

The City University of New York  
1999-2000 Budget Request

The CUNY Commitment to New York:

- ▶ standards
- ▶ opportunity
  - ▶ service
- ▶ accountability

*In memory of our esteemed colleague and friend  
Mercedes Nova*

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Governor George Pataki and the New York State Legislature  
Mayor Rudolph Giuliani and the New York City Council:

The 1999-2000 Budget Request reflects, for the first time, recommendations made by the Board of Trustees in a series of special committee meetings set up for that purpose earlier in the year. The Board's new role in budget preparations was encouraged and supported by the chancellor and his staff, the presidents, CUNY faculty, and students—a cooperative venture that resulted in a five-year (rather than a one-year) budget plan and a new approach to CUNY's investment in New York City and New York State. With this restructured budget blueprint, we renew even more emphatically the University's commitment to prepare an educated and skilled citizenry that is economically productive.

The funds requested in this budget will help insure not only improved standards but also greater efficiency in allocating moneys for that purpose. CUNY constituencies will be able to undertake institutional development in a broad but specific context in which new programs can be structured and existing programs reviewed within a more reasonable time frame; student services improved; computer technology developed in keeping with institutional, professional, business, and community needs, and given wider applications along the way; and—perhaps most important for the years ahead—opportunities for economic development thoroughly explored. This last, I believe is one area in which much more can be done and done quickly. New York City is the greatest “corporation” in the world. Our five-year budget plan will encourage a more aggressive effort to promote long-range economic development and, in so doing, redefine and refine our strategic planning for the future. A five-year budget period also allows for greater flexibility in the administering of funds and more effective monitoring mechanisms, including administrative accountability.

The Board of Trustees will continue to participate in the planning and budget process introduced this year, especially in supervising the allocation of funds for the various goals described in the budget request and in keeping with directives already in place.

CUNY is entering a new era as we move into a new millennium. Much thinking has gone into new initiatives this last year, many new ideas have surfaced. “New” is indeed the key word: I repeat it here as an integral factor in the larger equation that includes the best in CUNY's history and established leadership.

I congratulate the trustees, who have worked so diligently over the summer and into the fall; the chancellor and his staff, who kept long hours to provide the various budget drafts as they were needed; our presidents who, with their constituencies, contributed to the ongoing dialogue reflected in the 1999-2000 Budget Request. This kind of teamwork is necessary if CUNY is to enter the 21st century with the kind of national and international prominence it deserves, as the most diverse, most accessible, most important urban university complex in the world.

Respectfully submitted,

Anne A. Paolucci

Governor George Pataki and the New York State Legislature  
Mayor Rudolph Giuliani and the New York City Council:



The City University of New York presents for your consideration the 1999-2000 Budget Request.

The 1999-2000 Budget Request, which has benefited from the counsel of the Board of Trustees, faculty, students, and the community at large, places its request in the context of a five-year plan, patterned on the Governor's five-year capital budget commitment. Thus the request lays out a general direction for the University, with specific goals, that will guide annual budget requests over a longer term. This longer-term approach will allow the Colleges to chart their course in a climate of consistent and predictable resources. We hope that the State and the City will support the University in this long-term effort to attain a higher level of quality.

The University underwrites this budget request by pledging to maintain its standards and to raise them. The funds requested here will enable the University to redeem that pledge. The University sees itself not only obligated to raise **standards**, but also to provide **opportunity**, to render **service**, and to **account** for its activities and for its application of public funds.

In raising **standards**, we intend to bring every University program on every campus to a level appropriate to the talents of our faculty and the drive of our students. In providing **opportunity**, we must continue to make a full range of academic and vocational programs available to qualified high school graduates, immigrants and recently naturalized New Yorkers, and older students in continuing education programs. CUNY will **serve** the community by collaborating with government agencies and private corporations to the greater economic, intellectual, and technological good of the City and the State of New York. The University will **account** for the way it carries out its plans, meets its goals, and spends its resources. We owe no less to the public and to ourselves.

An investment in CUNY is an investment in New York City and New York State. The City University creates a skilled and educated citizenry that is economically productive. It is one of the foremost economic engines of New York and one of its most effective civic institutions.

The budget request reflects our belief that, as the world changes, the University will change as well. To plan for that future, and to help shape it, we will engage in broad-based strategic planning, consistent with our mission, responsive to needs and interests. This request is but the first step in that direction.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'C. Kimmich', written in a cursive style.

Christoph M. Kimmich

**introduction** The City University of New York, founded on the principle that all people are enriched by a quality education, is dedicated to the production and advancement of knowledge and culture, to the sharing of this knowledge through the provision of an affordable education for a diverse community, and to the application of this knowledge to the benefit of the people of the City and State of New York.

The colleges of the University offer New Yorkers instruction in every field of knowledge, academic degrees of recognized quality at every level of postsecondary education, and other services of high quality and great variety. CUNY, therefore, is not only a respected academic institution, it is also a public resource of inestimable value to New York City and thus to all New Yorkers. In its capacity both as an academic and civic institution, it functions as one of the most important engines of economic development in the New York community.

The City University recognizes a twofold responsibility to New York: access and excellence. That is to say, the University is committed to offering its many services to the broadest possible spectrum of New York residents. As an institution supported by public resources, it, in turn, owes its resources to the public in the largest definition of that term. At the same time, CUNY is committed to offering academic instruction and academic degrees of the highest possible quality. An institution like none other with respect to size, diversity, breadth and depth of offering, and variety of constituent colleges, The City University of New York is capable of social comprehensiveness and high academic standards, and is committed to achieving and maintaining both ideals.

To succeed as a public university in the 21st century, CUNY is committed to enhancing current – and developing new – structures, mechanisms, and programs to assure the preservation of **Standards, Opportunity, Service, and Accountability**.

The 1999-2000 Budget Request proposes to achieve these objectives by pursuing aggressively the following goals:

- ▶ **ALL** students who are qualified for and can benefit from a college education should have access to CUNY's undergraduate, graduate, and professional programs;
- ▶ **ALL** of CUNY's programs should remain affordable;
- ▶ **ALL** of the University's programs should strive to attain the highest academic quality possible, and colleges should have maximum flexibility in order to do so;
- ▶ **ALL** colleges must account for the use of public dollars and must respond to compelling City and State needs, as well as to the needs of business and industry;
- ▶ **ALL** students, faculty, and staff should have access to the latest information technologies, on campus and remotely;
- ▶ **ALL** new funds made available to the colleges should be allocated in recognition of demonstrable achievement or the clear potential to advance the University's strategic goals;

- ▶ **ALL** University facilities should be safe, well-maintained, accessible, energy-efficient, and conducive to learning; and
- ▶ **ALL** New Yorkers should have a stake in CUNY's success, contribute to its composition, and support its activities.

We place the current annual budget request in the context of a five-year pursuit of these goals. Like the five-year capital plan, this five-year projection permits long-range planning and sustained work toward large goals while annual budget requests permit necessary modifications and adjustments.

Our goals fall into four areas:

### **Standards**

To produce an educated and productive citizenry and job force for New York City and State through the promotion of student learning, understanding, and creativity at the highest levels. To generate and preserve knowledge by conducting high-quality research, scholarship, and artistic activities that benefit students, scholars, business, industry, and the community at large.

### **Opportunity**

To provide access to excellence, opportunities for advancement, and a broad range of programmatic options, both traditional and innovative, at every level. To ensure that all students receive the support they require to excel in a demanding academic environment. To enable degree-seeking students to assimilate literacy with culture and information with experience as they prepare for their civic responsibilities.

### **Service**

To stimulate City and State economic activity by generating jobs, helping to create and develop business, producing research breakthroughs that spur new industries, and assisting organizations and individuals to respond to their changing environments. To align CUNY's goals with those that have been set by the City and State for the 21st century.

### **Accountability**

To ensure compliance with college and University goals, the University will propose appropriate measures through a multiyear planning process. We will continue to develop and implement such performance measures as: administrative productivity; graduation and retention rates; commitment to full-time faculty; student satisfaction; and sponsored research. The University will also use financial and program audits and other verification procedures to assure that expenditures are consistent with intended purposes and achieve promised results.

**financing** the 1999-2000 budget request The 1999-2000 Budget Request proposes a course of action that will bring the University, over a multiyear period, to a significantly higher level of quality. Programs, whether new or continuing, for which we seek support will, in many cases, require a regular and continuing investment of resources, as well as several years of experience and adjustment, before desired results are attained. Much as the University now operates within the framework of a five-year capital plan, with annual updates, the 1999-2000 Operating Budget Request offers a five-year operating budget horizon that permits planning for the longer term and provides an opportunity to begin various processes and programs, the benefits of which will not necessarily materialize within twelve months.

While the institutional goals set forth in these pages may cover several or all of the colleges in CUNY, the programs and program elements in need of support may vary greatly from college to college, and these variations may shift over time. For that reason, maximum flexibility to achieve our academic objectives is an essential feature of this request. The Board of Trustees should be free, for example, to decide that K-12 collaborations are best served by full-time faculty at one college, laboratory technicians at another college, computing infrastructure at still another, and to allocate resources accordingly. CUNY therefore proposes a five-year budget plan that first provides for mandatory cost increases (collective bargaining, inflation, etc.) and then adds a single real budget increase of 5% (approximately \$63 million annually). The new funding would provide significant, unfettered capacity to acquire the necessary resources to execute Year One of the plan.

While we do not wish to designate so early in our ongoing process the exact allocation of new funds, it is entirely appropriate to describe broad areas where improvements are needed and where additional resources, if appropriated, would accelerate CUNY's progress. The funding could sustain, among other things:

- ▶ 350 new full-time faculty;
- ▶ 225 instructional support staff;
- ▶ 130 student services positions;
- ▶ Critical upgrades and maintenance of computers and related technology;
- ▶ Library materials and expanded hours of operation; and
- ▶ Doctoral student support and various needs of the Graduate School.

In keeping with established practice, CUNY will continue to achieve productivity and program savings to offset partially the cost of new and ongoing initiatives. These savings are generated by such activities as improved tuition revenue collection, integrated and shared administrative systems, and University-wide purchasing.

Funds will be distributed to college or University programs according to measurable achievement or potential to contribute to attainment of the University's objectives and strategic goals within a defined period. College presidents will be accorded wide latitude to use the funds to establish and maintain high levels of program performance.

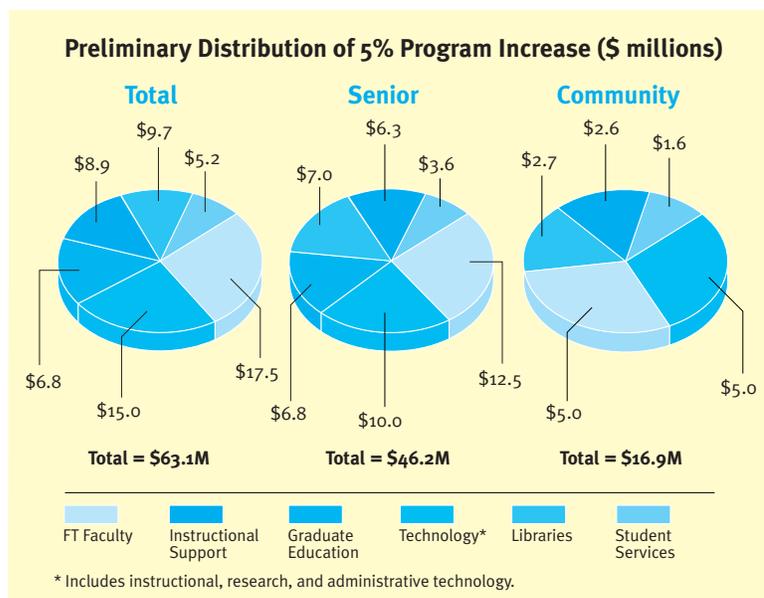
### Budget Summary

The University's Operating Budget Request of \$1.4 billion represents an increase of \$111.1 million, or 8.4%, over the 1998-99 adopted budget level.

A \$1.1 billion operating budget is requested for the Senior Colleges, an increase of \$80.7 million, or 8.2%. Of this amount, an increase of \$34.5 million, 3.5%, is sought for new collective bargaining requirements and other base-line needs, and \$46.2 million is requested for critical program improvements.

At the Community Colleges, \$367 million is requested, an increase of \$30.4 million, or 9% over the 1998-99 adopted budget. A total of \$13.5 million is sought for new collective bargaining requirements and other base-line needs, and \$16.9 million is requested for critical program improvements.

New program funding will be allocated in accordance with a strategic multiyear plan developed by the Board of Trustees.



# standards

**C**UNY is the foremost hope of New Yorkers who want to improve their lot. It is the foremost supplier of a qualified workforce in New York City. And it is an institution supported primarily by the public purse. To all of these — our students, employers, and the taxpayers — we at CUNY owe the highest possible standards.

Christoph M. Kimmich  
Interim Chancellor  
The City University of New York

The University has worked hard over the past several years to improve the preparation of its students and to maintain excellence in research and service to the City and State of New York.

That our efforts have succeeded is manifest in:

- ▶ Significantly increased numbers of students satisfying College Preparatory Initiative (CPI) requirements;
- ▶ Significantly improved pass rates of first-time freshmen on CUNY's Freshman Skills Assessment Tests;
- ▶ Introduction of honors programs—underscoring the University's commitment to high standards—at CUNY's undergraduate colleges;
- ▶ Increased use of technology to enhance instruction and improve student services;
- ▶ New degree programs that respond to input from the business community;
- ▶ National Research Council rankings that place CUNY's doctoral programs among the best in the nation; and
- ▶ Special State funding for multicampus, multidisciplinary applied research centers such as the Center for Applied Biomedicine and Biotechnology, the Center for Applied Studies of the Environment, and the Center for Ultrafast Photonic Materials and Applications (also independently designated as a New York State Center for Advanced Technology).

An integral part of the CUNY Commitment to New York is a focused strategy to assure the quality of academic offerings into the 21st century. As we move forward, the University will continue to implement Board policy on Academic Program Planning and to strengthen programs which have achieved, or have the potential to achieve, excellence. Several such programs have already been identified by the CUNY colleges in their multiyear academic program plans. Others will emerge in the planning process that this budget request initiates.

As the University looks toward 1999-2000, initiatives in support of programmatic excellence will be undertaken in the following areas:

### **Strong Comprehensive Liberal Arts Component**

A strong, comprehensive representation of the liberal arts, whether in the form of a core curriculum or a distribution requirement, is a fundamental component of the undergraduate curriculum of a liberal arts college.

In recent years, CUNY faculties have been reviewing their colleges' general education requirements. This is thus an appropriate moment to assess where the University stands with respect to the liberal arts and to ensure that, without sacrificing the distinctiveness of individual campus programs, all CUNY colleges confer upon their graduates a set of competencies appropriate to a quality institution. We also need to ensure that there is sufficient parity throughout the system for students to be able to transfer easily among CUNY campuses and for the liberal arts component of their degrees to be comparable.

The University's doctoral programs in Music, Linguistics, Chemical Engineering, Art History, Philosophy, Spanish, Anthropology, and History are ranked in the top three in New York State by the National Research Council.

In order to rekindle and redirect discussion of the liberal arts core and the competencies which it should foster, we plan a new initiative, to begin in 1999-2000, called “The Liberal Arts at CUNY: Serving Urban Higher Education for the 21st Century.” The initiative will entail:

- ▶ A high-profile, University-wide forum on liberal education. Discussion will bring together the University community in an examination of educational goals. It will stimulate campus-by-campus reexamination of the foundations of a university education, the teaching-learning relationship, and educational outcomes, and draw public attention to the goals of higher education.
- ▶ Definition and adoption of a common set of educational goals for our liberal arts components.

### **Writing-Across-the-Curriculum**

While CUNY has done much to ensure that students entering its degree programs have appropriate levels of basic writing skills, the advanced writing ability which should be the hallmark of a college graduate can only be developed through extensive writing practice in the course of the degree program. A major effort of the coming year will therefore be to intensify and extend the campuses’ efforts to teach writing in courses across the curriculum. By June 2000, CUNY will have in place a pilot program in several colleges as a first step toward our goal of Writing-Across-the-Curriculum programs at all CUNY colleges within the next five years. These programs will assure that our graduates bring fully developed communication skills into the workplace and into graduate and professional schools.

The Writing-Across-the-Curriculum program will be linked to a new CUNY Writing Fellows Program that will place specially trained CUNY doctoral students on the undergraduate campuses. This program will furnish faculty assistance in the task of ensuring high-quality writing in all disciplinary areas. It will also offer doctoral students the opportunity to be mentored by faculty members for teaching and professional life, to experience varied teaching situations, and to develop portfolios to demonstrate, as they enter the job market, the range and effectiveness of their experience.

### **Faculty**

The University’s ability to recruit and retain the highest quality faculty is essential to securing New York’s place at the forefront of public higher education in this country. Two major initiatives planned for 1999-2000 will make CUNY uniquely able to offer disciplinary depth and, at the same time, bring scholars together to work on an extraordinarily broad range of interdisciplinary problems. The first is an innovative plan for strengthening designated program areas, and the second builds on a hiring initiative that has played a significant role in raising standards at the colleges.

### **CUNY Cluster Model for major faculty programmatic hiring**

CUNY is uniquely positioned to strengthen its comprehensive colleges individually while building nationally recognized multicampus strength. The University has already demonstrated its ability to bring together its geographically proximate multicampus resources

to achieve specific programmatic goals beyond the capacity of any individual CUNY campus. One example is the CUNY consortium approach to doctoral education, which, by drawing on the faculty resources of multiple campuses, has achieved national prominence in a number of areas. Similarly, CUNY's multicampus structure offers a unique opportunity to engage in *cluster hiring*: a strategic effort to bring to CUNY significant sized cohorts of new faculty, each in a particular programmatic area of importance, each over the relatively short time frame of three to five years.

The cluster areas would be selected for their projected and emerging strategic importance to society and the economy, their relation to existing CUNY strengths, their relevance to educational need, and their intellectual breadth and depth appropriate for a major academic institution.

This model of resource investment will enable CUNY to attract better quality faculty, who are aware that a major buildup in their area of interest is underway, and will allow the University and its colleges to build new levels of excellence and prominence in selected areas.

A series of "think tanks" composed of CUNY faculty carefully selected for recognized leadership and breadth of vision will identify and develop detailed strategic plans for five or six such multidisciplinary cluster areas for special investment. Each selected area will be allocated a multiyear package of resources, including a cluster of ten to fifteen faculty and staff positions, and an appropriate level of funds for start-up equipment and facilities. Hiring of clusters of quality faculty in areas of strategic importance would begin in academic year 1999-2000.

#### **Infusion of full-time faculty so that the University may approach its goal of a 70/30 ratio of full-time to part-time faculty**

Institutional stability and the quality of the education an institution delivers are ultimately dependent on its full-time faculty. While CUNY has benefited from a highly talented adjunct faculty, the University's excessive dependence on adjuncts diminishes the quality of its students' educational experiences. An institution that relies excessively on adjunct faculty cannot offer in regular sequence the courses students need to proceed steadily toward graduation. Excessive reliance on adjunct faculty, furthermore, injures the University's programs before national accrediting bodies.

- ▶ Building on past recruitment initiatives, the University will engage in an aggressive campaign to recruit full-time faculty that will improve the full-time/part-time faculty ratio each year until it reaches the overall 70/30 goal in 2003-04.

The 1993 Regents Commission identified excessive reliance on adjunct faculty as one of the greatest threats to program quality in higher education in New York State. In the fall of 1997, 48% of course sections were taught by adjunct faculty at CUNY Senior Colleges and 57% at the Community Colleges.

### Teacher Education

The public school systems—and the colleges that train counselors and administrators in those systems—face significant challenges in the higher learning standards and more comprehensive graduation requirements set by the New York State Board of Regents, and in the need for our colleges to prepare teachers who can teach these higher standards.

To ensure that these challenges are met, the University undertakes the following initiatives:

- ▶ Development of incentive programs that will attract our best students to careers in teaching and focus our collaborative activities with the Board of Education on building teacher education program capacity in areas of current and anticipated demand. This effort includes a scholarship initiative intended to attract highly qualified juniors and seniors to careers in education in fields that have been identified as current and future areas of teacher shortage;
- ▶ A scholarship program providing additional support and assistance to para-professionals seeking to complete teacher education programs and attain State certification; and
- ▶ Development of leadership programs, including a doctoral program in education, with an urban focus on Policy Studies and Curriculum that will bring a new cohort of leaders to higher education and public schooling.

### Language in the Urban Society

As the linguistic richness of our City grows, CUNY must address the complex interaction of social, political, and cognitive functions of language. To assist students in developing the skills they need in a multilingual environment, and to contribute to the development of public policy, we plan:

- ▶ A major survey of language strengths and difficulties in New York City that will lead to productive interaction between CUNY and relevant public and private community organizations; and
- ▶ The development of campus-based Centers of Excellence in the Languages. Centers of Excellence will build both on a college's established strengths in foreign languages, literature, and cultures, as at Hunter College, and on innovative programs such as Lehman College's Multilingual Journalism Program, Baruch College's language-in-the-workforce pilot, Hostos Community College's "Language Corridors" initiative, and The College of Staten Island's multimedia applications to language and culture.

### Engineering and Architecture

CUNY houses—at City College—the only public School of Engineering and School of Architecture in metropolitan New York. The School of Engineering in turn offers the only public computer science program within a School of Engineering.

- ▶ The City University plans to rebuild strength in Engineering, Computer Science, and Architecture at appropriate campuses to reflect areas of emerging significance and assure continuing programmatic excellence.

**It is estimated that the New York City public schools will need to hire 30,000 new teachers by the year 2003.**

NYC Board of  
Education, Division of  
Human Resources

### Film, Journalism, and Media Studies

In recent decades, an expanding sphere of media businesses has emerged in New York's economy. The University must therefore strengthen its capacity in areas that respond to the challenges of New York's film and media industries.

- ▶ The City University plans to allot additional resources to campus-based programs in video production, broadcast and online journalism, interactive digital media, computer graphics and layout, as well as to programs designed to give students an informed understanding of the media in present-day culture and society.

### International Business

In an age of "global economy," CUNY must strengthen its programs in business in an international context.

- ▶ The City University plans to establish a Center of Excellence in International Business that gives students both theoretical background and practical experience in the kind of business careers that await them after graduation.

### Health Sciences

To supply highly qualified health professionals to New York City, CUNY proposes:

- ▶ To support campus-based Centers of Excellence in the Health Sciences that will build on college strengths in Nursing, Respiratory Technology, Medical Technology, and other health science-related fields; and
- ▶ To increase support for programs that enable outstanding urban students to enter the medical profession.

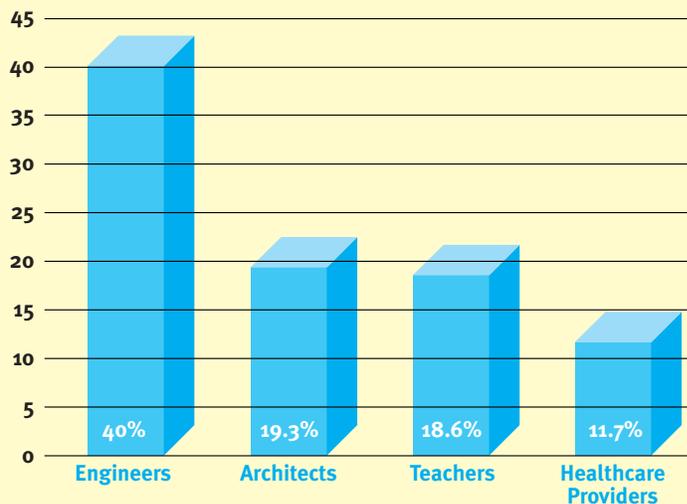
The number of "new media" jobs—jobs combining elements of computing technology and telecommunications—doubled to 56,000 in New York City between 1995 and 1997. This accounts for 38% of the city's net job creation and 7.8% of the city's total payroll income increase for that period.

Federal Reserve Bank  
of New York

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### Projected Increases in Select Areas of New York City Employment 1996-2006

Source: Occupational Outlook, New York State Department of Labor



## Educational Technology, Libraries and Information Systems

Keeping abreast of educational technology, including libraries and information systems, requires an appropriate investment in the following areas:

### Distance Education

The University has begun to identify and evaluate technology tools that provide a truly collaborative environment for teachers, learners, and researchers who participate in CUNY instruction remotely, whether from campus or off-campus locations. We plan new initiatives to:

- ▶ Develop experimental courses and programs, including courses in educational administration and supervision, undergraduate German, graduate psychology, and engineering;
- ▶ Continue to appoint staff coordinators/directors of distance learning and develop training programs for faculty;
- ▶ Enhance our technical infrastructure including the CUNY Media Distribution System, which enables us to make analog and digital resources and video conference events available at multiple sites within CUNY and outside, and improve networking infrastructure at the Colleges; and
- ▶ Develop network infrastructure to support both synchronous (technology-assisted learning settings in which the teacher and student must be available at a scheduled time but not at the same place) and asynchronous (“anytime, anyplace”) distance learning programs originating at any CUNY college and delivering such programming in real-time to CUNY students at other locations via video conferencing technology or to faculty at remote sites.

### Libraries and Information Systems

In 1996, CUNY libraries were upgraded to provide basic networking equipment and work stations, thus giving students rudimentary access to the World Wide Web as well as a small number of Web-based applications. New support would enable CUNY to:

- ▶ Implement the CUNY Digital Library. This plan entails upgrading the University’s library equipment and telecommunications infrastructure so that our libraries can provide information on all CUNY library holdings, multimedia information, access to electronic journals and to the World Wide Web, an electronic interface with publishers, and expanded capacity for interlibrary loan and document delivery;
- ▶ Provide each CUNY library with completely equipped electronic instructional labs and classrooms in order to train students to use these resources;
- ▶ Expand hours of access to library resources;
- ▶ Develop World Wide Web applications that will give students access to University-wide course information and a University course comparability guide and will enable students to register by telephone and to obtain campus information from kiosks;

**We are in the throes of the most promising, exciting, and rapidly-changing technological age in world history. It’s an age that offers limitless opportunities for progress, but only for those ambitious enough to seize them. We cannot afford to be observers or followers in this high-tech age. Nor does it fit our character as New Yorkers to assume any role other than a leading one.**

Governor  
George E. Pataki,  
1998 State of the  
State Address

- ▶ Support a multiyear computer maintenance and repair program to inventory and maintain equipment;
- ▶ Replace stand-alone administrative systems with state-of-the-art integrated systems for accounting, budgeting, personnel, payroll, and student information; and
- ▶ Assure Year 2000 compliance down to the individual desktop.

# opportunity

**T**hose who only finish high school—or drop out—start on the lowest rung of the wage ladder and will see their real hourly wages actually decline over their working lives. Unless the nation makes a concerted effort to raise the level of education and skill of these Americans, the wage disparity between rich and poor will become so large that it will threaten both America’s social stability and its core democratic values. Widespread access to higher education is therefore critical to the economic health and social welfare of the nation.

Commission on National  
Investment in Higher Education

The quality of a CUNY education depends as much on the preparation and support of its students as it does on the excellence of its program offerings. The University has a vested interest in assuring that all students arrive on its campuses ready to perform college-level work and receive the kind of support — educational, financial, and personal — that is needed to enable them to persevere, do good work, and earn their degrees.

Since 1993, CUNY has worked closely with the Board of Education on the College Preparatory Initiative and significantly improved the preparation high school students receive before arriving on a CUNY campus.

The University has developed programs such as the Gateway to Higher Education Program of the Sophie Davis School of Biomedical Education, which prepares minority students, beginning in the ninth grade, for college and careers in medicine, science, engineering, and technology and enables them to participate in summer programs at distinguished universities and research institutes. By the time they graduate from high school, all Gateway students have taken four years of Regents-level science, mathematics, social science, and foreign-language courses and an average of three Advanced Placement courses.

Special CUNY programs also provide English-language instruction for nonnative speakers of English (CUNY Language Immersion Program), diagnostic assessment in mathematics for high school students (Math Alert), and assistance to teachers who work to improve students' writing skills.

Programs are in operation to expand opportunity for groups of New Yorkers who a generation ago would not have considered attending college. For example, CUNY has been a pioneer in the development of high-quality, innovative programs which ensure that students with disabilities receive the same opportunities to enter and attend college as other students. Skilled staff and assistive computing technology offer these students the means to help them with their studies.

The CUNY Citizenship and Naturalization Project was launched in 1997 to initiate activities leading to citizenship at all undergraduate colleges and to create a cadre of more than 200 trained citizenship advocates to provide citizenship guidance to our students. In response to a growing need for information on a range of citizenship and immigration matters, a pilot Immigration Counseling Center, seeded with funds from Student Government and CUNY's Office of Student Services, was established at City College in March 1998.

New funding in the new year and in the next century would extend opportunity still further by allowing us to build on proven successes and to replicate and expand model programs.

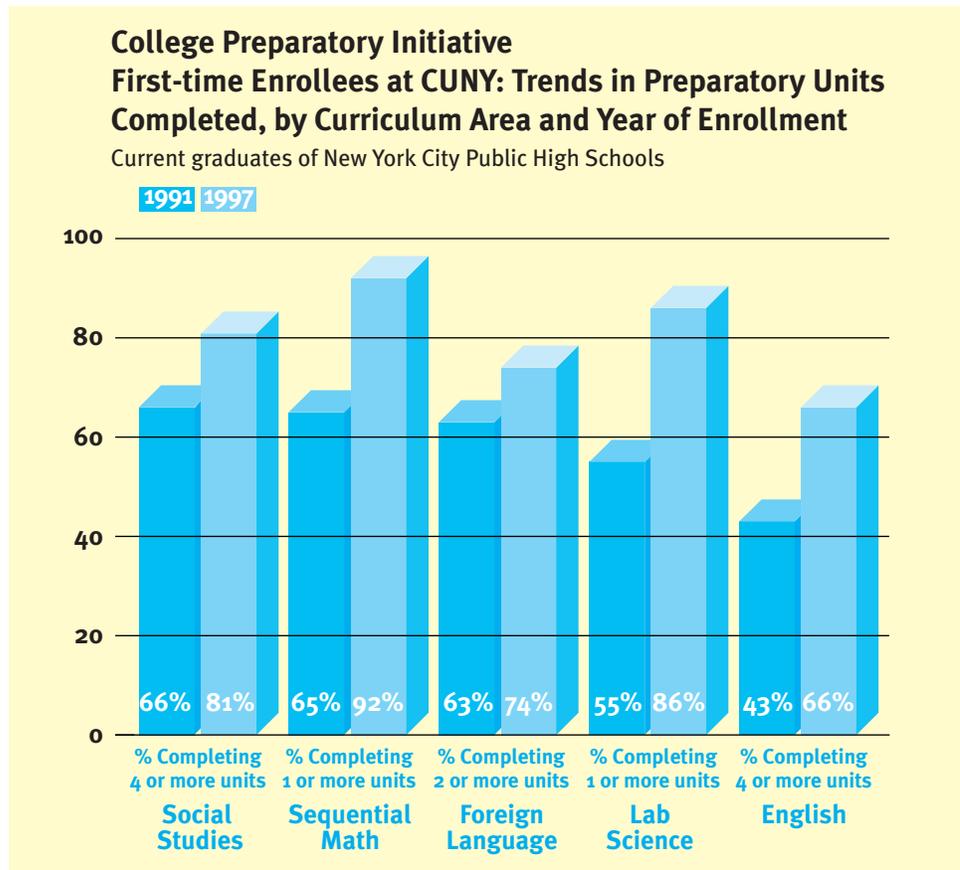
**53% of CUNY students are first-generation college attendees and 28% are the first in their immediate family to attend college.**

CUNY 1995 Student Experience Survey

### Collaboration with the Board of Education

In 1999-2000, a joint CUNY–Board of Education Task Force will begin to explore strategies to meet the new, higher standards that have been put into place in both systems. New initiatives which build on current, highly successful programs include:

- ▶ Promotion and support of ongoing exchanges between college faculty and middle and high school teachers (in areas such as writing, math, and science) in order to prepare teachers and students for the introduction of new comprehensive Regents examinations and new learning standards; and
- ▶ Expansion of College Now programs so that all high school students can have an early college experience by enrolling in college courses and participating in a variety of campus-based activities. Through this program, students’ skills are assessed in the junior year so that they may receive additional, precollegiate coursework, if needed, during Board of Education “extended time.” College Now will also enable the University to collaborate with the Board of Education in helping students meet the new State standards (e.g., Regents examinations). College Now has recently been extended to all of our community colleges.



### Outreach Activities for Adult Students

Many CUNY students do not come to the University directly from high school. The challenge of higher standards for all students requires that we plan special initiatives to ensure that these students are well informed about the demands of college and that they are provided with timely opportunities to assess their readiness for college and improve their academic skills before they enroll. To that end, CUNY proposes to:

- ▶ Establish comprehensive assessment and basic skills instruction centers to enable prospective students to assess their readiness for college and, if necessary, improve their skills before application;
- ▶ Develop in cooperation with the State University of New York a strategic plan to involve the Educational Opportunity Centers in remediation;
- ▶ Enhance certificate programs and continuing education offerings for students who seek specific skills outside of degree programs; and
- ▶ Develop partnership programs (such as the University's new basic skills program conducted with the League of Voluntary Hospitals/Local 1199 Training and Upgrading Fund) to provide basic skills instruction to members of unions and/or employees of various agencies.

### Opportunities for Intensive English-Language Learning

We will also build on our proven strengths in English-language instruction to enable new groups of New Yorkers to consider college as an option. We propose:

- ▶ Continued expansion of the Language Immersion Program to two additional campuses (for a total of eight) in the fall of 1999; and
- ▶ Extension of an intensive summer English as a Second Language (ESL) program (offered in cooperation with the Board of Education) for students entering high school to students entering the tenth, eleventh, and twelfth grades.

### Student Support Services

Student support services are critical to the success of students once they arrive on the CUNY campuses. Child care, services for students with disabilities, and the Counseling Assistantship Program are among the most important services the University offers to meet the special needs of our students and enable them to stay in school.

We plan to increase the support available to students to ensure their success at the University through:

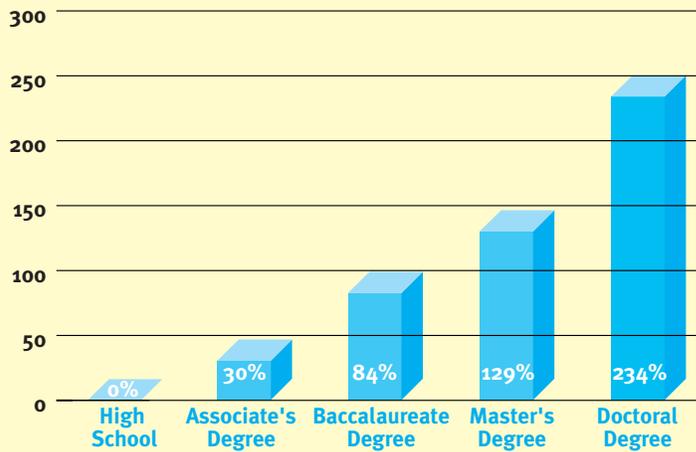
- ▶ Expansion of Child Care Services to meet the needs of the University's growing student-parent population. Of CUNY's 200,000 students, nearly 60,000 are parents. Child care, therefore, plays a crucial role in the retention and graduation rates of these students;
- ▶ Expansion of the graduate tuition reimbursement program for the CUNY Counseling Assistantship Program, which has become an integral part of student service operations throughout the University. Graduate students who hold CUNY baccalaureate degrees serve as part-time advisors, mentors, counseling assistants, tutors, researchers, and administrative assistants and provide critical support to the campuses;

**The number of New York City public school students with limited English language proficiency increased 21% between 1992 and 1997.**

New York City Department of City Planning, *1997 Report on Social Indicators*

### Percentage Change in Mean Annual Earnings as Level of Education Attained Increases

Source: Current population survey



- ▶ Establishment of borough-wide Citizenship and Immigration Counseling Centers at centrally accessible CUNY colleges. More than 50% of CUNY's first-time freshmen are foreign born. Over 45,000 legal permanent residents are enrolled as matriculated students at the University; and
- ▶ Expansion of services to meet the needs of students with disabilities. Cutting-edge technological solutions must be employed and integrated into CUNY's infrastructure to insure equal access for these students. Curricular and pedagogical techniques which effectively assist many populations of students with

disabilities are increasingly rooted in computer and information technology. CUNY currently enrolls approximately 7,000 students with disabilities, an increase of 300% since 1985 in the number of students who identified themselves as disabled.

#### Financial Aid

Affordability and student aid are also essential to the success of students at the University, who must assume larger debts, work more hours while in school, and take longer to graduate.

For the University's doctoral programs, affordability is a particular concern. A major obstacle to recruiting the best doctoral candidates to CUNY is our inadequate first-year funding for fellowships. To free doctoral students from full-time work so they can concentrate on their studies and advance rapidly to their degrees, most universities provide a significant amount of financial aid.

Aid consists of tuition waivers and fellowships, especially in the first two years, teaching and research assistantships in the middle years, and dissertation support in the final year. Having dedicated doctoral candidates available as research assistants aids faculty in obtaining research grants in an increasingly competitive environment. The University seeks:

- ▶ Financial support for doctoral students at nationally competitive levels in order to maintain and enhance program quality and the quality of doctoral students.

For undergraduates, important components of financial aid are Federal Work Study (FWS), Federal Perkins Student Loans (FPL), and Federal Supplemental Education Opportunity Grants (FSEOG). Federal funding, provided based on the Higher Education Act of 1965, must be matched by the University by an amount equal to one-third of the federal funds. In recent years, the federal government has increased the appropriation for FWS. The University needs:

- ▶ Increased funding for financial aid matching funds; and
- ▶ Increased funding for the City University Supplemental Tuition Assistance Program (CUSTA) to offer financial assistance to the neediest qualifying students so that they can complete their degrees.

# service

**A**s Robert Reich has pointed out, the real wealth of nations and communities is in the knowledge and skill of the people. New York colleges and universities create that capacity. As individual institutions, they present a great diversity of mission. Taken together, they represent a strategic advantage for New York, one that we should strengthen in every way we can.

Report to the  
State Board of Regents by  
State Education Commissioner  
Richard P. Mills

The City University of New York has enlarged its role in the economic development of New York over the past several years, and it is poised to become a major partner with New York City, New York State, and the private sector in this area.

Innovative projects such as New York City Technical College's Manufacturing Resource Center, BMCC's Institute for Business Trends Analysis, and the clinical programs at the CUNY School of Law are examples of the special services that an urban university can and should provide. CUNY is eager to promote further partnerships, particularly in the areas of technology transfer and workforce development, where it has already achieved important successes.

### Technology Transfer

CUNY has contributed to economic development in the natural sciences, engineering, and technology. In 1993, the CUNY Applied Science Coordinating Institute (ASCI) was established with a multiyear \$15 million grant through the New York State Higher Education Applied Technology (HEAT) Act and \$4 million in matching funds from CUNY. ASCI serves as an umbrella organization for three CUNY multicampus, multidisciplinary applied research centers: the Center for Applied Biomedicine and Biotechnology (CABB), the Center for Applied Studies of the Environment (CAPSE), and the Center for Ultrafast Photonic Materials and Applications.

The three Centers together involve about sixty senior scientists at seven CUNY campuses and hundreds of postdoctoral research associates, graduate students, and advanced undergraduate students. The Photonics Center was also independently designated a New York State Center for Advanced Technology (CAT), a highly competitive State program that brings an additional \$1 million per year in State funding.

The overall mission of the CAT and ASCI programs has been to enhance New York State economic development through commercially relevant research, technology transfer, and scientific and technical support; collaboration with industry; outreach to small companies; joint federal funding with companies; and scientific and technological workforce development.

Since 1995, in large measure as a consequence of these programs, participating CUNY scientists have:

- ▶ generated 57 grants and contracts worth \$4.5 million with the private sector, primarily industrial concerns;
- ▶ generated \$39 million in federal and State grants and contracts in support of their research (an enhancement of 50% over the last three years);
- ▶ obtained federal funding for 23 joint proposals with industry;
- ▶ received 11 small company Small Business Innovation Research and Small Business Technology Transfer federal grants;
- ▶ conducted consulting and outreach for 130 companies;
- ▶ worked with 17 state and local agencies on environmental protection and compliance issues;

**Public Colleges and Universities multiply the effect of tax dollars, generating a median average return of \$4 for every tax dollar invested.**

National Association of State Universities and Land-Grant Colleges, *Value Added: The Economic Impact of Public Universities*

- ▶ received 10 patents with several others pending;
- ▶ trained 60 postdoctoral research associates, 175 doctoral students, and numerous undergraduate students in applied research areas of interest to industry; and
- ▶ had an estimated economic impact of \$24 million in addition to the federal grants and contracts brought to the University.

New funding in 1999-2000 and over the next five years would enable CUNY to continue and to strengthen the programs developed through the Applied Science Coordinating Institute and the Center for Advanced Technology and to undertake the following initiatives:

#### **Photonic Compact Device Center**

Through the multicampus ASCI/HEAT program, the CAT program, the NASA Institution Research Award program, as well as other major funded photonics efforts, CUNY has the capacity to make New York State the leader of photonic innovation in the 21st century. A major goal would be to build a world-class facility at CUNY to support research, development, and prototype implementation of state-of-the-art compact, smart, optical devices for medical and industrial applications built on cutting-edge photonics technology.

At present CUNY research is advancing in optical cancer diagnostics, optical mammography and tomography, tunable lasers, novel materials and structures, semiconductor growth, contactless optical characterization, and nonlinear optics.

Photonic device development is a technology important to cancer diagnostic research and general health issues including noninvasive breast and prostate cancer diagnosis. It is an area in which New York State should promote economic development.

#### **CUNY Incubator Program**

The New York Biotechnology Association, with which Center for Applied Biomedicine and Biotechnology (CABB) has developed close ties, has impressed upon us the need to develop incubators in the field of biotechnology. Beyond that, the University proposes to enlist appropriate campuses (e.g., City, Hunter, Brooklyn, Queens, and Lehman Colleges and The College of Staten Island) in the development of incubators for companies in computer software, design, and retail and in the new technologies emerging from research in the Center for Applied Technology and the Applied Science Coordinating Institute.

Such incubators would benefit not only from CUNY's facilities and technical support but also from the infrastructure already in place at CUNY for support of business. The incubator facilities are expected to be self-supporting after five years.

#### **Urban Aquaculture Initiative**

CUNY seeks matching funds to develop a prototype for an intensive recirculating commercial aquaculture facility in Brooklyn and/or the Bronx.

#### **Environmental Studies/Biotechnology, Bioengineering, Geographic Information Systems**

Biological or chemical disasters, whether natural, accidental, or intentional, are a recognized threat to urban areas. Centers of Excellence in photonic technology, molecular biology, biotechnology and environmental studies, and Geographic Information Systems (GIS) at CUNY can enable scientists to develop responses to these threats.

## Tomorrow's Workforce

The City University recognizes its responsibility to assist in the development of a skilled and flexible workforce, and it is uniquely capable of doing so.

The broad range of its educational offerings (from continuing education for nonmatriculated students through certificate programs, associate and baccalaureate degree programs, to professional and graduate programs) enables the University to provide work-related educational opportunities to workers as varied as human services para-professionals, technicians, systems designers, educators and healthcare providers, providers of essential public services (such as police officers and firefighters), and owners and employees of the City's thousands of small businesses.

Partnership programs teach basic skills to members of unions and employees of various agencies. As we enter the 21st century, the University must use its institutional and human resources to prepare all New Yorkers for a wide range of work-related responsibilities in manufacturing, commerce, communications, education, health, and human services.

We propose to strengthen and expand our outreach and partnership activities in workforce development to meet the needs of many thousands of individuals in hundreds of different jobs. Specifically, we plan to:

- ▶ Establish a University Private Sector Outreach Project to coordinate the University's efforts to identify workforce skills needed in the private sector, to identify and make available college resources to meet those needs, and, when necessary, to work closely with college faculty and other staff to develop new courses of study and programs that respond to unmet needs;
- ▶ Create new certificate programs in which students may follow carefully designed sequences of college-level courses related to their present or future career needs;
- ▶ Extend existing internship program with the software industry to other sectors of the City's emerging businesses, such as electronic media;
- ▶ Expand eligibility for the Individual Vocational Education and Skills Training program (InVEST), through which CUNY provides educational services, job development, and job placement, to include not only persons on public assistance but also persons with low incomes so that they may obtain financial assistance to enroll in work-related courses and programs both noncredit and for credit;
- ▶ Expand precollege skills partnerships with unions, public agencies, nonprofit organizations, private firms, and industry associations to ensure that employees gain the literacy and numeracy skills necessary for work and study; and
- ▶ Cooperate with the New York City Board of Education to address the pressing need for well-prepared teachers and administrators by developing scholarship programs for promising college graduates and persons seeking second careers.

The unemployment rate among adults 25 to 64 who received an AA degree is 32% lower than for those who graduated from high school but did not attend college. The unemployment rate is 49% lower for those who received a BA degree, 53% lower for those who received an MA, and 66% lower for those who received a Ph.D.

Bureau of Labor  
Statistics,  
Department of Labor

# accountability

**U**nless higher education leaders move toward systematic performance-based assessment, the education sector will not be able to compete effectively with other demands on public funding in the future.

Commission on National  
Investment in Higher Education

CUNY recognizes its accountability to its many constituents and is prepared to produce appropriate measures, policies, and practices. A distinguishing feature of the 1999-2000 Budget Request is its incorporation of a set of performance measures that link the expectations of our funding partners with specific outcomes. These measures will serve to:

- ▶ Publicly confirm our success in reaching stated goals and objectives;
- ▶ Guide and facilitate improvement of all units of the University;
- ▶ Link planning, evaluation, and resource allocation, so that performance in a desired direction can be supported and rewarded through the budgeting process; and
- ▶ Provide a means for comparison with peer institutions, in search of best practices for the accomplishment of our goals.

CUNY is already well on its way toward this goal. Over the past two years, the Trustees and Presidents have guided a process that is gradually shifting the basis of resource allocation away from inputs and toward outcomes. We began with a review of the practices and experiences of other colleges and universities. This was followed by extensive discussion of performance measures. A limited initial distribution of funds was the next step. Now, having reviewed that experience and further refined and expanded the number and types of performance indicators, CUNY is prepared to budget a sizeable percentage of the new dollars sought for 1999-2000 on these terms (while continuing to address ongoing core needs and significant enrollment growth at particular colleges).

In developing the performance matrix, the University is particularly mindful of the need to measure colleges in relation to those others within the system with like students, missions, and expectations. Similarly, historical, geographical, and other circumstances are an advantage to some colleges and a disadvantage to others. These factors, too, continue to be weighed.

The 1999-2000 Budget Request recognizes the need to engage in a planning process that will examine the match between the University's structure and mission and the adequacy of its organization to the tasks at hand. This planning process, which will take place in the context of college and University governance, anticipates CUNY's need to provide the State with an updated Master Plan for the year 2000.

Within the framework of this planning process, we propose coordination between the University's efforts to enlarge its role as a leader in economic innovation and growth, and the objectives set by various City and State agencies, such as the New York City Partnership, the Port Authority, the City and State Offices of Economic Development, the Urban Development Corporation, and the City Planning Commission.

**Eighteen states currently use performance indicators as part of their higher education budgeting process. Twenty-five others expect to adopt performance indicators in the near future.**

Nelson A. Rockefeller  
Institute of Government

# capital budget request

Over the past five years, The City University has received over \$1 billion from City and State sources to implement much needed facilities renovation and modernization and to construct major expansion projects.

Projects currently underway will provide adequate space for current and future levels of enrollment, such as the Fiterman Hall renovation at Borough of Manhattan Community College. Ongoing projects will also eliminate costly leases, such as the Academic Complex at Baruch College, and the new facility for the Graduate School and University Center, and address programmatic initiatives, such as the Brooklyn College library rehabilitation and extension, the remodeling of the B. Altman Building for the Graduate School and University Center, the construction of the Academic Village/Academic Complex I at Kingsborough Community College, and the B Building renovation at Queens College.

### 1999-2000 Request

The 1998-99 New York State Executive Budget recommended, and the Legislature authorized, an unprecedented five-year capital budget program for CUNY. The program recommends, over its life (1998-2002), \$1 billion in bonded projects and \$25 million in minor rehabilitation projects. Year One appropriations totaled approximately \$215 million and the remaining funds of approximately \$800 million will be distributed over the next four years.

The 1999-2000 capital request totals approximately \$230 million: \$200 million for senior colleges and \$30 million for community colleges.

The capital budget request addresses the major construction, rehabilitation, and capital equipment needs of the University. The objective of CUNY's capital construction program and the overall rationale for the capital budget request are to:

- ▶ fund projects that correct life-safety, security, and code violations, and preserve assets, in this order of priority;
- ▶ provide remaining funding for previously approved and ongoing projects in order to bring them to completion;
- ▶ fund new projects, giving priority to campuses with the greatest deficits in quantity of space or quality of space and/or the greatest enrollment growth projections, to support the University's mission;
- ▶ promote utilitarian projects with good cost-benefit paybacks, those that replace temporary buildings, and those that provide permanent quarters in lieu of leased space.

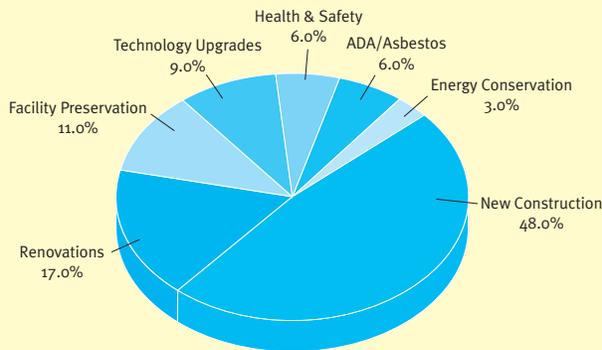
Toward accomplishing these goals, one of the major components of the requested capital program continues to be the response, University-wide, to the Building Condition Assessment Program to correct health and safety deficiencies, preserve facilities, and provide access to people with disabilities. Projects that address ADA codes, install emergency calling devices, conserve energy and enhance outdoor lighting will help provide safe, secure, and healthy campus environments and achieve savings for the University.

## Major Bonded Projects

### 1999-2000

The projects identified in the capital budget request fall into several classifications—senior or community, CUNY-wide or single campus, bonded or moderate rehabilitation—and are grouped into one of the above categories. Some of the major bonded projects requested in 1999-2000 include: funds for the first stage of design implementation for Phase II at John Jay College; the first phase of construction for the West Quad Building at Brooklyn College; construction and equipment funds for Powdermaker Hall at Queens College; and continued support of Shepard Hall's facade restoration at City College.

Major Bonded Projects 1999-2000



Funds to implement the next phase of CUNY's University-wide educational technology project and the campus-wide Network Infrastructure/ Telecommunications initiative are also requested. Support for these projects will help install in CUNY buildings proper wiring and other equipment to deliver network connectivity to classrooms, labs, library spaces, and faculty and administrative offices. These projects will enable students and faculty to participate in the ever growing world of digitally transmitted information by establishing technology research and developing video conferencing and distance learning centers.

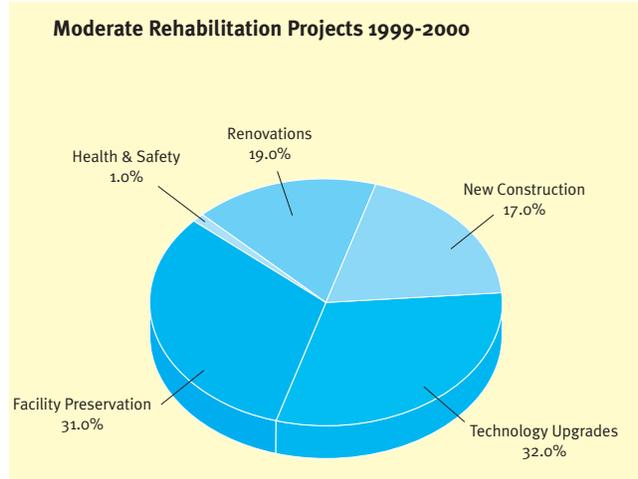
Another major University-wide project is the purchase of technology equipment for the continuation of the Graduate Research Initiative, now known as the CUNY-Wide Science and Technology Equipment Program. Over \$21 million in nonstate matching funds has been procured for research. Based on this level of achievement in such a relatively short period of time, it is anticipated that the amount of matching funds will increase exponentially over the next five years, as newly acquired equipment is placed into service.

Funding for the renovation of the CUNY School of Law is also requested, as well as for the construction of a new facility at Medgar Evers College.

### Moderate Rehabilitation Projects

#### 1999-2000

Projects that will provide funds for feasibility studies are proposed for several campuses. Other moderate rehabilitation projects are proposed at Queens College (construction of Center for the Biology of Natural Systems), Baruch College (parent resource/daycare), New York City Technical College (converting classrooms to lecture halls), and LaGuardia Community College (alterations and improvements to the theater).



# summary tables

| FUNDING SOURCES<br>(\$ millions)  |                              |                      |                                      |             |                    |             |                              |             |
|---|------------------------------|----------------------|--------------------------------------|-------------|--------------------|-------------|------------------------------|-------------|
|   | 1998-99<br>Adopted<br>Budget | 1999-2000<br>Request | Mandatory/<br>Coll. Barg.<br>Changes | %<br>Change | Program<br>Changes | %<br>Change | Total<br>Requested<br>Change | %<br>Change |
| <b>SENIOR COLLEGES</b>  |                              |                      |                                      |             |                    |             |                              |             |
| State Aid   | 563.5                        | 641.2                | 34.5                                 | 6.1%        | 43.2               | 7.7%        | 77.7                         | 13.8%       |
| City Support **   | 32.3                         | 32.3                 | 0.0                                  | 0.0%        | 0.0                | 0.0%        | 0.0                          | 0.0%        |
| Tuition and Other Revenue   | 383.2                        | 386.2                | 0.0                                  | 0.0%        | 3.0                | 0.8%        | 3.0                          | 0.8%        |
| <b>TOTAL SENIOR COLLEGES *</b>  | <b>979.0</b>                 | <b>1,059.7</b>       | <b>34.5</b>                          | <b>3.5%</b> | <b>46.2</b>        | <b>4.7%</b> | <b>80.7</b>                  | <b>8.2%</b> |
| <b>COMMUNITY COLLEGES</b>   |                              |                      |                                      |             |                    |             |                              |             |
| State Aid   | 117.5                        | 126.5                | 0.0                                  | 0.0%        | 9.0                | 7.6%        | 9.0                          | 7.6%        |
| City Support  | 79.4                         | 100.1                | 13.5                                 | 17.0%       | 7.2                | 9.1%        | 20.7                         | 26.1%       |
| Tuition and Other Revenue   | 139.7                        | 140.4                | 0.0                                  | 0.0%        | 0.7                | 0.5%        | 0.7                          | 0.5%        |
| <b>TOTAL COMMUNITY COLLEGES</b>   | <b>336.6</b>                 | <b>367.0</b>         | <b>13.5</b>                          | <b>4.0%</b> | <b>16.9</b>        | <b>5.0%</b> | <b>30.4</b>                  | <b>9.0%</b> |
| <b>UNIVERSITY-WIDE</b>  |                              |                      |                                      |             |                    |             |                              |             |
| State Aid   | 681.0                        | 767.7                | 34.5                                 | 5.1%        | 52.2               | 7.7%        | 86.7                         | 12.7%       |
| City Support  | 111.7                        | 132.4                | 13.5                                 | 12.1%       | 7.2                | 6.4%        | 20.7                         | 18.5%       |
| Tuition and Other Revenue   | 522.9                        | 526.6                | 0.0                                  | 0.0%        | 3.7                | 0.7%        | 3.7                          | 0.7%        |
| <b>TOTAL UNIVERSITY</b>   | <b>1,315.6</b>               | <b>1,426.7</b>       | <b>47.9</b>                          | <b>3.6%</b> | <b>63.1</b>        | <b>4.8%</b> | <b>111.1</b>                 | <b>8.4%</b> |
| Numbers may not add due to rounding.  |                              |                      |                                      |             |                    |             |                              |             |
| * Excludes Income Fund Reimbursables and City University Tuition Reimbursable Account (CUTRA).  |                              |                      |                                      |             |                    |             |                              |             |
| ** Includes City share of University Management, and associate degree programs at Staten Island, John Jay, NYC Technical, and Medgar Evers. |                              |                      |                                      |             |                    |             |                              |             |

| APPROPRIATIONS<br>(\$ millions)      |                 |                      |                                  |
|--------------------------------------|-----------------|----------------------|----------------------------------|
|                                      | 1998-99<br>Base | 1999-2000<br>Request | 1999-2000<br>Requested<br>Change |
| Senior Colleges                      | 611.5           | 634.4                | 22.9                             |
| University-wide Objectives           | 100.1           | 152.3                | 52.2                             |
| University Management                | 108.7           | 112.9                | 4.2                              |
| Fringe Benefits                      | 158.7           | 160.0                | 1.3                              |
| <b>TOTAL SENIOR COLLEGES</b>         | <b>979.0</b>    | <b>1,059.7</b>       | <b>80.7</b>                      |
| Community Colleges                   | 245.6           | 249.5                | 3.9                              |
| University-wide Objectives           | 40.9            | 63.0                 | 22.1                             |
| Fringe Benefits                      | 50.1            | 54.5                 | 4.4                              |
| <b>TOTAL COMMUNITY COLLEGES</b>      | <b>336.6</b>    | <b>367.0</b>         | <b>30.4</b>                      |
| <b>TOTAL UNIVERSITY</b>              | <b>1,315.6</b>  | <b>1,426.7</b>       | <b>111.1</b>                     |
| Numbers may not add due to rounding. |                 |                      |                                  |

| 1999-2000 SENIOR COLLEGE BUDGET REQUEST (\$'000)        |                        |                                    |                             |  |                    |                  |                      |
|---|------------------------|------------------------------------|-----------------------------|--|--------------------|------------------|----------------------|
| Senior Colleges and University-wide Programs            |                        |                                    |                             |  |                    |                  |                      |
|   | 1998-99<br>Base Budget | 1997-98<br>1998-99<br>Coll. Barg.* | 1998-99<br>Adjusted<br>Base | 1999-2000<br>Mandatory/<br>Coll. Barg.<br>Increases* | Program<br>Changes | Total<br>Changes | 1999-2000<br>Request |
| <b>COLLEGES</b>   | <b>571,959.3</b>       | <b>38,623.5</b>                    | <b>610,582.8</b>            | <b>22,920.6</b>                                      |                    | <b>22,920.6</b>  | <b>633,503.5</b>     |
| Baruch  | 51,615.9               | 3,803.4                            | 55,419.3                    | 1,916.5  |                    | 1,916.5          | 57,335.8             |
| Brooklyn  | 65,398.7               | 4,203.7                            | 69,602.4                    | 2,797.9  |                    | 2,797.9          | 72,400.3             |
| City  | 64,390.6               | 4,075.2                            | 68,465.8                    | 2,286.0  |                    | 2,286.0          | 70,751.9             |
| – Center for Worker Education                           | 987.0                  | 51.7                               | 1,038.7                     | 30.5   |                    | 30.5             | 1,069.2              |
| – Sophie Davis School of Biomedical Education           | 6,989.3                | 453.0                              | 7,442.3                     | 207.4  |                    | 207.4            | 7,649.7              |
| Hunter  | 67,501.0               | 4,652.4                            | 72,153.4                    | 2,865.6  |                    | 2,865.6          | 75,019.0             |
| John Jay  | 30,874.3               | 2,309.2                            | 33,183.5                    | 1,495.2  |                    | 1,495.2          | 34,678.7             |
| Lehman  | 38,977.0               | 2,638.8                            | 41,615.8                    | 1,167.4  |                    | 1,167.4          | 42,783.2             |
| Medgar Evers  | 20,445.6               | 1,382.6                            | 21,828.2                    | 1,813.5  |                    | 1,813.5          | 23,641.7             |
| New York City Technical                                 | 37,989.6               | 2,811.2                            | 40,800.8                    | 1,305.3  |                    | 1,305.3          | 42,106.0             |
| Queens  | 63,338.8               | 4,407.2                            | 67,746.1                    | 2,513.9  |                    | 2,513.9          | 70,260.0             |
| Staten Island   | 44,062.5               | 2,749.6                            | 46,812.1                    | 1,879.4  |                    | 1,879.4          | 48,691.5             |
| York  | 23,409.9               | 1,508.4                            | 24,918.3                    | 878.7  |                    | 878.7            | 25,797.0             |
| Graduate School   | 48,224.1               | 3,082.1                            | 51,306.2                    | 1,407.1  |                    | 1,407.1          | 52,713.3             |
| School of Law   | 7,755.0                | 494.9                              | 8,249.9                     | 356.3  |                    | 356.3            | 8,606.2              |
| <b>ACADEMIC PROGRAMS</b>                                | <b>38,881.0</b>        | <b>6,463.5</b>                     | <b>45,344.5</b>             | <b>1,459.2</b>                                       |                    | <b>1,459.2</b>   | <b>46,803.7</b>      |
| Adjuncts  | 33,649.0               | 6,360.6                            | 40,009.6                    | 1,422.3  |                    | 1,422.3          | 41,431.9             |
| PSC Research Awards                                     | 2,800.0                | 102.9                              | 2,902.9                     | 36.8   |                    | 36.8             | 2,939.7              |
| Research Collection Development                         | 341.0                  | 0.0                                | 341.0                       | 0.0  |                    | 0.0              | 341.0                |
| Resident Professorships                                 | 31.0                   | 0.0                                | 31.0                        | 0.0  |                    | 0.0              | 31.0                 |
| University Centers, Institutes, and Consortia           | 1,042.0                | 0.0                                | 1,042.0                     | 0.0  |                    | 0.0              | 1,042.0              |
| Workforce Development Initiative                        | 1,018.0                | 0.0                                | 1,018.0                     | 0.0  |                    | 0.0              | 1,018.0              |
| <b>STUDENT SERVICES</b>                                 | <b>37,908.7</b>        | <b>414.9</b>                       | <b>38,323.6</b>             | <b>200.3</b>   |                    | <b>200.3</b>     | <b>38,523.9</b>      |
| Language Immersion Programs                             | 1,000.0                | 0.0                                | 1,000.0                     | 0.0  |                    | 0.0              | 1,000.0              |
| Collaborative Programs with NYC Board of Education      | 5,153.0                | 0.0                                | 5,153.0                     | 0.0  |                    | 0.0              | 5,153.0              |
| Calandra Institute at Queens College                    | 1,086.0                | 85.0                               | 1,171.0                     | 33.3   |                    | 33.3             | 1,204.3              |
| Child Care  | 1,230.0                | 0.0                                | 1,230.0                     | 0.0  |                    | 0.0              | 1,230.0              |
| City University Supplemental Tuition Assistance (CUSTA) | 1,060.0                | 0.0                                | 1,060.0                     | 0.0  |                    | 0.0              | 1,060.0              |
| Financial Aid Matching Funds                            | 1,444.0                | 0.0                                | 1,444.0                     | 0.0  |                    | 0.0              | 1,444.0              |
| Freshman Year Programs                                  | 6,633.0                | 0.0                                | 6,633.0                     | 0.0  |                    | 0.0              | 6,633.0              |
| SEEK Program  | 11,516.0               | 329.9                              | 11,845.9                    | 166.9  |                    | 166.9            | 12,012.8             |
| Students with Disabilities                              | 2,128.0                | 0.0                                | 2,128.0                     | 0.0  |                    | 0.0              | 2,128.0              |
| Tuition Reimbursement                                   | 6,658.7                | 0.0                                | 6,658.7                     | 0.0  |                    | 0.0              | 6,658.7              |
| <b>TECHNOLOGY, LIBRARIES, &amp; INFRASTRUCTURE</b>      | <b>16,104.1</b>        | <b>314.7</b>                       | <b>16,418.8</b>             | <b>4,379.9</b>                                       |                    | <b>4,379.9</b>   | <b>20,798.7</b>      |
| Computer Access   | 2,545.0                | 0.0                                | 2,545.0                     | 0.0  |                    | 0.0              | 2,545.0              |
| Equipment Replacement                                   | 3,381.0                | 0.0                                | 3,381.0                     | 0.0  |                    | 0.0              | 3,381.0              |
| Information Services                                    | 4,675.1                | 234.2                              | 4,909.3                     | 212.0  |                    | 212.0            | 5,121.3              |
| Instructional Technology                                | 2,924.0                | 80.5                               | 3,004.5                     | 101.4  |                    | 101.4            | 3,105.9              |
| Facility Maintenance and Repair                         | 1,844.0                | 0.0                                | 1,844.0                     | 0.0  |                    | 0.0              | 1,844.0              |
| Neighborhood Work Project                               | 735.0                  | 0.0                                | 735.0                       | 0.0  |                    | 0.0              | 735.0                |
| New Buildings   | 0.0                    | 0.0                                | 0.0                         | 4,066.5  |                    | 4,066.5          | 4,066.5              |
| <b>UNIVERSITY MANAGEMENT &amp; OPERATIONS</b>           | <b>259,146.9</b>       | <b>9,183.4</b>                     | <b>268,330.3</b>            | <b>5,516.7</b>                                       |                    | <b>5,516.7</b>   | <b>273,847.0</b>     |
| Building Rentals  | 32,580.0               | 0.0                                | 32,580.0                    | 2,719.8  |                    | 2,719.8          | 35,299.8             |
| Central Administration                                  | 18,361.9               | 1,029.6                            | 19,391.5                    | 534.2  |                    | 534.2            | 19,925.7             |
| Collective Bargaining**                                 | 0.0                    | 1,723.3                            | 1,723.3                     | 958.4  |                    | 958.4            | 2,681.6              |
| Fringe Benefits   | 152,303.0              | 6,430.6                            | 158,733.6                   | 1,304.3  |                    | 1,304.3          | 160,037.9            |
| John Jay Lease  | 20,217.0               | 0.0                                | 20,217.0                    | 0.0  |                    | 0.0              | 20,217.0             |
| Utilities   | 35,685.0               | 0.0                                | 35,685.0                    | 0.0  |                    | 0.0              | 35,685.0             |
| <b>TOTAL PROGRAMS</b>                                   | <b>352,040.7</b>       | <b>16,376.5</b>                    | <b>368,417.2</b>            | <b>11,556.1</b>                                      |                    | <b>11,556.1</b>  | <b>379,973.2</b>     |
| <b>TOTAL SENIOR COLLEGES</b>                            | <b>571,959.3</b>       | <b>38,623.5</b>                    | <b>610,582.8</b>            | <b>22,920.6</b>                                      | <b>0.0</b>         | <b>22,920.6</b>  | <b>633,503.5</b>     |
| <b>SUBTOTAL</b>   | <b>924,000.0</b>       | <b>55,000.0</b>                    | <b>979,000.0</b>            | <b>34,476.7</b>                                      | <b>0.0</b>         | <b>34,476.7</b>  | <b>1,013,476.7</b>   |
| <b>PROGRAMMATIC NEEDS</b>                               |                        |                                    |                             |  | <b>46,200.0</b>    | <b>46,200.0</b>  | <b>46,200.0</b>      |
| <b>GRAND TOTAL</b>                                      | <b>924,000.0</b>       | <b>55,000.0</b>                    | <b>979,000.0</b>            | <b>34,476.7</b>                                      | <b>46,200.0</b>    | <b>80,676.7</b>  | <b>1,059,676.7</b>   |

\* All collective bargaining amounts are estimates and are subject to change.

\*\* These amounts represent undistributed, centrally managed funds for contractual obligations.

| 1999-2000 COMMUNITY COLLEGE BUDGET REQUEST (\$000)<br>Community Colleges and University-wide Programs |                  |   |                    |                  |                      |
|---|------------------|---|--------------------|------------------|----------------------|
|   | 1998-99<br>Base  | 1999-2000<br>Mandatory/<br>Coll. Barg.<br>Increases | Program<br>Changes | Total<br>Changes | 1999-2000<br>Request |
| <b>COLLEGES</b>   | <b>245,575.0</b> | <b>3,877.9</b>                                      |                    | <b>3,877.9</b>   | <b>249,452.9</b>     |
| Borough of Manhattan  | 52,048.0         | 910.7   |                    | 910.7            | 52,958.7             |
| Bronx   | 34,988.0         | 794.4   |                    | 794.4            | 35,782.4             |
| Hostos  | 26,780.0         | 334.6   |                    | 334.6            | 27,114.6             |
| Kingsborough  | 46,224.0         | 628.4   |                    | 628.4            | 46,852.4             |
| LaGuardia   | 45,326.0         | 822.5   |                    | 822.5            | 46,148.5             |
| Queensborough   | 40,209.0         | 387.2   |                    | 387.2            | 40,596.2             |
| <b>UNIVERSITY MANAGEMENT &amp; OPERATIONS</b>   | <b>91,025.0</b>  | <b>9,592.2</b>                                      |                    | <b>9,592.2</b>   | <b>100,617.2</b>     |
| Collective Bargaining   | 6,400.0          | 5,215.8   |                    | 5,215.8          | 11,615.8             |
| Fringe Benefits   | 50,100.0         | 4,376.4   |                    | 4,376.4          | 54,476.4             |
| University-wide Objectives  | 24,825.0         | 0.0   |                    | 0.0              | 24,825.0             |
| Utilities   | 9,700.0          | 0.0   |                    | 0.0              | 9,700.0              |
| <b>TOTAL PROGRAMS</b>   | <b>91,025.0</b>  | <b>9,592.2</b>                                      |                    | <b>9,592.2</b>   | <b>100,617.2</b>     |
| <b>TOTAL COMMUNITY COLLEGES</b>   | <b>245,575.0</b> | <b>3,877.9</b>                                      | <b>0.0</b>         | <b>3,877.9</b>   | <b>249,452.9</b>     |
| <b>SUBTOTAL</b>   | <b>336,600.0</b> | <b>13,470.0</b>                                     | <b>0.0</b>         | <b>13,470.0</b>  | <b>350,070.0</b>     |
| <b>PROGRAMMATIC NEEDS</b>   |                  |   | <b>16,900.0</b>    | <b>16,900.0</b>  | <b>16,900.0</b>      |
| <b>GRAND TOTAL</b>  | <b>336,600.0</b> | <b>13,470.0</b>                                     | <b>16,900.0</b>    | <b>30,370.0</b>  | <b>366,970.0</b>     |

| 1999-2000 STATE AID REQUEST<br>Community Colleges      |               |              |                      |                   |              |                      |              |              |                      |
|--|---------------|--------------|----------------------|-------------------|--------------|----------------------|--------------|--------------|----------------------|
|  | 1998-99 Base  |              |                      | 1999-2000 Request |              |                      | Difference   |              |                      |
|  | Total<br>FTE  | Rate<br>(\$) | State Aid<br>(\$000) | Total<br>FTE      | Rate<br>(\$) | State Aid<br>(\$000) | Total<br>FTE | Rate<br>(\$) | State Aid<br>(\$000) |
| <b>STATE OPERATING AID</b>                             |               |              |                      |                   |              |                      |              |              |                      |
| Base Aid   | 55,619        | 2,050        | 114,019              | 55,785            | 2,200        | 122,727              | 166          | 150          | 8,708                |
| Building Rentals                                       |               |              | 1,009                |                   |              | 1,011                |              |              | 2                    |
| <b>SUBTOTAL STATE OPERATING AID</b>                    | <b>55,619</b> | <b>2,050</b> | <b>115,028</b>       | <b>55,785</b>     | <b>2,200</b> | <b>123,738</b>       | <b>166</b>   | <b>150</b>   | <b>8,710</b>         |
| <b>PROGRAMS &amp; INITIATIVES</b>                      |               |              |                      |                   |              |                      |              |              |                      |
| Child Care   |               |              | 865                  |                   |              | 865                  |              |              | 0                    |
| College Discovery                                      |               |              | 574                  |                   |              | 574                  |              |              | 0                    |
| Contract Courses, Child Care,<br>Workforce Development |               |              | 1,000                |                   |              | 1,000                |              |              | 0                    |
| Neighborhood Work Project                              |               |              |                      |                   |              | 125                  |              |              | 125                  |
| College Now: Kingsborough                              |               |              |                      |                   |              | 150                  |              |              | 150                  |
| <b>SUBTOTAL PROGRAMS &amp; INITIATIVES</b>             |               |              | <b>2,439</b>         |                   |              | <b>2,714</b>         |              |              | <b>275</b>           |
| <b>GRAND TOTAL</b>                                     |               |              | <b>117,467</b>       |                   |              | <b>126,452</b>       |              |              | <b>8,985</b>         |

### SENIOR COLLEGE CAPITAL BUDGET REQUEST (\$'000)

| Priority  | College       | Project Name                                 | Preliminary Total Cost | Prior Funding To Date | 1999-2000 Request |                |               | 1999-2000 Request |
|---|---------------|--|------------------------|-----------------------|-------------------|----------------|---------------|-------------------|
|   |               |  |                        |                       | Design            | Construction   | Equipment     |                   |
| <b>MAJOR BONDED PROJECTS</b>  |               |  |                        |                       |                   |                |               |                   |
| 1   | CUNY Wide     | Condition Assessment Health & Safety         | 147,023                | 98,250                | 1,128             | 9,123          |               | DC 10,250         |
| 2   | CUNY Wide     | Condition Assessment Facilities Preservation | 702,796                | 59,434                | 1,010             | 8,168          |               | DC 9,178          |
| 3   | CUNY Wide     | Condition Assessment Disabled Accessibility  | 47,211                 | 22,711                | 605               | 4,895          |               | DC 5,500          |
| 4   | CUNY Wide     | Network Infrastructure/Telecommunications    | 78,000                 | 7,200                 | 733               | 5,892          |               | DC 6,625          |
| 5   | Brooklyn      | West Quad Building                           | 78,421                 | 7,300                 |                   | 17,816         |               | C 17,816          |
| 6   | John Jay      | Phase II *                                   | 390,310                | 20,000                | 76,000            |                |               | AD 76,000         |
| 7   | Queens        | Renovate Powdermaker Hall                    | 57,330                 | 30,418                |                   | 22,578         | 4,335         | CE 26,913         |
| 8   | City          | Shepard Hall Facade Phase III                | 36,200                 | 12,100                |                   | 12,050         |               | C 12,050          |
| 9   | CUNY Wide     | Asbestos Abatement                           | 38,969                 | 26,500                | 550               | 4,450          |               | DC 5,000          |
| 10  | CUNY Wide     | Educational Technology Initiative Phase III  | 26,000                 | 14,000                |                   |                | 4,000         | E 4,000           |
| 11  | CUNY Wide     | Upgrade Bathroom Facilities                  | 26,659                 | 7,300                 | 470               | 3,805          |               | DC 4,275          |
| 12  | NY Tech       | Stage Tech Addition Phase II                 | 1,759                  | 149                   | 168               | 1,315          | 127           | CE 1,610          |
| 13  | Staten Island | Plant Operations Building 2M Renovation      | 5,037                  | 400                   | 348               |                |               | D 348             |
| 14  | York          | Daycare Facility                             | 5,000                  | 700                   | 15                | 3,908          | 377           | DCE 4,300         |
| 15  | CUNY Law      | Renovate CUNY Law Building                   | 7,912                  | 200                   | 1,095             |                |               | D 1,095           |
| <b>SPECIAL FUNDING INITIATIVES</b>  |               |  |                        |                       |                   |                |               |                   |
|   | CUNY Wide     | Energy Conservation/Performance              | ongoing                | 22,992                | 890               | 4,860          |               | DC 5,750          |
|   | CUNY Wide     | Science & Technology Equipment               | 60,000                 | 20,000                |                   |                | 3,750         | E 3,750           |
| <b>Subtotal Major Bonded Projects</b>   |               |  | <b>1,708,627</b>       | <b>349,654</b>        | <b>83,011</b>     | <b>98,859</b>  | <b>12,589</b> | <b>194,460</b>    |
| <b>HARD DOLLAR MODERATE REHABILITATIONS</b>   |               |  |                        |                       |                   |                |               |                   |
| 1   | CUNY Wide     | Minor Repairs                                | ongoing                | 8,606                 | 72                | 579            |               | DCE 651           |
| 2   | CUNY Wide     | Alterations and Improvements to Libraries    | TBD                    | 0                     | 472               | 2,047          | 181           | DCE 2,700         |
| 3   | CUNY Wide     | Feasibility Studies/Master Plan Updates      | 2,910                  | 2,910                 | 100               |                |               | D 100             |
| 4   | Queens        | Center for Biology of Natural Systems        | 1,032                  | 98                    | 80                | 769            | 85            | DCE 934           |
| 5   | NY Tech       | Convert Classrooms to Lecture Hall           | 314                    | 55                    |                   | 237            | 22            | CE 259            |
| 6   | Baruch        | Parent Resource/Daycare Facility             | 1,000                  | 0                     | 172               | 762            | 66            | DCE 1,000         |
| 7   | Staten Island | Parking Lot                                  | 80                     | 0                     | 6                 | 74             |               | DC 80             |
| <b>Subtotal Moderate Rehabilitations</b>  |               |  | <b>5,336</b>           | <b>11,669</b>         | <b>902</b>        | <b>4,468</b>   | <b>354</b>    | <b>5,724</b>      |
| <b>Total Senior Colleges</b>  |               |  | <b>1,713,963</b>       | <b>361,323</b>        | <b>83,913</b>     | <b>103,327</b> | <b>12,943</b> | <b>200,184</b>    |
| *Requested amount includes remaining portion of acquisition costs.<br>A = Acquisition D = Design C = Construction E = Equipment |               |  |                        |                       |                   |                |               |                   |

**COMMUNITY COLLEGE CAPITAL BUDGET REQUEST (\$'000)**

| Priority                                    | College       | Project Name                                 | Preliminary Total Cost | Prior Funding To Date | 1999-2000 Request |                |               | 1999-2000 Request |
|---|---------------|--|------------------------|-----------------------|-------------------|----------------|---------------|-------------------|
|   |               |  |                        |                       | Design            | Construction   | Equipment     |                   |
| <b>MAJOR BONDED PROJECTS</b>                |               |  |                        |                       |                   |                |               |                   |
| 1   | CUNY Wide     | Condition Assessment Health & Safety         | 64,939                 | 9,500                 | 248               | 2,002          |               | DC 2,250          |
| 2   | CUNY Wide     | Condition Assessment Facilities Preservation | 228,475                | 2,188                 | 220               | 1,780          |               | DC 2,000          |
| 3   | CUNY Wide     | Condition Assessment Disabled Accessibility  | 17,670                 | 3,112                 | 138               | 1,112          |               | DC 1,250          |
| 4   | CUNY Wide     | Asbestos Abatement                           | 7,846                  | 3,500                 | 165               | 1,335          |               | DC 1,500          |
| 5   | CUNY Wide     | Network Infrastructure/Telecommunications    | 45,480                 | 0                     | 418               | 2,082          |               | DC 2,500          |
| 6   | CUNY Wide     | Educational Technology Initiative Phase III  | 5,000                  | 0                     |                   |                | 2,250         | E 2,250           |
| 7   | CUNY Wide     | Energy Conservation/Performance              | 12,400                 | 300                   | 232               | 1,268          |               | DC 1,500          |
| 8   | Medgar Evers  | Academic Building I                          | 69,877                 | 10,600                | 10,000            |                |               | D 10,000          |
| 9   | LaGuardia     | Science Lab Retrofit – E Building            | 2,605                  | 0                     | 353               | 2,054          | 198           | DCE 2,605         |
| 10  | Queensborough | Scope Development/Oakland Renovation         | 2,000                  | 450                   | 340               | 1,660          |               | DC 2,000          |
| <b>Subtotal Major Bonded Projects</b>       |               |  | <b>456,292</b>         | <b>29,650</b>         | <b>12,114</b>     | <b>13,293</b>  | <b>2,448</b>  | <b>27,855</b>     |
| <b>HARD DOLLAR MODERATE REHABILITATIONS</b> |               |  |                        |                       |                   |                |               |                   |
| 1   | CUNY Wide     | Feasibility Studies/Master Plan Updates      | 3,500                  | 250                   | 420               |                |               | D 420             |
| 2   | CUNY Wide     | Minor Repairs                                | ongoing                | 675                   | 220               | 1,780          |               | DC 2,000          |
| 3   | LaGuardia     | Alterations/Improvements Main Theater        | 320                    | 0                     | 61                | 259            |               | DC 320            |
| <b>Subtotal Moderate Rehabilitations</b>    |               |  | <b>3,820</b>           | <b>925</b>            | <b>701</b>        | <b>2,039</b>   | <b>0</b>      | <b>2,740</b>      |
| <b>Total Community Colleges</b>             |               |  | <b>460,112</b>         | <b>30,575</b>         | <b>12,815</b>     | <b>15,332</b>  | <b>2,448</b>  | <b>30,595</b>     |
| <b>Grand Total University</b>               |               |  | <b>2,174,075</b>       | <b>391,898</b>        | <b>96,728</b>     | <b>118,659</b> | <b>15,391</b> | <b>230,779</b>    |

Medgar Evers, though a senior college, is funded as a community college.  
A = Acquisition D = Design C = Construction E = Equipment

# the colleges

**T**he experiment is to be tried,  
whether the highest education  
can be given to the masses;  
whether the children of people, ...  
the children of the whole people,  
can be educated; and whether an  
institution of learning, of the  
highest grade, can be successfully  
controlled by the popular will, not  
by the privileged few, but by the  
privileged many.

Dr. Horace Webster  
Principal of the Free Academy, 1849

Baruch, a senior college with a primary mission in business and the administrative disciplines, is a selective institution whose reputation derives from the high quality of its professional programs. It houses the only School of Business and the only School of Public Affairs in The City University. Its baccalaureate programs combine technical preparation with the development of the intellect and the cultivation of aesthetic and ethical values. The School of Arts and Sciences offers an array of traditional majors and a selection of programs that link professional education with the liberal arts. Baruch's alumni are a major presence in the business community of New York City. Baruch is also noted for vigorous planning.

Baruch has implemented plans that would achieve national standards of academic quality. These plans, which involve the entire College, entail higher standards for admission and retention; vigorous program review; extensive new honors programs for highly motivated, well-prepared students; and new degree programs responsive to the needs of CUNY students. The College has introduced the teaching of communication skills throughout its curriculum, assuring students in every program extensive opportunities to develop their reading, writing, and speaking skills. The Communication Program also encourages innovative pedagogy. The Small Business Laboratory, part of the Entrepreneurship Program, helps thousands of New Yorkers eager to enter the world of small business. The Career Development Center matches the needs of New York business, industry, and nonprofit organizations with the competencies and aspirations of Baruch's graduates, creating a well-educated, culturally diverse workforce in New York.

Baruch College has embarked on a five-year (1998-2003) academic plan designed to achieve national standards of academic quality. The Office of Program Assessment reviews admissions, retention, and the quality of programs. Since Baruch no longer offers remedial courses, a Baruch Preparatory Plan works with the high schools to help prepare students to meet Baruch's admission requirements and enroll in college-level courses. A Center for Co-Existence coordinates curricular and extracurricular activities related to the College's diverse student demography, the global marketplace, and education. By 1999 the Zicklin School of Business will offer a full-time MBA program whose standards match or exceed those of private institutions, thus assuring an affordable and prestigious graduate business program for New Yorkers.

Baruch is also committed to offering its students a modern and technologically advanced learning environment. The College's physical plant is currently undergoing a transformation. Scheduled to open in the year 2000, Baruch's new Academic Complex will become the hub of the new campus, hosting both the Zicklin School of Business and the Weissman School of Arts and Sciences.

## Brooklyn College

Brooklyn College is a recognized national leader in innovative educational programs. The *1998 Fiske Guide to Colleges* gave Brooklyn College a four-star ranking for its academic programs, and in 1993 a national survey ranked Brooklyn College's core curriculum first among the nation's public institutions of higher education. In 1995, when a Standard and Poor's survey ranked The City University of New York first in the number of graduates to achieve leadership positions in their corporations, Brooklyn College alumni accounted for nearly one-quarter of the CUNY total. In 1996, a National Research Council study ranked Brooklyn College nineteenth in the nation in production of graduates who went on to earn doctoral degrees between 1920 and 1992.

Among the largest programs at the College are business management, accounting, and computer and information science, whose graduates enter industries of critical importance to New York City. Creative arts programs at Brooklyn College—in music, theater, performing arts management, fine arts, and creative writing—are among the best in the nation and their graduates enter fields that have long made New York City a cultural capital of the world.

Freshman Year College, which creates a strong learning environment for new students, has brought a 50% increase in overall freshmen retention and won national recognition of its faculty development program, Transformations, which received the 1998 Theodore M. Hesburgh Award from Teachers Insurance and Annuity Association–College Retirement Equities Fund, presented at the annual meeting of the American Council on Education.

Brooklyn College participates in a State-funded Center for Applied Technology, which develops technologies that create jobs. In 1998, with support from the New York State Higher Education Advanced Technology Program (HEAT), the College's Aquatic Research and Environmental Assessment Center sent a school of fish into space on the shuttle Endeavour to study the effects of low gravity on reproduction. With funds from the National Space Biomedical Research Institute and HEAT, Brooklyn College computer scientists are examining how changes in gravity affect human balance during space travel.

The new Research Consortium of undergraduate programs will enlarge the educational and research opportunities available to the next generation of scientists. Students in the Minority Access to Research Careers Program, the Collegiate Science and Technology Entry Program, the Howard Hughes Medical Institute program in biology, and the Alliance for Minority Participation engage in challenging scientific research at the College. The consortium is modeled after the College's highly successful Honors Academy.

The School of Education offers an innovative curriculum in elementary education that enables teachers to educate the increasingly diverse population of the City and the State. To respond to the increasing demands of the healthcare professions, the College has created a new graduate program in public health that integrates scientific, social, behavioral, and technical expertise and will enroll its first students in September 1999.



Founded in 1847 to offer higher education to the children of the working class and immigrants, CCNY is one of the nation's best known institutions of public higher education. For over 150 years CCNY has been a primary avenue to economic and social advancement for New Yorkers.

Actually a small university, City includes the College of Liberal Arts and Sciences, Schools of Architecture, Education, and Engineering, and the Sophie Davis School of Biomedical Education/CUNY Medical School. Long renowned as a great teaching institution, CCNY has also become internationally known for the research activities of its faculty in fields such as molecular modeling, laser optics, and AIDS. During 1997-98, the faculty received research grant support totaling over \$27 million, the largest amount in CUNY. City also has the largest undergraduate research program in the New York metropolitan area. CCNY's Institute for Ultrafast Spectroscopy and Lasers (IUSL) is one of the world's leading laser research centers. The new Colin L. Powell Center for Public Policy Studies focuses on global issues affecting New York City, giving it a unique role in preparing leaders and policy makers of the future.

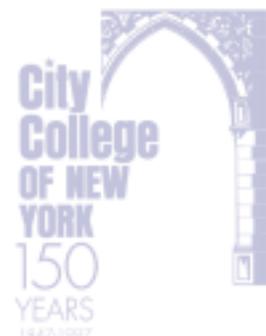
Eight City College alumni have won the Nobel Prize, placing the College among the top ranks of public colleges nationwide. CCNY is ranked ninth nationally in graduates who have earned Ph.D.'s; eleventh in alumni who have become leading business executives; and eleventh, ahead of Harvard University, in alumni elected to the National Academy of Engineering.

Today's CCNY is a microcosm of New York City's diversity. Over half of its 12,000 students were born abroad, in some ninety countries. Current students and recent graduates continue a tradition of excellence. Over 75% of first-time applicants to medical schools and more than 80% of those who applied to law schools were admitted during the past decade. In recent years CCNY has placed in the top 3% nationally in graduates who earn doctorates, and in English, Psychology, and Foreign Languages, CCNY ranked in the top 1%.

CCNY has the only School of Engineering in metropolitan New York. Seven of its graduates and faculty are members of the prestigious National Academy of Engineering.

CCNY has the only public School of Architecture in metropolitan New York. The City College Architecture Center (CCAC) has just completed "Crosstown 116," a partnership among the American Institute of Architects, the Upper Manhattan HUD Partnership, and City College's School of Architecture, which will develop revitalization plans for the crosstown corridor of 116th Street.

In the immediate future City intends to strengthen ties with the publishing industry through interdisciplinary public certificate programs, enhance the Biomedical Engineering program (in partnership with regional research hospitals), intensify programs in Media Arts, and establish management of technology programs for Engineering and Science graduates to work in industry.



**Sophie Davis  
School of  
Biomedical Education**

The Sophie Davis School of Biomedical Education was founded to address the shortage of African-American and Latino primary care physicians and the shortage of primary care physicians in inner city areas. The School's foremost goal is to educate talented young men and women of diverse ethnic backgrounds to serve as primary care physicians in medically underserved communities. It has been recognized as a model of its kind.

The Biomedical Education program is designed as a seven-year, integrated curriculum leading to the Bachelor of Science and Doctor of Medicine degrees. During the first five years of the program, students meet all requirements for the B.S. degree and complete the preclinical portion of the medical school curriculum. Distinctive academic features include a pre-enrollment summer enrichment program; intensive advising; counseling and educational support; and a strong emphasis on community-oriented primary care, including the social, economic, and behavioral aspects of healthcare. A unique three-year sequence in Community Health and Social Medicine combines classroom instruction with field placements at healthcare centers throughout New York City. After completing the five-year sequence, students transfer to one of seven New York State medical schools for their final two years of clinical training.

The School also offers a Bachelor of Science degree program for physician assistants who assist physicians in the delivery of primary care. The goals of the program are to increase the number of physician assistants who work in medically underserved communities in New York State and to increase the number of physician assistants from minority and economically disadvantaged groups.

One of Sophie Davis' very successful programs is the Gateway to Higher Education. It was designed to prepare minority high school students for admission to selective colleges and to provide access to professional careers in science, medicine, technology, and teaching. Gateway students take college preparatory Regents courses in science, mathematics, social science, English, and foreign language. They complete high school with an average of three advanced placement courses. Classes are supplemented by after-school tutoring, career and cultural enrichment activities, and summer internship research and hospital work.

The Sophie Davis School of Biomedical Education will continue working toward the goal of supplying a more diverse healthcare workforce by selecting outstanding high school graduates and preparing them as physicians and physician assistants. Currently, more than one-third of our physician graduates and two-thirds of our physician assistant graduates work in medically underserved communities in New York State and New York City. We will work toward increasing these numbers.

Hunter College has a long tradition of and commitment to excellence and access for undergraduate and graduate students in the liberal arts and sciences, as well as in several professional fields: education, health sciences, nursing, and social work. The College offers over 150 undergraduate and graduate degree and certificate programs to a student body that reflects the diversity of New York City. The College curriculum is designed to meet the highest academic standards while fostering understanding among groups from different racial, cultural, and ethnic backgrounds. Although teaching and research are its primary mission, community service is also an essential goal of the College. Hunter faculty seek to generate new knowledge and to design programs to address the myriad cultural, social, and political needs of New York City and the world.

In the Arts and Sciences, Hunter is a leader in several areas, including Geographic Information Systems, Film and Media, Art, and the Performing Arts. This year, Hunter faculty have received more than \$27 million in external research and contract funding concentrated particularly in the biomedical and neurosciences. Our Mellon Fellowships and other specialized programs offer minority students support and access to teaching and research careers in both the liberal arts and the biomedical sciences. The Workforce Development Initiative has allowed the College to create a new interdisciplinary program specialized in preparing students for careers in biotechnology.

Hunter's School of Education continues the College's 128-year tradition of excellence in the preparation of teachers for service in New York City. Equally impressive is Hunter's School of Health Professions, which houses programs in Nursing, Physical Therapy, Public Health and Communication Sciences. The School of Social Work is among the top ten schools nationally and is an acknowledged leader in preparing the practitioners that serve the New York area.

The College's Block Program, in which first-year students register in a group of four to five coordinated classes, is a resounding success, having produced demonstrable and significant improvements in first-year retention and student satisfaction.

The College's research and teaching centers house programs that directly serve New Yorkers. The Brookdale Center on Aging, the Center for AIDS, Drugs and Community Health, the Center for Occupational and Environmental Health, and the Center for Family Policy all play important roles in education and research on significant public policy issues.

The College has embarked on several strategic planning efforts to align our curriculum with the educational needs of New York City and State in the 21st century. A college-wide strategic planning committee will soon produce a report charting a course for the College for the next decade. In the School of Education, a similar planning effort will examine the growing teacher shortage and the anticipated changes in public school graduation requirements. The committee will recommend initiatives that help fulfill the College's mission of continuing to provide New York with the highest quality teachers.



## John Jay College

John Jay College of Criminal Justice is a liberal arts institution with a specialized mission in the fields of criminal justice, fire science, and related areas of public safety. During the last decade student enrollment has increased to over 10,000. John Jay's student body reflects the ethnic and cultural diversity of New York City, and women constitute a majority of its students (55%). The College offers degree programs at all levels: the certificate, associate, baccalaureate, master's degrees in Forensic Science, Forensic Psychology, Legal Studies, Criminal Justice, Computer Information Systems, and Public Administration, for example, and the CUNY Ph.D. Program in Criminal Justice. John Jay's international initiatives, especially in Eastern Europe and Latin America, coupled with its broad network of training programs for city, state, and federal officers and agents, contribute to the fulfillment of its mission.

In February 1998, John Jay's Master of Public Administration (MPA) Program in Criminal Justice Policy was ranked first in the nation by *US News and World Report*. The College's other master's programs have raised their admissions standards and enrollment has grown.

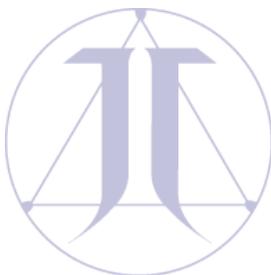
The College's reputation as an international leader in criminal justice was enhanced by its Human Dignity & the Police training course, carried out in conjunction with the International Law Enforcement Academy (ILEA) in Eastern Europe, Latin America, and in a soon-to-be-opened site in Bangkok. This program is complemented by faculty exchanges in England and Ireland, and John Jay's fourth international conference on crime and public order held in Budapest, Hungary in June 1998, attended by over 250 participants from 25 countries.

The College's interdisciplinary research team, focusing on the drop in violent crime, completed the first stage of its research with the publication of three books, one of which is *Crime and Justice in New York City* published by McGraw-Hill in 1998. A total of 21 John Jay faculty members contributed articles to this book, which is being used in criminal justice classes. A second volume is in preparation.

John Jay will expand its outcomes assessment project in the majors as part of its undertaking to improve teaching, learning, and accountability. Faculty from five majors are currently identifying and assessing student learning competencies in the 400-level capstone courses. John Jay intends to extend this project to five additional majors each year and to include the general education component as well.

As part of John Jay's training and service mission, the College will expand its initiative for correctional officers at Rikers Island, which began in response to a need of the New York City Department of Corrections in fall 1998, with almost eighty students. It combines liberal arts and professional coursework and is intended to further professionalize the workforce in the Department of Corrections.

In an effort to increase accountability and in conjunction with its student information system, John Jay will extend its pilot Telephone Registration system to all students at the College, from freshmen to graduate students. This will lead to a more effective and efficient registration process to accommodate the varied needs of students.



Lehman College, the only public comprehensive college in the Bronx, serves residents of the borough, New York City, Westchester County, and the region. Established in 1968 and named after four-time governor and U.S. Senator Herbert H. Lehman, the College seeks to provide access to high-quality undergraduate and graduate education; to contribute to the advancement of knowledge through research undertaken by faculty and students; to offer continuing education opportunities; and to interact with the surrounding community for the promotion of its educational, cultural, social, and economic well-being. The College is an accredited, nonresidential institution serving culturally diverse, highly motivated students through day, evening, and weekend programs in the humanities, natural and social sciences, education, and the health-related professions. In conformity with The City University of New York's goals of access and excellence, Lehman College fosters the intellectual and personal growth of students through innovative programs of study, student-oriented services, and opportunities to engage with faculty in research and scholarship. The College seeks to instill in students and graduates a lifelong love of learning.

Lehman College, in collaboration with the New York Botanical Garden, houses the CUNY Ph.D. in Botanical Sciences. Our interdisciplinary Multilingual Journalism Program, involving the departments of English, Art, Speech and Theater, and Languages and Literature, is the only one of its kind. Its publication, *The Bronx Journal*, is used in classrooms throughout the Bronx and publishes articles in ten languages. Our Graphics Imaging Program teams art and computer science majors working together on high-end computer graphic systems.

As part of its longstanding collaborative efforts with Bronx public schools at the K-12 level, the College has initiated a Bridge to College Program, which focuses not only on improving the achievement of students but also on the professional development of teachers. By expanding access to the Athletic and Physical Education Center, the Lehman Center for the Performing Arts, and the new Academic Computer Center, the College continues its tradition of service as a major recreational, cultural, and technology education resource for the region.

Through extensive contacts and interaction with the surrounding community and region, the College is dedicated to the betterment of the quality of life of the residents of the Bronx and the region. Our Geographic Information Systems program provides services to community agencies seeking to foster economic development. The Bronx Information Network, based at Lehman College, offers services to community-based organizations, healthcare providers, and local school districts on the effective use of the latest information technology.



## Medgar Evers College

Medgar Evers College is committed to meeting the educational and social needs of the central Brooklyn community. The College's mission is to develop and maintain high-quality, professional, career-oriented undergraduate degree programs within the context of a liberal education. Access and academic excellence are part of our mission as we seek to serve students with diverse educational, socioeconomic, political, cultural, and national backgrounds. It is our goal to ensure that our graduates know success, employ their technological skills, and help enrich their community, nation, and world. The College seeks to develop and maintain processes and procedures for coordination and oversight that ensure that standards of quality are met and that its mission, goals, and priorities are accomplished as effectively and efficiently as possible.

The Freshman Year Program, as its name indicates, is designed exclusively for freshmen during their critical first year of college. Students are taught collaborative learning techniques, time management, reading/note taking and research/library skills, and interpersonal skills. They are also provided academic advising and counseling. An inspirational lecture series broadens students' horizons and engages them in important social issues.

The Biology Department's philosophy is to assist students in achieving their potential by providing individual attention, mentoring, and opportunities to participate in research activities both within the department and at external sites.

The B.S. in Environmental Science (ES) program is based on a very rigorous curriculum of science, mathematics and liberal arts. It focuses on the urban environment and trains students to recognize and find solutions to the mounting environmental problems facing urban residents.

The Office of Instructional Technology was created in 1997 to plan, facilitate, and assess faculty use of information technology in teaching.

Other initiatives include: (1) the development of an online, self-paced technology tutorial repository to be made available to the College community; (2) collaboration between students and faculty fellows on the creation of Webpages with interactive and multimedia elements, etc.; and (3) the creation of a bank of online courses for the College.

Medgar Evers College has been involved in a reengineering process of which the ultimate goal is to create a better college while maintaining the focus on our mission and the various constituencies we serve and with which we are involved. Several significant changes have been implemented and others are expected over the next few years.



In its unique mission as downstate's senior technical college, City Tech serves the region by providing academically and technically proficient graduates for the arts, entertainment, computer and engineering technologies; health, human services, and law-related professions; technical and occupational education; and liberal arts and sciences.

City Tech's academic programs are recognized by business, industry, and government agencies as resources integral to the development of a highly skilled workforce, particularly in high-growth industries and professional areas. Technical and community assistance programs staffed by faculty and students, and expansive internship experiences enable students to benefit from hands-on, real-world experience essential to a successful education, while contributing to the state's economic and social well-being.

City Tech's international award-winning Hospitality Management Department has produced many of New York City's celebrated executive chefs. Advertising design students have received top honors in national competitions. Pass rates for the 1997 and 1998 classes on licensure examinations in dental hygiene and radiologic technology have approached the 100th percentile. Tech Prep, a grade 11-through-college program with nine high schools, has been recognized as a national model for high school-college collaboration. The Access for Women program assists unemployed and underemployed women in pursuing careers in engineering technologies, building trades, and other nontraditional fields.

To strengthen its offerings and to achieve the University's goals of assuring standards, opportunity, service, and accountability, City Tech is revising its curricula to incorporate educational and workplace competencies. The College will expand capstone courses into all baccalaureate curricula. Incubator projects, practica, special research projects, and high school partnerships will be linked to academic programs.

In the areas of economic development and research, the Manufacturing Resource Center assists local manufacturers in developing new products and building prototypes before making substantial investments in new and costly equipment. The Computer Support Service Center provides a broad range of computer installation, maintenance, and repair services to corporations, small and medium-sized businesses, public and private agencies and neighborhood associations and residents throughout the city. Elder Law and Immigration Clinics operated by the Legal Assistant Studies Department provide free legal assistance to senior citizens and immigrants.

## Queens College

Queens College is a comprehensive multicomponent college with strong programs in liberal arts and sciences and in professional programs at both undergraduate and graduate levels. A strong liberal arts curriculum assures students education for a full career and a full life. Opportunities abound with special programs developed for honors students; for students in pre-law, pre-med, and business; and for adults and foreign-language speakers. Queens is among the top 8% of all U.S. colleges in the *1997 Princeton Review Guide*.

Graduate education and research are essential elements of Queens College's mission. The College offers master's degrees and certificates in close to fifty disciplines and is also a major participant in eight Ph.D. programs offered by CUNY.

The Queens College award-winning Freshman Year Initiative has been described as a faculty development program, a student acculturation program, and a legitimate effort to provide a seamless transition to college. It has improved retention and progress toward graduation, and by the year 2000 all freshmen will participate. One of our faculty in this program has been named New York State College Teacher of the Year for 1998.

The College continues to emphasize quality with special honors programs in Humanities and Mathematics and the Natural Sciences, industry-supported liberal arts programs in Journalism and Business, and special groups such as the John D. Calandra Italian American Institute and the Michael Harrington Center for Democratic Values and Social Change. Queens continues to provide opportunities for nontraditional students through Adult Collegiate Education, Worker Education, and the one-year-old Weekend College, and artistic enlightenment through its nationally respected Aaron Copland School of Music.

Recently established Bernard and Gloria Salick Center for Cellular and Molecular Biology is a magnet for research and service. Major hospitals participated in planning the facility and now work with the program. Faculty from Anthropology and Sociology join their colleagues in Biology, Biochemistry, Chemistry, and Neuropsychology in working with Distinguished Professor Luc Montagnier on some of society's most pressing health problems.

A similar interdisciplinary focus on environmental problems is provided by a new School of Earth and Environmental Sciences and the Center for the Biology of Natural Systems, headed by Barry Commoner. Their method integrates scientific approaches with those of Economics, Political Science, Philosophy, Anthropology, English, and other cultural, social, political, and economic concerns.

An initiative on Journalism, Media, and Information Studies will provide students with a better knowledge of the global information revolution. Close ties with industry assure that the programs offered and the equipment used are current and useful after graduation.

An elementary school that focuses on mathematics, science, and technology is being planned in cooperation with the Center for Educational Innovation, faculty from all divisions of the College, and local and city educators.



The College of Staten Island, like the University, is committed to both access and excellence. This dual commitment is especially important in light of CSI's status as the only public college on Staten Island, the one instance in which CUNY is represented in a borough by one unit alone. The College offers the associate degree in selected areas, a comprehensive range of baccalaureate programs, selected master's programs, and, in cooperation with the CUNY Graduate School, doctoral programs.

The College of Staten Island's remarkable campus, with its superb laboratories, studios, and classrooms, serves the pivotal endeavors of teaching and research that promote discovery and dissemination of knowledge while developing human minds and spirits. The College's faculty, administration, and staff practice their commitment to educational excellence as they instill in the 12,000 students that enroll each year an enduring love of learning, a sensitivity to pluralism and diversity, a recognition of their responsibility to work for the common good, and an informed respect for the interdependence of all people as they prepare them to enter their chosen careers.

The high pass rate on the State teachers examination reflects the College's success in preparing new teachers to enter their chosen profession. The Discovery Center, funded consistently by numerous external agencies, collaborates with significant numbers of practicing Staten Island teachers as they promote effective learning in the classroom.

The College's demonstrably successful health sciences programs, including Nursing, Physical Therapy, Medical Technology, and Physician Assistant, prepare a cadre of skilled healthcare professionals who serve the needs of the metropolitan area.

The College's Center for Environmental Science, through research and teaching, has for two decades conducted influential studies of environmental issues that affect Staten Island residents. These studies have shaped policies that create a healthier community.

To assure that its graduates can demonstrate high academic achievement at all levels and in all disciplines, the College will continue to review its academic standards and policies, to develop its immersion programs and its Honors College, and to review and assess its degree programs.

To expand academic opportunities for its growing community and maintain a dynamic curriculum, the CSI's Multiyear Academic Plan calls for the development of new programs such as the B.S. in Information Science, the M.S. in Nursing, the M.A. in History, and the M.S. in Biology. The Multiyear Academic Plan also calls for the removal from its inventory programs that are no longer effective.

The College's multiyear goals and objectives include the expansion of successful initiatives such as the Adults Returning to College program, the Career Placement program, Continuing Education certificate programs that offer opportunities to acquire the knowledge and expertise necessary for State and national certifications, and the programs of training and support services provided by the CSI Small Business Development Center.



## York College

York College is committed to academic excellence through teaching and learning, research and scholarship. It envisions service to a student body which reflects the unparalleled cultural diversity and richness of Queens and the New York metropolitan area and to the communities in which they live.

The College currently enrolls more than 6,000 students, conferring baccalaureate degrees in more than forty majors in liberal arts and sciences and a broad array of professional degree programs (accounting, business, computer studies, education, allied health professions, mathematics, and social work). Distinguished faculty and strong academic programs in the natural sciences provide an excellent environment for undergraduates to prepare for graduate or professional schools, both through curricula and research experiences.

The intellectual center of southeast Queens, York blends traditional academic disciplines in the liberal arts with career and professional preparation. Multicultural and international education are integral themes in all academic programs.

Recognized as a national leader in educating minority students, York has received millions of dollars in federal grants to fund innovative science programs and purchase state-of-the-art scientific research equipment for use by faculty and students. For the past 26 years, York has been at the forefront in improving the teaching and learning of science in Queens, increasing interest in science, and proving to youngsters among diverse minority groups that science is for everyone.

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Most notable among these programs are the teacher training programs designed to upgrade the effectiveness of K-12 science educators across Queens County. York's Minority Biomedical Research Support Program, the first of its kind in the northeast region, and the Minority Access to Research Careers Program prepare students to pursue advanced degrees leading to positions in the academy, biomedical research, and medicine.

In our continuing effort to provide valuable service to the community at large and contribute to the economic development of Queens and New York City, the York College Small Business Development Center (SBDC) has provided technical assistance to aspiring entrepreneurs and local businesses over the past ten years. In fiscal year 1998, the College's SBDC was ranked fourth among SBDCs in New York State.

In November 1999, the \$84 million office complex and laboratory for the regional offices of the U.S. Food and Drug Administration (FDA), one of six testing and evaluation sites across the nation, is scheduled to open on York's campus. Through this unique partnership, York and the FDA will share resources and explore joint research projects.

To enhance academic quality and performance of current students and attract outstanding faculty, York will seek to establish the Coordinated Program for Development of Communicative and Analytical Skills. Through collaborative agreements with community colleges and the Board of Education, York's Coordinated Program will improve the preparedness of the feeder population and serve students eager to pursue academic excellence despite prior educational disadvantages.



The Graduate School and University Center (GSUC) is the doctorate-granting institution of the largest urban university in the United States. The only consortium of its kind in the nation, the GSUC draws its faculty mainly from the CUNY senior colleges and from cultural and scientific institutions throughout New York City. Established in 1961, the GSUC has grown to an enrollment of nearly 4,000 students in 31 doctoral programs and seven master's degree programs in the humanities, social sciences, and sciences. The GSUC also houses 23 research centers and institutes and administers the CUNY Baccalaureate Program. The goal of the GSUC is to preserve and strengthen the quality of its academic programs and to support and foster research by faculty and students.

The GSUC also seeks to strengthen its role as a university center, fulfilling CUNY's mission of access and excellence. The GSUC strives to be a cultural, educational, and economic resource as well as a catalyst for the complex urban community it serves.

The GSUC has compiled an enviable record of excellence in research and training. More than a third of its programs rank among the nation's top twenty at public and private institutions; nearly a quarter are among the top ten when compared to public institutions alone; and more than half are among the top five programs at publicly supported institutions in the Northeast. Among New York State institutions of higher learning, both public and private, the GSUC ranked first in Music; second in Linguistics and Chemical Engineering; third in Anthropology, Art History, Philosophy, History, and Hispanic and Luso-Brazilian literatures; and fourth in English and French. When compared with all public members of the Association of American Universities, the GSUC placed fifteenth overall in number of academic programs ranked in the top twenty nationally.

The primary focus of the GSUC's current planning is to maximize the opportunities to be presented by the fall 1999 opening of its Fifth Avenue facility. In particular, the GSUC envisions its relocation as an occasion for expanding productive exchange among its multiple constituencies. Spatial proximity will allow doctoral programs, centers, and institutes to engage in more effective interdisciplinary work. New public spaces will enhance the GSUC's role as a university center, drawing CUNY faculty together to engage in productive research and teaching. Its attractive physical plant will promote the GSUC's role as an educational and cultural resource for its new neighborhood and for New York City as a whole.

A second initiative is directed toward bringing doctoral student support into line with funding levels at other research-oriented universities. The GSUC seeks to increase its resources for fellowships and assistantships and to provide tuition remission to doctoral students who teach at CUNY colleges.

A third initiative is an intensive process of self-study attendant to the 1999-2000 Middle States Review. The GSUC will assess how well it has performed in maintaining the high quality of its academic programs; stimulating advanced research that will contribute to the economic development of New York City and New York State; encouraging research on urban issues, particularly those with public policy implications; and promoting diversity in the academy.



## CUNY School of Law

Opened in 1983, the CUNY School of Law is the only law school which, from inception, has defined its mission as training law students for public service. “Law in the Service of Human Needs” is the motto of the CUNY School of Law and its goal is to teach students to be lawyers who will use their skills to serve the public interest. To this end, the School has developed a unique and comprehensive curriculum which integrates lawyering skills with legal doctrine at every level, making it a national leader in progressive legal education.

CUNY School of Law is successful in its mission to train law students to be socially conscious and caring attorneys with a commitment to public interest law and public service. The Law School was ranked first in the nation for its public interest placement of graduates by *The Princeton Review: The Best Law Schools*.

CUNY School of Law has won national recognition for both its innovative pedagogy and its commitment to training lawyers to practice in the public interest. The Society of American Law Teachers awarded the School its Special Award for Innovation in Teaching. CUNY School of Law’s clinical program has ranked among the top ten for seven consecutive years and moved this year to fourth place (ahead of Yale) in *US News and World Report’s* annual survey. Clinic students from the Immigrants & Refugees Rights Clinic were awarded the New York State Bar Association’s prestigious Public Interest Law award in 1997.

The School’s leadership in immigrant law and rights was recognized by the Emma Lazarus Fund of the Open Society Institute, which made its sole grant to any educational institution to CUNY School of Law. The largest grant made by the Legal Profession Program of the Open Society Institute was also to CUNY School of Law.

In the near future, the Law School will give particular attention to the following projects and programs:

**Immigrants Law Project.** Building on its Immigrants and Refugees Rights Clinic, CUNY School of Law is developing a series of programs intended to enable law schools around the country to provide services to immigrants.

**The Open Society Institute Community Lawyering Program** is a consortium of four schools (Northeastern, University of Maryland, St. Mary’s (San Antonio), and CUNY) that seeks to help law schools support their graduates in community-based practices.

**The CUNY School of Law Labor Program** will train lawyers to deal with workplace issues in both union and nonunion environments.

**A Part-Time Program** at the School would substantially increase the number of students served and thus provide more communities with access to justice.

Borough of Manhattan Community College offers a wide range of degree and nondegree programs relevant to the needs, interests, and aspirations of its students, and continuing education for lifelong learners and people seeking personal enrichment. BMCC is committed to offering quality education in a pluralistic urban environment, to fostering excellence in teaching, to facilitating learning, and to sustaining full access to higher education for those who seek to reach personal or professional goals. BMCC is also committed to providing collaborative programs and services responsive to the educational, cultural, and recreational needs of the community.

**Allied Health Sciences Program.** BMCC's Respiratory Therapy Program, the only program of its kind in CUNY, attains a 100% pass rate on the New York State licensure examination and is the major supplier of respiratory therapists in the metropolitan New York area. BMCC's Paramedic Program, also distinguished by a 100% pass rate, is the only nationally accredited two-year college program in the State of New York.

**Teacher Preparation in Mathematics.** BMCC's Mathematics Department has won national recognition from the National Science Foundation for its curricular efforts in preparing elementary school teachers in mathematics.

**Salomon Smith Barney Program.** BMCC and Salomon Smith Barney are collaborating on a program in which Salomon's employees pursue an associate's degree in Business Management in which 128 students have enrolled to date. Similar programs are planned for employees of the Mercantile Exchange and other downtown businesses.

**Expanding service in Manhattan.** BMCC will explore expanding into the northern Manhattan community either by seeking partnerships with other CUNY institutions or by establishing an independent uptown site. In the downtown business community, BMCC is planning to create a business training center responsive to the needs of the business community.

**The Virtual Library.** BMCC will open the City's first Virtual Library, 400 computer workstations connected to the World Wide Web available to both members of the college community and to our neighbors in the community 24 hours a day every day.

**High School Collaborative Programs.** BMCC has developed relationships with six city high schools at which we offer qualified students credit-bearing courses taught by BMCC professors at no cost to the student. This service now includes a diagnostic component to help the high schools and parents identify and address academic problems early.

**Multimedia Curriculum.** Funded by a grant from Microsoft Corporation, three of the College's academic departments, Computer Information Systems, Music and Art, and Speech, Communications and Theater Arts, will develop and implement an associate's degree program in Multimedia Programming, Design, and Production intended to address the current shortage of qualified workers in New York's information technology industry.

## Bronx Community College

As a “Gateway to Success” in its borough for forty years, Bronx Community College, located on a national landmark campus that houses the Hall of Fame for Great Americans, has developed an integrated curriculum that responds to the intellectual needs of students and the demands of the marketplace. The College links precollege, degree, and job placement efforts in order to facilitate postgraduate success. Bronx Community College offers degree and certificate programs in allied health, liberal arts, the technologies, and business.

**BCC offers strong and varied precollegiate programs**, including: The Bronx Educational Opportunity Center (one of only ten in the State), providing precollege and job training services to over 700 borough residents; the largest CUNY Language Immersion Program, which provides intensive English-language instruction to prepare nonnative English college-bound students for college-level work; and articulation with the K-16 educational spectrum through the Bronx Educational Alliance (BEA), a borough-wide partnership aimed at raising educational attainment among Bronx students. The BEA is one of seventeen partnerships funded by the Ford Foundation through the National Center for Urban Partnerships, which is located on the BCC campus.

**The College has developed and is now implementing a comprehensive Institutional Planning Model (IPM)**, which is designed to foster organizational change, productivity, and increased accountability through integrated and ongoing strategic and operational planning, budgeting, and assessment.

**BCC ranked sixth nationally among community colleges in 1995-96 in the number of associate degrees awarded to minorities.** Local labor force needs are immediately met by graduates in programs such as Radiologic Technology, Nuclear Medical Technology, Electrical Technology, and Television Technology. Approximately half of each graduating class continues their education at senior CUNY, SUNY, and private colleges.

Our long-term goals are:

**Enhancement of precollegiate basic skills preparation** among high school graduates, with the establishment of a College Now Program and, among adults, the establishment of a precollegiate entity for native English speakers, modeled after the successful BCC Language Immersion Program and the BCC Educational Opportunity Center.

**Enhancement of the Liberal Arts and Science Honors Programs**, which are being designed to identify, serve, and challenge high achieving liberal arts and science students in order to create a conduit for transfer to professional programs in science and education.

In 1968, Eugenio Maria de Hostos Community College was established in the South Bronx in response to demands to enlarge access to higher education for the culturally and linguistically diverse residents of this community. Hostos Community College offers an array of associate degree programs in Liberal Arts, Career Programs, and Allied Health Programs which lead to professional and socioeconomic mobility for first- and second-generation Hispanics, African Americans, and other residents of New York City who have traditionally encountered significant barriers to higher education. To serve the needs of this community, the new campus has six buildings, with science, mathematics, writing, and state-of-the-art computer labs. The East Academic Complex houses two theaters, an art gallery, and excellent physical education facilities.

Hostos serves a population of students who are predominantly women (79%), Hispanic (79%), or African American (18%). It provides educational opportunities to first-generation college students (71%) and students whose first language is not English (47.3%).

Students in our Allied Health Programs have passed the licensure certification exams at steadily rising rates in recent years. In Radiologic Technology, for example, all students tested passed the licensure certification exam. The average grade was 89.4%, the highest in the history of the program. Hostos' students in the Nursing program ranked third among all CUNY community and senior colleges that have a nursing program and had an 86.7% passing rate. Hostos' students scored eleven percentage points above New York University.

As reported in *Community College Week* (July 1998), Hostos ranks 20th in the nation among the top 100 community colleges that graduate a substantial number of minorities, 6th among the 50 community colleges across the nation that confer associate degrees to Hispanics, 9th among the community colleges that confer associate degrees to women, and 3rd among the community colleges that confer associate degrees to Hispanic women.

Hostos Community College has embarked on a *Renaissance of Academic Excellence*. This initiative will assure that Hostos will become the premier bilingual/multicultural academic and career institution in the City and the State. Interdisciplinary academic and career corridors are designed with a dual-language methodology. Academic career corridors will further enhance the employability of our Allied Health students by providing an additional bilingual/multicultural curriculum.

An increase in the number of full-time faculty and a newly implemented preengineering program with Puerto Rico and the Dominican Republic reflect Hostos' commitment to standards and excellence as well as to programs that expose the Hostos students to the world family.



## Kingsborough Community College

Kingsborough Community College is Brooklyn's comprehensive community college, located on a beautiful 67-acre campus bounded on three sides by water—the Atlantic Ocean, Jamaica Bay, and Sheepshead Bay. It serves a geographic area defined only by the difficulties imposed by distance, time, and cost of travel. Its mission is to serve the educational, social, and vocational needs of an increasingly diverse community of one of the most international cities of the world. The College has a well-developed core curriculum of liberal arts and sciences, as well as degree programs in business, human services, health-related careers, information technologies, and the sciences.

Reflecting the high quality of these programs are Kingsborough's graduation and retention rates, consistently the highest of all CUNY community colleges.

Kingsborough is an acknowledged leader in the development of collaborative programs, particularly with the New York City Board of Education. Among them are College Now, Diploma Now, Family College and Kingsborough High School for the Sciences. Research consistently shows that participants in the College Now program accumulate college credits at a 30 percent higher rate than nonparticipants. Participation in the program is also strongly associated with superior academic performance, retention rates, persistence toward graduation, rate of progress toward a degree, and eligibility for senior college admission.

Another highly acclaimed collaborative program is New Start, which offers new scholastic opportunities to students who have encountered academic difficulties at affiliated four-year CUNY and private colleges. The Middle States Association evaluation team noted in their most recent report, "As a cluster, the collaborative programs represent outstanding national models of inter-institutional cooperation, leading to seamless education for the public."

Kingsborough's Office of Continuing Education offers the most comprehensive noncredit programs in CUNY. Among them are Diploma Now, the GED examination preparation, College for Kids, custom-designed contracted courses for businesses, including Workforce Development programs, and various career and business training certificate programs.

A strength of Kingsborough's academic programs continues to be the preparation of students for upper-division study, which is greatly enhanced by well-established articulation agreements with many public and private four-year institutions across every discipline. Approximately 70% of Kingsborough graduates transfer to senior colleges.

Kingsborough also excels in providing a range of quality basic skills and academic support programs, such as the English Skills Center, Mathematics Laboratory, Accounting Laboratory, Tutorial Center, and Intensive Immersion Programs.

Kingsborough's goals in the immediate future include: strengthening its relationships with all educational institutions whose students seek admission to Kingsborough in order to improve students' academic preparedness; developing new programs and strengthening existing programs designed to prepare students for the emerging local economy; continuing to provide guidance and support to ensure that students fully benefit from the college experience; and continuing to serve as a center of culture, art, and recreation for the community Kingsborough serves.



LaGuardia Community College, founded in 1971, has established a tradition of innovation that has made it a nationally and internationally recognized leader in community college education. Many of our students, who represent more than one hundred nations, are recent arrivals to the United States or have come here specifically to study at LaGuardia. The College offers both associate degree and certificate programs.

LaGuardia's full-time Language Immersion Program has helped immigrant students prepare for matriculation into CUNY. With quarterly enrollments of over 1,600 since the summer of 1996, the program offers a 25-hour-per-week experience, with small group tutoring and a state-of-the-art multimedia computer lab to reinforce learning.

We have increased the use of technology across our curriculum, especially in the Division of Cooperative Education. Our students are able to research employer databases on the Internet. Faculty are continuously instructed in the use of technology in the classroom.

The International High School, one of three high schools the College sponsors, won an award from the United States Department of Education this past year, and our Middle College High School and the Wagner Institute of the Arts and Technology shared a New Millennium grant from the National Endowment for the Humanities to integrate technology into the Social Studies curriculum.

The Division of Adult and Continuing Education, which offers an array of intensive courses to prepare adults for new careers or postsecondary education, secured \$4.65 million in grant awards in fiscal year 1997-98. The College is also home to the largest continuing education program for deaf students in a community college setting.

The College recently received a grant of \$1.3 million for each of the next three years from the New York City Department of Corrections to offer literacy, GED, English as a Second Language, and skills training to inmates in the City's fourteen correctional facilities.

In the largest expansion of our facilities ever, we have acquired a nearby nine-story building and adjacent properties that will increase the size of our campus by 70%. The entire College works to reinforce basic skills (particularly writing) throughout the curriculum. The College is also expanding its offerings in Queens high schools to include basic skills and ESL courses that will be linked to Regents courses.

The College has created a Distance Learning Task Force that has begun to develop both the credit and noncredit programs of learning. We plan to use the CUNY Media Distribution System's interactive television and online Web-based courses to reach such diverse audiences as New York City high school students or international educational partners.



Established in 1958, Queensborough Community College has a long tradition of providing quality postsecondary education leading to an associate degree. With a full- and part-time instructional staff of about 875, the College offers outstanding two-year programs in Liberal Arts and Sciences (including fine arts and photography), and in such career programs as Business, Computer Technology, Environmental Health, Design Drafting, Electrical or Mechanical Technology, Laser and Fiber Optics Technology, Health Sciences, and Nursing. In response to changing student needs and career opportunities, the College has also established one-year certificate programs in Computer Information Systems, Computerized Manufacturing Technology, Medical Office Assistant, Photography, and Word Processing.

Queensborough also offers special services to many students, such as the model External Education Program for the Homebound, a program that uses a conference telephone to bring the higher education classroom experience to those unable to leave their homes. The College serves the vocational, cultural, and recreational interests of the general community through its noncredit Continuing Education program, Art Gallery, Professional Performing Arts series, departmentally sponsored performing and fine arts activities, Holocaust Resource Center and Archives, Astronomy Observatory, and various Heritage Month celebrations.

Queensborough Community College is a leader in technology education whose programs each year are supported by major grants from the National Science Foundation (NSF). Its Laser and Fiber Optics Technology Program is one of the few nationwide, and it is the only one of its kind in the State approved by the State Education Department.

A national summer institute developed by the College's Electrical and Computer Engineering Technology Department teaches faculty from across the nation how to develop their own multimedia courseware for instructional use. This institute has been designated a flagship project by the NSF because of its potential to alter future teaching methods.

Queensborough also has the largest Clinical Nursing Program in the metropolitan area, the only Music Electronic Technology Program within CUNY, and the only Astronomy Observatory at a public college in New York City. Among other achievements, Queensborough Community College takes pride in the many community-centered services it offers, such as its Holocaust Resource Center and Archives.

In an initiative to increase the number of full-time faculty, 24 new faculty were recruited to the full-time instructional staff in fall 1998. The institution also reinforced its commitment to the Liberal Arts curriculum and Teacher Education. As a result of this strongly based Liberal Arts curriculum, Queensborough graduates have the highest pass rate among all CUNY community college students on the New York State Teacher Education examination.

In Educational Technology, the campus is in the process of being wired for Internet access. This initiative will greatly enhance and expand educational opportunities for our student population.



**The City University of New York  
Facts & Figures**

| 1998-99 ADOPTED BUDGET (\$ MILLIONS) |                |       |
|--------------------------------------|----------------|-------|
| <b>Senior Colleges</b>               |                |       |
| State Aid                            | 563.5          | 57.6% |
| City Support                         | 32.3           | 3.3%  |
| Tuition                              | 383.2          | 39.1% |
| <b>Total Senior</b>                  | <b>979.0</b>   |       |
| <b>Community Colleges</b>            |                |       |
| State Aid                            | 117.5          | 34.9% |
| City Support                         | 79.4           | 23.6% |
| Tuition                              | 139.7          | 41.5% |
| <b>Total Community</b>               | <b>336.6</b>   |       |
| <b>Total University</b>              |                |       |
| State Aid                            | 681.0          | 51.8% |
| City Support                         | 111.7          | 8.5%  |
| Tuition                              | 522.9          | 39.7% |
| <b>Total University</b>              | <b>1,315.6</b> |       |

| ENROLLMENT (HEADCOUNT) FALL 1997 |                |               |                |              |
|----------------------------------|----------------|---------------|----------------|--------------|
| Senior                           | Full-time      | Part-time     | Total          | % PT         |
| Undergraduate                    | 71,551         | 39,291        | 110,842        | 35.4%        |
| Graduate                         | 6,764          | 19,219        | 25,983         | 74.0%        |
| <b>Total Senior</b>              | <b>78,315</b>  | <b>58,510</b> | <b>136,825</b> | <b>42.8%</b> |
| Community                        | 38,722         | 25,638        | 64,360         | 39.8%        |
| <b>Total</b>                     | <b>117,037</b> | <b>84,148</b> | <b>201,185</b> | <b>41.8%</b> |

| ENROLLMENT (FULL-TIME EQUIVALENT) FALL 1997 |           |         |
|---|-----------|---------|
| Senior                                      | Community | Total   |
| 97,855                                      | 50,687    | 148,542 |

| ADULT & CONTINUING EDUCATION ENROLLMENT 1996-97 |           |         |
|---|-----------|---------|
| Senior  | Community | Total   |
| 72,559  | 79,553    | 152,112 |

| STUDENT PROFILE (FALL 1997 UNDERGRADUATES) |        |           |
|--|--------|-----------|
|  | Senior | Community |
| Income of \$20,000 or less*                | 36.2%  | 51.2%     |
| Work full-time or part-time*               | 63.7%  | 50.5%     |
| Attended NYC public high schools**         | 66.1%  | 52.6%     |
| Age 25 or older                            | 42.5%  | 40.3%     |
| Support children*                          | 24.5%  | 35.5%     |
| Born outside U.S. mainland**               | 46.5%  | 50.0%     |
| Native language not English**              | 46.2%  | 50.9%     |
| Receive Pell***                            | 43.0%  | 57.1%     |
| Receive TAP***                             | 38.5%  | 49.0%     |
| <b>Ethnicity/Gender</b>                    |        |           |
| Black                                      | 32.2%  | 32.9%     |
| Hispanic                                   | 22.2%  | 32.8%     |
| Asian                                      | 12.7%  | 10.8%     |
| White                                      | 32.7%  | 23.4%     |
| Native American                            | 0.2%   | 0.1%      |
| Female                                     | 61.0%  | 64.0%     |

\* Source: 1995 OIRA Student Experience Survey  
 \*\* First-time freshmen  
 \*\*\* Fall 1996

| TUITION                             |         |
|-------------------------------------|---------|
| <b>Senior Colleges</b>              |         |
| Undergraduate resident full-time    | \$3,200 |
| Undergraduate nonresident full-time | \$6,800 |
| Per credit resident                 | \$135   |
| Per credit nonresident              | \$285   |
| Graduate resident full-time         | \$4,350 |
| Graduate nonresident full-time      | \$7,600 |
| Per credit resident                 | \$185   |
| Per credit nonresident              | \$320   |
| <b>Community Colleges</b>           |         |
| Resident full-time                  | \$2,500 |
| Nonresident full-time               | \$3,076 |
| Resident per credit                 | \$105   |
| Nonresident per credit              | \$130   |

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