to spend more time with students and develop approaches to advise students more efficiently and effectively.
- The College will develop its website so that students and staff can navigate it easily to locate information about student services, including up-to-date information about advising (locations and who is served at various advising units). The College will also improve signage to inform students about specific services, including tutoring, campus jobs, financial aid, and advising.
- The College will reform and reorganize the CCNY Help Desk in the North Academic Center lobby to service students, ensuring that the staff is informed of the full range of available services.
- The Provost's Office will implement an integrated communication strategy that explains the availability, scope, and type of tutoring services offered to students. It will expand Tutor-Trac to create a single, college-wide electronic data management system for tutoring.
- The Provost's Office will develop an assessment plan that measures usage and outcomes and takes account of the general and specialized purposes of tutoring centers on campus.

6. EXPAND ACCESS TO HYBRID CLASSES IN GENERAL EDUCATION AND OTHER HIGH-DEMAND COURSES

Initial assessments show that for most cohorts of students the hybrid format contributes to course completion. Based on this success, the Center for Excellence in Teaching and Learning will provide training in hybrid and online teaching to more instructors. The College will also expand other digital initiatives for pedagogical support, such as lecture capture.

7. LOWER FINANCIAL BARRIERS TO STUDENT SUCCESS BY REDUCING THE COSTS OF INSTRUCTIONAL MATERIALS

In the fall of 2018, 16% of course sections (490) were designated Zero Textbook Cost (ZTC) courses. City College, with the support of New York State, will continue to expand the Open Educational Resources (OER) and ZTC initiatives so that a higher number of students will be able to access course materials from the first days of class.

8. IMPROVE SUPPORT FOR MASTER'S PROGRAMS

The College's new Graduate Constituent Council will develop shared support programs that improve graduate student community and success.





City College has a proud tradition of providing high-quality undergraduate and graduate education to students from diverse backgrounds. Our faculty conduct research in the laboratory, the archive, and the world; they produce scholarship; and they engage in artistic creation. This work engages students, enriches undergraduate instruction, provides experiential learning opportunities, and makes accessible a high-quality graduate education to students of all backgrounds, particularly those from underrepresented groups who might not otherwise pursue advanced degrees. These Research, Scholarship, and Creativity (RSC) efforts of faculty extend throughout the College, encompassing the liberal and fine arts, natural and social sciences, engineering and architecture, medicine, and education, and are aligned with the access to excellence mission of City College. A quantitative measure of excellence in RSC activity can be inferred from the number of awards, and their dollar value, achieved by College faculty. In 2016, College faculty accounted for more than a third of all awards won at CUNY's 11 senior colleges and nearly a quarter of dollars raised.

RSC is also integral to our work in graduate education. Since the creation of the CUNY Graduate Center in 1961, City College faculty in many fields have been members of the doctoral faculty at the Graduate Center, and in 2008 City College was granted authority to award doctoral degrees in engineering and joint doctoral degrees with the Graduate Center in biology, chemistry, biochemistry, and physics. Clinical psychology was added in 2018. Many faculty in Humanities and the Arts, the Colin Powell School, and the School of Architecture are members of the doctoral faculty at the Graduate Center. Additionally, the College offers terminal degrees in the arts and professional studies, the MD, and master's degrees in many fields.

The 2015 opening of the science buildings on the College's south campus provided state-of-the-art facilities in which to develop strengths in the Sciences. The Center for Discovery and Innovation (CDI) at City College houses five inter-disciplinary groups of faculty: Structural and Molecular Biology, Neuroscience, Physics, Materials Science, and Organic Chemistry. CCNY's south campus is also home to the CUNY-Advanced Science Research Center (ASRC) and the New York Structural Biology Center (NYSBC), a center of international repute with expertise and instrumentation in structural biology. In addition to these areas of strength served by new

facilities, the College is enhancing areas of traditional and emerging strength in transportation and infra-structure, computer networks and communications, photonics, environmental sciences and remote sensing, sustainable energy technologies, computational and theoretical physics, cellular and molecular biology, and mental health counseling and addiction. It continues to develop innovative arts programs, building on distinctive and distinguished programs such as the BA in Sonic Arts, the Digital and Interdisciplinary Art Practice MFA, the BA in Electronic Design and Multimedia, and the MM in Jazz. And foundational departments in the textual humanities and social sciences are developing interdisciplinary programs, including minors in Human Rights, Science and Society, and Community Change Studies.

Research, scholarship, and creative activity of all College faculty, regardless of discipline, are important features of the education provided by City College to its students, within and without the classroom. Using the steps outlined below, over the next five years the College will provide a strong foundation to support faculty RSC efforts in all divisions. In some disciplines external sources of financial support make RSC activity by faculty relatively straightforward to accomplish, while in other areas of inquiry appropriate sources of financial support are few in number and will require investment of College resources to develop. To support and incentivize RSC efforts by faculty, the College will engage in a number of activities.



1. CHANGE THE INSTITUTIONAL CONTEXT FOR RESEARCH AND CREATIVE ACTIVITY

We will improve the administration of research to promote research opportunities and the fruits of that research, engaging academic units of the College, including their leadership. We will strengthen our efforts to tell the stories that emerge from faculty RSC activity to broader public audiences; these audiences include policy makers, thought leaders, alumni, philanthropic investors, community stakeholders, and the general public. Research activity of any public university should be presented, discussed, and appreciated publicly, in a process that should also increase public and private investments in our research.

In addition to better telling of our story to the public, the College will also reorganize itself in ways that better support and incentivize RSC activity by all faculty. As a first step in this direction, the College recently reorganized the College Research Council (CRC) into a body that links College administration and the academic leadership with support for research. The reorganized CRC provides defined roles for key constituents, including deans of all academic units, and at-large faculty representatives in the shared effort to promote RSC activity. To further embed management of RSC activity within the faculty, the College recently replaced the position of Associate Provost for Research with an experienced member of the faculty who chairs the reorganized CRC.

- The CRC will advise the College on how to use Indirect Cost Recovery (IDC) dollars to support research.
- Increasing the success rate for large institutional awards (from Federal or private sources) requires a forward-thinking strategy and investment of resources. The College will carefully manage and sequence limited-opportunity competitions so as to maximize the College's chances of success.
- The CRC will revitalize, consolidate, and re-establish core facilities to support engineering, science, the arts, and architecture. Core facilities range from machine shops to high-end shared instrumentation and equipment. The CRC will establish a clear Memoranda of Understanding with the CUNY ASRC for use of core facilities, equipment and instrumentation, and research space.
- The CRC will develop capacity to help researchers establish relationships with private sector investors to commercialize intellectual property that emerges from College research and creative activity for the material benefit of the College and its researchers. This will require articulating with relevant offices at CUNY.
- The College will acquire and maintain licenses for software and scholarly databases as required by RSC.
- After a year of the initial formation of the CRC, the College will evaluate its composition and responsibilities.

2. INCREASE EXTERNAL SUPPORT FOR RESEARCH

Between 2013 and 2016, City College faculty received approximately \$52 million per year in research awards, and research awards have been on an upward trajectory since 2001.

- By increasing the number of faculty submissions to external granting institutions by 20%, the College aims to grow external support for research to \$65 million dollars per year by 2023.
- The CRC will develop an incentive structure to increase the number of submissions, as well as the size, award rate, and number of faculty awards.

3. DEVELOP NEW SOURCES OF SUPPORT FOR RSC ACTIVITY THAT IS NOT ELIGIBLE FOR EXTERNAL GRANTS

- The Office of Institutional Advancement will develop infrastructure that will connect RSC to philanthropy.
- The CRC and the Office of Institutional Advancement and Communications will develop opportunities for faculty to communicate their work to the broader public.

4. OPTIMIZE ACCESS TO ARCHIVES AND COLLECTIONS, BOTH PHYSICAL AND VIRTUAL

The College has art and archival collections dating to the mid-nineteenth-century. The CUNY Dominican Studies Institute on our campus, the nation's first and only university- based research institute devoted to the study of people of Dominican descent in the U.S. and elsewhere, boasts a state-of-the art library, the largest repository of Dominican

bibliographical references in the United States, and the first and only archives outside of the Dominican Republic dedicated to preserving the legacy of people of Dominican descent in this country. It also has a national and international reputation because of its pioneering scholarly output in the digitization of resources.

- Building on these strengths, the College will support the Library as a site for fostering interdisciplinary collaborations.
- The College will maximize use of its collections as the basis for innovative scholarship and pedagogy.

5. ENCOURAGE A CULTURE OF COLLEGE-WIDE INTERDISCIPLINARY COLLABORATION

Research, scholarship, and creative activity of all College faculty enrich the education provided by the College to its diverse student body, within and without the classroom. Increased specialization by faculty, however, can limit the nature and vibrancy of our academic community by creating unintended walls between disciplines; artificial walls between disciplines telegraph to our students incoherence in the pursuit of knowledge. To forestall this, the College should constantly look for ways to tear down such walls so that students realize unappreciated synergies among all disciplines.

- To foster interdisciplinarity, the College will identify and support the formation of programs across departments and divisions in areas of strength, such as human rights, global modernism, digital humanities, and musical theater.
- To encourage interdisciplinarity, the College will fund and develop mechanisms to foster faculty-led research seminars. Notably, the Rifkind Seminar in the Humanities and Arts is a long running example of such an effort; this series can serve as a model for other such efforts at the College. The Moxie-Foundation-Funded Campus Engagement Network also fosters faculty and staff team-building across disciplines.

6. SUPPORT GRADUATE TRAINING

The College will develop effective strategies for recruiting graduate students, nationally and internationally, and increase support, fellowships, and training programs for graduate students.



City College proudly serves an extraordinarily diverse student body. Our students represent more than 150 nationalities and speak more than 100 different languages. In 2017 US News and World Report ranked the College second for racial and ethnic diversity among regional universities in the North. In Fall 2017, the College's undergraduate population was ~38% Hispanic, ~24% Asian, ~15% Black, ~14% White, and ~6% Non-resident Alien. Our graduate student community in Fall 2017 was ~27% Hispanic, ~16% Black, ~31% White, ~12% Asian, and ~12% Non-resident Alien. The College has committed to expand its Students of Promise program, which has proven effective in using high-school grades, rather than SAT scores, to identify and admit underrepresented minority students who will succeed at City College. Moreover, the College is committed to providing equal employment and educational opportunity to all persons without regard to race, color, religion, national or ethnic origin, age, gender, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, prior arrest record, or marital, military, or veteran status.

The centrality of diversity to the City College experience was captured by First Lady Michelle Obama in her address to the graduating class of 2016:

"You represent just about every possible background -- every color and culture, every faith and walk of life. And you've taken so many different paths to this moment."

In her words, City College is:

"...this dynamic, inclusive place where you all have had the chance to really get to know each other, to listen to each other's languages, to enjoy each other's food,... music, and holidays. Debating each other's ideas, pushing each other to question old assumptions and consider new perspectives.

And those interactions have been such a critical part of your education at this school. Those moments when your classmates showed you that your stubborn opinion wasn't all that well-informed. Or when they opened your eyes to an injustice you never knew existed. Or when they helped you with a question that you couldn't have possibly answered on your own....That is the power of our differences to make us smarter and more creative."



Diversity in all of its forms is at the core of our approach to education, and in the next five years we will increase support for diversity in the student body and in the perspectives and role models that students encounter in class and in extracurricular activities by increasing the diversity of our faculty and staff, particularly increasing representation of women and underrepresented minorities in all instructional ranks and in leadership positions. Toward this goal, we will pursue initiatives in three key areas: retention, campus climate, and recruitment. These efforts will be served by the President's Working Group on Diversity and Inclusion, with a membership that includes faculty, administration, and staff.

1. PRIORITIZE RETENTION

The College will provide a work environment that supports faculty and staff achievement in order to increase retention of talent while also making the College more attractive to prospective hires. Our efforts to retain faculty and staff are of particular importance when financial circumstances limit hiring activity.

- Units within the College will share best practices for mentoring programs and develop mentoring programs for faculty at various points in their careers, including focused support for underrepresented groups, for faculty returning from parental leave, and for faculty and staff who seek to increase their productivity in order to attain promotion.
- The College will increase diversity in administrative and leadership positions by offering training and support for faculty and staff to take on new roles.
- In support of work-life balance, Human Resources will develop web pages that serve as a clearing house for resources including camps for children during College breaks and days off, school placement, and elder-care services.
- The College will form a new Staff Council that will provide staff with representation in matters of College governance.



2. IMPROVE CAMPUS CLIMATE

The College and its leadership must invest with new energy and authority to improve campus climate by working to affirm the dignity and professional status of each and every member of the College community.

The College will engage in new initiatives to promote a welcoming campus environment, including, but not limited to, the following.

- The College will support the development of curricula, courses, readings, and academic programs that expand the perspectives and experiences our students encounter in their studies. Through intellectual inclusivity we will build greater capacity for knowledge and creativity.
- The College will circulate statistics and publicize how our students, faculty, and staff comprise many groups, backgrounds, and identities.
- The College will develop and employ guidelines and practices to encourage respectful discussions.
- The College administration will rapidly implement recommendations from the President's Working Group on Diversity and Inclusion.
- The Provost and President will meet regularly with faculty, student and staff groups across campus to discuss issues of inclusivity, fairness and respect. These discussions will provide specific examples of issues that have recently occurred on our campus (with the privacy of individuals protected) and the resulting actions taken. The purpose of these discussions is to let everyone know that unacceptable behavior is met with consequences, both to discourage offensive behavior and to encourage reporting of incidents.
- The College administration will regularly solicit ideas from faculty, staff and students for further measures to improve campus climate.

3. ENHANCE RECRUITMENT

The College will engage in a multi-dimensional revision of search processes in order to encourage talented candidates to apply for jobs and to ensure that they are evaluated with an understanding of the value that diversity brings to the College's educational mission.

- Using diverse search committees for all positions, the College will expand recruitment plans, investing in more targeted advertising and asking all members of the community to participate in identifying and nominating candidates.
- The College is a meaningful pipeline to diversity in all of its fields. The College will support departments in keeping track of alumni who pursue advanced and terminal degrees elsewhere so that they can later recruit them as applicants for faculty positions.
- The College will encourage departments to develop relationships with minority professional organizations and other minority-serving institutions to recruit minority candidates for faculty positions.
- The College will develop strategic partnerships and alliances to strengthen the pipeline of future applicants from underrepresented groups.
- The College will develop and seek funding for a faculty diversity hiring initiative, including competitive start-up packages.
- The College will develop partnerships and alliances to accommodate partner hires.
- The College will conduct unconscious bias training for deans, search committees, and appointing committees. Search committees will be expected to use best practices.
- The College will develop materials to be used in the hiring process as we compete to hire faculty and staff. These materials will highlight benefits such as Paid Parental Leave, released-time in support of research during the run-to-tenure, and internal sources of research support.
- The College will ensure alignment of hiring practices with national norms and the conventions of specific disciplines.



CCNY's 36-acre historic campus in Manhattan, with its grassy quads, is a real jewel, nestled in west Harlem with its rich cultural and social heritage. Our large, diverse, and complex physical plant ranges from 100-year-old neo-gothic buildings to state-of-the-art research facilities. The campus has 3.4 million square feet of floor space in 18 buildings, including the recent addition of the Center for Discovery and Innovation and the CUNY Advanced Science Research Center.

Maintaining and updating the College's infrastructure, including instructional classrooms, laboratories, studios, research facilities, the virtual environment, and recreational spaces, is critical to the College's missions in areas of student success, research, scholarship, creativity, and community engagement. Equally important is planning and evaluation of space allocation and use in view of changing College needs and requirements.

Over the next five years, the College will engage in space and infrastructure improvements with the following objectives and outcomes.

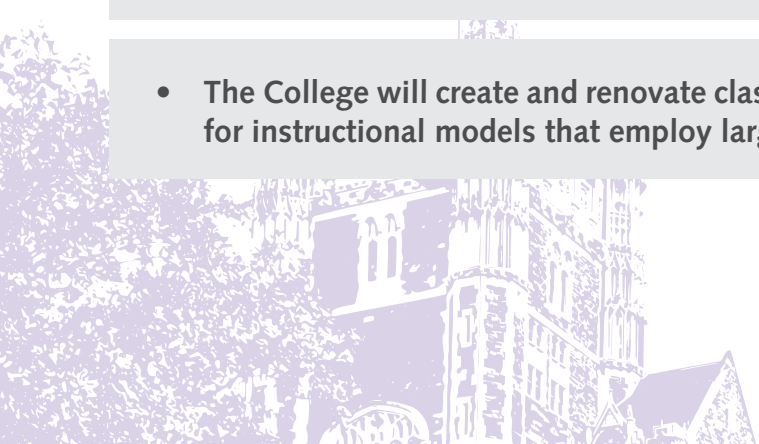
1. CREATE A WELCOMING AND SUPPORTIVE ENVIRONMENT FOR STUDENTS, FACULTY AND STAFF

The College will engage in a multi-dimensional revision of search processes in order to encourage talented candidates to apply for jobs and to ensure that they are evaluated with an understanding of the value that diversity brings to the College's educational mission.

- The College will continue to improve public, recreational and special events spaces, and commit to scheduled maintenance and care of indoor and outdoor spaces and facilities.
- We will work to maintain comfortable work spaces.
- The College will improve student facilities, lounges, and clubs.
- Information Technology will provide sufficient email, online, and information resources, as well as internet access across the campus, and Communications will maintain user- friendly and thorough online and information resources.

2. MODERNIZE INSTRUCTIONAL FACILITIES AND TECHNOLOGIES TO MEET THE CURRENT AND FUTURE NEEDS OF THE COLLEGE

- The College will establish a program for modernization to ensure that classrooms, lecture halls, music rooms, art studios, maker spaces, laboratories, theatrical spaces, libraries, and all student spaces promote excellence in teaching and learning.
- The College will invest in instructional and information technologies in classrooms and laboratory classes.
- The College will complete \$8.5M network upgrades in Marshak and Steinman Halls.
- The College will create and renovate classrooms in order to accommodate academic demand for instructional models that employ larger class sizes.



3. MOBILIZE THE BUILT AND VIRTUAL ENVIRONMENT IN SUPPORT OF RESEARCH

- The College will earmark monies from indirect cost recoveries for research infrastructure support.
- Facilities and IT will increase communication with researchers.
- The College will develop criteria for optimizing utilization of research space across the campus.
- The College will plan effectively to provide adequate space for research staff, facilities, laboratories, and studios, as well as to create greater interaction and collaboration among faculty and researchers with similar or complementary research interests (the CDI model).
- IT will improve access to computers and computational resources, as well as provide adequate technical support for research, scholarship, and creative activity (RSC).

4. ENSURE PROPER STAFFING LEVELS

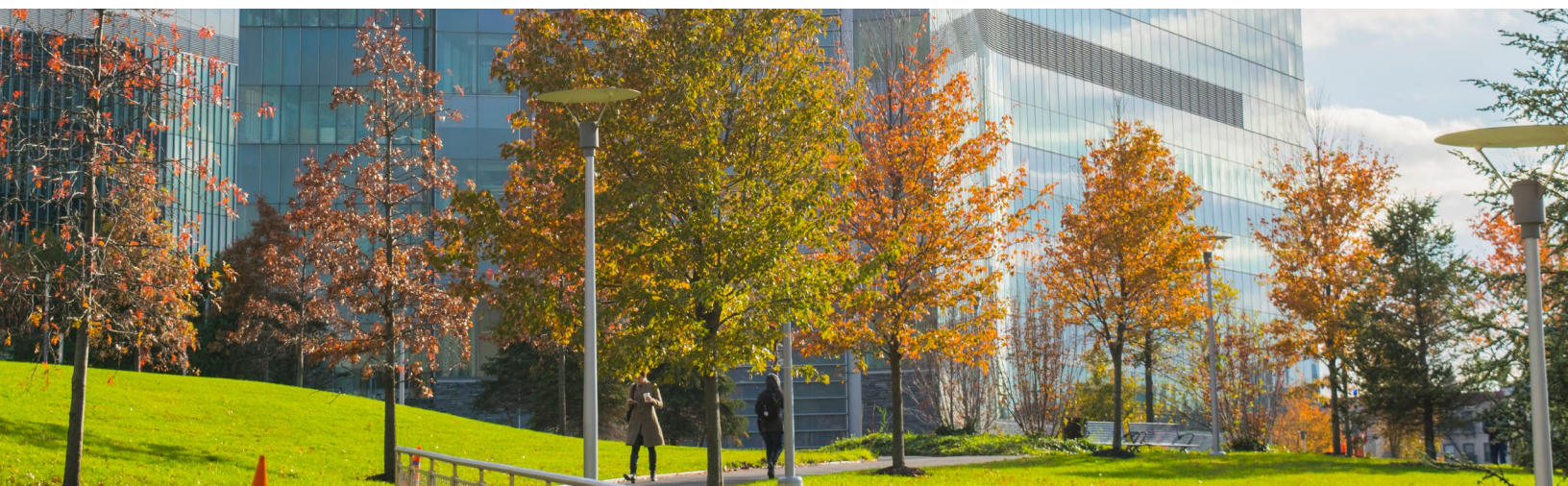
The College will increase custodial and facilities staffing towards nationally accepted levels and determine appropriate IT support models for each division.

5. WORK TOWARD ACHIEVING EFFICIENCY AND ESTABLISH SUSTAINABILITY PRACTICES

In keeping with CCNY's and CUNY's commitments to sustainability, we will develop energy efficiency and sustainability practices in all aspects of campus operations. These will reduce the College's impact on climate change and the local environment, while providing savings in the College's annual energy expenses.

6. MANAGE SPACE EFFECTIVELY

- The College will evaluate and plan space allocations and sharing of spaces to best serve overall needs.
- The College will identify spaces on-campus that require expedited upgrades and/or renovations.
- The College will increase efficiency in instructional space scheduling.



The budget of City College has several components: the so-called ‘tax-levy’ (TL) budget consisting of tuition and State appropriations, indirect cost revenue (IDC) from grants and contracts, and philanthropy. To support the differential costs of providing a state-of-the-art education to its students across the full spectrum of disciplines at CCNY, from the humanities to engineering, and to fully support the success of its faculty and staff, City College will build a financial model that protects the institution from budget fluctuations and cuts imposed externally. We will thereby achieve financial stability within one year and financial self-sufficiency within ten years. In order to accomplish these aims, over the next five years the College will both increase revenue and engage in cost-cutting where it can be done without negative consequences.

1. RAISE NEW PHILANTHROPIC SUPPORT

Philanthropy will be a priority as the College moves forward. With the merging of the 21st Century Foundation and the City College Fund into The Foundation for City College, the Foundation corpus is approaching \$300M. With an inspiring 170-year history and a New York City alumni base, the Foundation can safely estimate raising \$50M a year. To reach this goal, the Foundation has recently adopted its own Strategic Plan. That Plan states:

The College goals for our fundraising operations are ambitious. They include a dramatic elevation of our fundraising targets, an operation that deepens the connection between communications and fundraising that positions the College more prominently in the New York cityscape, and a Foundation that is positioned to work with the College president to identify and invest in strategic priorities. Given the fiscal realities surrounding public higher education in general and the City College specifically, philanthropy and the foundation work needs to evolve into a key resource supporting the College's core mission.

In order to reach the goals below, the first priority for the Foundation is to hire staff to support its fundraising operations.

- In order to reach financial stability by FY20, in FY19 the College will seek to raise \$4M in new, unrestricted philanthropic funds, either from investment earnings on the foundation corpus, or from new cash. For the first time significant funding from the foundation will be used for core College operations, opening a new chapter between the College and the foundation that is a key component of the College's move towards fiscal stability and eventually fiscal independence.

- The College will make CCNY's most exciting research, scholarship, and creative work an asset that will strengthen fundraising among alumni and with philanthropic foundations by aligning the work of the College's Development Office and its academic wing.
- The College will increase the amount of unrestricted philanthropic funds from \$4M in FY19 to \$10M by FY24, through a new focus on raising operating funds for the College in addition to the historical focus of the foundations on raising money for student scholarships and other purposes. This amount includes an estimated \$1M raised for the Annual Fund, which has historically been used to pay salaries at The City College Fund, but with the merger, will now come directly to the College.
- To reach financial independence, the College must significantly increase its revenue stream so that it no longer relies on resources from the State, which today comprise about \$56M.
- As the Strategic Plan for the Foundation proceeds, in years 2-5 the Foundation corpus will increase from \$270M in FY19 to \$330M with the addition of the \$60M in Trusts & Gifts currently held by CUNY, and another \$10M in new money, as outlined in the Foundation Strategic Plan. According to the Foundation spending plan, a corpus of \$340M would provide \$13.6M per year in unrestricted funds to the College. In year 2, the Foundation Strategic Plan calls for raising \$20M, increasing by \$5M per year through year 5 (FY23) when it reaches \$35M. At this time the Foundation corpus will have reached \$450M, providing \$18M per year for College operations. While the baseline goal for the Foundation is a rather conservative increase in funds raised of \$5M per year, there is no reason the Foundation cannot reach \$50M per year by FY23, providing an addition \$2M per year for operations and reaching \$30M in ten years. Such a dramatic change requires a significant increase in staffing in the Foundation in order to rebuild the fundraising infrastructure.

TABLE 1. PLAN FOR NEW REVENUE SOURCES

	FINANCIAL STABILITY WITHIN 1 YEAR	FINANCIAL SELF-SUFFICIENCY WITHIN 10 YEARS
PHILANTHROPY	\$4 Million	\$50 Million per year in gifts, \$ 30 Million annually for the College's operations
TUITION REVENUE	\$1.3 Million derived largely from graduate enrollment	\$3.6 Million from international partnerships
ADULT AND CONTINUING EDUCATION (ACE)	\$1 Million	\$10 Million per year
STATE SUPPORT	\$1 Million	> \$1 Million

2. INCREASE REVENUE FROM ENROLLMENT

A robust summer program simultaneously generates revenue and advances students towards graduation. The College will develop a separate funding mechanism for summer courses so that divisions do not required to spend their fall and spring adjunct budgets to run summer courses, which creates a disincentive to offer courses in the summer.

By focusing particularly on graduate enrollment, which generates more tuition revenue, while also managing undergraduate enrollment, the College will generate more tuition revenue without taxing the campus's instructional and physical plant capacity.

- In year 1, the College will increase graduate enrollment by 200, corresponding to approximately \$1.3M in new tuition revenue.

- The CCNY President has recently created the position of Associate Provost for Graduate Programs (APGP) and the APGP has convened a Graduate Constituent Council (GCC) consisting of the graduate advisors in each division. The APGP and GCC will work together to identify existing programs with growth potential and, together with the College's Communications team, develop an advertising and recruitment strategy for these programs.

- The GCC will identify 3-5 programs with growth potential and for which the value to students can be clearly articulated and is based on data. The appropriate departments will work with Communications to implement a marketing strategy for these programs. The successful implementation of this recruiting plan will serve as a template for other programs with room to grow. Similarly, a small number of new programs that take advantage of existing strengths at CCNY will be developed. These programs will target the overlap between high demand and College expertise.

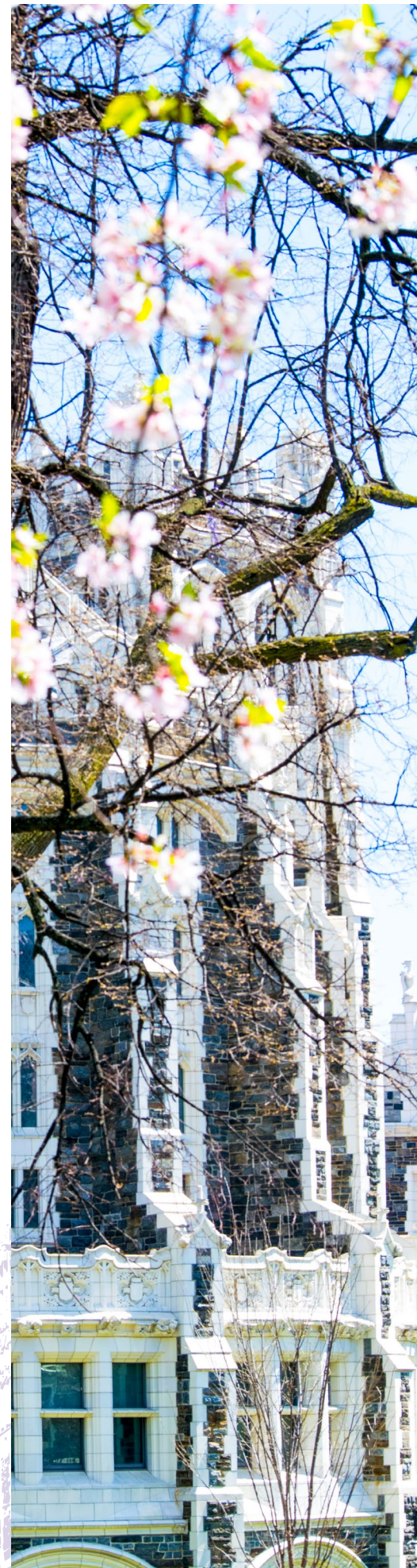
Building on the progress in Year 1, the College will build a brand for master's education at CCNY that focuses on what our Master's programs do for the students who enroll. The College will begin to develop the data to properly evaluate and market its programs. With the appointment of the APGP and the convening of the GCC, this is beginning to change. Each of the members of the GCC have been tasked with assessing the value-added that their Master's programs provide to students. To do this, new procedures for tracking and follow-up will be put in place, including exit interviews (already done in some programs) and follow-up with the graduated students two and five years out. With these data in hand, the College will be in a position to recruit and consider expansion of master's programs that provide clear value to the students. At the same time, the assessment of program value may cause the College to downsize or eliminate some programs, providing room for new master's programs better attuned to the needs of today's students. The College will actively pursue the development of new master's programs with the goal of providing value to the students and revenue to the College. Recent examples of such program development at CCNY include the Branding and Integrated Communications (BIC) Program, the Masters in Translational Medicine, the MA in Study of the Americas with a concentration in Dominican Studies, and a joint JD/MIA degree that links the Colin Powell School's program in International Relations with the CUNY Law School

- In undergraduate enrollment, the College will pursue international partnerships that place students in specific programs where there is capacity, or where capacity can be built. An example is a recently developed partnership with the University of the West Indies where 200 international students would provide \$3.6M in revenue every year and require a pre- specified curriculum that can be funded for a fraction of the revenue generated. Elsewhere, the College will adjust enrollment in undergraduate programs by recruiting and admitting freshmen and transfer students taking account of their proposed major, so that we may shift the enrollment away from over-subscribed expensive areas, primarily engineering, into other, lower-cost areas of the College.

3. GENERATE REVENUE FROM ADULT AND CONTINUING EDUCATION

Adult and Continuing Education (ACE) is an area ripe for growth. The College's revenue from ACE in FY18 was \$140K.

- In FY19 the College will seek to increase the revenue from ACE to \$1M by marketing existing programs and launching new ones. This will be achieved with a new focus on ACE, turning it into a revenue-generator comparable to other CUNY campuses that generate \$10-\$15M annually in ACE revenue.
- The College will hire a business development manager for ACE to develop training partnerships with City organizations and businesses.
- ACE will work with the University Dean for Continuing Education and Workforce Development to identify areas for development in ACE that are also areas of strength for the College. These areas should include adult enrichment programs, drawing on the expertise of the faculty and strengthening ties with the Harlem community.
- Over the next five years, ACE will increase its revenue to \$10M. It will aggressively pursue programs with growth potential, while simultaneously knitting a closer connection between CCNY and the Harlem community by providing programs of interest that will draw our neighbors to our campus. This includes hospitality courses for the growing restaurant and hotel industry in Harlem. ACE will also pursue contract work with businesses that need training for their employees, for example executive language training and cyber security.



4. INCREASE STATE SUPPORT

With Architecture, Engineering and Science strengths, City College has the most expensive programs of all the CUNY campuses. The CUNY funding model fails to acknowledge this fact and treats all of the senior colleges the same. The College, primarily but not exclusively through the College President, will undertake an intensive lobbying effort at the State, City and CUNY level to provide differential funding for our expensive programs. Our aim is to garner \$1M in new state investment in these programs. This lobbying effort has already begun by engaging the local community leaders in support of the College and through discussions with the CUNY Board of Trustees. These will continue, and intensify, when a new CUNY Chancellor takes office.

5. IMPLEMENT A NEW CAMPUS BUDGET MODEL

City College has an operating budget of about \$200M. Approximately one quarter of this budget comes from grants and contracts. Funds from grants and contracts are not allocated by the College, but are associated with specific projects. The remaining three quarters of the budget comes from State appropriations (through CUNY), tuition revenue, indirect cost return (IDC) from grants, and unrestricted philanthropic funds. State appropriations and tuition comprise the “tax-levy” (TL) budget of about \$140M, of which 81% is consumed by salaries. This has resulted in budgets that are largely historical and difficult to change quickly. IDC totals about \$10M, of which about 40% is lost to the Research Foundation in transaction fees, leaving about \$6M for use on campus. Unrestricted philanthropic funds have not been a big part of the College budget in years past, save for the approximately \$1.5M of the President’s Fund for Excellence (PFE), a discretionary fund provided to the president by the foundation. As unrestricted philanthropic funds grow in the coming years, they will become a central part of the operational budget of the College.

To optimize the use of resources, the College will implement a new budget process and budget model beginning in FY20. The process is a series of steps taken each year to determine the available resources and to direct them to campus units. The model determines what fraction of available resources goes to each campus unit. While not all aspects of this process are new, the totality of the process will guarantee that financial resources are aligned with the strategic priorities in this plan.

The following steps will be undertaken to develop the budget model.

- During FY19 each campus unit will undergo a self-study to determine its appropriate level of funding in order to serve students optimally and support faculty and staff. This will be informed by national norms as evinced by the Delaware Cost Study, in which the College will participate.
- The President, Provost, and VP for Finance will develop year-to-year funding trajectories for each unit, based on the priorities laid out in this Strategic Plan. These trajectories will map out how rapidly each unit’s funding level will approach its appropriate level (assumed to be more than the current level for every unit on campus), and will be informed by the model for short- and long-term revenue growth detailed above.

THE ANNUAL BUDGET PROCESS WILL PROCEED AS FOLLOWS:

1. CFO develops 5-year budget projection

The five-year budget projection will map out expected revenue from each College source: State appropriation, tuition, IDC, unrestricted philanthropy. In addition, the plan will map out expected expenses in each campus unit, including contractual step increases and expected retirements and departures. Expected retirements and departures provide an opportunity for the College to redirect resources towards strategic priorities. The projection will encompass three scenarios: optimistic, nominal, and pessimistic, in order to allow planning while incorporating realistic uncertainties in funding.

2. Available resources are allocated across units, guided by funding trajectories

- a. CFO develops preliminary budget allocation, guided by funding trajectories
- b. Provost, CFO meet with each campus unit to discuss preliminary budget allocations
- c. Review Committee approves budget allocations.

3. Each year steps 1-2 are repeated to adjust for reality, and funding trajectories are re-evaluated



The College's current financial situation requires that we make building financial stability (SP5) through revenue generation and, where possible, reorganization and cost-cutting our top priority. We have set forth a multifaceted plan to achieve this stability, and to generate the resources necessary to meet our growth and development goals. Working, as we are, from a posture of financial need does not, however, require that we concentrate exclusively on our finances. Indeed, a plan for the regeneration of our college requires that we execute and refine our mission even as we shore up our financial foundation. To do so requires that we identify areas of work that make subsequent growth possible, that we think of our plan as unfolding over the next five years and ask which elements of it need attention during what period of that time span.

We prioritize the elements of this plan according to three principles. First, we will give our greatest attention to plans that enhance our capacity to execute other elements of our plan. Second, we will invest resources in areas of work that are so critical to the College mission that

we cannot defer attending to them, despite resource scarcity. Third, we will seek out initial objectives that require thought and action, but perhaps less in terms of material or financial resources. As the College stabilizes its financial foundations, we will take on subsequent tasks outlined in the plan, particularly those that require financial investment.

The plan to stabilize our financial foundation requires investment in our philanthropic operation, in adult and continuing education, and in graduate study—with the growth in our philanthropic capacity the most important of the group. For the new Foundation for City College (born of the merger between the College's two foundations) to realize the fundraising goals set forth in its own Strategic Plan and summarized in SP5, it must be properly staffed. Similarly, for ACE to become the revenue-generator that the College needs, it must be strengthened, beginning with the hiring of a business manager to enhance program development. Finally, efforts to increase graduate enrollment through enhanced recruiting efforts and limited development of new programs is a low-cost way to generate new revenue and deliver value to our students.

Elements of this plan that can be undertaken without new financial investment often begin with the reorganization of our apparatus in ways that produce new incentives, mobilize our campus community in new ways, and promote new ways of pursuing our work. The reorganization of research under the CRC, the development of a one stop approach to student support services, and the organization of the CEN all represent efforts in this direction. Working first to build the apparatus, we will then pursue goals enabled by that apparatus.

Other low-cost efforts that will be prioritized promise to improve important elements of our work without great investment. These include many elements of building student success, outlined in SP1, and some of the efforts to support RSC, outlined in SP2. While the College will not be able to make significant strides to enhance the diversity of the faculty until financial stability allows hiring to resume, the efforts to support and retain the faculty we have and the related priority of improving the campus climate, described in SP3, must be an immediate campus priority.

Finally, some efforts will require investment, even in the short term, to pursue objectives vital to the College. Renewing and refreshing our physical plant, described in SP4, will mostly require funding. But much of this funding comes through CUNY for capital projects, independent of the rest of the College budget. CUNY, however, is currently withholding some capital funding because the College has only a

single project manager on staff, limiting the number of projects that can be undertaken. Therefore, the College will prioritize hiring a second project manager so that the pace of physical improvements to the campus can be increased.

Once financial stability is reached, the College will turn to other priorities outlined in this plan and begin to make investments towards faculty and students' success. Rather than setting specific priorities for these investments in this document, plans will be set annually as part of the new College management plan, based on Objectives and Key Results and guided by the goals outlined in this plan. This planning, however, will follow the principles laid out in the above-- making sure to pursue goals in the short term that will enable subsequent progress, identifying and committing to the most important goals at any time, and making the identification of these shorter-term priorities the focus of annual and quarterly planning sessions.

Objectives and Key Results (OKRs) is the management system designed by City College alumnus Andrew Grove when he was at Intel. The system revolves around linking planning to goals (Objectives), and empirically verifiable measures of progress toward those goals (Key Results). OKRs will be established by the College as a whole and by subsidiary units of the College, in annual and quarterly planning sessions. These sessions also include assessments of what happened in the last quarterly or annual cycle, a discussion of how effectively we hit our targets, and what accounted for whatever shortfalls occurred. This process makes the Strategic Plan something of a living document, with an annual and quarterly assessment of priorities and development of strategies in order to reach the goals set forth.

The management system requires, first, that organizations and sub-units focus on key goals, prioritizing those goals over others that may be distracting. Second, the planning process is designed to align goals across the campus, so that various units of the College are not working at cross purposes (a fairly common danger in the self-governing structure of the university). Third, the program calls for frequent assessment. At minimum, assessment is built into quarterly and annual planning sessions. But because OKRs are a matter of public record, supervisors should be having frequent conversations with those who report to them about progress toward goals, and whether achievements in Key Result areas are having the intended effect. Finally, the system encourages organizations to set some stretch goals. For our campus, we are setting our sights on a balanced lean budget in three years, a balanced budget with room for investment in five years, and a level of financial health that allows us stability, no matter what happens in the realm of State funding, in ten years.

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of New York

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