

Investing In Our Future

The City University of New York's Master Plan
2012–2016



CUNY

Investing In Our Future

The City University of New York's Master Plan
2012–2016



Table of Contents

INTRODUCTION:	
The CUNY Context, Mission, and Vision	1
Historical Underpinnings, Mission, and Vision	1
The CUNY Context	3
Overview	3
CUNY Financial Structure: Past Instability and Future Stability	4
A Map for This Plan.....	7
The Environment	8
The Economic Recession and Recovery	8
The Labor Market and CUNY Programs.....	8
Market Share and Competition	9
New York City and Population Trends	10
CUNY Enrollment Amounts	10
CUNY Students: Current Demographics.....	11
CUNY Students: Demographic Projections	12
THE MISSION PART ONE:.....	15
The University Will Continue to Maintain and Expand its Commitment to Academic Excellence	
Ensuring the Presence and Cultivation of a World Class Faculty.....	15
Cultivating Faculty Diversity.....	18
Undergraduate Honors Programs, Including Macaulay Honors College.....	20
Excellence in Undergraduate Education	22
The Decade of Science.....	23
Advanced Science Research Center	23
CUNY Interdisciplinary High-Performance Computing Center.....	24
STEM Faculty	26
Educating the Next Generation of STEM Students	26
A Culture of Evidence and Assessment	28
The Collegiate Learning Assessment	28
The University as a National Model for Generation and Use of Data.....	29
Rigorous and Relevant Degree Programs	30
Master's Degree Programs	31
Professional Science Master's Programs	33

TABLE OF CONTENTS

Responding to Basic Student Needs: The SingleStop Initiative	60
Preparing for College Success	61
Graduate NYC! College Readiness and Success	62
The CUNY-DOE Curriculum Alignment Project.....	62
The CUNY-DOE Early Intervention Program	62
CUNY and Community Based Organizations Support.....	64
Early College High Schools.....	64
Developmental Education and Remediation	65
CUNY Start.....	66
Additional Strategies for Students with Remedial Needs.....	67
English as a Second Language (ESL).....	68
SEEK and CD.....	69
The CUNY Black Male Initiative Institute	70
THE MISSION PART FOUR:.....	71
The University Must Remain Responsive to the Needs of its Urban Setting	
Workforce Development.....	72
The CUNY Jobs Task Force.....	72
Center for Innovation and Entrepreneurship	73
Educating Teachers and Early Childhood Educators for New York	74
Health Care	77
Nursing.....	78
Technology in Health Care Education	79
Other Priorities in Health Care Education 2012-2016	80
The CUNY School of Public Health at Hunter College	80
Continuing Education.....	81
CUNY Career PATH (Preparation of Adults through Training and Higher Education)	81
Ensuring Quality in Continuing Education	82
Service to the City and State	82
The Green Workforce.....	82
Coastal Storm Plan Personnel Training Program	83
Other Initiatives	83
CUNY TV.....	84
Advanced Media Services	85

INTRODUCTION: The CUNY Context, Mission, and Vision

Historical Underpinnings, Mission, and Vision

The City University of New York's 2012-2016 Master Plan builds on the significant progress achieved through preceding plans. More than a decade ago, the University's Master Plan for 2000-2004 set forth a strategy of institutional renewal. Since 2000, the University has been successfully charting a course toward academic distinction, beginning with its comprehensive response to the 1999 report of the Mayor's Advisory Task Force on CUNY, *The City University of New York: An Institution Adrift*. This task force was chaired by now CUNY Board of Trustees Chair, Benno C. Schmidt Jr.

Over the past 12 years, the University has continued to implement bold, strategic measures to position itself among the most highly regarded and respected institutions of public higher learning. Under the guidance of Chancellor Matthew Goldstein, and through the collective efforts of CUNY's Board of Trustees, presidents, faculty, staff, students, alumni, and friends, the University is today navigating a course of academic achievement and innovation, while sustaining its traditional roles and responsibilities. Indeed, CUNY is a leader in defining public higher education for the 21st-century, whether developing new approaches to student learning, building collaborative research models, or creatively partnering with the city's communities.

From the founding of City College as the Free Academy, in 1847, the historic mission of The City University of New York has been to provide New Yorkers with both access to and excellence in higher education. At that time, founder Townsend Harris proclaimed, "Open the doors to all ... Let the children of the rich and the poor take their seats together and know of no distinction save that of industry, good conduct and intellect."

More than 100 years later, in 1961, Governor Nelson Rockefeller signed into history the law establishing The City University of New York, granting university status to the system composed then of Hunter, City, Brooklyn, and Queens Colleges, as well as Staten Island, Bronx, and Queensborough Community Colleges. This historic legislation, Section 6201 of the New York State Education Law, states the following:

The legislature intends that the City University of New York should be maintained as an independent system of higher education governed by its own board of trustees responsible for the governance, maintenance and development of both senior and community college units of the city university. The university must remain responsive to the needs of its urban setting and maintain its close articulation between sen-

The CUNY Context

Overview

All of the University's goals and efforts unfold within the integrated matrix of its parts. The University's 24 institutions include 11 senior colleges (those with baccalaureate programs: Baruch College, Brooklyn College, City College, College of Staten Island, Hunter College, John Jay College, Lehman College, Medgar Evers College, New York City of Technology, Queens College, and York College); seven community colleges (those with associate but not baccalaureate programs: Borough of Manhattan Community College, Bronx Community College, Hostos Community College, Kingsborough Community College, LaGuardia Community College, New Community College, and Queensborough Community College); the William E. Macaulay Honors College; the Graduate School and University Center; the CUNY Graduate School of Journalism; the CUNY School of Law; the CUNY School of Professional Studies; and the CUNY School of Public Health. The vitality and distinctiveness of each individual unit cannot be overemphasized. As much as this document must necessarily take a macro-level view of the University and its goals and challenges as a whole, the core work of teaching and learning takes place every day on every individual campus.

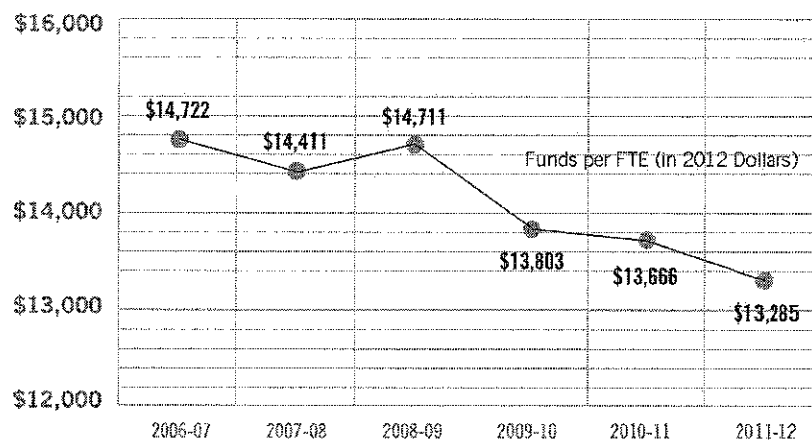
It is also essential to underscore CUNY's status as the nation's largest urban public university. Serving more than 270,000 students in credit-bearing programs, and another more than 200,000 continuing and professional education students, the University confers 35,000 degrees each year—more than 1.1 million associate, baccalaureate, master's, and doctoral degrees since 1967. Indeed the University provides postsecondary education at every level, from certificate programs through doctoral-degree study, and in a huge variety of fields of interest, as well as programs linking secondary and postsecondary education. In 2010-2011, there were about 1,400 active academic programs at CUNY.

At the same time, the University is also among the nation's most diverse institutions of higher education. Information provided in a subsequent section of this plan will detail this richness. For the purposes of introducing this plan, it is useful just to note this incontestable fact: CUNY continues to be an attractive, and increasingly desirable, destination for all types of New Yorkers.

In fall 2011, full-time equivalent (FTE) student enrollment at CUNY (i.e., the number of full-time students alone it would take to generate the observed classroom enrollments) surpassed 200,000 for the first time. This milestone reflects a pattern of significant enrollment increases: Student FTEs have grown at an annual rate of approximately 5 percent over the past six years. The University's tremendous enrollment growth continues to be both good news and a challenge, as year after year the University breaks records in the volume of application documents received and reviewed. The University's first priority remains to provide students with access to a quality education that stimulates students and results in their leading productive and satisfying lives. Meeting that contract with admitted students—while remaining ever mindful of the University's historic access mission—has required and will continue to require strategic enrollment management policies and practices, particularly given that not even vigorous efforts to hire additional full-time faculty have been able to keep pace with the enrollment increases. The University now faces difficult decisions—detailed later in this plan—to make up this lost ground.

University Funding per Student Full-time Equivalent

2006-2012



All dollar figures are adjusted for inflation using the Higher Education price Index and are expressed as 2012 dollars.

Given these continuing reductions in city and state aid, it has been very difficult to maintain and enhance quality, as well as to plan. For the better part of a decade, Chancellor Goldstein has advocated a predictable tuition policy, one that would provide stability for the institution and allow CUNY, as well as students and their families, to plan for the future. He has advocated for what is known as the CUNY Compact: state-authorized, predictable tuition increases accompanied by increased philanthropy and productivity by CUNY.

The Chancellor has steadily gathered support for this policy through speeches, legislative testimony, and private conversations. In November 2005 remarks to the Center for Educational Innovation-Public Education Association, the Chancellor said, “Public higher education must be a public priority, just as it is a public good. It’s clear that we must re-envision our partnership with the state in order to ensure that every student is encouraged and enabled to pursue a college degree.” In addition, he placed financing for public higher education at the center of discussion during two national summits, in October 2008 and November 2010, that he hosted at CUNY.

The culmination of these efforts arrived in June 2011, when Governor Andrew Cuomo and the state legislature signed into law authorization of elements of the compact model. The centerpiece of the new legislation is the establishment of a tuition plan, one that builds in modest, predictable increases tied to state funding while still protecting the neediest students. The model delineates shared responsibility among partners and creates opportunities to leverage funds. It has four main elements:

- A “maintenance of effort” provision that ensures that New York State’s financial support cannot be reduced from prior-year levels unless a fiscal emergency is declared;
- Authorization of a tuition policy that allows CUNY and SUNY to increase tuition up to \$300 annually for five years (through 2015-2016) for full-time undergraduate resident students;

launch of “Invest in CUNY: Expanding the Vision,” which has set a new cumulative goal: \$3 billion by 2015. This campaign focuses on carefully selected priorities of the University and the colleges, including investing in faculty, advancing the Decade of Science initiative, and supporting student opportunity and progress.

CUNY’s vision for quality and distinction is built upon an expanding partnership of private and public support, and that includes an enhanced culture of philanthropy.

A Map for This Plan

A detailed environmental scan immediately follows this Introduction, after which this plan is divided into five additional sections, along with a set of appendices to provide complementary and supplementary information. Of the five additional sections, four discuss CUNY’s plans with regard to the four different aspects of CUNY’s mission, and the fifth discusses the financial, technological, and facilities resources necessary in order to effect these plans.

The first section following this Introduction, “The Environment,” covers such essential planning information as projected population growth and changing labor needs.

The next section, “The Mission Part One: The University Will Continue to Maintain and Expand Its Commitment to Academic Excellence,” focuses on the essentials of high quality and performance, and explains how CUNY will increase and diversify its full-time faculty; foster a research agenda; cultivate excellence in undergraduate and graduate programs; manage the University’s library and technology needs; and generally continue to aim for the very highest levels of academic accomplishment.

The following section, “The Mission Part Two: Maintain the University as an Integrated System and Facilitate Articulation between Units,” remains focused on the academic mission. However, this section concentrates on specific internal and external needs that must be met in order to make it possible for all New Yorkers to pursue and successfully complete a college education. Part of this work involves a major effort to integrate CUNY’s general education curriculum across the University and enhance seamless college transfer, and other parts involve programs specifically designed to take advantage of the power of the system in facilitating cross-campus academic collaborations.

The next section, “The Mission Part Three: Expanding Access,” addresses the ways in which CUNY will continue to meet its mandate of providing access to an excellent education to all New Yorkers, with particular attention to citizens from underrepresented groups. This part of the plan will also detail efforts to create smooth paths for students as they begin college work, both within CUNY’s own developmental education programs and in pre-college preparatory collaborations with the New York City Department of Education.

The following section, “The Mission Part Four: The University Must Remain Responsive to the Needs of Its Urban Setting,” will cover the myriad ways that the University serves the city and state, as well as the ways in which the University will strengthen its connections with New York’s economic and social life over the next four years. This section will also cover the infrastructure—administrative technology and facilities—necessary for the University to function well in its urban setting.

Projections suggest growth in employment opportunities that require different levels of credentials but that all offer good salaries. Many of these opportunities fall within occupational areas that require a baccalaureate degree: teaching, business and finance, sales, computer technology, writing and editing, art and design, human resources, engineering, and architecture. CUNY has strong programs in all of these areas.

For example, the number of students graduating from CUNY's teacher education programs has increased by more than 13 percent over the past 10 years; about one-third of the teachers in New York City's public schools were educated at CUNY. In business and finance, CUNY awards about 4,500 baccalaureate and 800 master's degrees each year (excluding sales and marketing). These numbers include about 2,000 degrees from accounting programs annually. Graduates from CUNY writing programs make up more than one-third of the writers and editors trained by city institutions of higher education.

Other high-demand occupational areas require workers to hold an associate degree. Representative careers include health and science technician, registered nurse, computer support specialist, engineering technician, paralegal and legal assistant, designer, and broadcast technician. In these areas, too, CUNY offers strong programs. The numbers of CUNY graduates from associate programs in nursing and other allied health fields have increased by 10 percent and 60 percent, respectively, over the past 10 years. About 65 percent of the associate-level registered nurses who graduate from New York City institutions are graduating from CUNY; more than 500 CUNY students graduate each year prepared for jobs as health or science technicians. About 400 CUNY students graduate each year prepared for jobs that require an associate degree in computer support; this is about half of total number of associate-degree graduates in computer support from around the city. CUNY graduates also account for about half of the workforce in engineering technology.

Market Share and Competition

New York City has the third-highest college enrollment rate among the 10 largest cities in the United States; only San Jose, California, and Philadelphia, Pennsylvania have larger shares of their college-age populations (18-24) enrolled in college. Moreover, CUNY serves the majority of undergraduates who enroll in college in New York City: 56 percent, compared to 32 percent in independent/private colleges, 9 percent in proprietary colleges, and 3 percent in SUNY.

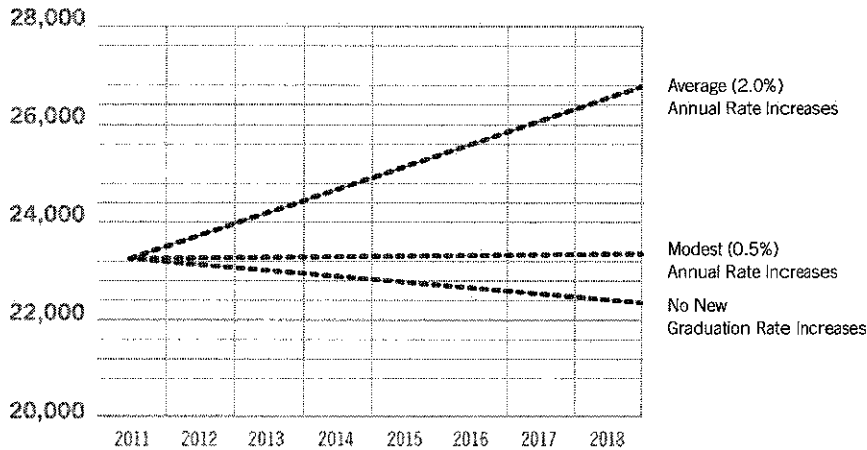
Over the past 10 years, looking at postsecondary education as a whole, CUNY and the proprietary sector have gained market share in New York City, while the private institutions and SUNY have lost market share. However, among two-year institutions alone, although CUNY's market share is high (79 percent), from fall 2001 to fall 2010 CUNY's market share dropped from 83 percent to 79 percent. The absolute numbers in the proprietary institutions are substantially lower (18,428 in 2010), and they offer far fewer program options, but their market share rose from 12 percent in fall 2001 to 16 percent in fall 2010. Whether or not this trend continues will depend on a number of factors, including what new programs CUNY develops over the course of the period covered by this Master Plan.

2011, enrollment exceeded 33,000 in the graduate and professional schools, an increase of 6 percent from 2008. In addition, in 2010-2011, the CUNY Continuing Education and Workforce Development programs served more than 200,000 students.

CUNY has always been an educational destination for immigrants and their children. If the following assumptions hold true, the effect on the University will be substantial.

- If projections of continuing immigration into New York City are accurate;
- If projections of increases in New York City’s total population are accurate;
- If trends in New York City public high school graduation rates continue;
- If projections of DOE enrollment are accurate;
- If trends in CUNY’s share of DOE graduates continues increasing at the same rate; and
- If trends in CUNY’s first-time freshman enrollment continue (with no enrollment caps).

Despite Declining DOE Enrollments, CUNY Will Likely See Increased Market Demand.
 Projections of CUNY Freshman DOE Graduates under Different Graduation Rate Scenarios



Note: estimated numbers of graduates enrolling in the fall after graduation, assuming that the share of the DOE college-going population enrolling at CUNY remains the same.
 Source: CUNY OIRA and DOE

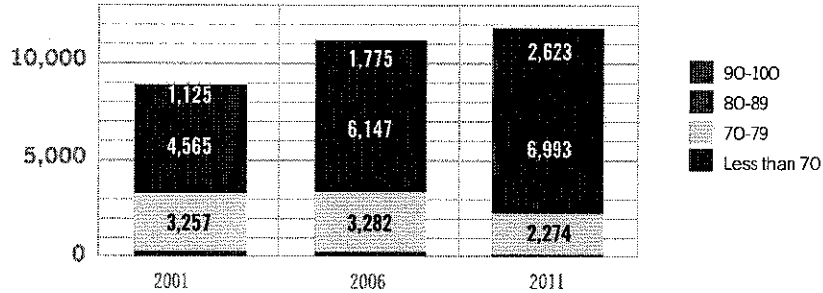
Considering these trends, by fall 2018, DOE graduates could represent more than 85 percent of first-time freshmen entering CUNY, composing an estimated 38,500 of the nearly 44,000 first-time freshmen (up from 26,400 of a total of about 37,000 first-time freshmen in 2011).

CUNY Students: Current Demographics

Fall 2011 data show that CUNY undergraduates are more likely to be female (58 percent) than male, as are the students in the graduate and professional colleges (66 percent), and that the mean age of the undergraduates is 24, although 28 percent are 25 or older. Approximately 41 percent of CUNY under-

munity colleges, 83 percent of all first-time freshmen entering in fall 2011 demonstrated some remedial need, and 19 percent exhibited remedial need in three subjects—significant increases from previous years that are only partially explained by increases in the remedial cutoff scores for mathematics.

Senior Colleges Are Serving More of the Best-Prepared Students.
Trends in Freshman Baccalaureate Enrollment by CAA Band*



* Counts estimated based on population whose CAA is known Source: CUNY OIRA

Together all of this information predicts that, as compared to current CUNY undergraduates, by the end of the period of the Master Plan, 2016, a higher proportion of CUNY undergraduates will be of color, will be traditional as compared to nontraditional students, and will have excellent qualifications for college. Although the proportion of students who need remediation is also growing, this Master Plan will detail several initiatives with the DOE designed to curtail that growth and, in fact, decrease the percentage of such students by 2016.

THE MISSION PART ONE:

The University will continue to maintain and expand its commitment to academic excellence.

Consonant with the University's statutory mission "to maintain and expand its commitment to academic excellence," this section of the plan outlines hallmarks of an outstanding 21st-century education and how the University envisions securing such achievement. Principal components include a focus on full-time faculty from diverse backgrounds; a commitment to providing the best opportunities for New York's students to meet and exceed their academic potential, including at the University's flagship Macaulay Honors College; an enduring commitment to improving outcomes in undergraduate education; a dedication to the ongoing mission of the Decade of Science; an insistence on a culture of evidence and assessment; a watchful eye on needs for and growth of academic programs; a reliance on a robust library system; and a determination to pursue the potential and promise of academic technology.

Ensuring the Presence and Cultivation of a World-Class Faculty

CUNY is privileged to have attracted a cadre of prize-winning faculty who are leaders in their disciplines and bring experience and creativity to the classroom. Part-time faculty can bring essential outside experience, new ideas, and an applied approach to learning. However, studies suggest that over-reliance on these instructors can decrease the quality of education for some students and particularly disadvantage those students who are less prepared for college.¹ Studies have shown that increasing exposure to full-time faculty has a positive impact on retention, especially first-year retention and that, in particular, students appear to be negatively affected when gatekeeper courses are taught by part-time faculty other than those such as graduate fellows.² Furthermore, investing in full-time faculty seems to be a cost-effective way of enhancing student success.³ Full-time faculty are more available outside of the classroom and have more interaction with their students. They are more involved in curriculum development and in the life of the college, all of which strengthen the scholarly excellence they bring to the classroom as well as to students' overall educational experience.

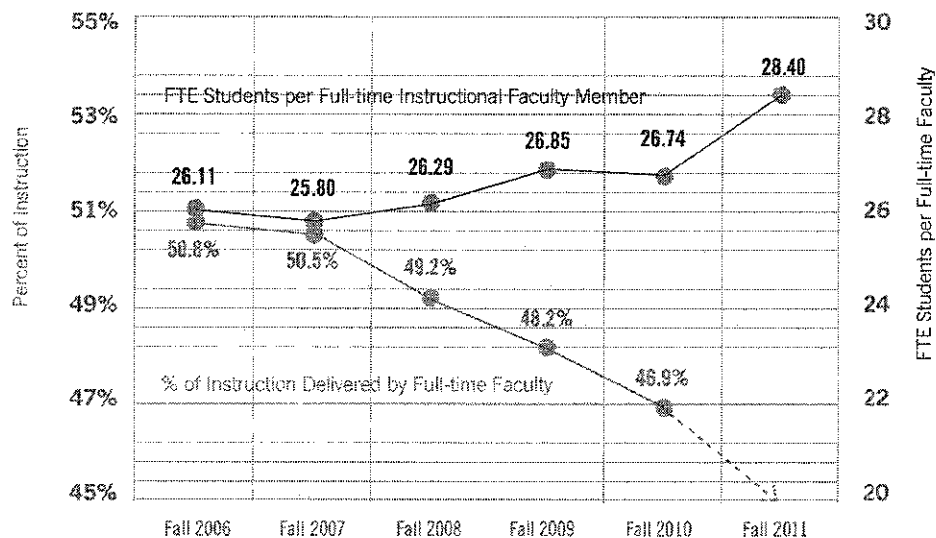
¹ Benjamin, Ernst. How Over-Reliance on Contingent Appointments Diminishes Faculty Involvement in Student Learning. *Peer Review*, 5(1): 4-10.

² Eagan, M. Kevin Jr. and Jaeger, Audrey J. Closing the Gate: Part-Time Faculty Instruction in Gatekeeper Courses and First Year Persistence. *California Community College Collaborative (C4)*, UC Riverside, 2008.

³ Harris, Douglas N. and Goldrick-Rab, Sara. The (Un)Productivity of American Higher Education: From "Cost Disease" to Cost Effectiveness. *Working Paper Series, La Follette School Working Paper No. 2010-023*.

Student: Full-Time Faculty Ratio & Percentage of Instruction Delivered by Full-Time Faculty

Fall 2006 - Fall 2011



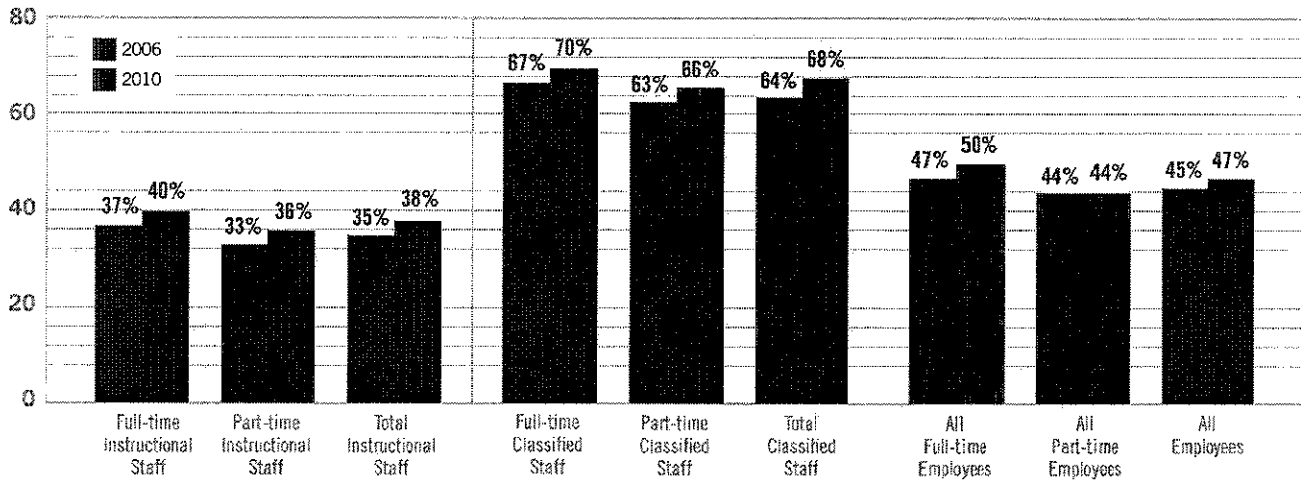
Since 2006, student enrollment has grown at a faster pace than full-time faculty. Consequently, the ratio of full-time equivalent students to full-time faculty has increased, and the percentage of instruction delivered by full-time faculty has decreased. The 3 percent increase in student enrollment from Fall 2010 to Fall 2011 combined with the 3 percent decrease in full-time instructional faculty due to the July 2010 New York State early retirement incentive program amplified this general trend. Regaining the ground lost over the last four years is a critical priority for the next four years.

Further, the difficulty in ensuring sufficient full-time faculty for CUNY students will be challenged even more severely by the large number of expected faculty departures in the next few years—despite many hundreds of new faculty having been recently hired, 20 percent of CUNY faculty are currently over the age of 65. In fall 2011 alone, 275 full-time, long-term faculty members retired as a result of the University's Early Retirement Incentive Program. To address the concern that many more faculty may suddenly retire, the Office of Academic Affairs is collaborating with the Office of Human Resources Management, the Office of Labor Relations, and the Office of the General Counsel to establish a phased retirement plan that will ease the transition to retirement for faculty, while enabling departments and colleges to anticipate vacancies and plan ahead for replacement. This speaks to a concern expressed by one college to develop “a flexible/phased retirement option that would support faculty and staff in their transition to full retirement over a defined period.”

In sum, as the number of CUNY students has grown over the past five years, so has the number of faculty, but not enough even to maintain the admittedly low percentage of instruction currently taught by full-time faculty. Consequently, the aspirational 70/30 full-time/part-time faculty ratio appears increasingly elusive. Recent trends suggest a further decrease in the percentage of instruction delivered by full-time faculty. This prediction follows from the fact that FTE enrollments increased by 3 percent from fall 2010 to fall 2011 while the number of full-time faculty decreased by 2 percent. To regain all of

Diversity

Percentage of Employees in Federal Protected Groups
2006-2010



Source: CUNY Office of Human Resources Management

Several of the colleges have described their own plans to increase faculty diversity during the period of this Master Plan. City College is just one example “[City] College will create a Council on Inclusion and Excellence which will recommend strategies and approaches to ensure diversity in departments as well as in departmental and executive committees.”

In spring 2011, the University conducted a faculty diversity study to examine the effectiveness of its faculty recruitment and diversity activities over the past 10 years. This study also assessed the experiences of underrepresented groups and attempted to identify the best recruitment and retention practices at CUNY and at peer institutions. The goals of the study were to develop a framework for improving the representation and experience of women and minorities, and to strengthen the climate for diversity and inclusion across the University.

The Diversity Study Steering Committee (DSSC), appointed by Chancellor Goldstein, was responsible for overseeing the study and making recommendations to enhance the University’s diversity and compliance activities. The recommendations address policies and practices that will increase the recruitment and retention of underrepresented groups and make the climate more welcoming for all faculty members. An ad hoc committee on strengthening diversity was subsequently established by Chancellor Goldstein to develop an action plan based on the study.

During the years of the Master Plan 2012-2016, the University will engage in two core activities emerging from the diversity study.

- **Implementation of the “University Diversity Action Plan”:** The “Diversity Action Plan” focuses on the areas of: leadership and accountability, recruitment, and climate and retention. This plan is designed to promote innovative recruitment and inclusion initiatives and programs; to foster a positive climate that supports faculty members and encourages them to thrive; and to ensure that Uni-

The University has responded strongly and successfully to provide an excellent education for the increasing numbers of academically talented students. All senior and community colleges offer challenging courses and programs, including honors programs, for students who are well prepared for college. The very best baccalaureate applicants may seek admission into the Macaulay Honors College, CUNY's flagship program in honors education.

Established in 2001, the Honors College has evolved from an innovative concept to a nationally recognized beacon of excellence in public higher education. A generous gift from Linda and William Macaulay—he is a 1966 Honors graduate of City College—permitted the Honors College to purchase and renovate a landmark building on West 67th Street. In honor of this gift, the College was renamed William E. Macaulay Honors College at the City University of New York.

Designed by a committee of faculty and administrators from the system's senior colleges, Macaulay exemplifies the advancement of excellence in the integrated university. Students have a home campus (currently Baruch, Brooklyn, City, Hunter, Lehman, or Queens Colleges, or the College of Staten Island), but can enroll in classes at all of CUNY's colleges and programs, including at the Graduate Center.

Applications to Macaulay continue to increase: from the 3,828 freshman applications that the college received for fall 2008, to the 4,077 applications that the college received for fall 2011. In addition, more of the college's admitted students are choosing to matriculate. In fact, in fall 2011, about 50 more students accepted the offer of admission than the college expected. The academic credentials of Macaulay applicants also continue to impress, with mean SAT scores of admitted students rising from 1,288 in 2005 to 1,369 in 2011.

Similar to its sibling colleges at CUNY, Macaulay plans strategically for its own future while remaining a committed citizen of the integrated University. Unfortunately, the present Master Plan cannot detail every college's specific vision for its honors programs. Highlighting certain aspects of Macaulay's priorities and intentions through 2015 will serve as an example of all of the colleges' honors programs:

- Modifying the curriculum to increase its effectiveness and aligning Macaulay courses with the University's Pathways to Degree Completion Initiative, which provides a university-wide framework for general education.
- Providing additional research opportunities to students through the expansion of the Macaulay Research Matching Program.
- Collaborating more closely with other CUNY colleges to recruit the faculty who teach the four seminars that compose Macaulay's core curriculum.
- Increasing student diversity through an enrollment plan for underrepresented minority students and other activities.
- Improving student services, including advising and registration.