

PROMOTING RESEARCH, SCHOLARSHIP AND CREATIVITY

A Strategic Plan for The City College of New York

2009 — 2013

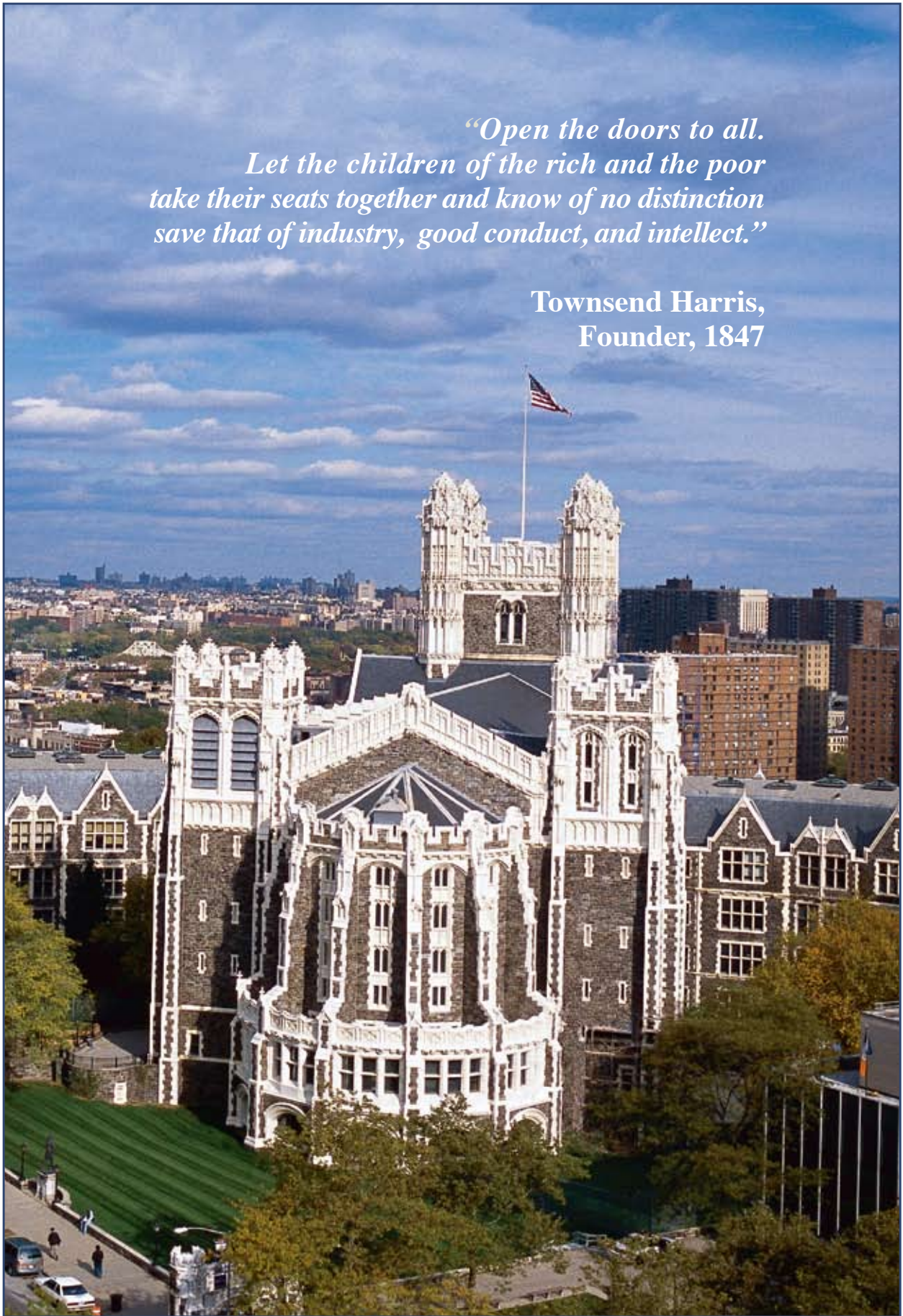


CITY COLLEGE IS **CU**
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the
City College
of New York

*“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.”*

Townsend Harris,
Founder, 1847



MESSAGE FROM THE PRESIDENT

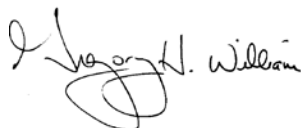
Since its founding in 1847, generations of the children of the working class and new immigrants have gained access to the American Dream through The City College of New York. Along the way they have transformed not only their own lives and the lives of their families, they have also transformed our city and our nation. One hundred and sixty two years ago we were one of a young America's great democratic experiments; today we remain one of its great achievements.

In recent years, under the leadership of City University Chancellor Matthew Goldstein, we have made enormous strides in education and research. We have raised our academic standards and established the Macaulay Honors College at City College. At the same time we have maintained the diversity of our student body; as we have always done, we are bringing underrepresented minorities into leadership positions in government, engineering, education, architecture, medicine and the fine and performing arts in record numbers. Our faculty brought in nearly \$45 million in funded research this year. Our faculty leaders in the humanities and the arts, in the social sciences, and in education and architecture contribute to scholarship and society in so many important ways. Our alumni are supporting us as never before, and our outreach to our community is expanding every day.

Now, in this Decade of Science – when New York State has invested nearly one billion dollars in new construction on our South Campus for advanced research and the College will offer Ph.D.s in science and engineering for the first time in its history – the College and the University are poised to move to the next level.

I am pleased to present the College's strategic plan to promote research, scholarship and creativity at The City College of New York. It presents a bold vision to become a research university and establish a School for the Arts, at the same time that the College continues to strengthen undergraduate education and enhance its ties with the community. The plan is rooted in a partnership with the University, our alumni and supporters, and with every member of the City College community. There has never been a better time than now to move forward, and I look forward to your help and counsel as we build the College for the 21st century.

Sincerely,



George H. Williams



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4.

THE NEXT FOUR YEARS: AN OVERVIEW

Over the last nine years, The City University of New York has moved boldly to fulfill its promise as one of the great public institutions of American higher education. Already the largest urban public university system in the nation, CUNY continues to significantly increase student enrollment and the number of full-time faculty. At the same time, the University has enhanced its regional and national reputation by insisting on “academic rigor, accountability, and assessment, and an unwavering commitment to serving students from all backgrounds and supporting a world-class faculty” (CUNY Master Plan 2008 – 2012). CUNY now enjoys substantial support from New York State and City government as well as an increasingly positive public reputation.

In its Master Plan, CUNY has emphasized the creation of a flagship environment focusing on high quality academic programs, recruitment of outstanding faculty, and the promotion of a Decade of Science. In support of the sciences and engineering, the University has made a considerable investment in recruiting world-class faculty, constructing new science buildings, refurbishing existing facilities, and increasing support for doctoral students.

In implementing the CUNY planning initiatives, The City College of New York has enjoyed a period of renaissance. It has seen a 47% growth in student enrollment, a 65% increase in external research funding, and unparalleled alumni contributions exceeding \$300 million. These achievements reflect the College’s increasingly successful efforts to re-establish its historic position as the preeminent public college in the tri-state area and beyond, and to become a premier urban research institution.

In the spring of 2008, the College attained several important milestones that demonstrate its readiness to embark on an ambitious plan of growth and development:

- A Middle States Commission on Higher Education accreditation visit resulted in a highly positive review, documenting remarkable achievement in demonstrating compliance with educational, managerial and assessment standards.
- CCNY was authorized to grant doctoral degrees in five engineering programs and joint doctoral degrees, together with the CUNY Graduate Center, in four science programs. This resolution was first approved by the CUNY Board of Trustees on February 25, 2008, and subsequently by the New York State Board of Regents and the State Education Department. Finally, Governor David A. Paterson approved the decision on August 19, 2008.
- Construction began on two new \$500 million science research buildings on South Campus, the CCNY Science Building and a CUNY Advanced Science Research Center, to be completed in 2012-13. Together with the New York Structural Biology

Center, which is a NMR research consortium of ten major research universities, the South Campus will become a major research hub in Upper Manhattan.

- The \$90 million building renovation for the School of Architecture, which will house its undergraduate and three recently established graduate programs, neared completion.
- The CCNY Master Plan (2008-2012), aimed at developing projections for student enrollment, faculty size, and classroom, laboratory and public space requirements based on academic program planning, was initiated.

The convergence of these important achievements was the focus of a college-wide retreat, led by President Gregory H. Williams, designed to elicit input from the College community regarding the College's future direction in three critical areas: improving the quality of the academic programs, increasing student success, and enhancing financial effectiveness. The President then directed the Provost and the Review Committee to identify a set of strategic priorities for AY 2008-2012 (the period covering both the construction of the new science facilities and the current CUNY Master Plan) based on the ideas expressed at the retreat and to begin the strategic planning process.

The overriding purpose of City College's planning and development for the next four years is to transform CCNY into a research-oriented institution. The Carnegie Foundation for the Advancement of Teaching defines research universities as those "which offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research." More specifically, according to the Boyer Commission Report on Educating Undergraduates in the Research University (1998), the characteristics of a research university are outstanding faculty, significant graduate enrollment, a research environment, an international orientation, ethnic heterogeneity, and strong liberal arts programs.

CCNY clearly meets these criteria. CCNY leads CUNY in external research funding; it has also outstripped all private universities in the metropolitan area except for the two giant private universities, Columbia and NYU. In recent years, its annual research funding reached \$45 million, exceeding doctoral universities like Brooklyn Polytechnic, Hofstra, Pace, Fordham, St. John's, Adelphi, the New School, and Stevens Institute of Technology. CCNY has 20 distinguished professors, the highest number of any CUNY campus. Eight members of the faculty, including several still-resident professors emeriti, are members of the National Institute of Medicine, the National Academy of Science, and/or the National Academy of Engineering. CCNY also has a strong tradition of excellence in liberal arts education, architecture, and biomedical education. It is one of the most diverse colleges in the country and has an increasing enrollment of international students.



The effort to establish CCNY as a research-oriented university by 2013 will require significant growth in research and scholarship, greater collaboration with New York City and State agencies, interaction with local businesses and industry, improvement in recruiting and retaining both undergraduate and graduate students, and cultivation of a thriving community of learners, scholars, and researchers.

To this end, the College has identified five strategic priorities (SP):

SP1: Increase faculty scholarship and research grants to \$65 million by 2012

SP2: Increase first-year retention rate to 85%, and six-year graduation rate to at least 50%

SP3: Plan academic programs in growth and high demand areas

SP4: Create an atmosphere of academic excitement

SP5: Strengthen ties with the community





This document lays out the College's plan, the overriding theme of which is an urgent need to seize the unique opportunity to transform CCNY from a master's to a doctoral institution in the next four years, while maintaining a strong commitment to student success in undergraduate education. True to our historic mission of access and excellence, with this transformation the College will expand the opportunities of affordable top-quality master's and doctoral education to students from low income and underrepresented groups who have limited access to private universities in the Metropolitan area.

Financing the Strategic Plan is modeled after the Chancellor's successful New York State Compact for Public Higher Education. The implementation of the strategic plan will rely on partnering with CUNY in enhancing support for research, increasing external research funding, reallocating operational resources through reorganization and improved efficiencies, and building philanthropic contributions. In fund raising, City College will follow the recent plans announced by the Chancellor on March 25, 2009, setting a new goal of \$3 billion for the latest phase of the Invest in CUNY campaign.



10.

STRATEGIC PRIORITY 1: Increase Faculty Scholarship and Research Grants to \$65 Million by 2012

The City College has an impressive tradition of offering a high-quality undergraduate education to low-income students from diverse backgrounds, graduating nine Nobel laureates, and ranking with the leading colleges in the nation in producing top U.S. corporate executives. In the 21st century, with growing global competition for a highly skilled and well-educated workforce, graduate and doctoral education will become indispensable in many important fields including science and technology, teacher education, social sciences and creative arts. To this end, CCNY can significantly expand its impact by extending exceptional opportunities for a top-quality graduate education to students of all backgrounds, particularly those from underrepresented groups who might not otherwise pursue advanced degrees.

The fundamental challenge in transforming City College from a master's to a doctoral institution lies in establishing a culture in which a significant research agenda is intrinsic to the mission of all departments and programs. The expansion of the research-oriented environment will require the full participation of both the faculty and the administration. Research-based graduate education relies heavily on its faculty's accomplishments and ability to attract external funding.

While fostering a pervasive research environment, it is important to recognize that the research enterprise varies greatly among academic disciplines. In disciplines which previously attracted limited external support, identification of unique prospects for investment through foundations and philanthropic contributions will be encouraged. For competitive, laboratory-based research areas that have traditionally relied on external funding, additional avenues of financing for faculty salaries and workloads and increasing the level of technical staff support and the quality of research facilities and equipment must be obtained. Federal and state agencies, foundations, business, industry, and alumni will all be pursued as funding sources.

The anticipated expansion of research in all areas will require a considerable degree of attention and coordination at the highest level. In recognition of the increasing complexity that will accompany growing faculty and student participation as well as the anticipated significant rise in research funding, the College will create a position of Assistant Vice President for Research. This individual will serve as the Provost's chief advisor in this area and will provide the requisite college-wide vision to set priorities, encourage collaboration and manage competing needs. The College will simultaneously establish a research caucus comprising faculty and members of the administration under the direction of the AVP to advise and assist in setting and achieving the College's research goals.

The AVP for Research will be charged with supporting development in current areas of research strength as well as developing new ones. In the Division of Science, the Grove School of Engineering (GSOE),

and the Sophie Davis School of Biomedical Education (SBE), the major focus will be on the following research areas:

- **Biomedical Science and Engineering.** Focusing on the diagnosis and treatment of brain disorders, cardiovascular diseases, defects of the musculoskeletal system, nanotechnology and biomaterials, molecular, cell and tissue engineering, and many forms of cancer. Research is done in collaboration with biological scientists from eight of the major medical research hospitals in New York City.
- **Environmental Science; Climate Change; Remote Sensing.** Sponsored by the National Oceanic & Atmospheric Administration Cooperative Remote Sensing Science and Technology Center (NOAA-CREST). Research includes environmental remote sensing of air, coastal water, and land, application of satellite remote sensing in water resources and earth systems, solid waste management, waste water treatment, satellite-based flood forecasting, wetland and reservoir monitoring and protection, watershed management, global and regional water resources, the hydraulics and hydrology of natural flow systems, monitoring and forecasting weather and climate variability and related topics.
- **Macromolecular Assemblies; Structural Biology.** Research conducted in the CUNY Institute of Macromolecular Assemblies in collaboration with the New York Structural Biology Center focusing on assemblies of proteins with membranes and small molecules, protein-peptide and protein-protein interactions, protein-nucleic acid complexes, lipid-lipid and lipid-detergent interactions, polysaccharide-biopolymer complexes, and self-organized nanoscale supermolecular assemblies.
- **Materials Science and Nanotechnology.** Materials research is currently being conducted at the College in several Centers and departments. Within materials, nanotechnology represents a revolution producing unprecedented materials functions for almost all applications. Specific areas of interest are inorganic semiconductors, organic electronic and photonic materials, green chemistry, nano particles and hybrid materials, biomaterials, and nanoscale magnetic materials. Additional research areas include soft materials and complex fluids which possess both solid and liquid-like properties, including polymer melts and solutions, lyotropic and thermotropic liquid crystals, micellar surfactant phases, colloidal suspensions and emulsions.
- **Neuroscience.** Studies include developmental learning, neural mechanisms of cognitive operations, the neural basis of visual perception and the organization of communication, development of sensory maps, the role of neural activity and early

sensory experience in the maturation of auditory circuits.

- **Photonics.** Research focuses on the generation, propagation, deflection, amplification, manipulation, detection, and various applications of light in emerging technologies. Specific areas include optical biomedical imaging and diagnostic techniques, photonic biopsy and pathology, nonlinear optics, tunable solid-state lasers and amplifiers, light propagation through turbid medium, ultrafast laser spectroscopy, Raman spectroscopy and surface-enhanced Raman spectroscopy, novel light sources, nanoscale photonic materials synthesis and characterization, remote sensing and lidars, semiconductor physics and photonic devices, and related fields.
- **Sustainable Energy.** Research conducted at the newly established Energy Institute with special attention to a sustainable energy strategy in which electricity generated from renewable but intermittently available resources and excess night time capacity is efficiently stored and regenerated to power the needs of a largely electric, energy-efficient transportation and residential sector. Development of new electrochemical energy storage systems (e.g. rechargeable fuel cells, solid-state and flow batteries) with unprecedented energy densities, rapid charge rates, and long lives and sophisticated control and thermal management systems.

The College will also enhance areas of traditional and emerging strength in transportation and infrastructure, computer networks and communications, robotics, computational and theoretical physics, and cellular and molecular biology.

In the science and engineering areas listed above, increasing external funding for research and graduate education will be accompanied by a more aggressive recruitment of Ph.D. students. The College has made a commitment to recruit a total of 47 new doctoral candidates each year, 20 in engineering and 27 in science, with a newly established financial support package that will include full tuition remission for five years, health insurance, and a fellowship of \$24,000 per year. The first year's expenses will be covered by CUNY, while the remaining four years are to be sponsored by research grants and other external resources.

With increasing demand for research productivity, the College will no longer subsidize Ph.D. candidates for faculty members without adequate levels of funding support for their students. On the other hand, faculty members will be able to exceed the minimum commitment level of 47 students by providing support exclusively from external grants. On balance, doctoral enrollment is not expected to increase significantly in the immediate future, but support for doctoral students will be competitive and consistent.

Research funding is not expected to be limited to science and engineering. All other academic schools and divisions will develop a comprehensive research agenda that will promote scholarship and will require them to seek greater financial support from governmental agencies, foundations, and alumni. In recent years, faculty members in diverse fields have increasingly sought and received research funding from external sources.

For the past several years, the School of Education has built strength in key areas in mathematics and science education, special education, bilingual education and literacy education. In mathematics education, the School has already demonstrated significant achievement in obtaining support for programs like “Math in the City,” the Rita J. and Stanley H. Kaplan Institute for the Advancement of Mathematics Education for middle school math coaches, and the Carroll and Milton Petrie Foundation Center for the Advancement of Mathematics Education Math Institute for high school assistant principals who supervise mathematics. With the recent hiring of many junior faculty members, the culture to increase grant-supported work has been infused throughout the School of Education. Funding possibilities are being actively explored, supported by a SOE-funded grant writer.

In Humanities & the Arts, the College will begin a process of separating the division into two distinct units. In so doing, programs in the Humanities – which include history, literature, philosophy, languages, interdisciplinary humanities and cultural studies – are positioned to emphasize interdisciplinary, global issues for which government and foundation funding for research and creative activity is available. Specific areas of emphasis will include the Michael and Irene Ross Program in Jewish Studies, Asian and Middle Eastern studies, Hispanic studies, women’s studies, history and philosophy of science and technology, and language translation.



Programs in the creative and performing arts offered through the departments of Art, Music, Media and Communication Arts, and Theatre will be better integrated in a newly established School of the Arts (see SP3). The School will expand the graduate-level programs that it is already developing in electronic design and multi-media, advertising and public relations, and theatre education. The integration of the creative arts programs into a newly established School will further enhance programs in which the College has particularly

excelled, such as film and video, sonic arts, graphic design, creative writing, and museum studies. These programs have been profoundly transformed in the last two decades to operate on an integrative digital and electronic platform. Consistent with the College's location in New York City, its identity within CUNY as a leader in science and technology, and the rich history of arts in Harlem, a high-quality public School of the Arts with integrated, technologically sophisticated creative and performing arts at CCNY will attract substantial corporate and philanthropic support.

In the Division of Social Science, the Department of Psychology has expanded its research in neuroscience in collaboration with the Division of Science. The Division has also obtained significant support for the Charles B. Rangel Center for Public Service and the Colin Powell Center for Policy Studies. The Division offers a new graduate program in Public Administration with a significant service-learning component. Considerable support has also been received for the new Skadden, Arps Honors Program in Legal Studies. Additional research growth will focus on business administration and finance (Department of Economics), international and Middle Eastern studies (Political Science), and geographic information systems (Sociology).

Other programs that may be positioned to attract external interest include architectural and economic development initiatives through the City College Architectural Center (CCAC) in the School of Architecture, foreign language instruction and business related training programs in the Division of Worker Education, and workforce development programs, professional training, and personal growth courses in Adult and Continuing Education.

As departments continue to develop a research focus, it is important to note that there are benefits that accrue to undergraduate as well as to graduate students. Departments in science and engineering have a long history of sponsored undergraduate research programs that should serve as a model in other divisions. Such research offers undergraduate students hands-on experience which enhances their knowledge and skills and develops more diverse career options. These undergraduate research programs also facilitate stronger relationships with faculty, graduate students and undergraduate peers, creating a community of scholars that can help to motivate participants toward graduate study and rewarding careers.

The College must be dedicated to providing and maintaining the sophisticated infrastructure without which research cannot flourish. In consultation with deans, chairs, and researchers, the College will invest in necessary technology and administrative and technical support staff.

The College will support productive departments by introducing a Responsibility Centered Budget (RCB), which offers academic departments increased financial autonomy but also demands greater management responsibility. A RCB would provide research-active departments with substantial flexibility to balance priorities among needs for support staff, competitive salaries, and reduced instructional workloads. At the same time, the departments will be accountable for maintaining student enrollment,

improving retention and graduation rates, and demonstrating superior research performance and effective financial management. As part of this effort, departments will be expected to optimize operational expenses by reorganizing and introducing efficiencies where appropriate. The College is committed to providing consistent investment in faculty hiring, increased start-up for new faculty hires, staff and technical support, and greater return of indirect costs from research grants, allowing departments to plan more effectively.

The College will also support departments by minimizing bureaucratic procedures and administrative reporting requirements that hamper a vibrant research community. However, deregulating burdensome administrative oversight will demand greater responsibility on the part of individual faculty and departments to adhere to essential policies and procedures.

Success in attaining excellence in graduate education and research will be assessed through standards of the National Research Council (NRC). The criteria will include information regarding the characteristics of departmental programs, Ph.D. candidates' recruitment data, performance of doctoral students, formal awards and honors for faculty, and publications and citations data. In departments without doctoral education, the NRC standard will be modified and applied only to relevant indicators.

Recommendations for Strategic Priority 1: Increase Faculty Scholarship and Research

- 1: Recruit four prominent research faculty in science and engineering in the areas of photonics, environmental science, biological sciences, and materials.
- 2: Invest in infrastructure and administrative and technical support staff over the next four years, resulting in permanent and stable additional annual support of at least \$2 million and 25 additional support staff.
- 3: Establish the position of Assistant Vice President for Research as well as a Research Caucus, comprising faculty and members of the administration, under the direction of the AVP.

Expected Outcomes:

- Academic divisions and professional schools will be fully engaged in efforts to increase funding for research, scholarship, creative work, workforce development, and training programs. Projected increases over the next four years are shown by academic division/school according to the following distribution:

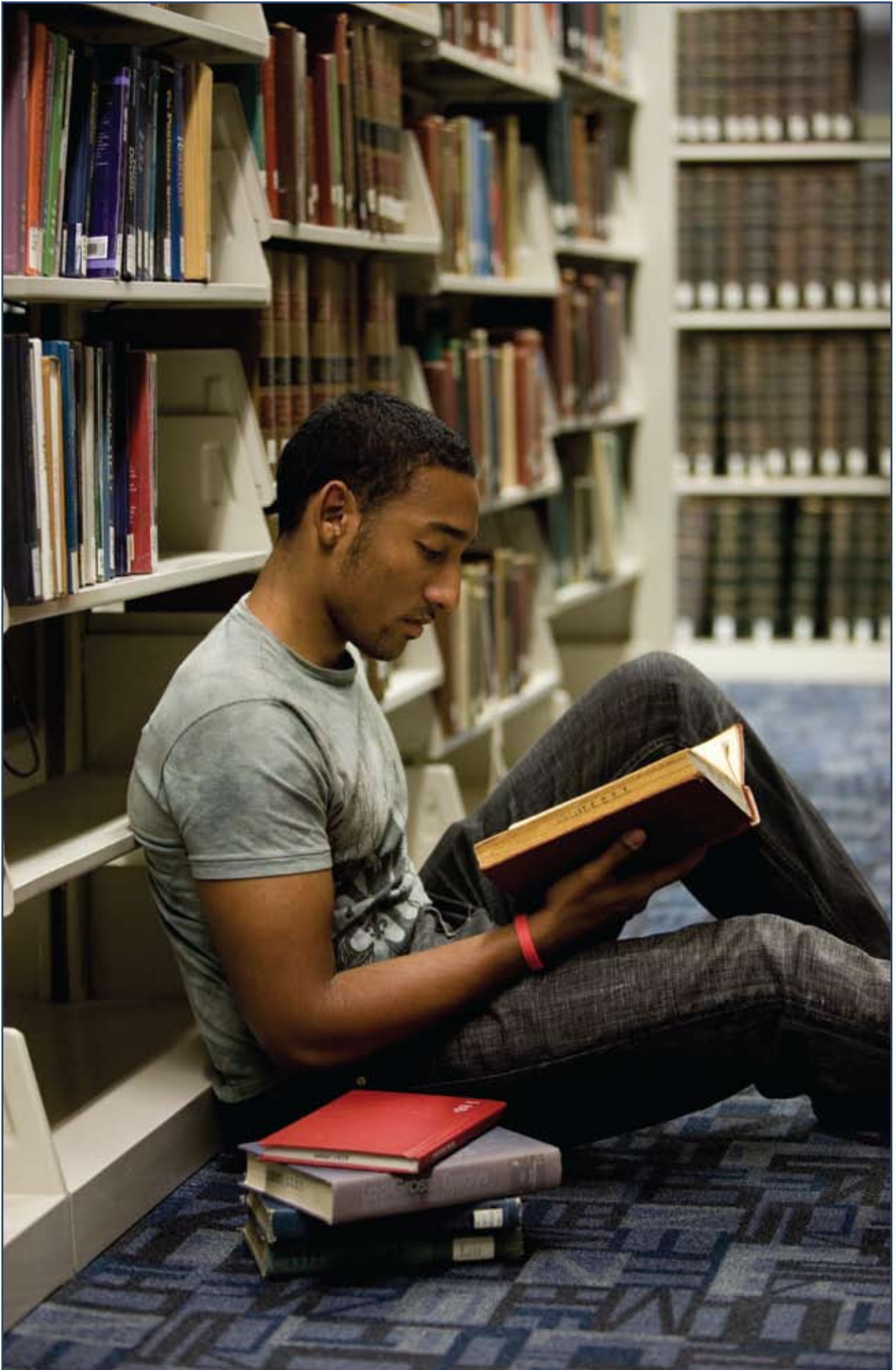
Table 1.1: Projected External Research Funding (\$ millions)

Division/School	ACTUAL		PROJECTED			
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
DWE			0.1	0.1	0.3	0.5
Humanities & Arts		0.02	0.1	0.2	0.4	0.9
Science	15.79	11.56	12.0	13.5	15.0	16.5
Social Science	1.43	1.58	2.0	2.5	3.0	3.5
Architecture	0.15	0.05	0.1	0.2	0.4	0.6
GSOE	15.17	23.89	24.0	25.0	26.0	27.0
SBE	2.84	1.97	2.0	3.0	4.0	5.0
SOE	4.78	3.35	4.0	5.0	6.0	7.0
A&CE	1.39	1.69	2.0	2.5	3.0	4.0
TOTAL	41.55	44.11	46.2	52.0	58.1	65.0

- Improved recruitment of doctoral students by offering competitive and stable financial support. Projected doctoral enrollment is shown below:

Table 1.2: Projected Doctoral Student Enrollment

Division/School	ACTUAL		PROJECTED				
	2006	2007	2008	2009	2010	2011	2012
GSOE	220	202	194	189	187	184	183
Science	141	136	133	143	154	167	175
Psychology*	123	123	127	129	131	131	133
TOTAL	484	461	454	461	472	484	491



STRATEGIC PRIORITY 2: Increase first-year retention rate to 85% and six-year graduation rate to at least 50%

Expansion of the research environment in no way lessens the College's commitment to its undergraduate students. To meet its historic promise to provide the pathway to the bachelor's degree, the College has devoted substantial resources to identifying both positive and negative factors affecting student outcomes. In recent years, the College has used the results of these studies to better match admissions requirements with successful learning outcomes. Nevertheless, while student recruitment and enrollment has been growing dramatically, improvements in retention and graduation rates have not kept pace.

A recent analysis of a freshmen cohort revealed two factors that outweigh others in predicting long-term retention and graduation at the College: academic performance and credit accumulation in the first college year. Further analysis reveals that introductory freshman courses that place a premium on college readiness by emphasizing traditional study habits are especially predictive of retention at the College. Such results are consistent with large-scale retention studies conducted at other colleges.

These results indicate that, to be successful, retention efforts at CCNY must be directed toward improving habits of good scholarship. Students have to be convinced that their college education is their top priority, unrestricted by other activities including outside employment. Strategies for improved retention rates will focus on both new and continuing students.

The New Student Seminar, a mandatory course for all new freshmen, will be redesigned as a one-credit course emphasizing study skills, time management, financial management, technology, communications, CCNY history, campus pride, and familiarity with campus resources. Mid-term assessment will be fully implemented in the Freshman Inquiry Writing Seminar – a first-semester six-credit course required of all freshman students – and in critical large-enrollment introductory lecture courses. Academic advisors will be deployed as soon as students are identified as being in academic difficulty.

The College will continue to address low pass rates in required introductory courses, particularly in mathematics and science – so-called “killer courses.” Peer-tutoring services will be expanded and, where appropriate, teaching teams headed by a faculty member with experience in the pedagogy of the discipline will be created.

Under the aegis of the CUNY-sponsored Black Male Initiative, African-American males, a group shown nationally to be at particular risk, will be recruited from freshman courses for participation in



a variety of activities, including interactive workshops focusing on scholarship opportunities, development of a support network, connections to student associations, and discussion of issues of special relevance to Black male undergraduates.

Efforts to develop excellent study skills will be complemented by academic advising at all levels to ensure satisfactory student progress. Mandatory advising will be tailored to students in their first two years at the College. Transition advising for undeclared majors prior to declaring a major will be provided. For students with over 80 credits, graduation checks will be available; this will provide students with enough time to fulfill any general education, foreign language, or major deficiencies that might prevent timely graduation. Finally, students who have accumulated sufficient credits but have not yet applied for graduation will be contacted and offered assistance in resolving any issues delaying graduation. Degreeworks, the degree audit system, will be expanded to all academic programs.

A major effort will address improvement in administrative services related to student success. Financial aid processing, course scheduling – especially in high-demand areas and general education – and timely and accurate communication of information to students are in need of continual evaluation and improvement. A significant step will be to centralize advisement, enrollment, and payment during the registration period so that students can easily resolve problems in one location.

One of the most frequently cited reasons for abandoning studies or moving from full- to part-time study is financial distress. It is important, therefore, for the College to institute measures to provide students with options that help them to persist in full-time study. Additional outreach to students to acquaint them with loan opportunities and ways to maximize their financial aid benefits are critical.

The College will implement campus-wide customer service training for staff and a computerized complaint referral system to assist students in resolving problems; this referral system will help the College identify and eliminate bureaucratic and academic impediments that may derail student progress.

Ultimately, changes in study habits, advising, and administration will have a positive effect on retention. However, there is a less tangible but equally important aspect to this effort – building a sense that students and their parents are an integral part of the City College community. A number of activities to build a community of support will be instituted, including:

- A two-day orientation program to help newly admitted students make a smooth transition to the college environment.
- A transfer-student orientation program to help students become familiar with City College programs and practices.
- An annual Major's Month designed to educate students about various majors and to encourage them to declare a major.
- Parents Day, hosted by the President, at which parents will be invited to a variety of on-campus events including divisional activities and information sessions on career opportunities for their children.



Recommendations for Strategic Priority 2: Increase Retention and Graduation Rates

1: Freshman focus: emphasize excellence in scholarship through new student orientation, mid-term assessment, peer-led team study, and support for the Black Male Initiative (BMI). Recruit an experienced mathematics educator.

2: Continuing students: provide guidance for graduation through tailored advising, transition advising for undeclared majors, degree audit services, and an aggressive graduation drive.

3: Implement a customer service system; improve administrative services especially in financial aid, academic advising, and registration.

Expected Outcomes

- Projected increase in first-year retention rate of 1-1.5% annually.
- Projected increase in six-year graduation rate of 2.5-3% annually.
- Projected increase in undergraduate FTE enrollment up to 10,398 by Fall 2012, without increasing student enrollment significantly.

Table 2.1: Projected Undergraduate FTE Enrollment

Division/School	ACTUAL			PROJECTED			
	2006	2007	2008	2009	2010	2011	2012
DWE	343	342	355	360	365	370	375
Humanities & Arts	3292	3764	3688	3897	4100	4288	4477
Science	1624	1856	1917	1961	2004	2048	2092
Social Science	1405	1519	1526	1581	1622	1652	1690
GSOE	797	830	897	943	990	1038	1086
SAUDLA	228	210	226	217	207	191	184
SBE	345	345	345	345	345	345	345
SOE	111	131	136	139	142	144	147
TOTAL	8145	8997	9090	9443	9775	10076	10396





STRATEGIC PRIORITY 3: Plan academic programs in growth & high demand areas

The desire of academic departments to enhance their research agendas first requires program optimization to ensure that students have sufficient access to course requirements to complete the degree in four years. With greater efficiency in program design, faculty will be able to fulfill the teaching needs of the program and still have time to devote to research and scholarship. Administrative support will be influenced by the ability of the department to demonstrate success in achieving efficiency of resource allocation resulting in an increase in research productivity as well as increased student retention and graduation rates.

The College intends to review its current offerings with a view to strengthening successful programs and revamping or eliminating programs that no longer attract student interest. This measure is aimed at removing unnecessary obstacles in the path to degree completion and optimizing instructional costs by reducing reliance on adjunct instructors. This revision will benefit both students and faculty by guaranteeing robust academic offerings while eliminating marginal courses and programs that impose unnecessary requirements on students and an unnecessary instructional burden on departments.

Because of their unique dependence on non-traditional study and interdepartmental faculty collaboration, interdisciplinary programs are particularly vulnerable to becoming outdated. When robust, however, the same characteristics enable interdisciplinary programs to be nimble in focusing research on areas of current interest, where they may be well-positioned to attract funding from government agencies and foundations. Over the next two years, the College plans to review the effectiveness of these programs, based on student demand, enrollment, and management efficiency. Non-viable programs will be suspended and resources will be re-directed toward enhancing the offerings and research activities of vibrant programs and toward new programs of faculty and student interest.

City College's Study Abroad program offers an additional dimension to students' experiences through high-quality, high-impact service-learning internships, which allow students to work in developing countries that need human resources. Student work in these countries, currently Rwanda, Sierra Leone, Tanzania, and the Dominican Republic, often comprises the foundation of student research that culminates in an undergraduate thesis. It also often forms the basis of student essays for graduate school admission or for applications for student research grants. The College will support the expansion of the study abroad programs by identifying additional funding sources to provide assistance to students who require financial support to take advantage of these outstanding research opportunities.

In graduate programs, the College intends to increase its recruitment efforts and ultimately its enrollment by at least 25%. This enrollment growth will be achieved by improving recruitment of undergraduate students into existing graduate programs and developing new professional graduate and certificate programs.

In recent years, the College has introduced new master's degree programs in several disciplines. In the School of Architecture, new graduate programs have been established in architecture, urban design, and landscape architecture. In Humanities & the Arts, a new Master of Fine Arts degree program in Creative Writing was added in the Department of English and, in collaboration with the School of Education, a Master of Education in Theatre Education was established. The Division of Social Science implemented a new master's degree in Public Administration and a highly popular program in psychological counseling housed in the Psychology Department. Finally, the School of Education introduced a new program in Spanish Education.

Additional graduate degree programs are currently under development, including: a Master of Science in Sustainable Design (a collaboration of Engineering, Architecture and the Division of Science); a Master of Arts degree in the Study of the Americas through the Division of Worker Education; and an Interdisciplinary MA Program in Humanities & the Arts.

The College also plans to expand graduate degree programs in professionally oriented areas that will stimulate student interest and respond to business and industrial needs in the Metropolitan area. Specifically, the Division of Science and the Grove School of Engineering will develop accelerated degree programs that address the needs of local industries in biotechnology, infrastructure management, and communication systems; the Division of Humanities & the Arts will develop new programs in advertising and public relations as well as electronic design and multimedia; and the Division of Social Science will add programs in Middle Eastern studies and financial management.

New graduate certificate programs will be introduced requiring 4-5 graduate courses in relevant disciplines. Examples of attractive professional certificate programs under consideration include museum studies, multimedia technology and web design, finance and engineering management, journalism and technical writing, Middle Eastern studies, and a summer portfolio in architecture.

In the creative arts, the College proposes to significantly strengthen its already strong programs by establishing a School of the Arts, under its own academic dean and comprising the current departments of Art, Music, Theatre, and Media & Communication Arts (MCA). This reorganization would establish the only public school of the arts in New York City. By combining programs in sonic arts, electronic design and multimedia, and film & video that rely heavily on sophisticated digital technology, the School would benefit from greater efficiencies in purchasing and using state-of-the-art digital equipment, outfitting studio spaces, scheduling courses, and fostering meaningful collaboration among faculty. It is anticipated that a consolidated School of the Arts will present a more attractive opportunity for support from foundations and alumni than will disparate though excellent programs. Once the School of the Arts achieves accreditation (projected to 10 years following its establishment), it 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.

Recommendations for Strategic Priority 3: Academic Programs in High Growth Areas

1: Reorganize undergraduate programs and instruction: optimize instructional costs by streamlining academic programs.

2: Increase graduate enrollment by improving recruitment; develop two new graduate or certificate programs each year.

3: Establish the School of the Arts consisting of the Departments of Art, Music, Theatre and MCA reporting to an academic dean.

Expected Outcomes:

- Reduce adjunct instruction by \$500,000 by 2012 by reorganizing General Education and improving effectiveness of instruction.
- Increase FTE enrollment in graduate programs according to the following distribution. Headcount is expected to reach 4,000 by 2012.

Table 3.1: Projected Graduate FTE Enrollment

Division/School	ACTUAL			PROJECTED			
	2006	2007	2008	2009	2010	2011	2012
DWE					20	30	40
Humanities & Arts	211	198	227	253	274	295	315
Science	211	228	146	154	160	168	175
Social Science	163	165	196	218	238	258	277
GSOE	227	299	239	246	255	262	297
Architecture	87	93	75	86	95	111	117
SOE	593	711	640	702	783	865	946
TOTAL	1492	1694	1523	1659	1825	1989	2167



STRATEGIC PRIORITY 4: Create an Atmosphere of Academic Excitement

One hallmark of research institutions is a vibrant academic, cultural, and social atmosphere, with high levels of student and faculty engagement and interaction. Transforming City College, traditionally a commuter campus populated by a student body with significant outside commitments, into such an environment presents a daunting challenge. Nevertheless, as the College moves into this exciting next phase, it envisions some immediate steps to create such an atmosphere as well some longer-term measures that will require resource investment and Master Plan implementation. To this end, the College will engage in meaningful development and coordination of exciting programs and major events and in upgrading the quality of College facilities and public spaces.

Currently, the College sponsors numerous high-quality lectures and events each semester, but participation by students, faculty, and alumni is not always consistent. A few salient examples include the prestigious Samuel Rudin Distinguished Visiting Scholar Lecture and the David Dortort Lecture in the Dramatic Arts, the Division of Worker Education's Distinguished Professor Lecture Series, an annual Architecture Lecture Series, art and photography exhibits, the MCA Film Festival (City Lights), lectures on Nobel Prize winners and their research achievements, the Stanley Katz lectures in Chemical Engineering, the CCNY Jazz Festival, the Poetry Festival and the Rifkind Center lectures in the humanities. In addition, many academic departments and programs, such as the Levich Institute, the Colin Powell Center, the Departments of Physics, Biology, Foreign Languages & Literatures, and English, the Library, the Ross Program in Jewish Studies, and the International Studies and International Relations Programs, hold regular seminars, lecture series, and colloquia.

To further enrich College life with a vibrant and exciting academic environment, the College will focus on three main areas: (1) expanding participation in academic and cultural events by improving scheduling and coordination, boosting dissemination of information, and increasing involvement of undergraduate and graduate students, (2) improving the quality of academic spaces serving students and faculty and public spaces for recreation and major events, and (3) establishing the CCNY Performing Arts Center.

Increasing participation in academic enrichment activities and major College events can be achieved by a well-managed calendar which will optimize availability and reduce scheduling conflicts. It will take into account both major College events and smaller departmental lectures. Dissemination of event information will include an active website, printed information, and periodic brochures. Student involvement will be increased by coordinating relevant events with appropriate academic courses, benefiting both faculty and students. The College will also promote faculty and student scholarship and research by publishing an annual CCNY research magazine.

Improving the quality of academic facilities and public spaces for recreation and special events will be carefully incorporated into the Master Plan. The primary components of the Master Plan include the

impending move of the School of Architecture from Shepard Hall into its new building, the renovation of Marshak Hall, and the construction of the City College Science Center and the CUNY Advanced Research Science Center. These projects will greatly improve space availability at the College and present attractive new possibilities for improvements of academic spaces and an upgrade of the North Academic Center (NAC).

Space improvement will also result in greater interaction between faculty and students. The integration of student and faculty departmental spaces has been implemented effectively in a number of programs such as Architecture, Biomedical Engineering, and Jewish Studies, creating a welcoming and supportive environment for students. The Master Plan will incorporate plans for renovation of departmental offices, student facilities and lounges, and students clubs. Professional student clubs and student lounges will be incorporated in the design of departmental offices.

To foster greater community interaction, attention will be paid to the development of more attractive public spaces for recreation. Examples include the terrace area in Marshak and the east-side elevated patio of the NAC, which can be developed as an outdoor or indoor café with internet access. Additional landscaping as well as the continuous conversion of discolored windows will further accentuate the beauty of the campus.

There is also an urgent need to upgrade the quality of spaces in the NAC. This building houses 15 academic departments, more than 200 faculty, and over 100 instructional classrooms and computer laboratories. The College will embark on a systemic improvement of classrooms and instructional technology. Attention will also be given to effective space allocation, ensuring that prime spaces are fully exploited in support of academic and social activities.

In keeping with the CCNY's and CUNY's commitment to sustainability, students, faculty and staff play an active role in the College's CCNY Green initiative and in the development of a climate action plan that will guide the implementation of sustainability in all aspects of campus operations, including new and renovated spaces.

Finally, the centerpiece of a vibrant campus will be a new Performing Arts Center. The Center, located in Aaron Davis Hall, will be administered by the School of the Arts. The Center will provide a state-of-the-art screening room for film festivals, a theater, and community space for cultural events. This plan will require significant investment for renovation of the building, but it can also become a source of new revenues.

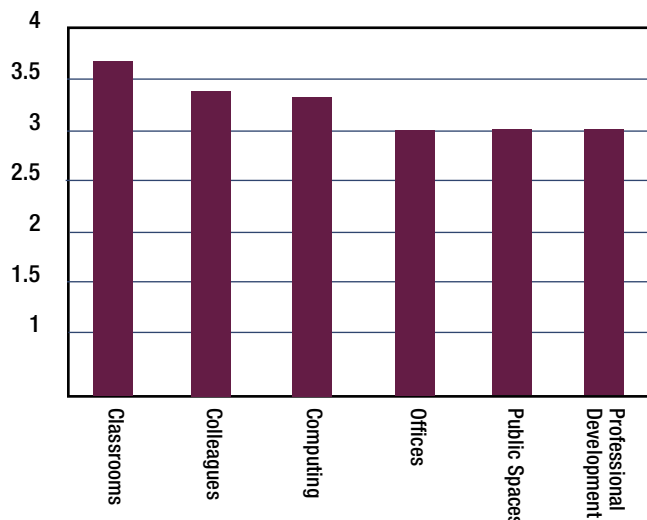
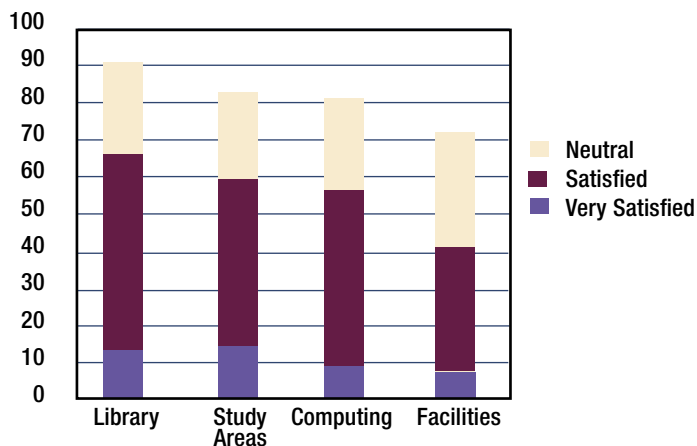
Recommendations for Strategic Priority 4: Create an Atmosphere of Academic Excitement

1: Enrich College academic, cultural, and social events and expand participation of students, faculty, alumni, and the local community.

2: Upgrade the quality of space for students, faculty, academic departments, and public areas.

3: Establish a Performing Arts Center as part of the School of the Arts.

Expected Outcomes:



- Measurable increase in student satisfaction with specific categories related to their academic experience. A Student Satisfaction Survey (shown for 2008) will be conducted annually to assess progress. The combined percentage of students who are both Very Satisfied and Satisfied with each service category will increase annually by at least 3%. In addition, in response to the question: "If you had to start over, would you select CCNY?" 28% responded with Definitely Yes and 50% with Probably Yes. The combined response will increase by 2% annually.

- Measurable increase in faculty satisfaction with a set of work related conditions. A Faculty Satisfaction Survey (shown for 2008) will be conducted annually to assess annual progress. Responses are based on the following scale: 4 – Strongly Favorable; 3 – Favorable; 2 – Unfavorable; 1 – Strongly Unfavorable. The numerical indicator in all categories will increase annually by 0.2.



STRATEGIC PRIORITY 5: Strengthen Ties with the Community

Strengthening productive and supportive relationships with residents and leaders of the immediate neighborhood as well as with city and state branches of government is especially important during a period of change and transformation at CCNY. Future developments at City College will increasingly depend on the understanding and support of public officials, and business and industry leaders. In turn, the College can become a center for research and development and contribute significantly to workforce development and economic growth.

Currently, CCNY offers services to the community through several important programs. A few examples include: Adult and Continuing Education, which has been providing educational programs for adult learners, professional development courses, and training workshops; The City College Architectural Center (CCAC), affiliated with the School of Architecture, which offers technical help and advocacy in the planning and design of architectural projects to community groups concerned with physical and economic development of their neighborhoods; and the Physicians Assistant Program in SBE, which offers services in collaboration with the local Harlem Hospital. Also, the CUNY College Now Program in the School of Education allows qualified high school students in upper Manhattan and the Bronx to enroll in courses that earn college credit and provides academic enrichment, giving students the foundation for academic success. The Mathematics in the City program is a national center of in-service training for K-8 mathematics education. Finally, West Harlem Community Radio (WHCR) offers informative topical and cultural programs to the Harlem and Washington Heights communities. Both the Colin Powell Center for Policy Studies and the Charles B. Rangel Center for Public Service host service learning and internship programs that match CCNY students with local non-profit agencies and government offices.

In the area of research and economic development, the College has several important programs and centers which make significant contributions to the city and the state. The Center for Water Resources and Environmental Research investigates pollution movement, surface water and groundwater clean-up, wetland preservation, watershed management, hydraulics and hydrology of natural flow systems, and ecology preservation. The CUNY Institute for Municipal Waste Research in the GSOE assists urban communities in finding and implementing solutions to municipal waste through research on the generation, treatment, recycling and disposal of municipal waste. The CUNY Institute for Transportation Systems in Civil Engineering trains transportation planners, engineers and managers in design, operation, and management of transportation systems to protect the environment. The CUNY Institute for Urban Systems identifies solutions to issues like aging capital stock, environmental sustainability, and urban economic competitiveness, and develops plans for the managing of infrastructure systems by public agencies. Finally, the New York State Center for Advanced Technology (CAT) works with “for-profit” New York State companies to solve production, applied research and development, and technical problems in photonics applications. It is supported by the New York State Foundation for Science, Technology & Innovation (NYSTAR).

Expanding linkages with community organizers, public officials, and business leaders will open new opportunities for joint efforts to secure additional funding which will benefit both the College and the community. It will provide additional support for educational, social, and cultural programs at CCNY, and in turn will stimulate economic growth and development that will serve the neighborhood, the city, and the state. By reaffirming its commitment to serve as a member of and resource for the community, the College can enhance public and legislative support for the growth of its academic and research programs.

Thus, the College's effort will consist of three major initiatives: (1) coordinating and expanding programmatic services, (2) bolstering communications and public outreach, and (3) stimulating workforce and economic development.

An Office of Community Affairs (OCA) will be established to serve as a direct link between the College and external entities. This office will oversee the development of short courses and distance learning programs and explore the creation of new courses devoted to community institutions, such as the Apollo Theater, Metropolitan Museum of Art, New York Historical Society, Harlem Hospital, and the New York Stock Exchange. CCNY students will be encouraged and recruited through relevant academic disciplines to participate in programs of mutual interest with local high schools and community groups. OCA will also cultivate and strengthen relationships with public officials and business leaders in an effort to develop industrial collaborations in applied research and training.

A stronger emphasis on more effective communications and public outreach will require expansion of CCNY print and electronic media. A new website will facilitate interactions and partnerships by linking community members and organizations with opportunities in existing and new College programs, projects, and services. It will also offer relevant information regarding student recruitment, employment opportunities at the College, student employment opportunities in the neighborhood and beyond, and links to supportive foundations and relevant city and state institutions. The site will maintain a community calendar of programs and events at the College and in the neighborhood. Electronic communications will be frequently supplemented with periodic newsletters and relevant brochures.

The College's research centers and institutes, as well as its academic programs, can further enhance services for the community and stimulate economic development in the city and the state. They can develop collaborative programs with business clients, industrial sponsors, and community organizations, and provide innovative technical assistance to City and State agencies. At the same time, these collaborative programs will offer both undergraduate and graduate students practical experience and exposure to professionals in business and industry. The recent development of a new program in Sustainable Design involving the Grove School of Engineering, the Division of Science, and the School of Architecture, will allow the CCAC to expand its activities in the area of energy conservation for the local community, the City and the State.

- 34.** Scientific and technical centers include the Center for Information Networking and Telecommunications, which involves faculty and researchers from electrical engineering, computer science and economics in

developing telecommunications and information distribution system solutions for high speed, multi-media, integrated wired and wireless networks; the New York Center for Biomedical Engineering, a consortium of New York City medical research institutions that facilitates collaborative biomedical engineering research including translational technology development; and the CUNY Institute for Ultrafast Spectroscopy, a renowned multidisciplinary research laboratory promoting research and education in photonic and laser technologies for scientific, engineering, medical, and industrial applications.

In areas of public service and public policy, the Charles B. Rangel Center for Public Service serves as a leading authority on preparing members of under-served communities for careers in government and the non-profit sector through mentoring, rigorous academic programs, research, internships and financial support. The Colin Powell Center for Policy Studies bridges academia and policymaking through policy research and programming; special emphasis is placed on engaging students within programs to build a generation of public policy leaders from traditionally underrepresented groups. The CUNY Dominican Studies Institute is devoted to the study of the Dominican diaspora in the U.S. and elsewhere, using interdisciplinary and comparative studies to research and chronicle their human experiences. Finally, the Rifkind Center for the Humanities promotes cultural events in the humanities by providing faculty research support, organization and sponsorship of special events, and school outreach programs.

Recommendations for Strategic Priority 5: Strengthen Ties with the Community

1: Establish an Office of Community Affairs (OCA) under the existing Office of Urban and Governmental Affairs to coordinate community programs and education.

2: Expand programmatic, research, and economic development programs through the College's Research Centers and CUNY Institutes. This will be a joint effort between OCA and the AVP of Research.

Expected Outcomes:

- Increase funding for community related activities from about \$2 million in 2008-09 to about \$4 million in four years. The funding will support the Performing Arts Center, renovation of public spaces, A&CE programs, and special events.
- Develop and implement a quantifiable assessment method that will measure the vitality and impact of community related programs and activities. Assessment indicators will be identified to demonstrate annual improvements in effectiveness of community related programs.



FINANCING THE PLAN

The method of financing the strategic plan will be modeled on the Chancellor's successful New York State Compact for Public Higher Education. In much the same way, CCNY will partner with CUNY in enhancing support for research, increasing external research funding, reallocating operational resources through reorganization and improved efficiencies, and building philanthropic contributions. City College played a vital role in the first phase of the Invest in CUNY campaign, helping the University achieve its initial goal of \$1.4 billion. The College will continue its rigorous fundraising during the next phase of the CUNY campaign with its new goal of \$3 billion, announced by Chancellor Matthew Goldstein at his March 25, 2009 press conference.

The financial plan will rely on four funding sources:

- 1. Increased support from CUNY.** CUNY's increased support will consist primarily of funds for recruitment of prominent research faculty leaders, start-up requirements, construction funds for indispensable new laboratory and research facilities, and additional technical support staff.
- 2. Savings associated with internal reorganization and operational efficiencies.** These savings are estimated to provide close to \$2 million over the next four years. About \$1 million will be reallocated to increase technical and administrative support for productive research programs or departments.
- 3. Increased external funding for research.** Increasing external funding for research to \$65 million annually will enable the College to attract first rank-graduate students as well as faculty, and will be reinvested to support ongoing and new research.
- 4. Support from foundations and other philanthropic sources.** The plan identifies the need to provide investments in support of new faculty hires and facility improvements. To this end, greater fundraising efforts will be directed toward establishing endowed chairs for prominent faculty, endowed professorships to retain and attract excellent faculty, development funds for new faculty, and graduate fellowships for doctoral students. In addition, philanthropic prospects will be invited to name spaces in the new buildings, providing additional support for facilities.

The financial plan outlined here describes the minimum additional investment required to realize the Plan, while maintaining current support levels for cluster hiring, laboratory renovations, and ongoing improvement projects.

Strategic Priority 1: Four prominent faculty members will be recruited: one in Fall 2010, another in Fall 2011, and two in Fall 2012. The start-up investment will be about \$1.5 million per faculty member on average. An AVP for Research and an administrative assistant will be hired in 2009.

At least 25 additional technical and administrative support staff will be hired to support faculty research. The increase will include Research Associates (RA), departmental administrative support staff or Higher Education Assistants (HEa), and technical support staff including Research Assistants (Ra) or Information Technology Specialists (IT). The funding for full-time staff positions is cumulative in the College's base budget; the budget summary only indicates the first year of implementation.

Additional funding will be allocated for maintenance and equipment. Increased research activity will generate additional revenues estimated at \$200,000 for 2008–09 and increases of approximately \$725,000, \$1,250,000, and \$1,900,000 respectively for each of the subsequent years.

Strategic Priority 2: Support for freshman orientation, mid-term assessment, peer-led study, and other advisement activities will require an initial investment in hardware and software development and consistent support for part-time staff. Supported activities will include a one-time investment in developing computer tools, part-time staff support, and one full-time advisor. A mathematics educator will be recruited at an associate or full professor level to lead freshman and sophomore mathematics instruction.

Customer service improvements will require ongoing investment in supporting computer related services, support for part-time employees hired during critical periods, and support for receptions and special events. Total investment for the additional services is estimated at \$200,000 per year.

Increases in FTE enrollment both at the undergraduate and graduate levels will increase tuition collection and will generate additional CUTRA (City University Tuition Reimbursable Account) at an estimated \$1,500,000 per year.

Strategic Priority 3: Savings in instructional costs will be based on two factors: increased released time funding from external research grants and savings resulting from streamlining academic programs. These savings are estimated as \$150,000 for 2008-09, \$250,000 for 2009-10, \$350,000 for 2010-11, ultimately reaching a stable permanent savings of \$500,000 per year. Revenues from increases in graduate enrollment are included in the estimated CUTRA amount in SP2.

Establishment of the School of the Arts will begin in 2009 after an initial reorganization period. It will require hiring a Dean and an administrative assistant. Subsequently, two additional HEa positions will be established and the operating budget will be increased incrementally to a final level of \$200,000 per year for equipment and supplies.

Strategic Priority 4: Support of dissemination and coordination of public events and academic activities will be funded at increasing increments of \$50,000 per year up to a final level of \$150,000. Improvement of student spaces and upgrades to the NAC will be incorporated into the Master Plan and funded separately.

The establishment of the Performing Arts Center will require a significant investment to renovate Aaron Davis Hall. Initially, the building will need significant structural repair and the three theatres and the lobby art gallery must be upgraded to meet New York City safety codes. This can be done in three phases: (1) the building must be architecturally and structurally assessed, particularly in terms of significant water damage sustained and the functionality of the HVAC systems; (2) the lobby art gallery and Theatres A, B and C must be brought up to code, and (3) the theatre spaces need technological and aesthetic upgrades. A minimum investment of \$2 million per year over five years will be needed to complete the renovations.

Strategic Priority 5: The establishment of an Office of Community Affairs will require hiring a professional and an administrative assistant to coordinate activities with A&CE, Public Relations and academic programs. It will also require funding for public relations materials and electronic services. Additional revenues will be generated from public events and City and State agencies.

BUDGET SUMMARY

The budget described below identifies the main contributions needed to implement the Strategic Plan and shows the funding requirements for each Strategic Priority. The amounts shown in the summary indicate permanent additions to the base operating budget required to finance the plan. The items shown under the category of capital budget are non-cumulative one-time investments required for each specific year of the plan.

Finally, the funding source for each budget category is identified as either from CUNY or CCNY. The CCNY funding will come from internal reorganization, improved operating efficiencies, increased external funding for research and scholarship, and philanthropy.

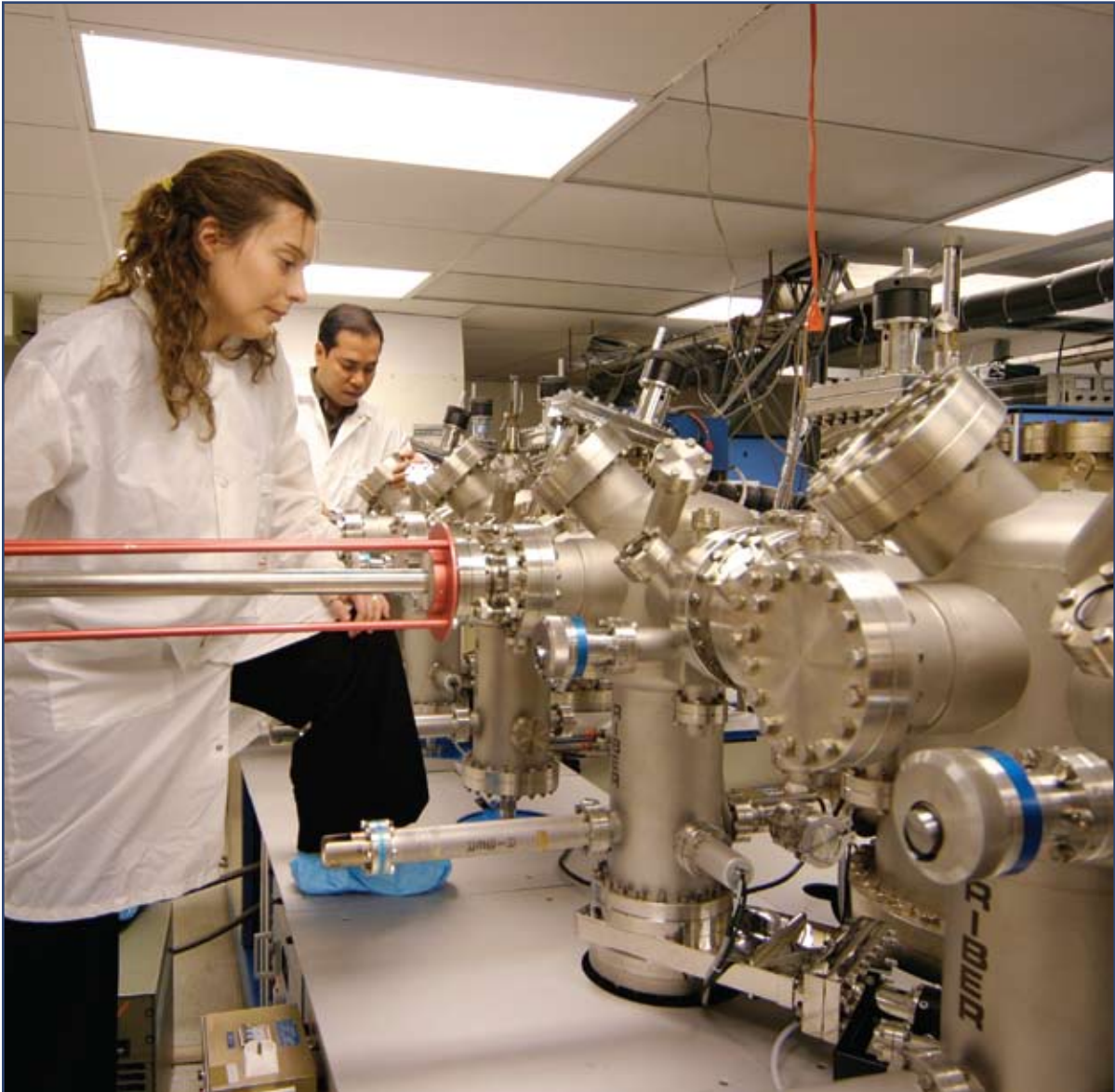
The amounts requested from CUNY primarily represent funding for new faculty, start-up investment, technical staff support, and an increase in the annual operating budget in support of research equipment and maintenance.

Increase in Operating Budget to Fund the Plan

		2009-10	2010-11	2011-12	2012-13	CUNY	CCNY
SP1	Faculty (4)		200,000	200,000	400,000	800,000	
	Research Support Staff	280,000	280,000	140,000		350,000	350,000
	Administrative Support Staff	220,000	220,000	110,000		275,000	275,000
	Technical Staff	120,000	180,000	75,000	120,000	250,000	245,000
	Infrastructure/Maintenance		200,000	400,000	800,000	1,400,000	
	Office of AVP for Research	160,000					160,000
SP2	Mathematics Instruction	90,000					90,000
	Freshman Programs	125,000	50,000				175,000
	Graduation Drive	50,000	50,000				100,000
SP3	Dean, School of the Arts	140,000					140,000
	Administrative/Technical Staff	90,000	90,000				180,000
	Maintenance & Equipment	25,000	25,000	50,000	50,000		150,000
SP4	Dissemination/Coordination	50,000	75,000	75,000			200,000
SP5	Community Office	70,000	35,000	35,000			140,000
	Total Operating Budget	1,420,000	1,405,000	1,085,000	1,370,000	3,075,000	2,205,000
One-Time Expenses (Capital)							
SP1	Faculty Start-up		1,500,000	1,500,000	3,000,000	6,000,000	
SP4	Upgrade Aaron Davis Hall	2,000,000	2,000,000	2,000,000	2,000,000		8,000,000

In order to implement this strategic plan, funds will be necessary beyond the specific components listed in the Table on page 40. Even as the student population has grown by 50% since 2000 and additional research-active faculty have been hired, the budgets for areas like information technology, human resources, finance, public safety and physical plant services have been stagnant.

Providing additional support for administrative services must be priority over the next 5 years; as the campus infrastructure grows to accommodate the vision in this plan, it becomes even more crucial to bring these services up to par. It is estimated that the annual budget for Administration and Operations will need to be increased incrementally to a sum that is \$5-6 million more by 2013, in order to meet the needs of the College.





OUR MISSION

The City College of New York, the first college of The City University of New York, is a comprehensive teaching, research, 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. As a public university with public purposes, it also seeks to contribute to the cultural, social, and economic life of New York.

*“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.”*

*Townsend Harris,
Founder, 1847*

OUR VISION

Since its founding, The City College of New York has provided a world-class higher education to an increasingly diverse student body — serving as one of the single most important avenues to upward mobility in the nation. Access to excellence remains the vision of the College today.

The College strives for excellence in its wide-ranging undergraduate and master’s programs (including programs in the only public schools of engineering, architecture, and biomedical education in the city) and in its 13 on-site CUNY doctoral programs – all of which are designed to prepare students for successful careers as well as for continuing graduate and post-graduate education. The College’s commitment to excellence is further exemplified by its emphasis on

scholarly research and the integration of this research with teaching at both undergraduate and graduate levels.

City College's commitment to access is two-fold. It strives to offer an affordable education and to recruit and support a diverse student population, reflective of both New York City and the global society in which we live. This commitment to access stems not only from a belief that every student prepared for a rigorous college education deserves access to and support for it, but also that excellence itself requires the broad inclusion of, in the words of Townsend Harris, "the children of the whole people."

Finally, the College will strive always to use its most valuable resources – a talented and dedicated faculty and staff and an inclusive and ambitious student body – to take a leadership role in the immediate community and across the nation.

OUR GOALS

1. The College will graduate students who, in addition to demonstrating knowledge and skills in their chosen majors, are able to:

- Demonstrate critical thinking and levels of oral and written communication that will serve them well during their university years and in their postgraduate, professional and personal lives;
- Demonstrate the skills necessary for quantitative reasoning and analysis, evaluation, and synthesis that will enable them to integrate new information and become life-long learners;
- Demonstrate an appreciation of arts, humanities, sciences, and social sciences, regardless

of their fields of concentration, and an awareness of values, cultures, languages, religions, and histories other than their own;

- Demonstrate the creativity, flexibility, and problem-solving ability needed to succeed in the ever-changing work and educational environment of the 21st century.

2. The College will achieve recognition for itself and for CUNY as it seeks to enhance the reputation and visibility of its programs by:

- Showcasing the achievements of its students, faculty, and staff;
- Enhancing its flagship and premier programs;
- Attracting faculty recognized for major contributions to their fields;
- Increasing external funding for research and scholarship;
- Developing new programs, especially innovative interdisciplinary graduate programs.

3. The College will continue to fulfill its responsibilities as a public college to address cultural, social, and economic needs by:

- Encouraging community service, study abroad, and other public-service programs;
- Providing special expertise and human resources for greater New York City health care, education, engineering, architecture, sciences, social services, and arts;
- Offering ongoing community support, service, and training through its Centers, Institutes, leadership programs, and offices of Student Life and A&CE;
- Hosting a broad annual array of celebrations, performances, lectures, symposia, and other events designed to celebrate culture and stimulate thinking and reflection.

Matthew Goldstein
Chancellor
The City University of New York

Gregory H. Williams
President
The City College of New York

